

LCFF Budget Overview for Parents

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

CDS Code: 42693360000000

School Year: 2025-26

LEA contact information:

Sierra Loughridge

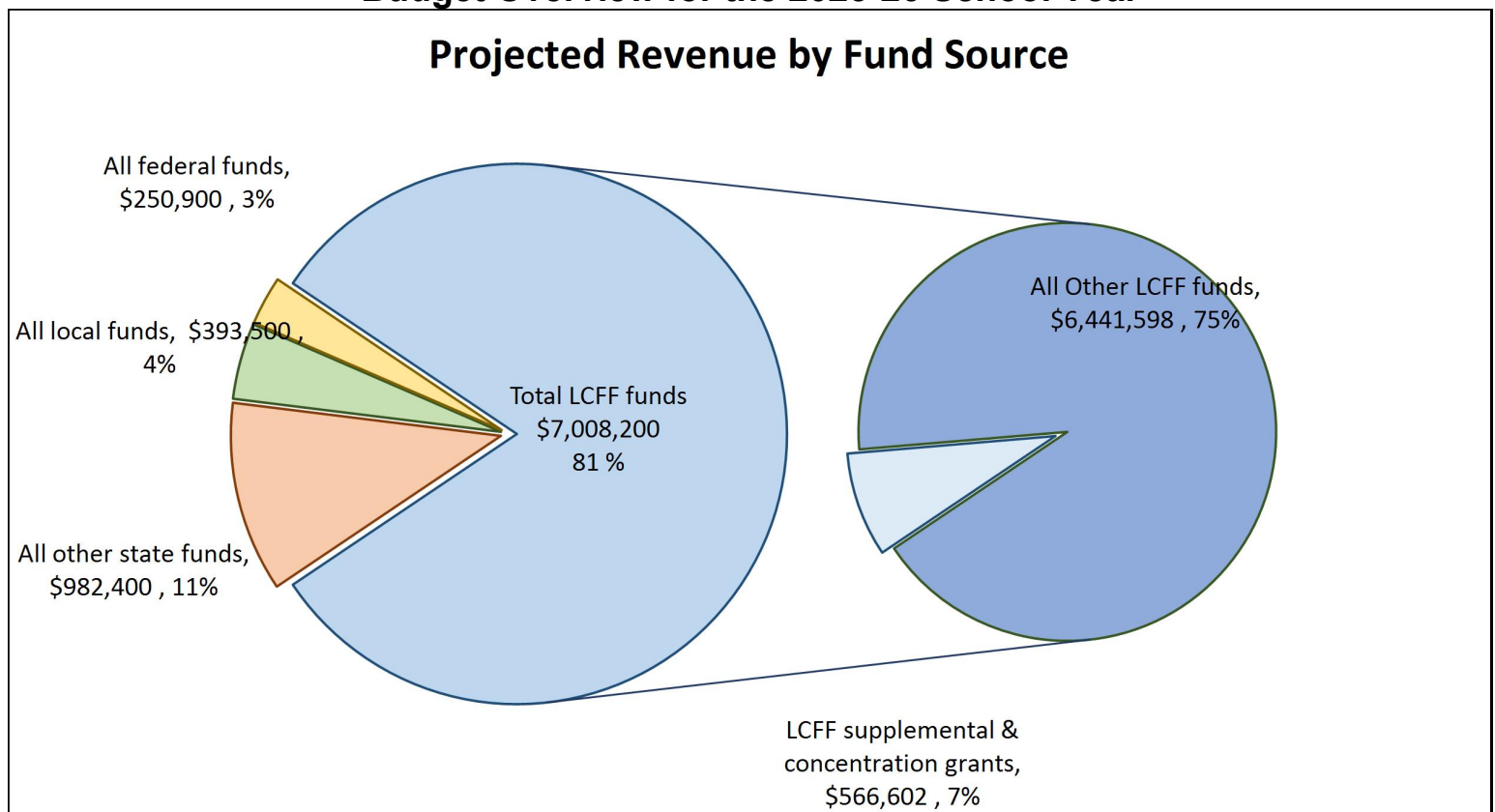
Superintendent

sloughridge@solvangschool.org

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 2025-26 School Year

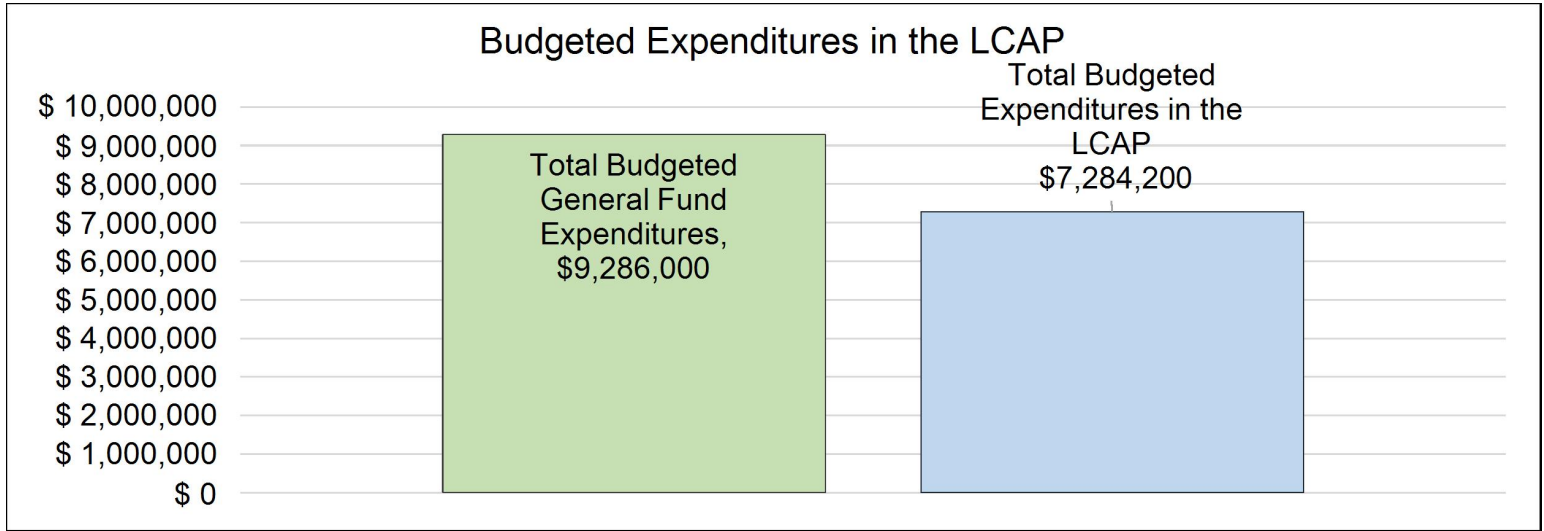


This chart shows the total general purpose revenue Solvang Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solvang Elementary School District is \$8,635,000, of which \$7,008,200 is Local Control Funding Formula (LCFF), \$982,400 is other state funds, \$393,500 is local funds, and \$250,900 is federal funds. Of the \$7,008,200 in LCFF Funds, \$566,602 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solvang Elementary School District plans to spend \$9,286,000 for the 2025-26 school year. Of that amount, \$7,284,200 is tied to actions/services in the LCAP and \$2,001,800 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

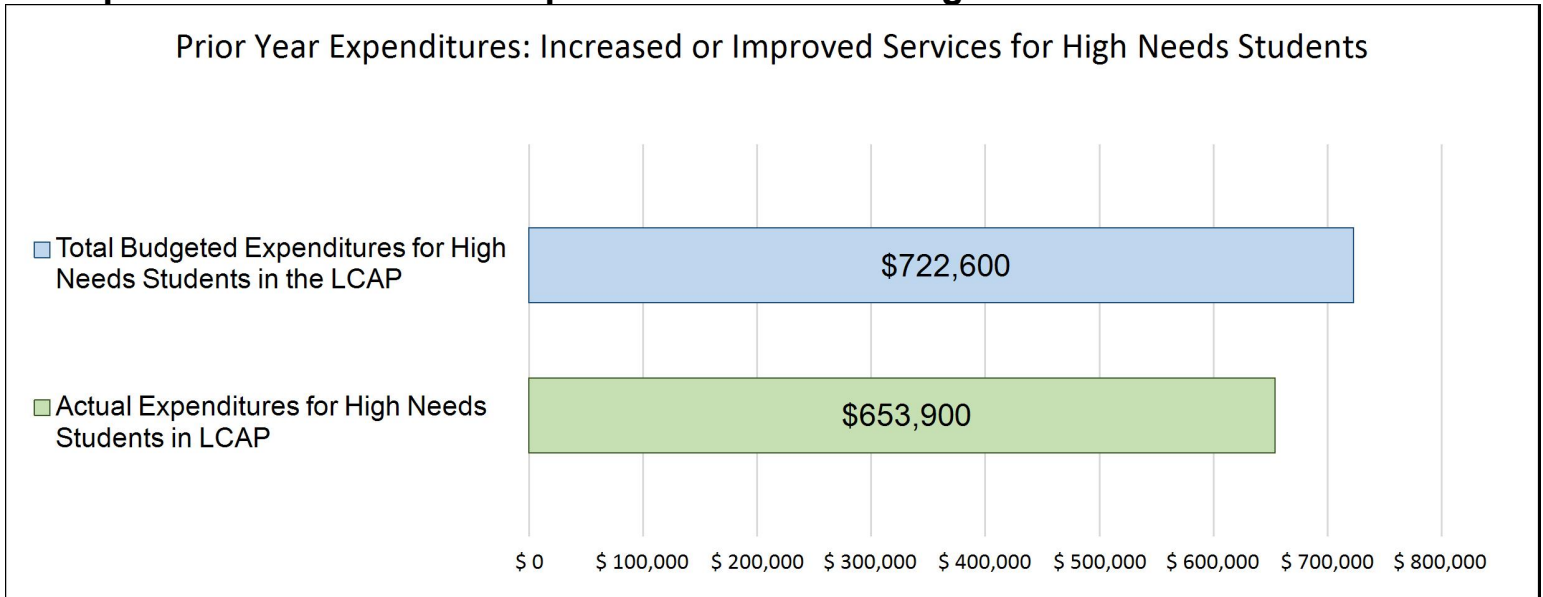
Budgeted expenditures not included in the LCAP: Property & Liability Insurance, Utilities, STRS on Behalf, Certificated Management Payroll, District Office Payroll, Communications, Services (Legal, Audit, etc.)

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

In 2025-26, Solvang Elementary School District is projecting it will receive \$566,602 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 \$772,900 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Solvang Elementary School District's LCAP budgeted \$722,600 for planned actions to increase or improve services for high needs students. Solvang Elementary School District actually spent \$653,900 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$68,700 had the following impact on Solvang Elementary School District's ability to increase or improve services for high needs students:

All students received the planned services and were supported as planned. However, the funding of the action shifted. The District switched the funding sources to expend expiring Learning Recovery Block Grant Funding and to correctly capture Before School Care in ELOP funding. Classroom aides budgeted in Goal 3 Action 3 shifted to Expanded Learning before school and after school care, Goal 3 Action 4, and aide prep for art in order to offer a board course of study shifted to Goal 1 Action 3. Additionally, the ELD aide shifted to Learning Recovery funding.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2025-26]

General Information

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

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

Solvang Elementary School District is a single school TK-8 district with two adjacent campuses of nearly 600 students. Each campus is unique and in the 2025-2026 school year, each campus will be led by a dedicated principal, one for Elementary (TK-5) and one for Middle School (grades 6-8). This strategic reconfiguration of leadership will promote student achievement, enhance communication with families, and support teachers and staff.

Solvang School is committed to meeting the needs of all students while centering the needs of unduplicated pupils and their families. The LEA supports: Language Acquisition for English Learners and partners with their families; inclusion and access for students with disabilities and partners with their families; and expands access to supports for socioeconomically-disadvantaged and unhoused students and families. These supports include dedicated people and research based programs and are part of the Board's strategic vision to support the exceptional learners at Solvang.

According to the California Dashboard, the student body is 58.1% Hispanic, 33% White, 3.5% Two or More Races, 0.8% American Indian, 0.5% Filipino, 0.3% Asian, and 0.3% African American; 41.9% SED, 22.5% English Learners, 2% Homeless, 0.% Foster Youth, and 9.8% Students with Disabilities. Our exemplary staff works closely with the English Learner Advisory Committee, Special Education Consortium,

and other committees to ensure that students' needs are met.

The Solvang Team is committed to providing quality instruction, intervention, and enrichment to students through relevant, culturally responsive, research-based and engaging curriculum and materials. Solvang's educators are reflective and committed to cultivating learning opportunities for students through professional learning and collaboration together. Teacher Teams use data to support student growth and to plan with intention. This supports all learners, but emphasizes the needs of students with disabilities, English Learners, and Socio-economically Disadvantaged students.

The high educational quality of the District is enhanced by a variety of enrichment programs, a full-size gymnasium, multipurpose room, basketball and handball courts, fields, playgrounds and Viking play ship, cafeteria and production kitchen, and a Culinary Arts building on Upper Campus.

The lower campus elementary school (TK-5) offers Transitional Kindergarten and welcomes all 4 year olds while sticking to the Universal PK requirements. Additionally, the elementary campus hosts a Spanish Dual Language Immersion Program for grades K-5. During the 24-25 school year, the Dual Language Immersion Program expanded to 6th grade and the Middle School Campus. The Dual Language Program is expanding to include 7th grade Middle School Dual Language courses in the 25-26 school year and 8th grade courses in the 26-27 school year. The District is very proud to be supporting students on two levels of their journey towards earning California's Seal of Biliteracy. This aligns with the goals of California's Global 2030 and the EL Roadmap as the pillars of the program are biliteracy (including Language Acquisition for English Learners), high level of academic achievement (including ELs, SWD, SED) and cultural competency. Solvang School District's Dual Immersion Program is the only one in the Santa Ynez Valley.

The upper campus middle school (6-8) offers a wide variety of electives including: Art, Music, Spanish, STEM, Leadership, Musical Theater, Yearbook, and Culinary Arts. Students in 6-8th grades are encouraged to participate in at least one of our interscholastic sports' programs. Additionally, Middle School students have the opportunity to participate in student government, interscholastic sports (basketball, volleyball, track, tennis), band and Culinary Arts electives. As one of the larger of the small districts in the Santa Ynez Valley, we partner to welcome Ballard and other middle school students to join our school and to access the broad range of courses and to participate in the opportunities available in a 7 period traditional middle school model.

In addition to Solvang School's focus on students' academic, the school also focuses on students' social-emotional development. The LEA employs a credentialed counselor who runs Wellness Wednesdays, small skills groups, and provides 1:1 support to students. Our team is part of the Inclusion Network and employs the Character Counts, Zones of Regulation, and Kelso's Choice Curriculum. Solvang school recently was designated as a No Place for Hate School.

The District benefits greatly from the support of the Solvang School Education Foundation (SSEF) that supports access for all students to the arts and enrichment opportunities, builds school community, and supports teachers and student learning.

District Mission and Goals:

The mission of the Solvang Elementary School District is:

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

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

This LCAP outlines the strategic actions the District will take to ensure Solvang students have what they need to learn, are engaged, and receive support and enrichment as needed. The Solvang School District is an LCFF District. The District has expensed all Learning Recovery Funding and does not receive Equity Multiplier Funds.

Reflections: Annual Performance

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

This LCAP reflects actions taken based on the 2023 Dashboard and includes actions to address student groups in the Red in 2023. For example, the following subgroups White, Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD) were all in the Red on the Dashboard for Chronic Absenteeism in 2023. Additionally, Hispanic students and SED students were in the Red for suspension rates in 2023. This data informed the initial actions and goals of the 24-27 LCAP and is reflected in the 2024 Annual Update. The Annual Update below demonstrates the progress made for these areas, as well as new opportunities based on the 2024 Dashboard.

Based on the 2024 California School Dashboard, we have identified the following performance gaps and identified needs.

Overall, Solvang students in ELA were 6.6 points above the standard and in the Green. This was an increase of 5.3 points overall. While this is above the state average of 13.2 points below standard, Solvang school has work to do. An achievement gap exists between Hispanic students who scored in the Low range (Orange) and were 22.6 points from the standard compared to White students who scored in the High range (Blue) and were 45.2 points above the standard. The White subgroup had the greatest growth in ELA with an increase of 23.2 points. The Hispanic subgroup maintained and only grew 1.2 points.

All other subgroups either maintained or declined and were as follows: English Learners (EL) students declined by 11.2 points and were 41.4 points below standard in ELA; Socioeconomically Disadvantaged (SED) students maintained by increasing only 2.4 points and were 17.7 points below standard; while Students with Disabilities (SWD) decreased by 17.4 points. This decline places SWD in the Very Low range scoring 100.7 points below the standard. As a result of SWD being in the red, this LCAP will have specific actions to address the distance from standard for these students.

In addition to this LCAP focusing on growth for SWD, reversing the decline for EL's is a priority. On the Dashboard, we see Current English Learners declining by 19.4 points and scoring 112.8 points below the standard. Recently Reclassified English Learners decreased by 0.1 points. However, Solvang English Only students increased by 12.6 points and scored 31.1 points above standard. While overall, Solvang students performed at 6.6 points above standard in ELA, a significant achievement gap exists for students with disabilities (SWD) who scored in the very low performance level. Additionally, an opportunity exists to improve outcomes for English Learners (EL) or Multilingual Students who scored in the low performance level on the ELA CAASPP and on the Math CAASPP. Another achievement gap to address is for SED students on the CAASPP for ELA and Math.

Overall, Solvang students in Mathematics maintained by -1.2 points to score in the Medium (Yellow) range scoring at 5.8 points below the standard. Solvang school is exceeding the state average of 47.6 points below standard, but is seeking to move all subgroups to or above the standard. Like in ELA, a racial achievement gap exists between Hispanic students who scored in the Low (Orange) range and were 36.2 points below the standard and White students who scored in the Very High (Blue) range and were 36.3 points above the standard. SED students maintained by 2.9 points scoring in the Low range (Orange) at 34 points below standard. EL students declined by 6.5 points and were still in the Low (Orange) range scoring 49.9 points below standard. Current English Learners declined by 23.9 points and Recently Reclassified English Learners declined by 7.9 points and were 13 points below standard. English Only students maintained and were 17 points above the standard.

47% of English Learners are making progress towards English Language Proficiency according to the English Learner Progress Indicator (ELPI). This is a 3.6% decline from the previous year as the number of ELs who progressed 1 ELPI level dropped to 43.4% and the number of EL's who decreased an ELPI level grew to 26.5%. We want to reverse these trends and will include actions for English Learners in this LCAP.

Another identified need that we will focus on is to continue to lower Solvang School's Chronic Absenteeism rate of 14.9%, which means Solvang is medium or Yellow on Chronic Absenteeism rate on the dashboard. Only one subgroup is in the Red for High Chronic Absenteeism rates that is Two or More Races who declined 5.4% and were 16.2% Chronically Absent. This LCAP directs actions towards lowering the Chronic Absenteeism of students who identify as Two or More Races. Similarly, last year's LCAP and actions implemented resulted in improvements for the SED and White subgroups, both in the Red for Chronic Absenteeism on the previous 2023 Dashboard. This is growth but there is still much progress to be made. For example, Chronic Absenteeism declined by 37.3% for the Homeless subgroup which is now in the high or Orange range at 22.7% chronically absent. Similarly, SED students absenteeism declined by 4.8 % putting them into the Yellow range at 15.9% chronically absent. On the 2023 Dashboard SED students had been in the Red which prompted Differentiated Assistance from the County through the release of the 2025 Dashboard. Actions in this LCAP support engagement and attendance for unduplicated pupils and subgroups in the red. The Chronic Absenteeism for SWD declined by only .5% and this subgroup was 18.6% chronically absent (Yellow). Both White and Hispanic students were also in the Yellow with Hispanic students' absenteeism declining by .7% to be 14.2% chronically absent and White students' absenteeism declining by 6.2% to be 13% chronically absent. Overall, Chronic Absenteeism rates decreased on the 2024 dashboard. Of concern is the increase of students who identify as Two or More Races who are in the very high red category at 22.7% chronically absent and the fact that unhoused students were also 22.7% chronically absent. Continuing to improve attendance for all students is a key priority. This is measured by Metric 2.4.

This leads to the identified need of lowering Suspension Rates. In the 2023-24 school year, Solvang School's Suspension rate increased by .3% to 3.6% of students were suspended at least one day. This puts Solvang School in the Orange High Range and above the state's average of 3.2% suspended at least one day. This is a trend that we must reverse. This year there were no subgroups in the Red, however in 2023 there were 2 subgroups Hispanic and SED that were in the Red on the 2023 Dashboard. While no subgroups were in the red in 2024, we still had 4 subgroups in the Orange or High range. English Learners suspension rates increased by 1.9% to a 4.4% suspension rate. The suspension rate for unhoused students grew by 4.5% to 4.5%. This is a new subgroup for our dashboard as the number of students in this category has increased to 22. SWD suspension rates increased by 2.6% to be at a rate of 5.7%. Likewise, the White subgroup saw a 1.2% increase to 3.8% suspended at least one day. The only subgroup in the Blue was two or more races with a 0% suspension rate.

Solvang School has met the local indicator for academic standards as measured by Professional Development, Instructional Materials, Policy and Program Support, Implementation of Standards, and Engagement of School Leadership. The second category on the dashboard is Academic Engagement, Solvang met the standard for offering a board course of study, but has identified Chronic Absenteeism as an area of opportunity. Solvang met the local indicator standard for teachers, instructional materials, and facilities. Likewise, according to the dashboard, Solvang met the standard for Parent and Family Engagement based on the local climate survey.

To address these areas of identified need, Solvang teachers participated in professional development (Depth and Complexity, Math Framework, Achievement Teams, Bilingual Education, Early Literacy & Student Engagement and SEL) and regularly monitored academic progress with 3-4 windows for STAR Reading, STAR Early Literacy and STAR Math Assessments. These standardized, computer-adaptive assessments helped inform instruction, establish groups for in class and pull-out intervention, and were used for progress monitoring, Student Study Teams, Individualized Education Plans, and communicating progress with families. Additionally, with teacher input, Solvang expanded the use of the Imagine Learning platform to include Reading, Language and Literacy or Lectura, Math and Math Facts in English and in Spanish. We recognize that it is imperative that we monitor all students progress, provide targeted intervention, and personalized learning. Furthermore, as a school with a Dual Language Immersion strand in Spanish for grades K-5 and DLI offerings in 6th and 7th grade, Middle School, next year, it is important that we monitor progress in both languages for our DLI students. In addition to supplemental support and personalized intervention, we focused on improving tier I instruction, first instruction, and on refining our Response to Intervention and Designated English Language Development (DELD) practices and systems. In terms of first instruction, Solvang School utilizes standards-aligned texts and differentiation, administers assessments to regularly monitor progress, and collaborates with EL and MTSS staff to provide in-time and fluid support. The district has made a significant investment of classified instructional aide support in classrooms to enable small group instruction. Likewise, the District strategically staffed teachers using one time funds to keep class sizes small. Bilingual instructional aides were hired for MTSS, ELD, and DLI programming. Solvang remains committed to ensuring all students have access to the supports they need including targeted intervention opportunities for students in the English Only and in the Dual Language Immersion program. To address Chronic Absenteeism, Solvang School has discussed the importance of regular school attendance at ELAC, SEEF, and LCAP PAC meetings.

As part of the LCAP input process, the Superintendent met with Educational Partners, including the LCAP Parent Advisory Committee (LCAP PAC), English Learner Advisory Council (ELAC), Solvang Federation of Teachers (SFT), staff and students. Input gathered from these sessions, along with the California Healthy Kids surveys, informed the priorities of this LCAP.

The Solvang School District does not have any unexpended Learning Recovery Block Grant funds and does not receive Equity Multiplier funding.

Reflections: Technical Assistance

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

Solvang School District is receiving support from the Santa Barbara County Office of Education (SBCEO) for Differentiated Assistance (DA) due to High Chronic Absenteeism (Red) and High Suspension (Red) rates for Socioeconomically Disadvantaged Students (SED) on the 2023 California School Dashboard. The technical assistance work focused on increasing student engagement and attendance, through participation in the Inclusion network, UDL training and implementation, and enhanced Social Emotional Learning. The District qualified for the support because the school's SED subgroup was in the red in two of the State's priority areas (Priority 5/Academic Engagement & Priority 6/Climate). SED students were 21.3% Chronically Absent on the Dashboard and in the Very High range on the 2023 Dashboard. Likewise, SED students had a suspension rate of 5% and were in the Very High range on the 2023 Dashboard. We are pleased to report that the SED subgroup is no longer in the Red for Chronic Absenteeism or Suspension rates on the 2024 Dashboard. The SED subgroup's Chronic Absenteeism rate declined by 4.8% moving the group into the Medium/ Yellow rating. Similarly, the suspension rate for this group declined by 0.9% moving the group into the Medium Yellow range. As a result, Solvang School District is no longer eligible for Year 1 DA support based on the 2024 Dashboard. However, the District is still eligible for Year 2 technical assistance (DA) based off of the previous 2023 Dashboard (SED-Chronic Absenteeism and Suspension).

The District has worked to address chronic absenteeism and suspension rates by monitoring attendance and implementing restorative practices as appropriate. This year, our credentialed counselor assisted in promoting positive attendance and removing barriers for students and families. The District is utilizing SARB procedures and working with partners to support attendance. The District has effectively partnered with SBCEO during the 23-24 and the 24-25 school year to design and receive support for Technical Assistance. This support included data dives, professional development and SBCEO's inclusion team training and subsequent inclusion plan. During the summer of 2024, the District partnered with the County Office of Education and CSLA to unpack problems of practice. The District compensated the school based team for their over the summer continuous improvement work. In the 24-25 school year, Solvang school hosted the Santa Ynez Valley Wide Professional Learning Pupil Free Day and the Santa Barbara County Office of Education brought acclaimed Educational Professional Developer Ricky Robertson to inspire all Valley teachers. As part of the Differentiated Support, the District collaborated with SBCEO in professional learning around MTSS and implemented an inclusion plan. The District will continue the partnership and will have the new principals join the existing Inclusion Team and will have them attend SBCEO's Restorative Approaches trainings during the 25-26 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC	Needs Assessment (4/22/25), CHKS Survey (Jan-Mar. 2025), DELAC Presentation (5/22/25), LCAP PAC representation (5/15/25, 5/21/25, 5/27/25, 6/4/25)
LCAP Partner Advisory Committee (parents, community members, DELAC representative)	CHKS Survey (Jan-Mar. 2025), In-person meetings (5/15/25, 5/21/25, 5/27/25, & 6/4/25)
Staff (teachers, administrators, other personnel)	CHKS Survey (Jan-Mar. 2025), Staff Meetings (9/23/24, 1/15/25, 5/7/25); SFT 5/7/25; Midyear Update
SELPA	Consult with SELPA Director (6/9/25)
SBCEO	Ongoing support with Lead; Differentiated Assistance Meetings and workshops
Students	March 2025 (5th); March 2025 (7th) input from classroom visits and surveys; Student Council/Leadership students gave input in May 2025
Solvang Federation of Teachers	5/7/25 In person meeting

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

All goals and actions were influenced by specific input from educational partners as part of the LCAP process. The description below discusses how the 2024-2027 LCAP was influenced and continues to be influenced by educational partners. Solvang students are now benefiting from the strategic goals and actions collaboratively designed and implemented in 24-25 school year and outlined below.

Goal 1 is a maintenance goal as we continue to ensure the conditions for learning are met for our students. For LCAP Goal 1, the importance of highly qualified staff being hired and retained was emphasized by educational partners (1.1). Staff turnover was a concern for DELAC, LCAP PAC, and in staff input sessions in 2024 and actions to support the development of teachers and teams remains a priority for educational partners in 2025. For example, input in 2025 confirms that staff supports building relationships, increasing communication, and

fostering collaboration. They want to welcome and keep exceptional colleagues. Moreover, they want to be involved in decision making. Action 1.2 was influenced by families who reported that students liked the new Science Curriculum and the Math Facts portion of Imagine Learning in 2024. Teachers reported the need for additional support with the new ELD curriculum, a need for TK curriculum, and the need for additional Dual Language Immersion Independent Reading Books during the 2024 school year. In 2025, teachers will identify a supplemental ELD curricula to bolster the Science DELD and will partner with First 5 on Early Literacy and school readiness through classroom libraries, instruction, family outreach, monitoring and assessment, and the launch of the Latino Literacy Project. During in-person feedback meetings math and writing repeatedly came up as needs and these needs are supported by Goal 1, Action 2. This action (1.2) and the following (1.3) were strongly advocated for by families in 2024 and 2025. Moreover, a Broad Course of Study (1.3) supports achievement for unduplicated pupils by creating opportunities for the arts that they may not otherwise have had access to in our community. Solvang School is one of the only LCFF funded districts in the area. The majority of the Districts in the area are Community Funded and considered more affluent. Many students in the Santa Ynez Valley participate in private Dance, Club Sports, and other enrichment and tutoring opportunities that socioeconomically disadvantaged, foster youth and unhoused students would not be able to access, except for the fact that at Solvang School they have access to art, music, theater, enrichment, and supports at no cost. After all, Solvang students, along with other Santa Ynez Valley 8th graders from small Community Funded districts, all matriculate to the Santa Ynez Valley Union High School and we want Solvang's unduplicated pupils to excel and see themselves in every opportunity available to them. As such the maintenance goal continues and we will continue to offer a broad course of study with Art, Music, STEM, Spanish, Yearbook, Leadership, and Designated ELD with support in Middle School. Additionally, we expanded our DLI offerings to Middle School and based on input from students, families, and teachers, we are pivoting from teaching Science in the Target Language to adding a BCLAD teacher to upper campus to teach math to the 6th and 7th grade cohorts in the target language of Spanish. Action 1.4 is professional development and is always a need. Teachers want support in Integrated ELD and Designated ELD and in pacing. In order to do this, we will continue to provide rigorous professional learning for teachers on the new FOSS Science and ELD curriculum, unpack the math framework, train teachers on UDL and Achievement Teams and on social-emotional learning. Families want to see a culture of math emerge and more student writing. In 2024 educational feedback wondered what tools teachers have in the classroom and if they and playground supervisors could be trained in Restorative Justice. This feedback informed both 1.4 and 2.5. In 24-25, teachers received professional learning on SEL and this work will continue in the 25-26 school year. As mentioned as an identified need, improving and upgrading the technology infrastructure was a Board priority in 2024. Action 1.5 was influenced by this input. During 24-25, the District partnered with CompuVision to re-cable both campus, upgrade the firewall, increase the access points and bandwidth and improve the overall quality of the technology infrastructure. For Goal 1.5, we revised to a yearly device checkout and replenishment cycle for student devices instead of continuing a three year cycle based on input from educators. Additionally, we continue to upgrade technology and equip new classrooms with technology and infrastructure as needed. In the 24-25, school year the District applied for a grant from the Chumash to upgrade its touchscreen monitors in classrooms. The need to continue to prioritize student devices is echoed in the District's Learning Continuity Plan should the District have to pivot to remote instruction or deploy devices in an emergency. Action 1.6 Maintain Safe Facilities is recommended by input, specifically around the need for increased fencing (completed in 24-25), concerns about the safety of drop off in the morning (added Early Care at 7:30 in 24-25), safety on the blacktop repaired in 24-25 and the parking lot repaving an urgent priority for the District during the 25-26 school year. We renovated the Kinder Playground by adding a new Viking Warrior Ship play structure, the accompanying softscape and landscaping on the kinder playground in 2024 and input is that it is a joyful addition to the school. The safety of our students is paramount and as such campus safety is a priority and was prioritized by parents of students with disabilities, ELAC, and LCAP PAC annually as part of the LCAP input.

Goal 2 was heavily influenced by the California Healthy Kids survey (CHKS) and Educational Partner and Educator input regarding the results. The 23-24 school year was the first time since 2021 that the Solvang school district surveyed partners, staff, and students utilizing

the California Healthy Kids Survey (CHKS). Since an annual climate survey is now required, the 2023 administration of the surveys serves as a baseline for this LCAP and the data from it informed the development of the LCAP goals and actions. Solvang School surveys parents and the community, staff, and students in 5th and 7th grades annually. The participation rate of parents was low with only 69 respondents in 2024 but was nearly doubled to 130 respondents in the 2025 school year. Educational partner feedback was that we need to increase participation and remove barriers for parents (2.1). The initial barriers identified by educational partners were that the survey can only be taken electronically (some families prefer paper), the length of the survey, and the personal nature of some of the questions. The biggest barrier appears to be the format, as DELAC and LCAP PAC both reported the preference for paper surveys. However, the district explained at a DELAC meeting the technicalities involved in the design of the WestEd survey and improved parental participation in the survey in 2025. Additionally, educational partner feedback stressed the importance of parent education on absenteeism, recommending back to school slides, differentiated communication beyond ParentSquare, and ensuring that parents are taught the difference between excused and unexcused absences (2.1 and 2.4). Parent Engagement continues to be enhanced by holding two conference weeks on both campuses in order to provide families with timely feedback on progress towards standards. DELAC reported that Parent Teacher Conferences are a great opportunity to help give parents other important and helpful information. However, it was recommended that the school support families in advocating for their students by providing questions to ask during conference weeks. In 2024, parents wanted help in understanding the state assessments and therefore, the District purchased Video Score Cards. These individualized score reports enabled all parents in grades 3-8 to receive an email with their student's CAASPP results and a customized video explaining their students' proficiency in their home language. This action greatly improved families understanding and willingness to participate in the state assessments and supports English Learners and Students with Disabilities. Staff also provided feedback via the California Healthy Kids Survey. On the baseline 2023 CHKS for this LCAP, 44 members of the staff responded to the CHKS and their input guided the development of this goal. Likewise, Thirty-three 5th graders responded as the 5th grade survey requires active parent consent and their results formed the baseline for the 24-27 metrics under Goal 2. The 7th grade survey requires passive parental consent and sixty-nine 7th graders responded in 23-24 forming the baseline. When this goal was developed parents rated School Connectedness at 82% (30% strongly agree, 61% agree). This metric no longer exists in the 2025 CHKS and will be changed in the metric section of Goal 2 in the 2025-26 LCAP. However, the baseline continues in this LCAP and is as follows: Staff rated School Connectedness at 93%% (32% strongly agree and 61% agree). 5th grade students rated School Connectedness at 64% and 7th grade students reported School Connectedness at 70%. This forms the baseline for Goal 2.3. We were pleased to see school connectedness increase for 5th graders in the 24-25 CHKS survey but resolute to improve school connectedness for 7th graders which declined in the 24-25 data. When we looked closely at Academic Motivation, there was a disconnect between students and teachers ratings in 23-24. This baseline stated that 80% of 5th graders and 67% of 7th graders reported high Academic Motivation, while staff only reported 4% of students being Academically Motivated. This forms the baseline and is a reason for 2.2. This disconnect also occurs regarding bullying with 68% of staff reporting bullying and harassment as a moderate to severe problem compared to 38% of 7th graders. Additionally, 68% of 5th graders say the school cultivates an anti-bullying environment. These disparities stood out and informed engagement, climate, and professional development actions in the 24-27 LCAP and continue to be prioritized in annual input in 2025. This feedback is evident in Goal 2 under the increasing student engagement (2.2), supporting teachers with restorative practices professional development (2.5 and 1.4), promoting positive behavior by expanding PBIS, No Place for Hate, and continued counseling (2.5). The need for credentialed school counseling was evident in the CHKS survey and in local counselor data. Solvang School as part of the development of this goal and the 24-27 LCAP looked at Chronic Sadness for 7th graders. The baseline for Chronic Sadness, while lower than the state average, and even with a decrease from 45% in 2021, was that 21% of 7th graders still reported being chronically sad. 23% of 5th graders reported being frequently sad, while overall 61% of students reported that they are well. Similarly for 7th graders the rate of those who considered suicide is less than the state average and decreased from 9% in 2021 to 6% in 2024. In the 2025 CHKS data, we saw a reduction of Frequent Sadness for 5th graders by 11% to be at 12% of 5th graders reported being frequently sad in 24-25. We also saw a reduction in

chronic sadness for Middle School students by 4% to be at 18% frequently sad for 7th graders in 24-25. This is a step in the right direction and we credit our full time counselor, the Signs of Suicide work, and the StopIt anonymous reporting app. Local counseling data influenced the development of this goal. At the time of the LCAP goal design, the counselor data shows that the school counselor worked with elementary students for counseling support for the following reasons: 23.9% Stress and Anxiety, 23.2% Self-regulation, 15.4% Behavior, 11.1% Transitions, 7.7% Friendships, 6% Conflict Resolution, 4.3% Family Changes, 2.6% Crisis Support, 1.7% PBIS Reward, and 1.7% other. Local counseling support for middle school students included the following: 17.4% Self-regulation, 15.2% Bullying/Harassment, 13% Conflict Resolution, 10.9% Behavior, 8.7% Family changes, 6.5% Crisis Support, 6.5% Stress and Anxiety, 6.5% Transitions, 6.5% Friendships, 4.3% Grief/loss and 4.3% other. The school counselor supports Goal 2, Actions, 2.2, 2.3, 2.4, and 2.5. Additionally, Solvang School partners with Mental Wellness (MWEEL) to provide Wellness Coaches and Wellness Navigators to assist in wrap around support referrals and linkages. When this data was shared the need for students to have better self-regulation tools was repeated. For Goal 2, we continue to support students, including unduplicated students, with a certificated on site counselor; we continue to cultivate Positive Behavioral Interventions and Supports (PBIS); we offer Social Emotional Learning (SEL) training for all teachers; we welcome parent support in classrooms and actively promote daily attendance. Lastly, as discussed in this LCAP, the need to decrease Chronic Absenteeism and Suspension rates continues and discussions with educational partners and staff affirm that this is a key priority. These needs form the basis of 2.4 and 2.5. The LCAP PAC recommends a personal or telephone contact and further incentivizing School Connectedness with multicultural events (2.2 & 2.3), improving behaviors through character count assemblies, playground ambassadors, and deepening all parties understanding of restorative approaches versus suspension (2.5). The School's High Suspension rates also contributed to the development of this goal.

Goal 3 was influenced by input and deep dives into the California School Dashboard. For example, the staff and the LCAP PAC participated in deep data dives into student achievement data (3.1) in 2024 and in 2025. During these meetings Dashboard data on ELA and Math CAASPP results from 2023 and 2024 and the District's English Learner Progress Indicator, and results on the California Science Test (CAST) were analyzed. During these sessions we not only looked at overall achievement and achievement gaps along racial, economic, language, and abilities lines, the teams dug into the CAASPP domains. The Writing domain on the CAASPP ELA stood out, specifically to the LCAP PAC as 55.1% of Solvang students were near the standard in the 2024 input sessions. This seemed like an opportunity for improvement, especially as in 2023: 47% of 3rd graders on the ELA CAASPP were below the standard; 38% of 4th graders, 16.9% of 5th graders, 12% of 6th graders, and 12.1% of 7th graders, and 7.6% of 8th graders were below the standard and this input informed the actions and design of Goal 3. The increased achievement in writing as students progress in school was noted. This input was refined in 2025 with Educational partner input stating that they want more writing coming home and that students' grammar and spelling are concerns. There was a wondering if the students in the Dual Language Immersion Program should be tested in Spanish. Teacher input in 2024 suggested that students want to rush to finish and are resistant to writing. As such action 3.2 to focus on common formative assessments for writing was developed but it has not yet been implemented. Teacher input in 2025 indicates an increased willingness to collaborate and look at data. During the development of the 24-27 LCAP, the data analysis sessions looked closely at the CAASPP math domains, and the teams discovered that 40.1% of students were near the standard for Concepts and Procedures. The breakdown for this domain is that: 31% of 3rd graders, 34.8% of 4th graders, 39.9% of 5th graders, 42.6% of 6th graders, 42.2% of 7th graders, and 42.9% of 8th graders were below the standard on the domain of Concepts and Procedures. This is the opposite trend as in the writing ELA and speaks to the need for math fluency and math fact development. Middle school teachers also advocated for the math support electives to address gaps in concepts and procedures and other math domains. The school offered one math support session in 24-25. Parents suggested cultivating a culture of math by building excitement around math and celebrating mathematics. Recommendations included participating in the County Math Super Bowl, developing Math-athletes, or a monthly challenge. We are hopeful that the new middle school math teacher and middle school principal, who

both have strong backgrounds can infuse this action with enthusiasm. Parents and Community members also wondered if the Common Core does a better job at teaching reasoning but not at developing fluency. Parents said that math facts are common components of homework and this might be an equity challenge. A focus on mathematics tutoring (3.6) and teacher professional development on unpacking and implementing the new California Mathematics Framework (1.4) became imperative for this LCAP. The District plans to strengthen this action in 25-26 by incorporating mathematics tutoring into the ELOP after school programs as part of a dedicated rotation. Additionally, analysis of the achievement gaps further solidified the need to continue and enhance our Response to Intervention programming through developing both academic and behavior interventions as part of a Multi-Tiered System of Support (MTSS) (3.3). Additionally, educational partners input expressed a need for extended childcare and enrichment opportunities for students. As such, Action 3.4 expanding learning supports outside of the school days was developed for the 24-27 LCAP. Expanding learning outside of the school day is not only a State Priority, it is crucial to learning recovery and acceleration. The importance of having an engaging summer school with academic and enrichment opportunities was reiterated by the DELAC and LCAP PAC. 2024's Summer of Learning served about 80 students and was well received. 115 students were served in 2025. Student feedback was enthusiastically positive and families reported the summer school program made a difference. Additionally, they advocated for an expansion of ELOP After School Programming so that more students can access. Expanded childcare is a need in the Santa Ynez Valley, as families commute to work and need a safe place for students to be before and after school. For these reasons, the school increased the number of students in summer programming in 2025, partnered with the United Way to increase seats for unduplicated pupils, partnered with Boys and Girls Club for after school and intercession, and launched an expansion of the ELOP after school program to include before school care in 24-25. Input in 23-24 indicated that parents desperately needed before school, so we opened up the cafeteria at 7:30 and the playgrounds at 8 am, instead of 8:15 am during the 24-25 school year and will continue this action. Lastly, Goal 3 was developed to support Students with Disabilities (3.5), English Learners (3.7) and to improve mathematics outcomes (3.6).

These are the highlights of the input that influenced the goals and actions for the 24-27 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Solvang School District will Ensure Conditions of Learning as measured by Local Indicators on the Dashboard. This goal will be maintained through a variety of actions and will address staffing, curriculum, course access, professional learning, technology, facilities, and include multi literacy pathways.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on the State's Priorities for Conditions of Learning based on LCFF priorities 1, 2, 7, & 8 with an eye towards increasing opportunities for unduplicated pupils. Solvang School District effectively meets the Local Indicators and educational partners agree that the school should continue many of the actions in the previous LCAP and input in 2025 supports year one implementation in this LCAP. As such, Goal 1 is a maintenance goal. Continued actions meeting the state requirement will be consolidated into Goal 1 with additional research based improvements. For example, Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities is LCFF Priority 1 for all schools. Additionally, LCFF Priority 7 requires Schools to Offer a Broad Course of Study and Solvang meets this standard. This contributes to College and Career Readiness (Priority 8). Educational Partner input values the diverse and engaging electives offered at the middle school and elementary student access to Art, Music, Physical Education, and Library. Families and staff want to see an expansion of art opportunities for primary students and an expansion of instrumental music instruction for upper elementary students. Access to the arts supports socioeconomically disadvantaged and unhoused youth who may not have access to the arts and extracurricular activities if the school didn't design actions to offer these. Lastly, California has outlined the charge of Bi-literacy in the Global 2030 plan and the support of English Learners in the EL Roadmap. Solvang School's Dual Language Immersion Plan aligns with both plans (Priority 8) and is a highlight of our course offerings. Cultivating Biliteracy for students in the program is the primary goal of the District. Global California 2030 set an ambitious plan to expand multi-literacy by setting the goal that, "By 2030: Half of all K–12 students will participate in programs leading to proficiency in two or more languages and that by 2040: Three out of four students will earn the State Seal of Biliteracy." Solvang school's Dual Language Program aims to support this endeavor and is the only Dual Language Immersion Program in the Santa Ynez Valley. Educational partners want to see the Dual Language Immersion thrive in elementary and middle school, for the school to support and nourish the Dual Language teachers, and for students within the program to have the supports they need, the curriculum they deserve, and be empowered to earn the California Seal of Bi-literacy in high school. Moreover, the 3 Pillars of the Dual Language Immersion Program are 1. Bilingualism and Biliteracy, 2. High Academic Achievement, and 3. Sociocultural Competence. These are all state priorities. There is clear support for the Dual Language Immersion program as evinced by the student waitlist, the transfer requests into the school, and the need to hold a lottery for English Only spaces within the incoming Kindergarten

class annually. According to edresearchfoundation.org, "As the demand for bilingual and dual language programs increases among English dominant families, it is critical that these programs protect access for ML-EL students and the primary focus continues to be advancing linguistic equity." Not only does the Dual Language Immersion program support linguistic equity, it also supports the three pillars of bilingualism and biliteracy, high academic achievement, and sociocultural competence. Moreover, according to the Office of English Language Acquisition, "Multilingualism is associated with cognitive, educational, economic, and sociocultural benefits." Additionally, since by design over half of the students in each DLI class are English Language Learners the program supports Language Acquisition for English Learners.

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

Action 1.1 Hire and Retain Appropriately Credentialed Teachers

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

Action 1.2 Provide Standard Based Curriculum and Materials

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

develop EL's vocabulary and language skills through meaning making (concept/language development); and Part 3- The purpose of part 3 is to have ELs use the foundational literacy skills to learn how the English Language works while interacting in meaningful ways. The ELD standards can assist educators in creating language development lessons with the unique linguistic supports and the rigor our ELs need to develop language skills and to work towards mastery of the English language. After all, high expectations with appropriate supports embedded in engaging and authentic work support high academic achievement for all learners. As such, teachers will participate in professional learning on the ELD framework to support Language Acquisition for English Learners.

Action 1.3 Offer a Broad Course of Study

The District offers a robust, biliterate, and arts enriched Broad Course of Study to students that far exceeds what is prescribed by the state and in Ed Code Section 51220. This strategic investment creates opportunities to develop the whole child and supports unduplicated pupils. Action 1.3 supports unduplicated pupils with access to the arts, language opportunities, and athletics. The District prioritizes these activities because research shows that if we want to support college and career readiness, address achievement gaps, and support our students most in need then we must cultivate access and the development of students' artistic expression. While it is true that "All students can develop their artistic voice and attain technical, literacy, and creative capacities through comprehensive, sequential, standards-based arts teaching that is delivered by credentialed and prepared teachers using Universal Design for Learning proactive planning approaches (California Arts Framework)." This is particularly true for unduplicated pupils when Universal Design for Learning is employed, teachers design with ELs, SWD, SED and unduplicated students in mind. Solvang School is fortunate to have credentialed Art, Music, Spanish, Physical Education, single subject, multi-subject, and BCLAD credential teachers who plan accordingly. The District's investment in the educators and the materials students need to excel in these endeavors is strategic to support access, equity, and inclusion for socioeconomically disadvantaged, English Learners, unhoused, foster youth, and students with disabilities. These opportunities provide safe spaces for students to engage, to belong, to grow and to be challenged. SED, ELs, SWD, FY, and unhoused students benefit from increased access to the arts at no cost, from increased language acquisition opportunities, and through inclusion. The District is seeking to develop students multi literacies. The comprehensive and robust education at Solvang ensures that students in grades TK through 5 have access to English, English Language Development, Mathematics, Social Sciences, Science, the Arts, Physical Education, and Music at Solvang School. Additionally, Solvang School offers a Dual Language Immersion strand for grades K- through 7th grade in 25-26 cultivating biliteracy and supporting language acquisition for English Learners. All ELs in elementary have access to integrated ELD throughout their day and DELD in 30 minute Language Proficiency Rotations connected to Science content. In middle school DELD is a stand alone class on the master schedule. Feedback from students in the DELD class was that they learned and were valued. This action supports Language Acquisition for English Learners throughout the school. Teachers are committed to exploring supplemental DELD curriculum with professional learning. The District provides more than access to students in grades 6-8 to English, English Language Development, Social Sciences, Spanish, Physical Education, Science, Mathematics, Visual and Performing Arts, STEM, Yearbook, Culinary Arts, and Leadership. These offerings create the foundation for high school, college, and career and empowers students with the skills, knowledge, and habits of mind to be the future leaders they deserve to be. Solvang School truly wants every child to have every opportunity and our school and the Solvang School Education Foundation are deeply committed to providing access to the arts supports unduplicated pupils. The California County Superintendents Arts Initiative, "believes that the visual and performing arts are an integral part of a comprehensive curriculum and are essential for learning in the twenty-first century. All California students—from every culture, geographic region, and socioeconomic level—deserve quality arts learning in dance, media arts, music, theatre, and visual arts as part of the core curriculum." (California County Superintendents Educational Services Association 2018). This is a priority for Solvang School as there are many fee based Arts activities in the community but our elective rich and extracurricular filled Middle School programming is designed to support unduplicated youth and is completely free to students. By strategically investing in the people and program that support access and inclusion to unduplicated students, Solvang School is following a

research-based approach to increasing and improving services for socioeconomically disadvantaged, English Learners, Foster Youth, unhoused students and students with disabilities. According the California Arts Education Framework for Public Schools, "The fundamental components applicable to each of the five arts disciplines of a comprehensive arts program are: standards-based curriculum, scheduling, staffing, facilities, safety, arts materials, and equipment. These components form the basis of any arts education program. When included in other district plans, including local control and other improvement plans, the components offer districts a path to improvement. Understanding, evaluating, and developing improvement plans around these components offer districts and schools a roadmap to provide every California student with a sequential, standards- based, effective arts education throughout their TK–12 experience." Solvang School has the standard-based curriculum, adapts and designs the master schedule, has quality educators, and supports the arts through instructional materials and facilities. Solvang School prioritizes this roadmap for students and principally centers the needs of unduplicated pupils through a strategic investment in arts programming to nourish possibilities. We offer standards based arts education and a broad course of study to prepare students to matriculate to Santa Ynez Valley Union High School and/or other secondary schools with the experience, enthusiasm, and artistic voice to thrive in high school and beyond. To ensure a comprehensive arts education for all students, our District, addresses gaps in arts learning, reflects and revises existing educational arts programs, has expanded to offer media arts, choir, and Spanish (also supporting multilingualism) and continues to promote access to Language Acquisition for English Learners and inclusion for students with disabilities. The local context is important and providing access for all students is a priority to increase and improve services in this LCAP. Research shows that, "Students benefit through foundational arts learning provided by the single-subject arts teachers that is then reinforced and expanded on by the multiple-subject teacher. " (California Arts Education Framework, Ch 9) This is the approach that Solvang utilizes as students benefit from a full-time credentialed art teacher and music teacher on both campuses. Students in 2nd- 8th grade have access to the art room and amazing art learning from an art teacher and students in TK-5 and Middle School Band and Choir students have access to music appreciation and instrumental and vocal instruction by a credentialed music teacher as part of the school focus on equity. The District centers the needs of unduplicated pupils by removing barriers to the arts for students, by provides language acquisition opportunities, through cultivating inclusion of students with disabilities, and by promoting multiliteracy. After all, According to California Arts Education Framework, "Learning in dance, media arts, music, theatre, and visual arts gives students the opportunity to develop as creative, multiliterate, knowledgeable, and responsible citizens," and this supports the Action. Furthermore, our educational partners prioritized continuing a broad course of study in LCAP Input annually. This meets LCFF State Priority 7. Educational Partner input affirms the creation of this maintenance goal and the continuation and strategic expansion of this action.

1.4 Facilitate Professional Development

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

use of formative assessments, and supports the inclusion of the ELD standards in learning targets across the curriculum. SWD benefit when teachers participate in professional learning with the unique needs of students in mind. In order to address the Red CAASPP results in ELA and Math for SWD, teachers will engage in meaningful professional learning and collaboration to improve outcomes for students with disabilities.

1.5 Technology and Network Access

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

1.6 Maintain Safe Facilities

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

1.7 Expand and Enhance the Dual Language Immersion Program

This action generates the most enthusiasm from Educational Partners as it is truly transformative. Research shows that, "Bilingual programs, especially dual language education, have gained popularity over the past decade. When implemented properly, these programs bring together ML-ELs and non-ELs with the aim of making all students proficient in two languages. They deliberately create links between languages to achieve bi-literacy throughout the educational content. Both ML-ELs and non-ELs act as models for their first language while they learn a second language, enhancing cross-linguistic understanding and equity. Students in dual language programs, regardless of their native language, often outperform their peers in English-only programs. Additionally, research has shown that ML-ELs enrolled in bilingual programs often achieve higher scores in reading and math and have lower dropout rates. This advantage becomes even more apparent when their academic progress is monitored over an extended period (edresearchfoundation.org)." The research shows that Dual Language Programs support English Learners with Language Acquisition and academic achievement. Solvang School completed the Elementary Dual Language Immersion pathway in the 23-24 school year and expanded the Dual Language Immersion Pathway to the middle school in the 24-25 school year and finalizes the pathway in 25-26. We are excited that our first cohort of students recently qualified for California's Biliteracy Program Participation Recognition for successfully completing the elementary pathway at Solvang. Additionally, many students also earned California's Biliteracy Attainment Recognition. The Biliteracy Attainment Recognition is available to students at the end of elementary school

and is based on proficiency. It is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school they will be prepared to meet the requirements to earn the State Seal of Biliteracy (CDE). These students, along with reclassified English Learners were the stars of our first Multilingual Celebration Night. Feedback on the night and program indicate strong family and community support for the Dual Language Immersion program. Moreover, research shows that "Bilingual program models, particularly dual language approaches, show higher achievement for both ML-ELs and non-ELs compared to English-only programs (edresearchfoundation.org)." Action 1.7 is designed to center the needs of English Learners and cultivate Language Acquisition in English for ELs and in the Target Language of Spanish for ELs. DLI is connected to support for language acquisition and increased biliteracy for ELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SARC Data CTC TAMO (Teacher Assignment Monitoring Outcome)	SARC: This baseline has been edited to include the 21-22 data missing in the original baseline. Both year's data are included to address the error and for transparency. Fully Credentialed: 20-21: 91.22% 21-22: 85.97% Misassignments: 20-21: 2.78% 21-22: 11.10%	SARC: Fully Credentialed: 23-24: 75.24% Misassignments: 23-24: 12.61%		SARC: Fully Credentialed 100% Misalignments: 1.5%	Fully Credentialed: A difference of -10.73% Misassignments: A difference of +1.51%
1.2	Williams Compliance reporting for sufficiency of standard aligned and Board adopted curriculum and materials	0 Williams Findings (2023-2024)	0 Williams Findings (2024-2025)		0 Williams Findings	0
1.3	Master Schedule and Course List	100% of students have access to a Broad	100% of students have access to a		100% of students have access to a	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	demonstrates access to broad course of study and access to core and ELD for English Language acquisition for ELs	Course of Study (2023-2024)	Broad Course of Study (2024-2025)		Board Course of Study	
1.4	Professional Development Training Calendar; Feedback from Teachers	5 days of Professional Learning; Embedded Early Release PD and PLC time (2023-2024)	5 days of Professional Learning; Embedded Early Release PD and PLC time (2024-2025)		5 days of Professional Learning; Improved feedback from teachers on Early Release PD and PLC time	0
1.5	Device Management and Network Infrastructure	100% of students have internet and device access (2024-2025) Inventory 1:1 Devices for students in 6-8 (2023-2024)	100% of students have internet and device access (2024-2025) Inventory 1:1 Devices for students in 6-8 (2024-2025)		100% of students have internet and device access	0%
1.6	SARC - FIT (Facility Inspection Tool)	Facilities in Good Repair on FIT (2023-2024)	Facilities in Good Repair on FIT		Facilities in Good Repair on FIT	0
1.7	Dual Language Immersion Proficiency Attainment Rate	Dual Language Immersion Proficiency Attainment Rate ELPI score: 51.1% making progress towards English language proficiency on the Dashboard. (2023)	Dual Language Immersion Proficiency Attainment Rate: ELPI score: 47% making progress towards English Language		Dual Language Immersion Proficiency Attainment Rate ELPI score: 100% making progress towards English language	The ELPI proficiency rate decreased by 3.6%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Proficiency on the Dashboard (2024)		proficiency on the Dashboard.	

Goal Analysis [2024-25]

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

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

Overall, all actions in this goal were implemented with fidelity and with no substantive differences in the planned action and implementation occurred.

For action 1.1, we successfully hired all staff and secured appropriate credentialing before the start of the year and were able to cover all certificated leaves. We collapsed one FTE on UC because we could not find a single subject math teacher with a BCLAD. Finding BCLAD credentialed teachers for the Dual Language Immersion Program and the expansion of DLI strand to middle school remains a challenge. However, from a budgetary standpoint, collapsing the FTE lessened the deficit spend for the 24-25 school year and we successfully had one FTE teach both 7th grade math and science. Since we were unable to hire a BCLAD Math teacher, we had students in the DLI Middle School complete Science with the Science teacher and Spanish teacher. This co-teaching model did not work as the students were use to learning Science in English and feedback from students and parents confirmed that a better course to meet the requirements of Dual Immersion in Middle School would be to offer math in the target language.

Action 1.2 was implemented with fidelity and we successfully launched TCI Social Studies for Middle School and started year two of FOSS Science and DELD curriculum. We continued with hands-on learning with FOSS Science and the small group DELD in student Language Proficiency rotations. Students reported that these activities are valuable to them and help create community. Additionally teachers piloted a new middle school Spanish Language Arts curriculum and are already planning refinements for next's year's Spanish Language Arts DLI classes to ensure students are ready to earn California's State Seal of Biliteracy in High School. Another need is to support teachers in the effective use of curriculum and the supplemental supports most come with to address the needs of ELs, SWD, and SED students. One challenge that has come to light is the need for an additional supplemental DELD curriculum. Teachers during Wednesday meetings and parents in the LCAP PAC have advocated for more targeted ELD to support English Language Learners. Our data in Goal 3 supports the focus on ELD and the need to support English Learners to lessen the current achievement gap. The state recently released a new Mathematics Framework and teachers need to become familiar with it. As such, Solvang School used professional development time to unpack the framework and design instruction. This is another challenge and an opportunity as we are in need of a new math adoption. This work will continue in the 25-26 school year with pilots and a new math adoption in the Spring of 2026 after the State Board of Education releases the approved adoption lists. The district has partnered with SBCEO for work on the adoption and new framework. The District will pursue an ELA adoption the following year.

Solvang School offers a Broad Course of Study including access to the core, ELD, art, music and physical education. This is action 1.3 and it was implemented well and supports unduplicated pupils. While a broad course of study is something that is required, this action specifically supports the language acquisition needs of ELs, access for SED students, and inclusion for students with disabilities. This action supports English Learners, Socio-economically disadvantaged students and students with disabilities who may not have access to the arts. It was designed to remove barriers to the arts and to establish pathways for unduplicated pupils to the arts in high school and beyond. Establishing pathways in middle school for culinary arts, musical theater, journalism, band, sports and the pathway to the State Seal of Biliteracy principally supports socioeconomically disadvantaged, unhoused students, foster youth, English Learners, and students with disabilities. The successes in this area include the robust middle school offerings of Band, Culinary Arts, Drama, Journalism, Spanish, Art, etc. This action supports access to enrichment and the arts for SED students and language acquisition for ELs, and inclusion for students with disabilities and is part of the Districts strategic plan to ensure the conditions for learning are met to address achievement differences for unduplicated students. Additionally, the Dual Language Immersion Program promotes biliteracy for students and specifically language acquisition and ELD for ELs and this expansion had both successes and challenges. One challenge with this action is the need to have two core classes in the target language of Spanish for the Middle School Dual Language Program. Another challenge is that staff are shared among both campuses and the current Middle School block master schedule makes it difficult to schedule electives, manage class sizes, and is challenging for students' attention spans and learning as students may not see core teachers daily. As such, the staff has spent the last two year's discussing the master schedule and will be pivoting to a traditional 7 period day, next year, to ensure more access to courses for students.

Action 1.4 was implemented with fidelity. The Superintendent took the lead and coordinated the new teacher professional learning, the professional learning before school began, the Valley-wide and pupil free days, as well as the Early Release Wednesdays. The successes were that the Steve Ventura Achievement Teams professional learning was well received by teachers and the Valley-wide day with Ricky Robertson was valued by teachers from all the districts in the Santa Ynez Valley. The teacher responsiveness to Ricky Robertson and Steve Ventura Achievement Teams was positive. The energy from teachers in these professional developments was great and they implemented check-in check-out procedures as well as research based strategies into their instruction, thus helping improve Tier I on both social emotional and academic levels. Additionally, the District continued to support new teachers with mentors and access to TIP. The challenges are that there is never enough time for all the professional learning needs and that in person trainings are better participated in than online trainings, such as the Depth and Complexity zooms. A challenge that remains in Professional Learning is the need to provide a wide variety of professional learning in a limited time and to teachers with diverse needs. A one size fits all doesn't work. Evidence of this was the challenges associated with the Depth and Complexity trainings this school year over zoom. Teacher engagement was low and the icons of Depth and Complexity for the most part were not incorporated strategically into classroom routines.

Action 1.5 was implemented with fidelity and growing pains. All students have access to technology and the district's replenishment plan rolled out well in the beginning of the year. The successes were that the District doubled its broadband capacity, successfully rolled out 1:1 inventoried devices to middle school, strategically used expiring funds to secure additional devices for students and classrooms and transitioned to a new less expensive cyber safety platform. The challenges were that the FRP for cabling came with unexpected disruptions to the internet, the intercoms, and clocks. The infrastructure upgrade project occurred primarily over designated school breaks but did cause connectivity challenges. The Internet and Infrastructure project is scheduled for completion by the summer of 2025. Another challenge is student discipline relating to cyberbullying and inappropriate technology use.

A key goal of the Board is to maintain safe facilities, Action 1.6, and the district implemented this action well. The District completed the fencing for both campuses and ensured that the gates closed on their own and remain locked during school hours. The successes include

the completion of the fencing, the commitment to gates being locked, and the lower costs of contracted maintenance work as the team has successfully done many repairs in house. The challenges include the need to upgrade the camera system, identify spaces for confidential offices, and the need to remodel the District office to support the 2 new principals over the summer. The Upper Campus roof needs repair as does the gym floor and scoreboards. The roof can be deferred for a few years and the District has applied for grants to fund the gym upgrades. During the writing of the LCAP the District received a Williams Complaint regarding the striping of the parking lot by the gym. The District is currently in a dispute with the City of Solvang who uses the School's parking lot on the weekends and after hours on who is responsible for repaving and restraining the parking lot. This is a challenge that the Superintendent is working with the City to fix.

The last action 1.7 is Expand and Enhance the Dual Language Immersion Program. This action was also implemented with fidelity and success and supports English Language Acquisition which directly supports English Learners. After all, Dual Language Immersion supports language acquisition and increased biliteracy for ELs. 2/3 of students in the DLI program are considered English Learners and bilingualism and biliteracy are one of three pillars of DLI programming. The other two pillars also support English Learners and are promoting high levels of academic achievement and cultivating multicultural competencies. The Dual Language Immersion Program launched in Middle School and continued in K-5 during the 24-25 school year. The commitment to California's Global 2030 plan and the educators commitment to the 3 Pillars of DLI have enabled the school to successfully expand one grade level each year. One success of the DLI program includes the number of students in the 5th grade class who qualified for the State's Certificate of Biliteracy Attainment Recognition. This award is given to students who demonstrate proficiency in English and the Target language Spanish. Additionally, the entire 5th grade DLI class earned the state's Biliteracy Program Participation Recognition for completing the elementary level of the pathway towards the Seal of Biliteracy. Lastly, the expansion to Middle school was both a success and a challenge. We successfully started the DLI pathway for 6th graders in Middle School by adding Spanish Language Arts to our offerings and teaching Science in Spanish. However, the launch wasn't smooth and co-teaching Science in Spanish was a struggle. We did not adequately communicate the design of the Middle School Dual Language Immersion Program. We tried all summer to hire a BCLAD Math, but were unsuccessful so we offered a DLI elective, but this wasn't a solution because then students in the DLI program would not have elective opportunities. So we pivoted to co-teaching 6th DLI Science in Spanish. As we were unable to secure a BCLAD teacher, we employed a co-teaching Science and Spanish Language Arts model to meet the 50/50 immersion model required for Middle School Dual Language Immersion Programs. Feedback on these challenges from families and students compels us to redesign for the 25-26 school year. We are pivoting from teaching Science in the target language of Spanish based on educator, parent, and student input. Instead we are moving up a BCLAD teacher from elementary to middle school to teach math in the target language. For the 25-26 school year, we will be offering Spanish Language Arts to 6th and 7th grade DLI students and 6th and 7th grade mathematics in the target language of Spanish. Our biggest challenge remains in finding appropriate credentialed Dual Language Immersion teachers to hire and retain.

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.

The Solvang School District defines material differences as either a 30% difference or over \$20,000 for the purposes of this LCAP. As such, the material differences are identified for each relevant action below.

There was a material difference in Action 1.1 as we were unable to hire a BCLAD math teacher. So we collapsed 1 FTE.

There was a material difference in Action 1.2 as the budget contained supplies and materials for office and maintenance that are not considered curriculum and materials and we corrected this. The savings carried over from restricted lottery will be carried over for next year's math adoption.

There was a material difference for Action 1.6 in that the budget did not include PERS and Health and Welfare benefits for the new night custodian.

The material difference in Action 1.7 was that the budget only included salaries for DLI teachers and did not include stipends for DLI and BCLAD credentials added later.

There were no other material differences.

The District has expensed all LREGB funds.

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

Actions 1.1-1.7 were effective in ensuring the conditions of learning were met. Evidence for the effectiveness of these collective actions can be found in the metrics under goal 1 and are as follows.

1.1 Hire and Assign Credentialed Teachers: Highly Qualified Teachers support unduplicated pupils: This action ensures that all students, in all subgroups, have appropriately credentialed teachers and enables Solvang School to keep class sizes small (all core classes at Solvang have less than 28 students; many classes are close to 20 students) to address learning recovery. This is especially important for students with disabilities, English Learners, socio-economically disadvantaged students, and homeless and foster youth. This is State Priority 1 and according to the CDE, "Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor." This action benefits unduplicated students and is principally directed. This action is effective in supporting the needs of unduplicated pupils and the Solvang School District has met the Standard for State Priority 1 on the Dashboard. The district maintains and hires appropriately credentialed classroom teachers to support student achievement, especially for unduplicated pupils, as measured by meeting the local indicator 1 on the dashboard. We will continue to recruit and retain highly qualified teachers and work with the county and our board to secure permits and waivers as needed. The Solvang School District is working with the Santa Barbara County Office of Education (SBCEO) on credentialing. As a small school district waivers are needed for certain credentials or for elective offerings. The District works with SBCEO closely and obtains necessary waivers through approval by the Solvang School Board as applicable. The district works with the County, CTC, and the local governing Board to obtain the necessary permits and waivers require to staff a small school district. The Board approves a Declaration of Need and the District has helped teachers with intern permits and to earn their BCLAD credentials. The goal is to continue to hire appropriately credentialed teachers and to reduce the number of teachers on waivers or permits but the challenge to find qualified staffing is immense in the Santa Ynez Valley. The District's commitment to offering a Broad course of study contributes to the misassignment rates as our social studies teacher also teaches one section of Drama and our Spanish teacher also teaches two sessions of Culinary Arts. It is not fiscally viable or realistic to hire CTC credentialed teachers for just a few elective offerings. The District anticipates these types of misassignments to continue.

Moreover, the hiring of additional teachers allows the school to maintain small class sizes and more effectively support unduplicated pupils. This enables us to support unduplicated pupil in small classes with quality educators. Input from educational partners directs the school district to work on teacher retention and lessening turnover.

1.2 Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students: The Solvang School District had 0 Williams findings for instructional materials, participated in new adoptions and replenishment cycles and has met the Local Indicator on the California State Dashboard for State Priority 1 and 2. The Local Indicators for implementation of state standards were all met. This is evidence of the effectiveness of this action. Research confirms the need to ensure that students have quality instructional materials to address achievement gaps. EL students, SWD, and SED students have identified achievement gaps and therefore require strategic standard based curriculum, DELD, and intervention materials. As such the District recently adopted TK-8 FOSS Science with Designated ELD and TCI Grades 6-8 Social Science Curriculum with scaffolded support for SWD and ELs. We continued with hands-on learning with FOSS Science and the small group DELD in student Language Proficiency rotations. Students reported that these activities are valuable to them and help create community. Additionally teachers piloted new middle school Spanish Language Arts. We have identified a need for math curriculum and ELD curriculum. This action will continue in the 25-26 school year. Intentional use of curriculum lends itself toward improving student outcomes for all students, especially unduplicated pupils. This is especially true when ensuring that instructional materials have the needed scaffolds to support ELs, SWD, and SED students. LCAP input from Educational Partners prioritizes standard aligned instructional materials and partners want to see this continue as an action next school year. After all, "The research is increasingly clear that quality curriculum matters to student achievement. What's more, there is emerging evidence to suggest that quality curriculum has a larger cumulative impact on student achievement than many common school improvement interventions – and at a lower cost." (Learning First, Johns Hopkins Institute for Education Policy, 2018). Instructional materials: According to RAND, "If a curriculum — a set of instructional materials intended as a comprehensive course of study for a particular subject and grade level — is well-aligned with state standards, it can help teachers deliver instruction that leads to students' mastery of those standards (rand.org)."

1.3 Offer Broad Course of Study: Action 1.3 directly supports SED, ELs, FY, Homeless and SWD by removing local barriers to access the arts, cultivates language acquisition and inclusion activities, and ensures all learners have the course work they need to succeed. This action addresses achievement gaps and while important for all learners, strategically focuses on supporting unduplicated learners (SED, SWD, ELs, FY, and Homeless). Solvang school will continue to offer a Broad Course of Study to promote student engagement, access to standards and electives, and cultivate lifelong learners. This action was implemented with fidelity and is effective in that students have access to Art, Music, Spanish, Drama, Culinary Arts, Yearbook, Journalism, Leadership, and Math and Writing Support as middle School electives. All students have access to Physical Education, Integrated and Designated ELD, core subjects, and music. This Broad course of study promotes college and career readiness and will be measured annually by Local Indicator, State Priority 7. Furthermore, it supports unduplicated pupils with access to the arts and language acquisition. Research shows that "Flourishing, responsive, intellectually challenging, and creative arts learning for all students requires a learning community in which teachers and school leaders engage in a cycle of learning, reflecting on, and improving their own practice (Little 2006; Ermeling and Gallimore 2013; Garmston and Zimmerman 2013; Learning Forward 2011). To create arts instruction that embodies the goals, meets expectations of the arts standards, and takes place within effective, safe, and supportive learning environments, teachers and school leaders should participate in a learning culture with these qualities." Action 1.3 in this LCAP supports this endeavor and is monitored by student access to arts, improved by professional learning, and reflected on in the LCAP process. According to the California Arts Framework, "leaders should highlight the overlapping and expanded literacy development students gain through the arts, include insight into effective teaching in the arts, and provide illustrations of the benefits gained by all students from a sequential, standards-based arts education. When administrators and other school leaders understand these aspects, they are able to

articulate the vision for arts education, make decisions, and create policies that support the conditions needed for quality arts learning."(Ch.9) As such, this Broad Course of Study supports English Learners with Language Acquisition and access to multilingualism through Heritage Spanish and Dual Language Immersion courses. The District's ELPI and EL outcomes support a continuation of this goal to increase achievement. Evidence of the effectiveness of this action is that the Local Indicator for Broad Course of Study was met on the California School Dashboard. This action will continue in the 25-26 school year.

1.4 Facilitate Professional Development: This action was implemented and was effective as evidenced by meeting the Local Indicator on the Dashboard for Professional Development. Other evidence of the effectiveness of the District's Professional Learning are the completions of year 1 and 2 of the Teacher Induction Program, implementation of PD before school began, on pupil free days, through conferences and trainings, and rotating Wednesdays as part of Early Release. This action will continue as there is always a need to support teachers in first instruction, Tier I, and in designing and implementing in class Tier II support in small groups. Evidence for this continuing action comes from CAASPP Scores. For example, overall ELA CASSPP: students scored 6.6 points above the standard (Green). However, when we look at subgroups we see disparity of outcomes, as such professional learning continues to be imperative. Analysis of student-achievement data and teacher needs assessments 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. As such the district will prioritize teacher learning on English Language Development (imperative for ELs), Socio-emotional Learning (a key component of creating a safe learning environment for Homeless, SWD, and SED students) and training for the new strategies to support students (these students include SED, FY, SWD, and ELs) who need quality Tier I instruction and access to intervention. After all, research shows that, "It is clearer today than ever that educators need to learn, and that's why professional learning has replaced professional development. Developing is not enough. Educators must be knowledgeable and wise They must become learners, and they must be self-developing." (Lois Brown Easton, in "From Professional Development to Professional Learning, 2008).

1.5 Provide Technology and Network Access: This action was effective as 100% of students have access to a device and the infrastructure project while challenging has resulted in increased internet speed, new access points, and a system with cabling mapped. This action helps address the digital divide for socioeconomically disadvantaged students and ensures that all upper grade students have devices at school and at home. In class devices in grades TK-5 ensure that technology is effectively integrated into the learning environments. Research shows that "Technology integration is achieved by making technology a seamless, routinely used, and almost invisible part of the learning environment (such as board and pen). If technology is effectively integrated, then it provides opportunities for students to search and find available information and apply their academic skills to real- world problems. Traditional educational practices, on the other hand, do not provide students with all the necessary skills they will need in today's world." (Uline, C.L. (2009), "Building high quality schools for learners and communities", Journal of Educational Administration, Vol. 47 No. 3) Moreover, this action contributes to educational excellence by empowering students with 21st Century skills. Research shows that, "Technology, being laptops or devices, should be seen as tools and not replacements of best practices for teaching in the classroom. Another important component of 1:1 Technology is student motivation. Solvang School is committed to ensuring students are motivated to learn and that they have the technology tools needed to ensure relevant learning outcomes. According to Solvang's Local input respondents prioritized expanding technology infrastructure and the Board approved an update fee schedule for damaged devices. Our inventory replenishment plan is in place and will continue next year.

1.6 Maintain Safe Facilities: While the school is in good repair, there has been a need to increase safety and enrichment. This action was effective as Solvang School renovated the Kinder Playground by removing the existing structure, adding a new Viking Warrior Ship play structure, adding the accompanying soft-scape and landscaping on the kinder playground. The grand opening of the new playground

occurred before the first day of school in the 24-25 school year. The new Viking ship playground has quickly become a favorite of students. Another success and further evidence of the successfulness of this action is the enclosing of both campuses through additional fencing and the repaving of the blacktops. The safety of our students is paramount and as such campus safety is a priority, therefore, maintaining safe facilities as an action will continue. Campus safety was prioritized by parents of students with disabilities, English Learner Advisory Committee (ELAC), and Solvang School Education Foundation (SSEF). While maintaining high quality facilities impacts all students and staff, it is particularly important for the subgroups further from standard. After all, "A number of studies have measured overall building conditions and its connection to student performance; these have consistently shown that students attending schools in better condition outperform students in substandard buildings by several percentage points. School building conditions also influence teacher effectiveness. Teachers report that physical improvements greatly enhance the teaching environment. Finally, school overcrowding also makes it harder for students to learn; this effect is greater for students from families of low socioeconomic status. Analyses show that class size reduction leads to higher student achievement." (Earthman, G. I. (2002). School Facility Conditions and Student Academic Achievement. UCLA: 's Institute for Democracy, Education, and Access.) As such, this action supports improved outcomes for students with disabilities, English Language Learners, Socioeconomically Disadvantaged Students, Homeless, and Foster Youth. Research shows, "a link between the quality of school facilities and student achievement in English and mathematics. As well, quality facilities were significantly positively related to three school climate variables. Finally, results confirmed the hypothesis that school climate plays a mediating role in the relationship between facility quality and student achievement." (Cynthia Uline, Megan Tschannen-Moran, Journal of Educational Administration, 2008) Our community values the maintenance and improvement projects completed this year and supports the continuation of this action, as does the School Board. This action was effective as measure by the FIT and Local Indicators. However, there is one area of concern that has emerged which is the District's parking lot by the gymnasium. The District recently received a Williams Complaint on the striping of the parking spaces the lot. The District has a joint use agreement with the City and maintains that it is the City's responsibility to repave and re-stripe the lot in exchange for the City's use of the lot outside of school hours and on the weekends. The City of Solvang and the District are meeting to reconcile the dispute and will either revise the current MOU or the District will give the City a 30 day notice to end the 2018 agreement. At any rate, the repair work will be prioritized over the summer of the 2025 school year.

1.7 Expand and Enhance Dual Language Immersion Program: This action was effective in that we were able to expand the Biliteracy Pathway to the Middle School. This was our first year of Middle School Programming and there were definite growing pains. We struggled with finding staffing to offer a 50/50 model. We tried all summer to hire a BCLAD math educator but were unsuccessful. So we decided to offer a DLI elective but students and families rejected this as a solution because they wanted and deserve access to the electives alongside their non DLI peers. So we switched to DLI Science as the other core offering in addition to Spanish Language Arts. This was challenging as the students had previously learned Science in English in 5th grade. The teachers worked well together to make it work but the feedback from students, families, and teachers had us rethink our offerings. We made the decision to have a current 5th grade DLI teacher, who has earned a supplemental math credential, move up from the elementary school to the middle school in the 25-26 school year. The teacher will teach Math in Spanish to the incoming 6th grade DLI class and to the 7th grade DLI class. We believe this will be an effective change in the action as it ensures that students have access to Math in the Target Language, ensures that they receive a period of English Language Arts and Spanish Language Arts, and they still can take electives like Art, Music, Yearbook, etc. We are optimistic that these changes will help solidify our Middle School Pathway. We will have 2 out of 3 cohorts transitioned to Middle School in the 25-26 School Year. The District is committed to effective implementation of the Dual Language Immersion Program and the 3 Pillars of DLI: 1. Biliteracy and Bilingualism, 2. High Academic Achievement, and 3. Cultural Competency. We are thankful for the School Board's Support in ensuring that the pathway becomes complete for students in Kindergarten - 8th grade by 26-27 and we are glad to represent Dual Immersion in the Santa Ynez Valley and work towards California's Global 2030 goals.

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

There are no changes to the goal, expected outcomes and metrics. This goal will be maintained through a variety of actions including addressing staffing, course development, professional learning, and providing the materials, tools, and spaces for authentic learning to occur. There are slight changes to the following actions. For Action 1.2, the District will pilot a new mathematics curriculum for TK-8. Action 1.3 is designed with the needs of students in mind. Achievement gaps for SED, ELs, and SWD are well documented in this LCAP. The District strategically offers access to core and electives to support student learning. While a Broad Course of Study supports all learners, it is particularly impactful for socioeconomically disadvantaged students, ELs, and SWD. The school's data supports the need to prioritize core instruction, access to the arts, and Language Acquisition. The best way to demonstrate equity is to have the master schedule contain these courses and opportunities that address achievement gaps. For this reason, Action 1.3 will continue, although we will be modifying the existing master schedule and switching from a Block format to a traditional 7 period day. For the last 2 years, the staff has been discussing the pros and cons of the block schedule. We did a comparative analysis of the Block Schedule and Seventh Period Day in Middle School. We contemplated changing it last year, but wanted to be sure that our observations about the 6th grade attention spans, challenges for students not having core subjects (math, English, science, social studies) daily (some students need daily exposure to concepts) were accurate. As we monitored this year, we confirmed that the transition from elementary to block was hard for students and that students and teachers would benefit from daily interactions. Another challenge is the frequent need to modify the block schedule when holidays and other events occur. As both campuses share staff (art, music, PE, Cafe, and supervision aides) this impacts both campuses and has caused significant challenges. Additionally, we want to ensure that we can offer a wonderful variety of electives throughout the day in manageable class sizes and a seventh period day allows us to spread electives throughout the day in a more equitable format. Moreover this year, we expanded Dual Language Immersion Programming to the Upper Campus and next year we will have two cohorts and therefore need additional sections. For these reasons, the staff has come to consensus that in order to meet the needs of students, we will be transitioning to a seventh period day (45 minute periods) with a homeroom added. Therefore, the District will be switching from a Block Schedule to a traditional 7th Period Day: to support student learning and daily access to core instruction, to ensure equitable access throughout the day to core and elective opportunities, to assist in the expansion of the Dual Language Program, and to assuage the challenges related to shared staff on both campuses. We are currently building the master schedule, interviewing new hires, and designing elective options. The District believes that modifying the schedule supports equitable access to the core and electives for unduplicated pupils by creating increased opportunities for Language Acquisition for English Learners, inclusion for students with disabilities and access to the arts for socioeconomically disadvantaged students. Research recommends this approach: "Through arts-specific professional learning communities, districts have also been able to implement and address districtwide goals, such as support for English-language learners or students with special needs, providing time for arts teachers to address broader district goals within the unique contexts of the arts classrooms." (Chapter 9: Implementing Effective Arts Education, 703). This also reflects the State's Priority 8. The slight change for Action 1.5 is that the District will replace older touchscreen monitors in classrooms and has applied for a Technology Grant from the Chumash Tribe to replace the aging touchscreens that are reaching the end of their lifecycle. Action 1.6 will continue and will focus on addressing the recent Williams Complaint on the striping of the parking lot that we received in June. The District and the City of Solvang have a joint use agreement for the school's parking lot and the District and City are currently at odds on whose responsibility it is to repave and re-stripe the parking lot. The current MOU was agreed to under previous leadership and the City and District are working on a resolution. The District will repave the lot over the summer of 2025. Action 1.7 continues with changes in the design of the middle school expansion. The District will continue to Expand the

Pathway to Biliteracy by bringing up a full time BCLAD teacher to teach mathematics in Spanish for the 6th and 7th grade DLI cohort. This is a change from the co-teaching Science model in the 24-25 school year which was challenging for students, staff and families. These modifications to actions 1.2, 1.3, 1.6, and 1.7 will strengthen the District's ability to ensure the conditions of learning and the outcomes for Goal 1 are met annually.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Hire and Assign Credentialed Teachers	The district maintains and hires appropriately credentialed classroom teachers to support student achievement, especially for unduplicated pupils, as measured by meeting the local indicator 1 on the dashboard. (Classroom Teachers salaries and benefits)	\$2,438,200.00	No
1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	Solvang School will ensure access for students to culturally responsive, rigorous, and standard based instructional materials that scaffold supports for ELs, SWD, provide integrated ELD throughout all classes, support elementary ELs with 30 minute language proficiency Designated ELD rotations and a DELD course on the middle school campus, and provide extension opportunities for students at benchmark. This action will be measured by Williams sufficiency compliance and local indicator 1. (Curriculum replenishments, TK-8 Mathematics pilot and adoption for the 26-27 school year, new Middle School DLI materials, TK curriculum)	\$122,300.00	No
1.3	Offer Broad Course of Study	Solvang school will continue to offer a Broad Course of Study to promote student engagement, access to standards and electives, and cultivate lifelong learners and to support students who may not have access to the arts, such as socioeconomically disadvantaged students, English Learners, and SWD. This will promote college and career readiness, Language Acquisition for ELs and inclusion for students with disabilities. This action increases and improves services for unduplicated pupils. This will be measured by Local Indicator 7 and student access to the master schedule. (Art, Music, Spanish Elective teachers; instructional materials for electives: musical theater, art, music, culinary arts.)	\$280,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Facilitate Professional Development	Research shows that collective teacher efficacy has the largest effect size (1.57) in student achievement (Hattie). Therefore we will cultivate collective efficacy through achievement teams and professional development in order to promote student learning including focusing on English Learner Professional Learning - Designated ELD and Integrated ELD. (English Learner Professional Learning - Designated ELD; Elementary New teachers; Continuing Teachers - Level 2 I Lit Professional Learning; TIP and Mentor, 5 days of Teacher PD including Valleywide PD, Keynote Speaker, Restorative Approaches, Math Framework, ELD).	\$44,200.00	No
1.5	Provide Technology and Network Access	The district has improved the school's technology infrastructure through new cabling and access points and will continue to deploy 1:1 devices to middle school students in order to facilitate teaching and learning. (Computer replenishment cycles for TK-1 iPads and 2-5 class Chromebooks; new incoming 6th grade 1:1 Chromebooks; increase bandwidth for data communications, network consulting and tech support)	\$101,000.00	No
1.6	Maintain Safe Facilities	Maintenance of facilities is a priority for the district to ensure the conditions for learning are available for all students. This action will be measured by the Facilities Inspection Tool and will result in quality facilities. Projects on the horizon: gym parking lot, UC roof, lower campus corner signage, Elks field, etc. (Maintenance staff salaries and benefits, supplies and fuel, repairs and inspections, furniture and equipment.)	\$527,300.00	No
1.7	Expand and Enhance Dual Language Immersion Program	Solvang School will expand and enhance the School's Dual Language Immersion Program to Middle School creating bi-literacy, academic achievement, and a pathway for students to earn the State's Seal of Biliteracy in High School. (DLI Classroom teachers salaries, stipends, and benefits, Spanish Language Arts for Middle School and DLI Mathematic Teacher)	\$789,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Solvang School developed the goal of Promoting Engagement based on Dashboard data analysis, Differentiated Assistance Status and Support, and educational partner input. The goal has actions designed to Promote Engagement. This goal addresses LCFF Priorities 3, 5, 6, & 8. LCFF Priority 3 is Family Engagement. Priority 5 is Pupil Engagement. Priority 6 is School Climate. Priority 8 include wellness, belonging, inclusion, and College and Career Readiness. Additionally, 2023 Dashboard Data on Chronic absenteeism (High/Orange) and suspension rates (High/Orange) informed the development of this goal. Further data that contributed to the development of this goal was from the California Healthy Kids Survey (CHKS) in 2023-2024. Of particular interest to this goal and to educational partners was how Solvang students, families, and staff rated school connected and safety. Student Connectedness is well researched and, "in 2003, the U.S. Centers for Disease Control, the Robert Wood Johnson Foundation, and the University of Minnesota convened a meeting of experts from the education and health sectors to synthesize what’s known from the research on a number of overlapping topics such as student engagement, school climate, children’s mental health, peer bonding, and student-teacher relationships. They found that these various strands of research all point to the same overarching conclusion: 'Students are more likely to succeed when they feel connected to school.'" The study goes on to state that, "Elementary and middle-level students who feel connected to school have higher attendance rates, fewer disciplinary problems, and better academic outcomes. They also go on to have better high school graduation rates and greater success in post-secondary education than their less-connected peers." These are the outcomes this Broad goal is designed to achieve. In addition to School Connectedness, data from the 2024 CHKS survey also provided a baseline for school safety. Solvang School's CHKS Safety rating also factored into the development of this goal and the corresponding actions. While 70% of Elementary students reported that they feel safe at school, 20% reported cyberbullying, 43% reported being hit or pushed, and 48% reported being called names or being the target of mean jokes. Similarly, 79% of Middle School students felt very safe or safe according to the CHKS; however, 38% of the 7th graders have experienced harassment or bullying, 45% have had mean rumors or lies spread about them, 11% reported being in a physical fight, and 36% reported cyberbullying. This input from students definitely influenced the actions in this goal. Lastly, Solvang was in the Red on the 2023 Dashboard for Suspension Rates, especially for SED and Hispanic Students and this disproportionality must be addressed. Discipline data supports the importance of cultivating student wellness, a safe and welcoming environment, and continuation of supporting students through social emotional learning and counseling services.

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

2.1. Elevate Family Involvement

The first action is to Elevate Family Involvement (2.1). This is a need because we love our students, value families as partners, and must address the School's current achievement gaps. Research shows that a focus on parent engagement is imperative to effectively partnering with families and propelling students toward greater success and achievement. According to the National Education Association, "Getting parents more engaged in school is a necessary variable in the equation of student success. In fact, parent engagement can have a direct impact on student engagement itself. Multiple studies prove that students whose parents are actively engaged in their schooling typically show the following: higher grades, higher test scores, greater social skills, better reported behavior, easier adaptation to school, and a greater likelihood of continuing into post-graduate education." This action of elevating family involvement supports academics and attendance. These are areas where the School has persistent Achievement Gaps in CAASPP Scores, ELPI, Chronic Absenteeism, and suspension rates for SED, EL, Homeless, and SWD. By increasing family involvement, the school is supporting student achievement and seeking to lessen and/or remove these gaps in achievement. These are the outcomes that the district and our families are seeking. Educational Partner input values the Classroom Invites, such as Back to School Nights, Open House & 2 Conference Weeks. They also recommended strategically utilizing these times to talk to families about attendance and academics and how they can support their child. Translation and Interpretation were valued by families and the front office was appreciated. Elevating family Involvement supports ELs and SED more than other students, even if it benefits all. EL parents benefit from translation and interpretation service. The School's DELAC recommended utilizing the Robocall tool for reminders over ParentSquare and continues to prioritize language access to support EL and SED families with information and to cultivate authentic partnerships. The LCAP PAC also expressed concerns about ParentSquare becoming white noise. Additionally, communicating with families of SWD is a priority as families are valuable IEP team members and ensuring that they understand and have input into their students IEPs is essential. This is a primary reason for the development of Action 2.1 to support families of SWD in navigating the child's legal supports. Additionally, this action supports SED and EL families with interpretation, translation, and multiple methods of communication which in turn then supports achievement for unduplicated pupils.

2.2 Enhance Student Engagement

The second action is to Enhance Student Engagement. Research from the TIES Center emphasizes the importance of enjoying school; "Schools are unique communities in which the lives of students from many different backgrounds come together. As students learn and play alongside one another each day, they regularly encounter others whose characteristics, experiences, and circumstances differ from their own. Promoting acceptance amidst this diversity is central to supporting belonging. To be accepted is to be embraced gladly without condition and viewed as an equal. Knowing for certain that you are liked by others contributes to feelings of self-worth, gives you a sense of roots, and makes school a more enjoyable place to be." We want Solvang School to be an enjoyable place of learning. The reason we developed this action is connected to student input from the 2023 California Healthy Kids Survey (CHKS). While families in 2023 rated School Connectedness at 82% (30% strongly agree, 61% agree) and Staff rated School Connectedness at 93%% (32% strongly agree and 61% agree), student connectedness was much lower with 5th grade students rating School Connectedness at only 64% and 7th grade students reported School Connectedness at 70%. This forms the baseline for Actions 2.2 and 2.3 in this LCAP. The Educational Research for Action Organization states that "Across all grade levels, students who feel more connected to school have higher attendance rates, higher academic outcomes, and higher graduation and post-secondary success rates. Positive school connectedness has been consistently linked to various positive health outcomes, including lower levels of substance use, better mental health, and reduced violence. A significant number of students, particularly those from marginalized communities... report a lack of supportive adult relationships and meaningful

engagement at school." According to the 2023 CHKS, only 31% of 5th graders feel they have meaningful participation and 39% report school boredom. For 7th graders the 2023 CHKS results were that only 24% meaningful participation and 32% reported school boredom. Additionally, our partners recommend high expectations, increased challenge, and well designed collaborative and hands on learning. This aligns with research that states, "A distinctive feature of school is that students are all learning together—not alone. To be involved is to be actively engaged with and alongside peers in shared learning and common goals. Learning together is a magnificent way to learn. Students are meaningfully involved when they participate in cooperative learning with their classmates, work toward collective learning goals, and navigate challenges together as peers. Teachers support this deep involvement in the curriculum when they hold high expectations for all students and design opportunities for students with varying abilities, strengths, and needs to learn from and with one another (TIES Center)." This is true for unduplicated pupils and especially powerful for inclusion of students with disabilities.

2.3 Cultivate School Climate

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

2.4 Improve School Attendance

"The extent to which students feel genuinely welcomed in their classrooms or at their school can impact their enthusiasm for learning and their sense of membership. When hospitality abounds, students will be more excited about coming to class each day. When it is absent, they may feel uncomfortable or express more reluctance... Finding ways of ensuring that every student feels extravagantly welcomed each day can shape the extent to which they also experience a sense of belonging." (<https://publications.ici.umn.edu/ties/peer->

[engagement/belonging/welcomed](#)) This goal was developed because Chronic Absenteeism is an identified need for the district. According to the California School Dashboard (2023), 17.6% of Solvang students are chronically absent. This is a High rating on the dashboard and three subgroups are in the red: SED students are 21.3% chronically absent; SWD are 23.5% chronically absent; White students are 19.9% chronically absent. The fact that SED students are in the Red for chronic absenteeism and Suspension rates qualified the District to receive Differentiated Support from the Santa Barbara County Office of Education until the release of the 2025 Dashboard. Additionally, students who identify as Two or More Races are 19.5% chronically absent and in the orange. While Hispanic and EL students chronic absenteeism improved from last year, they are still in the yellow with ELs 20% chronically absent and Hispanic 15.4% chronically absent. According to the California School-Based Health Alliance, "Unlike truancy rates, which distinguish between excused and unexcused absences, chronic absence rates reflect all absences. Looking at all absences is important because, regardless of why they are missing school, students do not learn when they are not in class. Research shows that chronic absenteeism increases a student's risk of academic failure and is an early predictor of high school dropout." (schoolhealthcenters.org) As such, reducing chronic absenteeism across all subgroups and specifically for SED, SWD, and White students is a key priority for the district. This action address the concerns of the Differentiated Assistance for Socioeconomically disadvantaged students on the 2023 Dashboard and for the concern for students who identify as Two or More Races, who are in the red on the 2024 Dashboard for Chronic absenteeism.

2.5 Empower Positive Behavior

Research illustrates the importance of positive behavior cultivation and Solvang School is seeking to empower positive behavior and decrease the suspension rates of all subgroups. Currently, according to the California School Dashboard (2023), Solvang School is in the Orange and has a High Suspension rate of 3.2% suspended at least one day. Two subgroups are in the red: Hispanic 3.2% suspended at least one day and SED 5% suspended at least one day. SED students were in the red in suspension rates and chronic absenteeism, thus qualifying the district for Differentiated Assistance. The district has cultivated improvement on absenteeism rates as part of the collaboration with SBCEO on Differentiated Assistance for SED students' suspension rates. The District utilizes research based practices. According to Ed Research for Action, "Disciplinary policies directly affect student engagement – and students who see their teachers take action against bullying feel a strong connection to their schools. Students feel a stronger sense of connection to their school when they believe that their teachers are prepared to intervene in bullying situations. This underscores the crucial role of teachers in creating a positive school environment where students feel supported and valued by school staff." We want to empower teachers with restorative practices, empower supervision aides with conflict resolution techniques, and empower students to be up-standers and Peace Ambassadors on the playground. For this reason the school will research and implement a student behavior peer helper team. Studies show that, "School service work (such as acting as a peer mentor, tutor, or school ambassador) has also been shown to create more opportunities for students to experience school activities with prosocial components." More opportunities to engage will equal less student discipline. As such, Solvang School will design and implement a form of Playground Ambassadors or Recess Crew, offer assemblies focused on positive behavior, promote student leadership. "For many students, engagement in school develops through extracurriculars – and schools that offer students opportunities to mentor, tutor, or self-govern see stronger connectedness across the community. Involving students in school councils and other organizational structures has been found to enhance school connectedness (edresearchforaction.org)."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CHKS Completion & Parent School Connectedness Local Indicator for Parent Engagement	CHKS completion: 69 Families (2023-2024) CHKS Parent Connectedness: 82% (2023-2024) DELAC Needs Assessment: My child is a student with an IEP in special education and I am pleased with the way the staff communicates with me 29% of parents with ELs with disabilities (2023-2024) Local Indicator Met (2023-2024)	CHKS completion: 130 Families (2024-2025) CHKS Parent Connectedness: % This is not a data point on CHKS. Added Spring 2025 the following measurement: New CHKS metric: Parents feel welcome to participate at this school. 23% Strongly agree & 59% Agree. (2024-2025) DELAC Needs Assessment: 80% of parents with EL students are pleased with the communication they are receiving from the school based on this year's Needs Assessments.(2024-2025) Local Indicator met (2024-2025)		CHKS completion rate: 150 Families CHKS Parent Connectedness: 92% DELAC Needs Assessment: My child is a student with an IEP in special education and I am pleased with the way the staff communicates with me. 58% of parents with ELs with disabilities. Local Indicator met	Improvement by 61 families completing the survey, which is almost doubled from the previous year. There is no longer a CHKS Parent Connectedness % given by WestEd, so not applicable. New metric is parents feel welcome to participate. 0% change from baseline. According to the DELAC Needs Assessment, there was an increase of 51% of EL parents whose students have an IEP are pleased with the communication that they are receiving. 0% Difference in Local Indicator

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	CHKS School Connectedness (5th & 7th)	CHKS Student School Connectedness (2024) 5th: 64% School Connectedness 7th: 70% School Connectedness	CHKS Student School Connectedness (2025) 5th: 82% School Connectedness 7th: 59% School Connectedness		CHKS Student School Connectedness 5th: 74% School Connectedness 7th: 80% School Connectedness	CHKS Student School Connectedness: 5th grade students' connectedness increased by 18% to be that 82% of 5th grade students felt connected to the school. The reverse is true for 7th graders' school connectedness which decreased by 11% to be at only 59% of 7th graders feel school connectedness.
2.3	CHKS (school safety)	CHKS School Safety (2024) 5th: 70% of 5th 7th: 79% of 7th CHKS Parents: "This School is a safe place for my child" 39% Strongly Agree CHKS Staff: This school is a safe place for staff 19% strongly agree	CHKS School Safety (2025) 5th: 83% of 5th 7th: 65% of 7th CHKS Parents: 82% Agree or Strongly Agree "This School is a safe place for my child" 21% Strongly Agree CHKS Staff: This school is a safe		CHKS School Safety 5th: 80% of 5th 7th: 89% of 7th CHKS Parents: "This School is a safe place for my child" 49% Strongly Agree CHKS Staff: This school is a safe place for staff 29% strongly agree	In terms of perceived student safety, the 5th graders perception increased by 13% to be at 83%. However, the 7th graders reported feeling less safe by 14% to be at 65%. While overall, 82% of parents feel the school is a safe

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		This school is a safe place for students: 16% Strongly agree	place for staff 19% strongly agree; 59% Agree This school is a safe place for students: 21% Strongly agree		This school is a safe place for students: 26% Strongly agree	place, only 21% strongly agreed. According to the Staff survey, overall 78% of staff feel the school is a safe place for staff. 0% change in staff strongly agree that the school is a safe place for staff. This is the same as last year. There was a increase of 5% in the staff strongly agreeing that the school is a safe place for students.
2.4	Dashboard Chronic Absenteeism	Dashboard Chronic Absenteeism: All students: 17.6% (2023) Chronic Absenteeism by Subgroups (2023) SED: 21.3% chronically absent (Red) SWD: 23.5% chronically absent (Red) White: 19.9% chronically absent (Red)	2024 Dashboard Chronic Absenteeism: All students: 14.9% (2024) Chronic Absenteeism by Subgroups (2024): SED: 15.9% chronically absent (Yellow)		Dashboard Chronic Absenteeism: All students: Chronic Absenteeism by Subgroups SED: 10.3% chronically absent SWD: 13.5% chronically absent White: 9.9% chronically absent	Chronic Absenteeism for all students declined by 2.2% to be in the Medium/Yellow range. This is the direction in which we want to continue. Chronic Absenteeism by Subgroups:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two or More Races: 19.5% chronically absent (Orange) EL: 20% chronically absent (Yellow) Hispanic: 15.4% chronically absent (Yellow)</p>	<p>SWD: 18.6% chronically absent (Yellow) White: 13% chronically absent (Yellow) Two or More Races: 22.7 % chronically absent (Red) EL: 14.2% chronically absent (Yellow) Hispanic: 14.5 % chronically absent (Yellow) Homeless: 22.7% chronically absent (Orange)</p>		<p>Two or More Races: 9.5% chronically absent EL: 10% chronically absent Hispanic: 5.4% chronically absent</p>	<p>The Chronic Absenteeism rate for SED students declined by 4.8% to be 15.9% Chronically absent and in the Yellow.</p> <p>The SWD Chronic Absenteeism rate declined by 0.5% to be 18.6% chronically absent and in the yellow.</p> <p>Likewise, the White subgroup's Chronic absenteeism declined by 6.2% lowering the rate to 13% and placing this group in the Yellow.</p> <p>There is one subgroup in the Red which is those that identify as two or more races. This is the only subgroup to increase in Chronic Absenteeism. This group's rate increased by 3.2%</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>to be 22.7% chronically absent.</p> <p>The EL subgroup's Chronic Absenteeism rate decreased by 5% to be 14.2% chronically absent and in the Yellow.</p> <p>The Hispanic subgroup's Chronic absenteeism also declined by 4.8% which places them in the Yellow at 14.5% chronically absent.</p> <p>The Homeless subgroup is new to the Dashboard for Solvang and there dashboard results become the baseline for this group and are as follows; The rate declined by 37.3% to be 22.7% and in the Orange.</p>
2.5	Decrease Dashboard suspension rate	Dashboard Suspension rate: 3.2% suspended	Dashboard Suspension rate: 3.6% suspended		Dashboard Suspension Rate:	The suspension rate for all students increased by 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>at least one day (High/Orange)(2023)</p> <p>Suspension by Subgroup (2023): Hispanic: 4.2 % (High/Orange) Two or More Races : 0% (Very Low/Blue) White: 2.6% (High/Orange) EL: 2.5% (High/Orange) SED: 5% (Very High/Red) SWD: 2.9% (High/Orange)</p>	<p>at least one day (High/Orange) (2024)</p> <p>Suspension by Subgroup (2024): Hispanic: 4.2 % (High/Orange) Two or More Races : 0% (Very Low/Blue) White: 3.8% (High/Orange) EL: 4.4% (High/Orange) SED: 5% (Very High/Red) SWD: 5.7% (High/Orange) Homeless: 4.5% (High/Orange)</p>		<p>All students low 1.2%</p> <p>Suspension by Subgroup: Hispanic: 2.2 % Two or More Races : 0% White: .6% EL: .5% SED: 3% SWD: .9%</p>	<p>and is currently at 3.6% on the dashboard.</p> <p>Suspension by Subgroup: Suspension of Hispanic students declined by 0.4% to be at 3.8% suspended at least one day placing this subgroup in the medium Yellow range.</p> <p>Suspension of students who identify as two or more races maintained at 0% placing this subgroup in the Blue with a 0% suspension rate.</p> <p>Suspension rates for White students increased by 1.2% placing them in the Orange at 3.8% suspended at least one day.</p> <p>English Learners were also in the Orange for</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>suspension rates. the rate of suspension for this subgroup increased by 1.9% to be at 4.4% suspended at least one day.</p> <p>The suspension rate for SED students declined by 0.9% placing them in the Yellow at 4.1% suspended at least one day.</p> <p>The suspension rate for SWD increased by 2.1% which means that this subgroup is in the Orange at 5.7% suspended at least one day.</p> <p>This is the first year that the Homeless subgroup is on the Dashboard for Solvang. The suspension rate for unhoued students is 4.5% High/Orange. This</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						becomes the baseline for this metric.
2.6	Middle School Drop Out Rate	0% Middle School Dropout Rate (2024)	0% Middle School Dropout Rate (2025)		0% Middle School Dropout Rate	0%
2.7	Pupil Expulsion Rate	0% Pupil Expulsion Rate (2024)	0% Middle School Dropout Rate (2025)		0% Pupil Expulsion Rate	0%

Goal Analysis [2024-25]

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

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

These actions were implemented primarily as planned and are important to achieving Solvang Schools' 24-27 LCAP articulated goals. These actions are in year one of a three year strategic plan for continuous improvement. The purpose of goal 2 is to promote engagement of ALL in the school and cultivate a culture of connectedness, belonging, inclusion, safety, and academic motivation. A discussion of the implementation of actions 2.1- 2.7 follows.

For Action 2.1, the District has added the following measurement: Parents feel welcome to participate at this school: 23% Strongly Agree & 59% Agree. This is to replace the CHKS Parent School Connectedness percentage which is no longer applicable on the California Healthy Kids Survey. As such the District added the above metric to monitor family involvement and promote engagement. The Action is designed to support all families, especially unduplicated families. When families are included, student outcomes are elevated. The PFCE Framework asserts that, " When families participate in decision-making, organizing, and policy development, they strengthen their own leadership and advocacy skills. These skills can benefit their children, peers, and communities as well." This is what the Action 2.1 Elevate Family Involvement is designed to do. The successes of this action were that we doubled the number of respondents from families on the California Healthy Kids Survey, maintained bilingual front office support, provided interpretation and translation to Spanish Speaking Families at events and in meetings, and are developing the school's social media. According to CDE, Priority 3 asks LEAs to address parental involvement and family engagement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for unduplicated students (low income, foster youth and English learners) and individuals with exceptional needs." The District seeks this transformative input. Another success is the authentic input we continue to receive from families through their participation in the District English Learner Advisory Committee (DELAC) and the Local Control Accountability Plan Parent Advisory Committee (LCAP PAC). The input received informed this LCAP and validates the action and the need to continue Action 2.1 to further involve all families. The feedback also illustrated the school's challenges. We heard concerns regarding the school office, a need to create a welcoming environment, and concerns regarding the

recording of absences. Another challenge is the need to incorporate other communication techniques outside of ParentSquare. Robocalls and paper notices are preferred by many families. The interpretation and translation supports in this action support ELs and their families and the variety of communication tools employed by the District supports SED families with access to communication and supports student learning. Maintaining the timeliness and updates on the website has been a challenge. This year, we offered hourly compensation to a teacher to assist and they were successful in adding short articles, pictures, announcements and assisting in improving our social media presence. Follow Solvang School on our social media. While these were successful starts, the need for revision of the website continues. We need to ensure that the public can find important information and that the website highlights the good work of the district.

Additionally, the district made progress towards the articulated goal with Action 2.2. The theme of the year was "You Belong Here" and we kicked off the year with balloons, photo backdrops, every students' name written on the entry wall of the hallway by the lower campus, and the theme was echoed throughout the Upper Campus assemblies, counselor led lessons, Lower Campus character counts assemblies, and by the principal. Additional successes include: the broad range of electives offered and the large student participation in extracurricular activities including intramural sports (basketball, tennis, volleyball, and the track meet). Successes in the electives include 3 nights of Drama student performances of Frozen, Jr, the journalism students' Red Carpet interviews at the Santa Barbara International Film Festival, the Culinary Arts students selling out of their tasty confections at the carnival, and the launch of after school Choir. These opportunities are a result of our educators who create these avenues for students outside of the school and make cultural opportunities, like attending UCSB's Art and Lecture's presentation of Jose Hernandez, the first Mexican-American Astronaut, happen for Solvang students. Students benefited from experiential learning camps and teacher led field trips. We did see an increase in the 5th grade students' connectedness on the 2024 California School Dashboard. This metric increased by 18% to be that 82% of current 5th grade students felt connected to the school. This is a positive increase and one we want to see continue. However, the reverse is true for the 7th grade student connectedness metric, which decreased by 11% to be at only 59% of 7th graders feel school connectedness. This trend we need to reverse. Improving Middle School connectedness is the largest challenge for this action and one that we are hopeful that having a dedicated Upper Campus Middle School Principal will help assuage. Researchers have identified four specific factors that contribute to feelings of school connectedness. Students feel connected: 1. When they perceive that specific teachers and/or staff know and care about them as individuals. 2. When they belong to a supportive peer group. 3. When they are engaged in prosocial school activities, in which they perceive themselves to be supportive of others. 4. When they feel accepted within the school community for who they are. These sources of connection matter to all students, helping them develop a strong sense of agency, well-being, and engagement in learning. (In effect, connectedness is the inverse of disengagement, which stems from students' sense that nobody at school notices, cares about, or accepts them and that there's no real point to the school activities and classroom lessons they have to endure.) Research shows that "For many students, engagement in school develops through extracurriculars – and schools that offer students opportunities to mentor, tutor, or self-govern see stronger connectedness across the community (publications.ici.umn.edu)." Our students have expressed a desire to self govern and want more meaningful participation. Only 41% of 5th graders believe that they have meaningful participation and only 28% of 7th graders felt that they have meaningful participation according to the CHKS survey. Increasingly, researchers have argued that, "these four components add up to a single, comprehensive framework that can guide educators in their efforts to improve student outcomes." (Strengthening School Connectedness to Improve Student Outcomes). Action 2.2 is researched based and is already addressing disengagement and providing opportunities for unduplicated students with opportunities to belong, be seen, and valued. Research shows that, "Positive school connectedness has been consistently linked to various positive health outcomes, including lower levels of substance use, better mental health, and reduced violence. Students who report they have key attributes of school connectedness report lower levels of anxiety and depression." (edresearchforaction.org) While, we still have work to do to improve school engagement as measured by school connectedness data from the California Healthy Kids Survey, this action has been effective and will continue.

Additionally, research shows the importance of Cultivating School Climate. Action 2.3 focuses on this. The primary success of this action is the work of the school counselor. The school counselor taught over 200 Social Emotional Lessons, ran 8 small groups and conducted 1:1 counseling interventions, and serviced students and families in crisis. These services including hosting parent information nights, collaborating on referrals with behavioral wellness partners, and conducting too many risks assessments. 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 impactful. A school counselor promotes universal strategies like promoting positive school climate, staff and student wellness, launching Social Emotional Learning (SEL), crisis preparedness, and mental health literacy. Action 2.3 contributes to student wellness and improved outcomes for unduplicated pupils. The action of improving the school's climate was designed with unduplicated pupils in mind as they are the ones who feel the most disengaged as evinced by chronic absenteeism and suspension. These metrics shows that there is a clear need to cultivate climate. Campus-wide activities celebrating diversity (guest speakers, assemblies) increase school connectedness and promote a sense of belonging. "Research indicates that students who have friends from diverse backgrounds tend to be more engaged and have a greater sense of belonging. These friendships expose students to different perspectives, traditions, and experiences, promoting empathy and open-mindedness (TIES Center)." Additionally, school counseling improves student outcomes; "Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general (schoolcounselors.org)." Moreover, "as part of a school support team, school counselors provide critical social-emotional and academic supports. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for postsecondary success. In particular, students of color and students from low-income families benefit from having more access to school counselors (ASCA)." Adding a credential counselor to the team three years ago has resulted in significant positive support of and opportunities for students. These include 1 on1 counseling, friendship groups, in class social emotional learning by the counselor, Wellness Wednesdays and suicide prevention and support for students in crisis. Solvang School promotes wellness by providing counseling services, partnership with Behavioral Wellness, teaching in class Social Emotional Curriculum, and teaching life skills. This year the District participated in a grant (CYBHI) to fund the counselor for the upcoming school year. We value this necessary and pivotal role even in deficit budget challenges. Other challenges include challenging student behavior, some that results in Ed. Code violations and suspensions. Solvang School plans to have 2 dedicated principals, one for each campus to support students, families, and staff. This strategic reconfiguration is also designed to help address behavior challenges and lower suspension rates.

Action 2.4 was primarily implemented and the school's Chronic Absenteeism rating on the dashboard did decrease, which is the direction that we want to continue. The successes in this action are the inclusion of attendance celebrations at assemblies, bus transportation to and from school, and the counselor and administrator led truancy meetings with families to get students back on track and remove barriers from attendance. We did not launch the postcard campaign and will wait for the new principals to design other positive incentives for school attendance. The challenge in this action is that Solvang school continues to struggle with Chronic Absenteeism. Solvang School's Chronic Absenteeism rate is 14.9%, which is lower than the 18.6% Chronic Absenteeism rate in the state of California. We made some improvement (decline of 2.2% on the dashboard). This action will continue with the goal of promoting declining Chronic Absenteeism, specifically focused on improving outcomes for students in the Red. This is especially important to address the chronic absenteeism of students who identify as Two or More Races. This subgroup is in the red and Solvang School will use a personal, proactive approach to improving chronic absenteeism for students who identify as Two or More Races. This personal approach will include involving families early, goal setting with the students, and removing barriers collaboratively. This is how action 2.4 is designed to support chronic absenteeism decline (improvement on Dashboard) for students who identify as Two or More Races.

Action 2.5, Empowering positive behavior for students is imperative and Solvang school is committed to improving behavior in non punitive ways when appropriate. We were able to support positive behavior through assemblies and the work of the Counselor and Leadership Class. In fact, students created animated Character Counts cartoons on each of the monthly character traits with the Counselor to be launched at next year's Character Counts assemblies. We did not bring the Cyber Safety Cop this year, but based on the discipline in cyberbullying and California's cell phone ban, we will likely book this professional student and family development during the 25-26 school year. We repaved the blacktop and developed the stencils for the peace pathway but will wait until the new principals begin to start a peer ambassador type program. Successes in this action were the character counts assemblies, the large number of students who qualified for the California Junior Scholarship Federation, the community service work of the student leadership team, and the joy of student vouchers at the good for you cart. Another success which is also an opportunity is educating families and students on cyber safety. The district utilized Screenagers, the documentary, to offer in-class lessons on cyber safety and hosted a parent night. However, we need to improve attendance at these events. The challenge is that even with tools like Screenagers and Go Guardian cyber safety and cyberbullying remain challenges for the district as the dangers of social media permeate into our students' lives. As such, the District switched midyear to a new technology monitoring platform to promote better teacher control of district provided devices. There were several students who violated Ed. Code and were suspended for cyberbullying. Lowering the number of suspensions has been a challenge and is a priority. We recognize that suspension data is one component of student wellness and the data from the counselor confirms this as many students were referred for small group or individual support. Our students are hurting similar to students throughout California. Students, throughout the country, are experiencing increased mental health issues (e.g. anxiety, depression). According to 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)." This speaks to the need for safe adults on campus such as counselors and a principal. A consistent challenge for the Solvang School District has been the need for additional principal support. During the 24-25 school year, the district was unable to negotiate a stipend for principal support with the Union, although the need for more principal support was evident all year. As a result, the Superintendent and Board decided to strategically reconfigure the administration and decided to hire two principals for the 25-26 school year one for each respective campus. We are confident that this strategic move will support all the actions in goal 2 and will increase engagement, school connectedness, safety, and attendance.

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

For purposes of this LCAP, the District reports a difference of 30% or over \$20,000 as a material difference. There were no material difference between budgeted and estimated actual expenditures or planned improved services for Actions 2.1 -2.4. There was a material difference in Action 2.5 Empower Positive Behavior. The material difference was that the District switched cyber safety monitoring platforms to a less expensive option and did not conduct the cyber safety cop assemblies in the 2024-25 school year.

The District does not have any remaining or unexpended LREGB funds.

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

The actions under this goal are in their first year of implementation and were implemented effectively. The actions are supporting the school's progress towards achieving this LCAP goal of promoting engagement across the school for all subgroups, including students, families, and

staff. An analysis of the effectiveness of the actions in Goal 2 leads us to continuing actions 2.1-2.6 in the 25-26 school year as they were effective. A discussion of the effectiveness of each action is below and some are linked together by shared actions and metrics.

2.1 Elevate Family Involvement: We elevated family involvement and doubled our participation rate of families on the California Healthy Kids Survey meeting the metric in this LCAP. The effectiveness of this action is measured by increased parent CHKS survey responses, through feedback from school events, and is reflected by the standard being met for the local indicators. The District is developing its capacity to build trusting relationships with families, create a welcoming environment, in developing multiple ways of engaging in two way communication with families, and empowering families to provide input and be part of decision making. As part of empowering families as educational partners, we heard from the DELAC and members of LCAP PAC that we need to improve the environment and responsiveness of the front office. This aligns with our Local Indicator initial implementation rating on this metric. Another metric that was attained is based on input from the District English Learner Advisory Committee (DELAC) and speaks to families of EL students with disabilities understanding their child's Special Education Services and being pleased with the communication they received. On this year's EL Needs Assessments, the DELAC reported that: "My child is a student with an IEP in special education and I am pleased with the way the staff communicates with me. 80% of parents whose children are English Learners and students with disabilities reported that they were satisfied with the communication that they receive regarding their child's IEP. This is an improvement from the 29% who reported satisfaction last year. This action shows effectiveness and will continue in the 25-26 school year. Additionally at an alternative metric for 2.1, but also from the CHKS survey shows that overall, 82% of families feel welcome to participate in the school. This is a new metric for this LCAP based on the California Healthy Kids Survey as WestEd no longer provides a school connectedness percentage for families, so Metric 2.1 now contains the percentage of families who feel welcome to participate. The Solvang School District sees Action 2.1 as critical as communication with families of unduplicated pupils is imperative and the strategic use of people, technology, and partnership promotes achievement outcomes for unduplicated pupils by ensuring families have the information they need to effectively partner with the district and support students. According to the California Department of Education, "research has shown that strong family-school partnerships lead to improved student outcomes, such as: Improved identification of needs, Improved social emotional development, Improved attendance, Improved academics, Lower suspension rates, Increased graduation rates, Improved preparation for college/career. Outcomes are best achieved when families and schools work together, collaboratively and in an ongoing partnership that is focused on supporting improved learning and development outcomes." This action and the following actions support these improvement outcomes for students, specifically for ELs, SWD, FY, homeless, and SED students.

2.2 Enhance Student Engagement: The purpose of action 2.2 is to increase student engagement through cultivating a sense of belonging, promoting school spirit, and ensuring access to extracurricular and elective opportunities to improve student connectedness by 10%. This action is designed to increase student school connectedness as measured by student CHKS survey data. This action is mostly effective as evinced by the 5th grade increases and works in conjunction with the other actions in Goal 2. On the 2024 results, the District did see a significant 13% increase of school connectedness for 5th grade students. Solvang School's 5th graders reported being 82% connected to the school higher than the state average of 72%. However, the school connectedness of 7th graders declined by 11% at Solvang. The school connectedness of 7th graders dropped in the 24-25 school year to be at 59%, which is higher than the state average. Both the 5th and 7th grade ratings of school connectedness are higher than state averages. Moreover, 88% of Solvang 5th graders reported being academically motivated compared to the average of 73% for the State of California. This is 8% growth for this subgroup on this indicator from last year. While only 66% of Solvang 7th graders reported being academically motivated, which is slightly higher than the state average but lower this year by 1%. The 5th grade and 7th grade CHKS Data speaks to the need to continue Action 2.2 and also points to Action 2.3, cultivating school culture. Therefore, the positive trends also contribute to the next action.

2.3 Cultivate School Climate: Action 2.3 is about cultivating school climate and also relies on the school connectedness metric, along with school safety data from the 2024 CHKS. Another metric which saw an elementary increase is that 77% of 5th graders reported that they have caring relationships at school. This is a 16% increase from the year prior and 7% higher than the state average. The 7th grade students also showed growth (increase of 4%) in this indicator, reporting that 61% of 7th graders had caring adult relationships exceeding the state average of 55%. Similarly, 83% of students in 5th grade reported that the school has high expectations. This is lower than the state average of 84% but an increase of 4% for the school. The 7th graders also reported that 81% of them thought the school had high expectations. This is an 11% increase from the previous year and exceeds the State average of 70%. According to the data on the survey one area of opportunity for the District is improving the meaningful participation percentages for both 5th and 7th grade students. 5th graders at Solvang mirrored the state and 41% reported that they had meaningful participation. While we are pleased that this metric grew by 10%, we believe it is an area of opportunity for the district. This is further solidified by the middle school percentages, which while they exceed the state average and increased by 4%, the 7th grade indicator remains at only 28% of 7th graders feel that they have meaningful participation. The last metric to analyze for Action 2.3 is students' perceived sense of safety as measured by the 2024-25 California Healthy Kids Survey results. Approximately 89% of 5th-grade students reported feeling safe or very safe at school. Around 75% of 7th-grade students felt safe or very safe at school. This indicates a decline in perceived safety as students transition from elementary to middle school. National data supports this trend, with fewer than 25% of California public school students in grades 7, 9, and 11 feeling very safe at school. The Solvang data for 5th grade students shows a 13% increase in student safety and students rated their perception of school safety at 83%. Meanwhile, 7th grade students' perceived safety dropped in this year's survey by 14% to be at only 65%. While higher than the state average of 53% and similar to national trends, this is an area of focus and continual improvement for the District. Overall, these actions have been effective in improving connectedness and safety in elementary and will remain in effect with refinement in the hopes of improving school connectedness and perceived safety for middle school students.

2.4 Improve School Attendance: This action promotes positive attendance and aims to reduce chronic absenteeism for SED, SWD, White, and EL students and across the board at Solvang School. This action was effective in that the school's 2024 Chronic Absenteeism rate declined overall, but did increase for students who identify as Two or More Races or are considered unhoused. An analysis of the results for Chronic Absenteeism at Solvang's School is as follows. Chronic Absenteeism for all students declined by 2.2% to be in the Medium/Yellow range. The School's rate is lower than the State's average of 18.6% chronically absent. This is the direction in which we want to continue. The majority of the school's subgroups' chronic absenteeism rates declined and contributed to the positive color change on the dashboard. A brief discussion of Chronic Absenteeism by Subgroups follows. The Chronic Absenteeism rate for SED students declined by 4.8% to be 15.9% chronically absent and this subgroup is now in the Yellow. The SWD Chronic Absenteeism rate declined by 0.5% to be 18.6% chronically absent and therefore this subgroup is now in the Yellow on the Dashboard. Likewise, the White subgroup's Chronic Absenteeism declined by 6.2% lowering the rate to 13% and placing this group in the Yellow. The EL subgroup's Chronic Absenteeism rate decreased by 5% to be 14.2% chronically absent and this group is now in the Yellow. The Hispanic subgroup's Chronic absenteeism also declined by 4.8% which places them in the Yellow at 14.5% chronically absent. There is one subgroup in the Red which is those that identify as two or more races. This is the only subgroup to increase in Chronic Absenteeism. This group's rate increased by 3.2% to be 22.7% chronically absent. The Homeless subgroup is new to the Dashboard for Solvang and these dashboard results become the baseline for this group and are as follows: The rate declined by 37.3% to be 22.7% and in the Orange. Research shows that Homeless and Students with Disabilities are disproportionately impacted by chronic absenteeism. Solvang's local data further emphasizes this revealing that unhoused students are in the Orange. As mentioned above, another growth area will be to improve the attendance of students who identify as Two or More Races, who are currently in the Red. The need to address Chronic Absenteeism is well documented in this LCAP. Research shows that, "The best way to identify students with chronic absence, is to use the attendance data already collective by schools to examine which and how many

students are missing 10% or more of the school year. Ideally, data is also to monitor trends over time by grade and subgroup." (attendance works.org) This action, while it impacts all subgroups, is essential to addressing the School's Chronic Absenteeism. Additional support to reduce chronic absenteeism for students with disabilities and their families is needed. According to Attendance Works, "Attendance improves when a school community offers a warm and welcoming environment that emphasizes building relationships with families and stresses the importance of going to class every day. The key is developing a school-wide school culture that promotes a sense of safety, respect and personal responsibility, where students feel connected and know that someone notices, in a caring manner, when they missed school. A key component of the engagement is helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children. Too many parents and students do not realize that just missing two days each month can be a problem, and often leads to falling behind in the classroom. Even fewer families realize that absenteeism is a problem as early as kindergarten and preschool and building the habit of attendance in the early grades can influence their children's chances of graduating from high school" (attendance works.org). This approach impacts all subgroups, but is especially powerful for unduplicated students, such as SWD and SED students. These actions are demonstrating positive outcomes and are therefore considered effective and will continue with some refinements. To address students in the Red for Chronic Absenteeism, students who identify as Two or More Races (2024 Dashboard), Solvang School will provide targeted support by working with the students on goal setting, reaching out to families early and establishing an attendance plan, and partnering with agencies and the county to remove barriers. Action 2.4 will be supported in the 25-26 school year through the hiring of 2 principals, one for each campus.

2.5 Empower Positive Behavior: Action 2.5 seeks to promote positive behavior through more positive behavior assemblies, expanding our PBIS offerings and implementation of No Place for Hate activities to promote student affinity, helping students develop conflict resolution skills, and reducing behaviors and suspensions. Actions such as having students view Screenagers in class and hosting a parent night viewing were somewhat effective. We need to ensure that the learning from the in class lessons takes root. Students, despite signing a technology use agreement and receiving a week of lessons, struggled to make safe and respectful cyber safety choices. We had several anonymous StopIT reports and some suspensions due to cyber bullying and technology misuse. Another area of opportunity for the District is in increasing the number of families who attend cyber safety parent nights. We had a low turn out to the Screenagers for Parents Night. We are already brainstorming on how to increase participation in this event at the start of next school year. Even with these challenges, the use of Screenagers will continue in the 25-26 school year as the message for students and families is important. It is imperative that the district monitor student devices and screen for potential harm to students. As such, the District took a close look at its monitoring systems and decided to switch from Go Guardian to Securely. The ease of use for teachers of the Securely platform and the lower costs were factors in the decision to switch from Go Guardian to Securely. Another factor was that students had figured out work arounds and a new system enabled the teachers to lock students in class onto certain screens. This has been effective and this part of the action will continue. We will also stay the course in this action and will allow the new principals to launch the playground ambassador program, determine PBIS actions, and design the Screenager and Cyber Cop educational experiences for students, teachers, and families. There is an identified need to continue this action. Overall, 3.6% of students at Solvang were suspended at least one day. This puts the school in the High/Orange range. The suspension rate for all students increased by 0.3% on the dashboard. Suspension by Subgroup is as follows: Suspension of Hispanic students declined by 0.4% to be at 3.8% suspended at least one day placing this subgroup in the medium Yellow range. Suspension of students who identify as two or more races maintained at 0% placing this subgroup in the Blue with a 0% suspension rate. Suspension rates for White students increased by 1.2% placing them in the Orange at 3.8% suspended at least one day. English Learners were also in the Orange for suspension rates. The rate of suspension for this subgroup increased by 1.9% to be at 4.4% suspended at least one day. The suspension rate for SED students declined by 0.9% placing them in the Yellow at 4.1% suspended at least one day. SED students who were previously suspended at a 5% Very High/Red improved to be the Medium Range at 4.1% suspended at least one day earning a color

improvement to Yellow. The suspension rate for SWD increased by 2.1% which means that this subgroup is in the Orange at 5.7% suspended at least one day. This is a trend that we will pay close attention to reversing. This is the first year that the Homeless subgroup is on the Dashboard for Solvang. The suspension rate for unhoused students is 4.5% High/Orange. Although, the action of empowering positive behavior is school wide, it will result in decreased suspension rates for SED, SWD, and Hispanic students and an increased sense of safety for all students. This action, 2.5, works in conjunction with the other actions to reach goal 2.

These actions were effective and will continue into year two of the LCAP. We recognize that actions that do not result in a positive impact after 3 years must be changed.

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

All actions in goal 2 are in year one implementation and are currently effective. As such, actions 2.1-2.5 will remain in effect with some modifications or refinements. There are slight changes to the following actions: Action 2.1 - The California Healthy Kids Survey no longer gives a School Connectedness measurement for parents, so this District will use a different indicator for 2.1 from the CHKS Parent Survey (82% of parents feel welcome to participate in school) and the Local Indicator metric on Parent Involvement/Family Engagement for this action going forward in the 24-27 LCAP; For Action 2.3 - The District will include an increased emphasis on developing the school culture and ensuring a positive school climate among staff and this initiative will be lead by the new Principals on both campuses. Likewise, the new Principals will take the lead on Action 2.4 improving attendance for all students, and especially for those that identify as Two or More Races who are in the Red for Chronic Absenteeism. Solvang School will involve the families of students who identify as Two or More Races in the establishment of an attendance plan early, guide these students in goal setting for attendance improvement, and work with partners to remove barriers for this group. The new principals will support Action 2.5 improving discipline and take the lead on handling misbehavior and establishing positive behavior expectations. These modifications to the actions will strengthen the District's efforts to meet Goal 2 of this LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Elevate Family Involvement	Solvang school will elevate family involvement and promote parent participation for families of ELs and SWD to support their child's education, which will help prepare students to be college and career ready. This action will be measured by increasing parent CHKS survey responses, the % of families feeling welcome to participate, through feedback from school events, and will be reflected on the local indicator for parental involvement. Parents of ELs and SWD will be supported to "elevate" their involvement to	\$271,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support increased and improved services for their respective children. (2 Bilingual Clerks and Office Manager, ParentSquare, website, and translation and interpretation for Back to School Night, conference weeks, DELAC, LCAP PAC.)		
2.2	Enhance Student Engagement	Student engagement is imperative for student achievement. Solvang school will increase student engagement through cultivating a sense of belonging, promoting school spirit, and ensuring access to extracurricular and elective opportunities to improve student connectedness by 10%. This action is designed to increase student school connectedness as measured by student CHKS survey data. (Student engagement stipends for athletics, clubs, field trips, student council, drama production etc; supplies for events and celebrations.)	\$14,400.00	No
2.3	Cultivate School Climate	School climate is measured through school connectedness, school safety, and discipline data. Solvang school will cultivate school climate by ensuring that all students have a trusted adult on campus, incorporating partner feedback, and providing social emotional learning and support to strengthen students' sense of connectedness and safety and to decrease suspension rates. The District is using funds (\$130K) from the Children and Youth Behavioral Health Initiative (CYBHI) to fund the credentialed Counselor. (Credential Counselor salary and benefits, CHKS, counseling materials.)	\$99,500.00	No
2.4	Improve School Attendance	Solvang school will promote positive attendance and reduce chronic absenteeism for Two or More Races, SED, SWD, White, and EL students by having each principal monitor attendance, develop attendance celebrations, monitor chronic absenteeism and work with the Counselor to remove attendance barriers. Additionally, the District will provide daily transportation to school. This action will support increased learning for unduplicated pupils by ensuring they are in attendance and learning. Moreover, this action will support the improvement of Chronic Absenteeism for students who Identify as Two or More Races, currently in the RED. (Bus Driver salary and benefits, driver drug testing, bus fuel and repairs,	\$47,500.00	No

Action #	Title	Description	Total Funds	Contributing
		Aeries Attendance Tracking, SARB Stipend, attendance assemblies, prizes and incentives)		
2.5	Empower Positive Behavior	Solvang School will empower positive behavior through the development of a student peer helper program, more positive behavior assemblies, expanding our PBIS offering and implementation of No Place for Hate activities to promote student affinity, conflict resolution skills, and by reducing behaviors and suspensions. (Screenagers and Securely Cyber Safety, stipends for behavior interventions, supplies for Playground Peer Ambassadors, CyberSafety Assemblies.)	\$14,300.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

3.1 Assess, Analyze, Guide, and Monitor Student Proficiency

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

3.2 Achievement Teams will Design and Implement Common Formative Assessments

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

3.3 Provide Multitiered Systems of Support

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

and standard aligned curriculum. Additionally, as part of Tier II, teachers use data and supplemental scaffolded materials to run small group instruction. This action is enhanced by classroom aides who help facilitate the teacher designed small group instructional rotations. Solvang School provides access to bilingual instructional aides and this supports ELs in both the English only and Dual Immersion classrooms. Small group instruction also benefits SED students by providing opportunities to check-in, reteach, and provide tailored intervention. The assessment practices in 3.1 also help teachers determine who needs more intensive Tier III intervention, known as Response to Intervention (RtI) at Solvang School. The MTSS teacher collaborates with classroom teachers and the MTSS aide and EL aide to provide systematic intervention to students most in need. SED and EL students at Solvang receive first priority in the Tier III program. The bilingual instructional aide supports these students and the MTSS team strategically designs the interventions to meet their needs, thus increasing and improving services.

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

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

3.5 Include and Support Students with Disabilities

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

and special education staff regarding student needs and expectations; 2. Provide staff with inclusion professional development, and 3. Increase in student performance on statewide tests for students with disabilities. This is critical because students without disabilities are outperforming students with disabilities on the Smarter Balanced Test in a content areas.

3.6 Implement Math Tutoring

While overall, students were 4.4 points below the standard in mathematics on the 2024 CAASPP, the achievement gaps for unduplicated pupils were palpable and the subject of lengthy discussion in LCAP Input Sessions. Solvang School has the following achievement gaps in math: SWD were 94.2 points below the standard (Yellow); SED students were 36.7 points below the standard (Orange); and EL students were 42.5 points below the standard (Orange). Additionally, there is a racial achievement gap with white students performing 17.4 points above the standard (Green) and Hispanic students performing 32 points below the standard (Orange). As such there is a need to support students in mathematics and based on the data, unduplicated students will be prioritized for Math Tutoring. Victor Nguyen in his article "High Impact Math Tutoring," illustrates the current reality of mathematic achievement; "Student math achievement has reached an all-time low—a grim consequence of the pandemic's impact. The recent NAEP Mathematics Assessment (the Nation's Report Card) reveals the dramatically low math scores and highlights the need to accelerate student learning. However, as alarming as the math scores are, student math proficiency does not need to remain so far below our expectations. When students have access to high-impact, grade-level tutoring, pandemic-related learning loss can become a thing of the past." To address the achievement gaps in the CAASPP Mathematics data, Solvang School will begin targeted 3-5 grade after school tutoring in mathematics and will prioritize this tutoring for unduplicated students. This work will be done by credentialed teachers and will support students most at need. This will include unduplicated pupils. Importantly, After School Math tutoring supports improvement in mathematics for students with disabilities. After school tutoring was requested by families in LCAP input sessions. Additionally, Solvang School offers a Middle School Math Support elective that students can transfer in and out of based on need. This Middle School Math Support class also principally support unduplicated pupils. Math tutoring prioritizes ELs, SED, Homeless, and FY as these students are given priority.

3.7 Optimize Support for English Learners

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

learners with disabilities (CABE.org).

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

Principle One: Assets-Oriented and Needs-Responsive Schools

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

Principle Two: Intellectual Quality of Instruction and Meaningful Access

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

Principle Three: System Conditions that Support Effectiveness

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

Principle 4: Alignment and Articulation Within and Across Systems

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

These are desired outcomes for ELs at Solvang School in the EO program and in the Dual Language Immersion Program. In addition to following these principles, an identified area of need for Solvang School was to strengthen integrated and designated ELD for ELs. All English learners & ELs with disabilities receive comprehensive ELD, which in California includes both integrated and designated ELD. Both occur daily and require the use of the ELD Standards in lesson design/delivery. The CA ELD Standards provide guidance on supporting English learners to access all curriculum and achieve skills in reading, writing, listening, and speaking in English across all disciplines. Both integrated and designated ELD are part of English learners' core instruction. (Chapter 7 Pg. 320) Comprehensive ELD is comprised of 2 types of ELD instruction, each with its specific purpose and goal. For all ELS, the purpose for I/ELD is to provide access to content across all

disciplines by providing language supports. The content is scaffolded and language tasks are differentiated with student language proficiency levels in mind. Improving student access to integrated ELD is an opportunity for the district and teachers would benefit from a deeper understanding of how to use UDL to include integrated ELD. The purpose of Designated ELD is to provide explicit instruction of English for the purpose of English language acquisition through the development Listening, Speaking Reading Writing & Language Foundational skills. Students in Designated ELD are grouped by their language proficiency levels. This is a relatively new endeavor for elementary teachers as they are now running DELD groups in their classrooms instead of sending the students out for pull-out support. Additionally, in the 2024 school year our 8th grade ELA teacher took on the Middle School Designated ELD class and with new curriculum and bilingual aide support has transformed this core class from one that students dreaded to their now favorite class. This is good news as students in this class may be considered Long Term English Learners or LTELs. During the 2023-24 school year and at the Development of this LCAP, Solvang School had 7 LTELs. Supporting ELs in Language Acquisition is central to this action.

The District does not have any remaining LREGB funds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP ELA Results	<p>Dashboard CAASPP ELA (2023) Overall ELA: 1.4 points above the standard (Yellow)</p> <p>ELA by Subgroups (2023): Hispanic: 23.6 points below the standard (Orange); White: 19.4 points above the standard (Green); EL: 29.8 points below the standard (Orange);</p>	<p>Dashboard CAASPP ELA (2024) Overall ELA: 6.6 points above the standard (Green)</p> <p>ELA by Subgroups (2024): Hispanic: 22.6 points below the standard (Orange); White: 45.2 points above the standard (Blue); EL: 41.4 points below the standard (Orange);</p>		<p>Dashboard with Status and Change: Blue</p> <p>Overall ELA: Above the standard in the Blue</p> <p>ELA by Subgroups: Hispanic: 15.2 points above the standard (+15 points each year for 3 years) Blue; White: 45 points above the standard (+8.5</p>	<p>Dashboard results increased by 5.3 points.</p> <p>Overall ELA: 6.6 points above the standard in Blue.</p> <p>ELA by Subgroups: The Hispanic subgroup maintained by 1.2 points and remain in the Orange at 22.6 points below the standard.</p> <p>The White subgroup</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SED: 20.5 points below the standard (Orange);</p> <p>SWD: 78.8 points below the standard (Orange).</p>	<p>SED: 17.7 points below the standard (Orange);</p> <p>SWD: 100.7 points below the standard (Red).</p>		<p>points every year for 3 years) Blue;</p> <p>EL: 15.2 points above the standard (+15 points per year for 3 years) Blue;</p> <p>SED: 24.5 points above the standard (15 points each year for 3 years) Blue;</p> <p>SWD: 10 points above the standard (+29.6 points every year for 3 years) Blue</p>	<p>increased by 23.2 points to be 45.2 points above the standard in the Blue.</p> <p>The EL subgroup declined by 11.2 points to 41.4 points below standard.</p> <p>The SED subgroup maintained by 2.4 points to be 17.7 points below standard.</p> <p>The SWD subgroup declined by 17.4 points. This is the only subgroup in the Red at 100.7 points below the standard.</p>
3.2	Common Formative Assessments	In 23-24, Solvang Teacher Teams will design and implement Common formative Writing Assessments	The foundation for this action was established for teacher teams through professional development, but it		Solvang will use Common Formative Writing Assessments Across the Curriculum 4 times annually.	Not implemented.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			was not implemented.			
3.3	MTSS Data - end of the year STAR (<40% percentile rank) then additional screening with DIBELS to determine Tier III	Baseline established in 23-24 by DIBELS, 55 students will need Tier III. This is 14% of students.	38 students will need Tier III based on the end of the year DIBELS. This is 9% of students. (2024-2025)		5% of students will need Tier III based on end of the year STAR	The 24-25 end of the year DIBELS data shows the number of students needing Tier III decreased by 5%.
3.4	After School Evaluation Tool Survey Input on Summer School	After School Survey and Summer School Survey to be developed in 24-25.	After School Survey developed and administered in 24-25. 18% survey responses on the first year of the survey. 83% of families gave the program a "10" and reported that their child feels safe and supported while participating in the ELOP program. 83% of families gave the program a "10" and reported that the ELOP program offers a variety of engaging and meaningful enrichment		50% of parents and students will complete the survey	18% of families responded. 83% reported that their child felt safe and supported academically, socially, and emotionally, that the ELOP program offers a variety of engaging and meaningful enrichment activities, that communication is clear, timely, and effective, and that they are satisfied with the overall quality of the program.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>activities for my child.</p> <p>83% of families gave the program a "10" and reported that the Communication between ELOP staff and parents is clear, timely, and effective.</p> <p>83% of families gave the program a "10" and reported that the program supports my child's academic, social, and emotional development.</p> <p>83% of families gave the program a "10" and reported that they are satisfied with the overall quality and organization of the ELOP program this year.</p>			
3.5	Inclusion Plan Metric	Inclusion Plan Metric: 80% fully included (2023-2024)	Inclusion Plan Metric: 80% fully included (2023-2024)		Inclusion Plan Metric: 100% fully included	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Dashboard CAASPP Math	<p>Dashboard with Status and Change (2023)</p> <p>Overall Math: 4.4 below the standard (Yellow)</p> <p>Math by Subgroup (2023): Hispanic: 32 points below the standard (Orange); White: 17.4 points above the standard (Green); EL: 42.5 points below the standard (Orange); SED: 36.7 points below the standard (Orange); SWD: 94.2 points below the standard (Yellow)</p>	<p>Dashboard with Status and Change (2024)</p> <p>Overall Math: 5.8 below the standard (Yellow)</p> <p>Math by Subgroup (2024): Hispanic: 36.2 points below the standard (Orange); White: 36.3 points above the standard (Blue); EL: 49.9 points below the standard (Orange); SED: 34 points below the standard (Orange); SWD: 99.3 points below the standard (Red)</p>		<p>Dashboard with Status and Change</p> <p>Overall Math: 35 points above the standard (+13.1 points annually for 3 years) Blue</p> <p>Math by Subgroup: Hispanic: 13 points above the standard (+15 points each year for 3 years) Blue ; White: 35 points above the standard (+ 5.9 points each year for 3 years) Blue; EL: 2.5 points above the standard(+15 points each year for 3 years) Blue ; SED: 8.3 points above the standard (+15 points each year for 3 years) Blue; SWD: 0 points below or above the standard (+31.4 points each year for 3 years) Blue</p>	<p>Overall, math results for all students maintained less 1.2 points to be 5.8 points below the standard and in the Orange.</p> <p>The results by subgroup are as follows the Hispanic subgroup declined 3.7 points to be at 36.2 points below the standard and in the Orange.</p> <p>The White subgroup increased by 16.1 points to be 36.3 points above the standard in the Blue.</p> <p>The EL subgroup declined by 6.5 points to be at 49.9 points below the standard.</p> <p>The SED subgroup maintained by 2.9 points and remain in the Orange at</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						34 points below the standard. The SWD subgroup is in the Red at 99.3 points below the standard. The results maintained by 1.4 points.
3.7	Dashboard ELPI	Dashboard ELPI: 51.1% making progress towards English language proficiency (2023)	Dashboard ELPI: 47% making progress towards English language proficiency (2024)		100% making progress towards English language proficiency	English Learner Progress declined by 3.6%.
3.8	Reclassification Rates	Reclassification Rate baseline: Per Local Metric: Reclassification 17.6% (2023-2024)	Reclassification rate per local metric: 11% (2024-2025)		Maintain Reclassification Rates >15%	This year, the reclassification rate fell by 6.6%.

Goal Analysis [2024-25]

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

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

Overall, the actions in Goal 3 were implemented effectively and strategically. All actions are either in their first year of implementation or will be in the first year of implementation next year.

The first action (3.1) in goal 3 is imperative to improving academic outcomes for all students. Solvang teachers assess, analyze, guide and monitor student proficiency. All students deserve data driven instruction to support their learning. This ensures that English Learners (ELs) and students with disabilities (SWD) get the supports they need, helps teachers reteach and offer extension, and helps practitioners reflect on their teaching and student learning. This is done with an eye towards improving student outcomes for all students, but specifically to address achievement gaps as evinced on the California Dashboard. The School has a need to ensure data driven instruction and strategic tier I, tier II, and tier III instruction are in place. Solvang school is in the Red in both Mathematics and ELA for students with disabilities (SWD) (99.3 points below the standard in mathematics; 100.7 points below the standard in ELA) on the 2024 Dashboard These achievement gaps

are also evident for ELs who were 49.9 points below the standard in Mathematics and 41.4 points below the standard in ELA. Another unduplicated subgroup in need of this type of purposeful instruction is SED students who were 34 points below the standard in Math and 17.7 points below the standard in ELA. The Hispanic subgroup was 36.2 points below the standard in Mathematics and 22.6 points below the standard in ELA. In addition to examining this data from the prior year, the teachers regularly use formative assessments and progress monitoring tools. The District has an established assessment calendar and effectively assesses student learning at regular intervals. The use of STAR Renaissance and EGSI by teachers to inform instruction, monitor progress and as communication tools with families has improved and is a success in implementation this school year. Another success was that families appreciated and better understood their students' progress as a result of communication of students' progress at in person parent teacher conferences twice yearly and through the well received digital CAASPP and ELPAC individualized score reports. The challenge in this action will be adding the new required Reading Difficulty Risk Screener to the list of assessments in K-2 and finding the right balance between assessing and overassessing students. Teacher teams have already began discussing these challenges and potential assessment windows for the new requirement.

We laid the framework for Common Formative Assessments, Action 3.2 in Professional Development this school year. Steve Ventura from Achievement Teams provided the framework for data driven Professional Learning Communities at the April 7th pupil free professional development. This professional development was well received and he will return to work with the entire school twice next school year and each grade or subject teacher team once next school year. This will be a focus of professional development. We will include teachers in the designing of the action as expert practitioners, in the 25-26 school year. This action, common formative assessments, has not yet been implemented. A challenge that continues is that there are many competing professional development needs that the district must also address and it takes time to build trust to have teacher teams engage in cycles of inquiry. A success is that the importance of using data with data-driven teaching strategies, such as (Reciprocal Teaching, RAFT, etc.) resonated with teachers and the foundation for collaborative cycles of inquiry was established during the 24-25 school year. The teacher teams will need to collaborate in 25-26 to identify and pilot common formative assessments.

Solvang School, through Action 3.3, supports first instruction through tier one coaching and mentoring, small group instruction through tier II interventions, and through access to intervention tier III. This is Action 3.3, Providing Multiple Tiered Systems of Support and it was fully implemented in the 24-25 school year. This action was implemented by the MTSS Lead and the bilingual instructional aides in intervention and by teachers in collaboration with instructional aides in small group instruction in classrooms. Homeless, ELs are given priority grouping and access to Tier III and SWD are included all tiers. This action increases and improves outcomes for unduplicated pupils, like ELs, SED, and SWD as they benefit through prioritization and bilingual and research based interventions. The MTSS Lead and bilingual team are trained and work closely with each teacher. Evidence-based curricula are fully integrated into classroom instruction and small group rotations are targeted interventions. Students needing intensive intervention receive research based intervention with bilingual educators. The MTSS team assists in the analysis of the data of student assessments approximately every six weeks. The team is conscientious with instructional scheduling to maximize student access to core instruction, which supports EL and SED students. CDE's recommendations for MTSS guide the District's development of this action. The District strategically funds this to support unduplicated student, "Since, under California's local control policy, districts are themselves responsible for deciding on, implementing, and funding their instructional mix, it is unlikely that the state alone will fund hiring these instructional aides or school-based analysis's (Achievement Gaps and Multi-Tiered System of Supports in California, Policy Analysis for California Education)." As such, the District uses funding to increase and improve services and to ensure that Solvang's Instructional Mix strategically supports ELs, SED, and SWD with language acquisition, equitable assessment and screening, researched based interventions through the MTSS services provided for in this LCAP. Solvang School uses a research based design as recommended: "Proponents of RTI have noted its many potential advantages: identification of students based on risk rather than deficit, early

identification (rather than “waiting to fail”), early instructional assistance, reduction of identification bias, and linkage of identification assessment to instructional planning (https://edpolicyinca.org/sites/default/files/2020-02/pb_farkas_feb20.pdf)." The successes in this action include the students' progress in intervention and their successful exit back into the classroom and core instruction. Tier I was supported through mentoring and coaching. Tier II was supported by instructional aides collaborating with teachers in their classrooms to run small groups and provide Tier II intervention. Another success is that teachers are making progress towards utilizing centers and rotations with more precision and with strategic groupings of students based on data. A challenge occurring is there will be a new MTSS Lead and new MTSS Specialist next year, however we are confident that the good work the intervention team has solidly in place will continue with Solvang's own talent stepping into new roles.

Action 3.4 was implemented with fidelity and was successful. Solvang School successfully offered before and after school care for students on the elementary campus throughout the 24-25 school year. The before school care was new and has been praised by families as a game changer. In addition to Solvang's ELOP After School Program, the District partnered with the Boys and Girls Club for after school and intercession childcare during Winter and Spring Breaks. During the 24-25 school year, Solvang School partnered with the Boys and Girls Club and the YMCA, although the YMCA did not get enough enrollment as many families participated in the school's ELOP Program or were continuing with the Boys and Girls Club on campus or Bethania off campus. The District's ELOP Before and After School Program ensures that students and families had access to 9 hours of care for 180 days during the year. The District surveyed families whose students attend the ELOP after school program and 83% of respondents said they were satisfied with the overall quality of the program. Successes of the program include the following comments, "ELOP helped my child build relationship with students and other staff members that are not in her class. My child tends to be shy and retreats from meeting new people. ELOP also supported our family by providing an amazing after school program where she could continue to grow while we, the parents, could continue to work at home." This positive feedback for the program propels us to continue this action. In addition to providing quality before and after school care, the District partnered and offered 30 days of enrichment outside of the school year, as well. The District partnered with the Boys and Girls Club to offer intercession and summer enrichment for unduplicated students. The District offered a robust summer school in 23-24 and in 24-25 with credentialed teacher instruction in small groups and instructional aide support in the morning and an afternoon enrichment wheel of offerings such as recreation, music, sports, art, STEAM, and/or Culinary Arts. Additionally, the District partners annually with the United Way to provide 2-5 grade students six weeks of literacy development and enrichment each July on Solvang's Upper campus. The successes were the addition of the before school care, the successful collaboration of after school programs on student safety, and the successful offerings of both in school and out of school enrichment for expanded learning to students. The challenges were that the YMCA did not get enough student enrollment to continue programming at Solvang School. Another challenge is that the Boys and Girls Club only serves K-5 at the moment. The District is projected to have at least two Transitional Kindergarten classes and the adult to student ratio is 10:1. Another challenge is the need to incorporate homework and ELD support into the District's ELOP Program. Input from Educational Partners confirms the need to infuse supports for English Learners and families with homework and tutoring within the After School Program.

Action 3.5 is designed to include and support students with disabilities. Solvang school strives to include and support students with disabilities and reflects on our opportunities for improvements. Solvang School's Inclusion Team continues to offer annual inclusion professional learning to their colleagues on early release Wednesdays and this team collaborates with inclusion teams throughout the county for professional learning from SBCEO on inclusion of students with disabilities. The successes of this action are that students in the Extensive Needs Classroom with aide support are included with their grade level peers in activities, in art, music, and physical education in elementary and middle school. While the inclusion efforts have been going well, the need to further support students is evident from the 2024 Dashboard Data. For example, the SWD subgroup declined by 17.4 points on the CAASPP ELA assessment. This is the only subgroup in

the Red with students with disabilities scoring 100.7 points below the standard on ELA. This achievement gap continues in mathematics, as well. The SWD subgroup maintained by 1.4 points, it is now in the Red on the 2024 Dashboard. Students with disabilities are 99.3 points below the standard on the Math CASSPP. The fact that SWD are in the Red on CASSPP performance for both ELA and Math is a concern and speaks to the need to critically examine our current approach to Special Education. The Solvang School District is part of the Santa Ynez Valley Special Education Consortium and this multi district cooperative agreement has challenges. However, we are hoping to work with the partner districts within the Consortium to address challenges related to services, staffing, budgets, and to reimagine the Consortium for the good of students and all partner districts. The challenges with the Consortium are the greatest challenges the District is facing. While the District is hopeful to partner with other Districts in the consortium to redesign the existing model, the District is also considering giving notice to the Consortium and SELPA to take back the Special Education Programs and design an in-house Special Education program for Solvang School students.

The next action is Action 3.6, implement math tutoring. This action was implemented in the winter of 2025 and continued to the end of the school year. Teachers in 1st, 2nd, 3rd, and 5th stepped up to offer tutoring twice a week after school. The success of this challenge was that teachers reported growth in mathematics from the after school tutoring and recommend that it continue in the following year and that it starts earlier. The challenges were that student attendance was inconsistent. Through Educational Partner input, we learned that some families thought that they had to choose between tutoring and after school programming. Another challenge was that one teacher had to withdrawal from tutoring due to family obligations and the District had to secure a substitute. Feedback from educational partners is that the mathematics tutoring is valued but they would like to see it built into the after school program and be part of a larger rotation of academic support outside of the school day. Building tutoring into the After School Program will increase and support unduplicated pupils as they are invited at no cost to the ELOP After School Program.

The last action 3.7 is support for English Learners. Solvang school monitors EL students progress in literacy and mathematics through STAR Renaissance and Amplify assessments. All teachers of ELA and Mathematics adhere to the District's Assessment Calendar and progress monitor quarterly. Additionally, the District and teacher teams reflected on the achievement gaps evident in the CAASPP results on the 2024 Dashboard. According to the 2024 Dashboard, the EL subgroup declined by 11.2 points to 41.4 points below standard on the CASSPP ELA assessment. Likewise, on the 2024 Dashboard for Mathematics, the EL subgroup declined by 6.5 points to be at 49.9 points below the standard on the CAASPP Math assessment. This lag data points to the need to have action 3.7 continue and the District is optimistic that the implementation of this action will result in improvement on the 2025 Dashboard. This action was implemented during the 24-25 school year as the district provided bilingual instructional aides to support EL achievement and an EL Specialist to assist with intervention and ELPAC preparation and testing, and provided learning software like Imagine Learning to support EL growth. The successes in this action include student enthusiasm and achievement in the math facts portion of Imagine Learning, the organization and preparation of ELPAC assessment by the EL Specialists and the Upper Campus DELD class was well received. In fact, several Middle School students earned reclassification. 11% of ELs met the criteria for reclassification which means they had a 4 on the ELPAC, met the state or local ELA requirement, received a teacher recommendation, and had parent consent. The District celebrated their reclassification at the Multilingual Celebration. while the reclassification rate is lower than the previous year we are pleased that 8th graders, newcomers, and incoming middle school students earned reclassification. The district will continue the strategies that support language proficiency and reclassification, including integrated and designated English Language Development. Additional successes include the fact that the bilingual support is available to students in the intervention program and that DLI students have access to intervention. Supporting Language Acquisition for ELs is a primary function of Action 3.7. The challenges include the need for teachers to prioritize language objectives in the design of all content lessons, the need to solidify the Designated English Language Development rotations as part of the FOSS Science Curriculum, and teachers have expressed a

need for supplemental ELD instructional materials and a desire to prioritize an ELA/ELD adoption after we complete the math adoption in the 25-26 school year. The District cannot ask teachers to engage in two overlapping adoptions. As previously noted, the District will engage in mathematics pilots of the soon to be announced (Dec. 2025) State Board of Education mathematics curriculum in the upcoming school year. This means that the math adoption rollout will occur in the 26-27 school year which puts an English Language Arts adoption into motion during the 27-28 school year.

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.

The District considers differences above 30% or over \$20,000 as material differences for the purpose of this LCAP.

There were no material differences between the budgeted and actual expenditures and planned percentages of Improved services Actions 3.1 and 3.7.

The material difference in Action 3.2 was that the budget included the materials for the Achievement Team professional learning but not the cost of the professional learning itself.

For Action 3.3, the District shifted classroom aide time to the before school program captured in Action 3.4 and shifted Art Support Aide time to Action 1.3. Students still received services.

The material difference in Action 3.4 was that we did not have to buy expanded learning summer school curriculum because we purchased it the year prior. Additionally, we tightened up our budget based on student staffing ratios in After School and over the summer.

The material difference for Action 3.5 was that the Consortium erroneously charges a non Solvang ESN student to Solvang for half of the year. This error has been corrected resulting in the material difference.

The material difference for Action 3.6 was that we added a math support tutoring section with a credentialed teacher twice weekly in Middle School.

The District has expensed all remaining LREBG funds.

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

The actions in Goal 3 are in year one and are effective, except for Action 3.2 which was not implemented.

Action 3.1 was effective as all TK- 5 teachers and Math and Science teachers adhered to the District's Assessment Calendar. The STAR Renaissance assessments are standard based and computer adapted and provide teachers with important data on students' proficiency towards standards. This data informs instruction and is shared with families. Other data systems that inform instruction and monitor student progress include ESGI and Multiple Measures. Data supports teaching and learning and serves as a communication tool with families. Teachers share STAR reports with families and the District sends out individual growth video reports on CAASPP and ELPAC via

ParentSquare. Families have expressed appreciation for the reports and we will continue to send the video reports and share STAR data at conferences. This action was effective and will continue.

Action 3.2 hasn't been implemented yet but the foundation for Common Formative Assessments has been established. In the 24-25 school year, teachers received Professional Development from Steve Ventura on Achievement Teams and the importance of teacher data cycles and matching needs to research based instructional strategies. While we have not implemented Action 3.2 yet, we believe that the action will result in improvements in instruction and learning. Research shows that formative assessments when utilized by teacher teams are a much more nimble and effective way to guide instruction and address concerns than summative assessments like CAASPP. As such, having teachers design and implement common formative assessments will improve instruction and teacher efficacy. According to the book *Collaborating for Success in the Common Core*, "Common formative assessments are team-designed, intentional measures used for the purpose of monitoring student attainment of essential learning targets throughout the instructional process. In addition to providing information about which students need additional support or extension, common formative assessments allow teams to examine the effects of their practice, and gain insight as to which instructional strategies yield high levels of learning. Furthermore, the data can be used to provide frequent feedback to students that they can use to adjust their own learning strategies." This team designed purposeful formative assessment focused on essential learning targets benefits unduplicated pupils by providing teachers opportunities to collaborate and identify the instructional strategies that yield results, plan for reteaching, and design intervention. This type of purposeful assessment and collaboration creates deeper teacher awareness of students' needs and increased opportunities for students to meet the standards. According to *Education Advanced*, "Teachers benefit from common assessments because they are more efficient, and children benefit from equity. Students' success is improved by using common tests and sharing data. Teachers must offer all children access to the same essential information and abilities irrespective of their instructor when constructing and implementing common assessments. When instructors effectively communicate about the topic they teach, all students are more likely to have a similar learning experience." For these reason, we laid the foundation for common formative assessments in 2024-2025 and will empower teachers through Professional Learning and Collaboration Time to design and implement Common Formative Assessments (CFAs) in the 2025-2026 school year.

The next action, 3.3 Provide MTSS (multiple tiered systems of support), was implemented with fidelity and is effective. This action supports bilingual MTSS programming at Solvang and prioritizes unduplicated pupils. EL students benefit from bilingual support staff, ELPAC preparation and a known trusted assessor, and language targets in intervention. The MTSS team is professional developed and part of Santa Barbara County's Office of Education Language Education Network. Access to high quality educators along the tiers of instruction benefits SED students as an increased or improved service. Solvang School empowers Tier I (first Instruction) through Professional Learning and Coaching by the MTSS Lead. The MTSS Lead supports new and veteran teachers in designing standard aligned core instruction and partners with teachers to provide Tier III intervention to students in need of intensive support based on STAR and DIBELS assessments. A success of this action is the number of students who needed Tier III intervention support, received it, grew and were exited from Tier III and returned back to core instruction, no longer needing intensive intervention. This speaks to the effectiveness of the role and this action. Likewise, the District provided Tier II Intervention though instructional aide and small group support. This action was also effective as evinced by student growth within the classroom. The Amplify software was used to progress monitor students and will be used next year to administer the new required Reading Difficulties Risk Screener for students in Kindergarten through 2nd grade. During the 24-25, school year the Superintendent and MTSS Lead participated in the Santa Barbara County Office of Educations Professional Learning and approved vendor fair to select a screener tool. This information was brought back to teachers on 4/23/25 and on 5/21/25. Due to teacher familiarity with Amplify and the MTSS Lead's pilot of the program with intervention students, the District will adopt mClass by amplify at a June Board

meeting ahead of June 1st as required by law. The people and tools of the MTSS at Solvang School are effective and will continue albeit with new people in the roles of MTSS Lead and MTSS instructional aide in year two of this LCAP.

Action 3.4, which is to Expand Learning Supports outside of school day was implemented with fidelity and addresses an identified need at Solvang and in the community. In the Santa Ynez Valley, there is a real need for childcare, tutoring, and enrichment opportunities. This action has been designed with the needs of homeless, FY, and SED students in mind. Additionally, we include students with disabilities who are not attending Extended School Year with the Consortium in the Solvang School Extended Learning opportunities during intercession and summer school. The district prioritizes homeless and Foster Youth students for the intercession childcare and for summer school. These students are given the first slots in this programming. This action also meets the needs of SED students by ensuring SED students have access to intercession care, summer school, enrichment, meals, and extended childcare at no cost to the students' families. This approach is affirmed by research which states that, "Regular participation in quality afterschool and summer learning programs improves students' self-confidence, self-awareness, and positive social behaviors, as well as decreases problem behaviors. Additionally, state Youth Risk Behavior Surveys have found positive correlations between participation in afterschool programs and young people's mental and physical health (afterschoolalliance.org)." Solvang School expanded After School Programming, provided before school care, offered intercession offerings, and offered enriching summer school. Additionally, learning recovery remains a state and district priority and as such, the District strategically uses its Expanded Learning Opportunity funds to run an ELOP before & after school program for unduplicated pupils and offers a robust 9 hour summer school program that includes academics taught by a credentialed teacher and an enrichment wheel of music, play, physical education or art. The Summer of Learning Program provides free breakfast, lunch, and a snack to students. In 2024 and in 2025, the District also partnered for additional summer programming by hosting and securing spaces for unduplicated Solvang students in the United Way's Fun in the Sun and the Boys and Girls Club Summer programming. In addition, the district contracted for intercession support. The effectiveness of the expanded learning programs and partnerships is evinced by the feedback from educational partners and the increase in students attending the programs. For example, families reported on the ELOP After School Survey the following: "The program has improved my son's social skills"; "Sometimes parents work gets in the way and we can't pick up our son/daughter at dismissal time and having them go to this program makes it easier and less stressful"; "My kids love this program. They always want me to pick them up the latest I can. This says so much about the program. Feels great having my kids in a program where they feel safe and want to stay longer;" and "Provided a safe environment for my child after school with familiar and supportive staff where he could work on homework and socialize. He felt secure with the staff." The feedback from educational partners and the continuation of ELOP funding in the budget propels us to continue Action 3.4 with slight modifications including embedding tutoring and providing more homework and EL support.

The next action is 3.5, including and supporting Students with Disabilities. As previously discussed in this LCAP there is a need to critically examine the district's participation in the Santa Ynez Valley Special Education Consortium (SYVSEC). This is evident by the achievement gaps for students with disabilities, the ever-increasing costs of participation in the Consortium and the lack of transparency from the Administrative Unit of the Consortium on shared costs. While this action is under scrutiny, it will continue next year as the District and partner Districts try to redesign the SYVSEC or decide if exiting the Consortium with a year and a day notice would be better for students with disabilities and the District. The work of the School's Inclusion Plan seeks to cultivate student belonging. According to TIES Center, "A distinctive feature of school is that students are all learning together—not alone. To be involved is to be actively engaged with and alongside peers in shared learning and common goals. Learning together is a magnificent way to learn. Students are meaningfully involved when they participate in cooperative learning with their classmates, work toward collective learning goals, and navigate challenges together as peers. Teachers support this deep involvement in the curriculum when they hold high expectations for all students and design opportunities for students with varying abilities, strengths, and needs to learn from and with one another. Unfortunately, students with significant cognitive

disabilities are sometimes “included” in a class without really being very involved. They may be passively sitting while others are working. They may have goals that are substantially different from any of their classmates. Or they may have few meaningful interactions and collaborations with fellow classmates. Fostering belonging in school means ensuring all students are actively involved in meaningful learning together.” While the actions of the inclusion team were successful in bringing both District and Consortium staff together to work on Inclusion. A challenge that remains is to further increase the collaboration and communication between general education and special education staff regarding student needs and expectations. Another challenge is the need to provide professional learning to both district staff and Consortium staff who operate under a different calendar and are employees of another district. These needs are part of the Superintendents Advisory Council recommendations to the SYVSEC leaders. Clearly, the need to continue this action while simultaneously considering other options is imperative.

Action 3.6, Implement Math Tutoring was implemented and was mostly effective. Math is a priority area for the district as discussed in this LCAP. According to the 2024 Dashboard, overall, math results for all students maintained less 1.2 points to be 5.8 points below the standard and in the Orange. The results by subgroup are as follows the Hispanic subgroup declined 3.7 points to be at 36.2 points below the standard and in the Orange; the White subgroup increased by 16.1 points to be 36.3 points above the standard in the Blue; the EL subgroup declined by 6.5 points to be at 49.9 points below the standard; the SED subgroup maintained by 2.9 points and remain in the Orange at 34 points below the standard; the SWD subgroup is in the Red at 99.3 points below the standard. This shows that the need for additional math support is principally directed towards unduplicated pupils. Providing after school math tutoring will benefit unduplicated pupils as it will be targeted, does not require them to be pulled from core instruction and it is research based. "Rigorous research has shown that high-impact tutoring can accelerate learning for a wide range of students, particularly those who have fallen behind academically. A review of nearly 200 studies found that high-impact tutoring is one of a few school-based interventions that produce large, positive effects on both math and reading. For students from lower income families, tutoring has been shown to be one of the most effective educational approaches to improve academic achievement." (High Impact Tutoring) this is part of the design of this action. The after school math tutoring started in the winter with credentialed teachers offering targeted math after school tutoring to students in need based on STAR Renaissance Scores and teacher recommendation. After school math tutoring for students occurred twice weekly and teachers received hourly stipends to provide the tutoring. Feedback from educators and families was that the tutoring was having an impact and that they want to see it start earlier in the school year, have more grade levels having access, and for it to somehow be incorporated into the after school programming. Based on the educational partner input, we will continue this action into year two of this LCAP but will embed it into the After School Program. A discussion of these modifications to this action will occur in the next section of this LCAP.

The last action is Action 3.7, Support for English Learners. As previously discussed in the LCAP the need to support English Learners is apparent. The achievement gaps are evident in the 2024 Dashboard across all metrics including CAASPP ELA and Mathematics, and the English Learner Proficiency Index (ELPI). On the ELPI in 2024, English Learner Progress declined by 3.6% to be at 47% making progress. Dashboard data and data from progress monitoring EL student in literacy and math using STAR Reading and AMPLIFY Assessments point to the need to continue this action into year 2 of this LCAP's goals and actions. Educator and Educational Partner feedback support the continuation of bilingual instructional aides in the classroom and the continuation of the EL Specialist and bilingual MTSS aide in Tier III interventions for students. Additionally, usage and data from Imagine Learning Software supports a continuation of the action. A need that continues is the need for integrated and designated professional learning for teachers and feedback from teachers is that they would like to identify and pilot supplemental Designated ELD in addition to the DELD in Science currently being utilized. This action while not yet successful in delivering the desired results will remain in effect into year two of this LCAP and has connections to actions in Goals 1 and 2. For example, strengthening the Dual Language Program, Action 1.7, directly connects to Action 3.7 as approximately 2/3 of all students in

Dual Language Immersion are ELs and the majority of ELs at Solvang School are in the Dual Language Immersion Program as such enhancing this program makes sense as it is the primary vehicle for language acquisition, content instruction, and academic achievement. The need to support ELs within the Dual Language Immersion Program is evinced by student CAASPP Performance and the ELPI score: 47% making progress towards English language proficiency on the Dashboard. According to the EL Roadmap, Multilingual learners "fully and meaningfully access and participate in a 21st century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages." Therefore, it is essential to continue with this action in conjunction with Action 1.7. After all, according to the EL Roadmap, it is critical for the District to continue to provide research based professional learning and strategies to support English Learners achievement in both the Dual Language Immersion Classrooms and in the English only grade level classrooms.

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

The planned goal, metrics, target outcomes, and actions will remain in effect in the 25-26 school year. These actions are effective, except for Action 3.2 which was not implemented, and are in year one of implementation in this LCAP.

As noted above, the District will continue Action 3.1 with no changes as it is a research based action and in year one.

Action 3.2 has not yet been implemented and will begin in 25-26. The District will provide professional learning and design the space for teacher teams to collaborate on common formative assessments as part of data driven Achievement Teams paired with instructional strategies to match students needs in the 25-26 school year. This is Action 3.2 and it builds on the foundation established during the professional development with Steve Ventura during the 24-25 school year. During the 25-26 school year, the District will continue the professional learning with Steve Ventura to support the implementation of the Achievement Team framework and enhance teacher collaboration and improve student learning, including the development of Common Formative Assessments.

Action 3.3 will remain in effect with staff changes due to attrition. MTSS supports EL, SED more than others as they are prioritized in small groups and intervention. The bilingual staff support EL, SED, SWD in small group or individualized 1:1 supports. The MTSS team coordinates the assessment of the ELPAC and is well trined on the administration of and how to support English Learners with the ELPAC. This is an increased service for ELs. It also helps to address potential disproportionality of identification of English Learners for Special Education. This will also be important as the District implements a Reading Difficulty Risk Screener (RDRS) for student in Kindergarten through second grade in the 2025-2026 school year. The RDRS will be adopted by the School Board before July 1, 2025. The MTSS Coordinator will assist teachers in the administration of the adopted screener. Action 3.3 supports English Learners, students with disabilities, and SED students by ensuring that they have access to just in time intervention and supports in a bilingual setting. According to PACE, "MTSS involves at least three tiers of support; Tier 2 includes personalized assistance. Unfortunately, Tier 2 services are not adequately resourced so it is not surprising that California students rank only 38th in the nation in reading and math. To move higher, it is important that the state provide categorical funding for Tier 2 services. California teachers already have a full-time job. To successfully implement MTSS, they need additional Tier 2 personnel (e.g., paraprofessional instructional aides and trained clerical staff to manage student progress monitoring) to assist them (<https://edpolicyinca.org/publications/achievement-gaps-and-MTSS>)." Solvang school's LCAP Action supports Tier

II intervention by funding instructional aide support and Tier III intervention by funding intervention pullouts for students based on need while prioritizing unduplicated pupils.

For Action 3.4, the District will continue to offer before and after school care but will enhance the offerings based on feedback from educational partners on math tutoring and ELD homework club. The ELOP Program will offer homework support as a rotation and math tutoring embedded into the ELOP after school program. This action supports unduplicated pupils as they are invited first to attend the program at no cost.

For Action 3.5, the District will continue the inclusion of students with disabilities, continue to cultivate collaboration between general education and special education teachers and the District and Consortium staff. The District will be collaborating with the other districts in the Valley to fix the consortium and/or may be giving official notice.

The next Action 3.6 Math tutoring will be embedded within the District's ELOP After School Program during the 25-26 school year and will begin earlier in the school year. Math tutoring will be part of a biweekly rotation with credentialed teacher tutoring embedded into the ELOP After School Program. This more will increase access to math tutoring for duplicated pupils in the ELOP After School Program.

The last Action 3.7 is about supporting English Learners. Based on input from educational partners, there is a need to provide additional support to English Learners and their families regarding homework. As such the District will add EL Homework support to the after school program and offer per DELAC recommendation a Homework parent night with interpretation and food. Additionally, in order to ensure that the needs of English Learners are on the forefront of learning, teachers will include language objectives alongside content learning targets in their lesson designs and the new principals will look for these language targets when visiting classrooms. In collaboration with educators the district will explore potential supplemental ELD curricula and will develop a curriculum council to assist with the upcoming mathematics adoption and the following ELA and ELD adoptions. Of utmost importance, is supporting Designated and Integrated ELD through teacher professional development and intentional universal design for learning. Importantly, the District is partnering with First Five of Santa Barbara County on Early Literacy and Language Development. The District will join other Districts to participate in the Early Literacy and Language Development grant. This grant will fund TK classrooms to pilot First 5 SBC language and literacy campaign materials for families. All children enrolled in the classroom will receive multiple home library books throughout the year and parents will receive intentional "coaching" through handouts, PSQ messaging, etc. Additionally as part of the grant, the classroom will be given funds to participate in Literacy Moves, a field trip program aligned with English Language Arts vocabulary. The grant will enable the District to launch the Latino Family Literacy Project and will fund trainings, books/kits for families, and supplemental materials. As part of the MOU with First 5, there will be Professional Development for Bilingual Parent Engagement for Solvang staff and the district will receive Bilingual Children's Books in Spanish and English. The grant empowers the district to attract educators to the project by allowing for stipends for data collection and professional growth opportunities for PK/TK teachers. The requirement for participation in the grant is participation in a longitudinal research study on the use of screens by parents and the effects on early language development. These are the changes to Action 3.7 which will support student achievement.

The strategic modifications outlined above with strengthen Solvang School's actions under Goal 3 to promote increased proficiency for all students while also prioritizing the support of students with disabilities and English Learners. The actions improving proficiency for students in classrooms through assessments, including common formative assessments, mClass RDRS, TK Readiness, and providing student supports. These supports include student access to interventions in both Tier II and Tier III. Solvang school's commitment to student learning, well

being, and inclusion is in evident in the opportunities provided in the ELOP before and after school programs and partnerships. These programs will include rotations of math tutoring, ELD, and homework support. Another focus for Solvang School is to improve outcomes for students with disabilities and to potentially redesign the school's approach to Special Education.

There District expended all LREBG funds in the 24-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Assess, Analyze, Guide & Monitor Student Proficiency	Teachers will assess, analyze, guide and monitor student proficiency in order to improve CAASPP ELA and Math scores for all subgroups, especially important for ELs, SWD, SED students, and Hispanic students. (STAR Renaissance; Educational Software Guiding Instruction (ESGI); CAASPP student video score reports, TK/K assessment, Multiple Measures, Teacher stipends for kinder screening.)	\$15,000.00	No
3.2	Design and Implement Common Formative Assessments	Teacher Grade Level and Subject Achievement Teams will design and implement common formative writing across the curriculum assessments as a cycle of inquiry for continuous system improvement and to promote writing throughout the school and to empower CAASPP ELA improvement. This work will be done on Early Release Wednesdays once a month with onsite professional development. (Achievement Team professional learning - 4 Professional Developments at \$6500.)	\$26,000.00	No
3.3	Provide MTSS (multiple tiered systems of support)	Solvang School will empower Tier 1 (first instruction) through Professional Learning and Coaching; Support Tier 2 Intervention through aide and small group support; and Solidify Tier III Intervention including refining the model of instruction to support students' STAR Renaissance and CAASPP Student Proficiency. This action: prioritizes access for unduplicated pupils to MTSS supports in the classroom and in intervention through bilingual staffing and resources, trained assessors, support and professional learning for teachers; supports language acquisition for English Learners; promotes improved outcomes for SED students through small group intervention and seeks to reduce disproportionality of over qualification of	\$388,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Special Education of unduplicated pupils through access to MTSS and through the Board Adopted Reading Difficulties Risk Screener for students in grades K-2. (Classroom aides; MTSS Teacher and MTSS Bilingual Aide; Amplify intervention software including the RDRS assessments and materials.)		
3.4	Expand Learning Supports outside of school day	Solvang School will expand After School Programming, provide before school care, expand intersession offerings, and offer enriching summer school. Additionally, Solvang will continue partnering with the United Boys and Girls Club, and the United Way Fun in the Sun to improve outcomes for unduplicated students. (Salaries and benefits for before school, after school and summer school; partnership MOUs; Middle School Homework Club, and expanding learning supplies.)	\$243,800.00	No
3.5	Include and Support Students with Disabilities	Solvang School will work towards authentic inclusion by increasing collaboration and communication between general education and special education staff regarding student needs and expectations; providing staff with inclusion professional development, and increasing student performance on statewide tests. (Santa Ynez Valley Special Education Consortium costs.)	\$1,576,000.00	No
3.6	Implement Math Tutoring	Credentialed Teachers in grades 3-8 will offer targeted math after school tutoring to students in need based on STAR Renaissance Scores and teacher recommendation. After school math tutoring for students in grades 3-8 will occur twice weekly. (Hourly stipends for teachers to provide tutoring)	\$11,900.00	No
3.7	Support for English Learners	Solvang School will monitor EL Students in literacy and math using the STAR Reading and AMPLIFY Assessments; Professional Learning will focus on ELD instruction. This focuses on providing opportunities for Language Acquisition for ELs. New in the the 25-26 LCAP will be the District's strategic Partnership with First 5. The District is participating in the Improving Child Development Grant from First 5 of SBC. The District	\$273,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>will receive \$30K to complete the following activities: Children enrolled in the classroom will receive multiple home library books throughout the year and parents will receive intentional “coaching” through handouts, PSQ messaging, etc. Classroom will be given funds to participate in Literacy Moves, a field trip program aligned with English Language Arts vocabulary. Launch of the Latino Family Literacy Project – Use of funds for trainings, books/kits for families, supplemental materials. Professional Development for Bilingual Parent Engagement. Bilingual Children's Books in Spanish and English. Stipends for data collection and professional growth opportunities for PK/TK teachers. Participation in a longitudinal research study on the use of screens by parents and the effects on early language development. This action is principally directed to support the needs of English Learners at Solvang School. (Bilingual Aides, EL Specialist; Imagine Learning Software; ELD curriculum; added to this action is ELD Homework Club as part of a rotation in the ELOP After School Program)</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$566,602	\$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
8.850%	0.000%	\$0.00	8.850%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Offer Broad Course of Study</p> <p>Need: Research shows that access to arts supports unduplicated pupils. In fact, "Advocating for arts education has proven to be a necessary ongoing activity for arts educators, community members, families, students, and industry leaders. California’s Local Control and Accountability Plan (LCAP), which all local</p>	Solvang School invests significantly in providing unduplicated pupils with access to the arts and ensuring that the courses and lessons developed for students support the whole child. The District asserts that ensuring a robust, engaging, broad course of studies for SED, EL, SWD, FY, and unhoused students is one of the most effective ways to meet the district’s goals for its unduplicated pupils. The District's determination that these actions and funds support these students primarily and are essential to the	LCAP Metric 1.3; Local Indicator 7: Broad Course of Study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>educational agencies are required to follow, provides an authentic process for districts and communities to provide advocacy leadership for arts education while ensuring a well-rounded education that meets the needs of all students"(www.cde.ca/gov/ci/vp/cf/documents/caartsfwchapter9.pdf).</p> <p>This is a necessary ongoing activity for Solvang as the District partners with the Solvang School Education Foundation to support arts instruction, strategically utilizes the expiring Arts, Music, Instructional Block Grant and Prop 28 to support the staffing and curriculum needed for students to thrive in a wide range of courses that promote multiple student literacies.</p> <p>As prescribed by the state and in Ed Code Section 51220, students in grades TK through 8 have access to English, English Language Development, Mathematics, Social Sciences, Science, the Arts, Physical Education, and Music at Solvang School. Additionally, Solvang School offers a Dual Language Immersion strand for grades K-5 on lower campus and offers Dual Language Immersion in grades 6-7 at the Middle School Upper Campus. Students in grades 6-8 have access to English, English Language Development, Social Sciences, Spanish, Physical Education, Science, Mathematics, Visual and Performing Arts, STEM, Yearbook, and Leadership. This creates the foundation for high school, college, and career and empowers students with the</p>	<p>development of whole children is based on educational research. Howard Garner from the Harvard Graduate School of Education declared that "The arts are a major area of human cognition, one of the ways in which we know about the world and express our knowledge. Much of what is said in the arts cannot be said in another way. To withhold artistic means of understanding is as much a malpractice as to withhold mathematics.... Since schools traditionally develop only linguistic and logical/mathematical skills, they are missing an enormous opportunity to develop the whole child." Since the Development of the Whole Child is a goal and the District is committed to increasing and improving services for SED, EL, FY, Homeless, and SWD, the district prioritizes offering a beyond broad course of study in the arts.</p> <p>We will continue to offer a broad course of study with Art, Music, STEM, Spanish, Yearbook, Leadership, and Designated ELD. Broad course of study: Core, ELD, Art, Spanish, STEM, Music, Drama, Yearbook, Culinary Arts, and DLI programs to authentically engage identified student groups and to 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 to the Santa</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>skills, knowledge, and habits of mind to be the future leaders they deserve to be.</p> <p>Our educational partners prioritized continuing a broad course of study in this year's LCAP input as a way of ensuring equity for unduplicated pupils and to address achievement gaps in learning for these subgroups.</p> <p>We have expanded our DLI offerings to Middle School, which has created curriculum, staffing, and master schedule challenges. We have expanded our Specials (art, music, PE) to the elementary campus, which also creates scheduling, staffing, and curricular challenges. However, the District is committed to meeting this challenges as these offerings are essential to supporting the needs of unduplicated pupils.</p> <p>Scope: LEA-wide</p>	<p>Ynez Valley Union High School. By providing access to a broad course of study in elementary and middle school, the district provides the foundation for all students to sustain academic success into and beyond SYV High School. According to former Congresswomen Barbara Johnson, "The arts are not a frill. The arts are a response to our individuality and our nature, and help to shape our identity. What is there that can transcend deep difference and stubborn divisions? The arts. They have a wonderful universality. Art has the potential to unify. It can speak in many languages without a translator. The arts do not discriminate. The arts can lift us up." This liberation and affirming pedagogy can only occur if access is prioritized for unduplicated students. It create opportunities for multi literacy. This is why, the Arts Alliance asserts that, "Arts education has a role in each of the Local Control Funding Formula (LCFF) priorities that are aimed at serving the needs of the whole child. LEAs that attend to their arts education needs as they craft their LCAP goals, plan actions, and leverage resources can address the local priorities and improve and expand arts education for all students (cde.gov)." This LCAP action is designed to meet the needs of the whole child and this is especially important for SED, SWD, and ELs. Moreover, this broad course of study ensures that students are in their least restrictive environment. According to CDE, "Access to core academic content and courses," leads to graduation and success for, "all students regardless of income, race, primary language, disability, and/or family situation." As such we provide course access and rigorous curriculum.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Elevate Family Involvement</p> <p>Need: We need to ensure a welcoming environment and provide language access to Spanish speaking families through bilingual office staff, interpretation and translation and work toward greater Language Access. "All families have "funds of knowledge"—knowledge and information that they draw on to survive and get ahead. An important first step in promoting families as learners is to value what family members know already or are currently learning (Moll, Amanti, Neff, & Gonzalez, 1992)." Solvang School, "can learn as much from families as families can learn from programs. Programs can embrace families' knowledge by inviting them to share their skills, language, and customs, for example, by asking them to tell a story from their culture. Staff, parents, children, and other family members can benefit from this kind of cross-cultural sharing. Because knowledge and learning are tied to the surroundings and relationships in people's lives, each learner is different. Every learner is shaped by culture, individual experiences, and unique personal make-up. Because of the tremendous variety in family beliefs, attitudes, and goals, there is no single way to offer new learning opportunities. Responsive programs support families to build on their experiences as learners and to follow their dreams and goals (headstart.org)." Additionally, educational partners shared that opportunities to improve</p>	<p>Elevating Family Involvement is an effective use of the funds to meet the district's goal of promoting family involvement for unduplicated families. Prioritizing increasing and improving family involvement for unduplicated families is essential to developing families as partners. This action is researched based and supports unduplicated pupils. 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 by ensuring that all families feel welcome and can fully participate. The bilingual staff, and translated communication are helping families negotiate their roles as "supporters, encouragers, monitors, advocates, decision-makers, and collaborators (p.) within the family school partnership. This partnership framework extends to families of students with disabilities. As such a focus on parent engagement is imperative to effectively partner with families and propel students toward greater</p>	<p>Metric 2.1 CHKS Parent School Completion rate and new CHKS % parents feel welcome to participate indicator.</p> <p>There is no longer a school connectedness percentage given by WestEd.</p> <p>In 24-25, Metric 2.1 is changed to the CHKS indicator of parents feeling welcome to participate in school replacing the no longer available school connectedness percentage.</p> <p>Local Indicator for Parent Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>parent communication and opportunities for authentic parent engagement exist for Solvang School. Multiple studies prove that students whose parents are actively engaged in their schooling typically show the following: higher grades, higher test scores, greater social skills, better reported behavior, easier adaptation to school, and a greater likelihood of continuing into post-graduate education. These are outcomes that we and our partners are seeking. These outcomes are particularly important for unduplicated pupils who have historically had lower test scores, grades, and attendance. In fact, LCAP input from educational partners, emphasized this action of engaging parents to support academics and attendance. Partners see it is an effective action for this goal. Therefore, in order to increase family engagement opportunities we will utilize the negotiated adjunct duties to offer Family Workshops (Literacy Nights, Math Nights), offer food and childcare at events, and create increased opportunities to provide families with relevant academic and attendance information and increase opportunities to celebrate their students, multiculturalism, and bi-literacy. This supports unduplicated pupils as Dr. Karen Mapp asserts that "strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement."</p> <p>Scope: LEA-wide</p>	<p>success and achievement. According to the National Education Association, "Getting parents more engaged in school is a necessary variable in the equation of student success." In fact, parent engagement can have a direct impact on student engagement itself. This benefits unduplicated pupils.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.3</p>	<p>Action: Provide MTSS (multiple tiered systems of support)</p> <p>Need: According to the Policy Analysis of California Education, "The socioeconomic backgrounds of many of California's children pose serious challenges to their school success. If the family is poor and the parents work long hours or are unemployed; if the family is homeless or there is only one parent; if a language other than English is spoken at home; if parents have less than a high school education; if parents have a debilitating illness; if the neighborhood or the water or air are unsafe, each of these and related conditions reduce children's school achievement. And then there is disability. If the child herself has difficulty learning, speaking, retaining information, sitting still, and paying attention—or has some other disability that impairs cognitive skills—any of these conditions alone are typically associated with lowered school success. Of course, children with both socioeconomic disadvantages and a disability are at even greater risk of less than successful schooling careers." Solvang school recognizes these challenges and has designed Action 3.3 to support ELs, SED, SWD and their families. 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</p>	<p>The District prioritizes MTSS as one of the most effective ways to utilize the people, programs, and funds of the District to meet the needs of unduplicated pupils by ensuring they have first access to these services. MTSS increases and supports the achievement of unduplicated students by establishing a system of support for academics and social emotional learning. This action addresses the needs of unduplicated pupils by promoting first instruction (Tier I) and in class intervention (Tier II), while also ensuring students who need more intensive targeted intervention (Tier III). This is accomplished through our Response to Instruction and Intervention model. Tier III provides students with systematic intervention in a pull-out model to provide students the learning supports needed to return back to in classroom Tier I. Research shows that students need MTSS and that just in time support gives students the opportunity to have their needs met. According to the TIES Center, "Our true capabilities are evident not in what we can do on our own, but rather by what we can do when given the right opportunities and support. To be supported means having the individualized resources needed to reach one's full potential and thrive in everyday life. Supports are a bridge—they help people go from where they are to where they want to be. Supports can involve changes to the physical environment, adapted materials, technology, or other tools." Supporting unduplicated pupils along all tiers of MTSS at Solvang is essential and therefore these students are prioritized and this action is designed to address their needs and lessen achievement gaps.</p>	<p>Metric 3.3 End of Year STAR then DIBELS to identify number of Tier III students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support continues to be principally directed to foster, English learner, and low-income students to address the historically persistent achievement gaps. Additionally, students with disabilities are included in RTI, as applicable. Program staff regularly monitor student-achievement data and use findings to shape individual and student-group instruction. The groups are relatively small thus allowing for more direct service to meet academic goals. Staff use research-based instructional materials. A variety of research, (e.g., J. Hattie), points to the efficacy of targeted interventions. While research on class size is debatable, the small-groups that staff have to work with provide more time to address achievement gaps. Staff actions, then, help students to meet their goals. Additionally, this action is bolstered because we have hired bilingual staff to improve student outcomes in tier I, Tier II, and Tier III. For these reasons, MTSS is a proactive and responsive approach to educating the whole-child, centers unduplicated pupils and effectively offers just in time support. The MTSS program at Solvang included ongoing data-based decision-making that enables educators to identify the needs of students (academic, behavioral, social-emotional, linguistic, etc.) and effectively differentiate their core instruction & interventions. The MTSS is meant to illustrate Equity in action. It is a system for making sure that each student gets what that student needs to be successful. Moreover, it is a collaborative process through which educators work together to improve</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction and maximize their impact. While MTSS supports all learners, it is principally designed with the needs of unduplicated pupils in mind. As such, the MTSS system supports students with disabilities, English Learners, socioeconomically disadvantaged, homeless students, and foster youth by seeking to meet all of their unique needs.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.7	<p>Action: Support for English Learners</p> <p>Need: Solvang School has over a hundred English Learners. 41.1% of Solvang ELs are in their first 3 years of instruction. This means that supporting primary teachers in integrated and designated ELD is imperative. The District has partnered with First 5 of Santa Barbara on early literacy and school readiness. 11.7% of Solvang ELs are in their 4th or 5th year of instruction and are therefore at risk of</p>	<p>According to Education Research for Action, evidence based practices for ELs include "Differentiated language development services are necessary to meet the needs of ML-ELs with varying language proficiency levels and educational backgrounds... Instructional resources and technology designed to integrate language development and grade-level content learning have demonstrated effectiveness in recent studies... Emphasizing pedagogy that values students' backgrounds and providing extended learning opportunities can positively influence ML-EL students' engagement, achievement, and</p>	<p>Metric 3.7 and 3.8 Dashboard ELPI and Local Reclassification Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>becoming Long Term English Learners or LTELs. This is a group that would also benefit from UDL designed integrated and designated ELD. Solvang School's number of LTELs has decreased from 5% in 22-23 to 3% in 23-24. This is a step in the right direction and we want to continue this change. The needs of English Learners as evidenced by the consistent achievement gaps on CAASPP were the primary driver for the creation of this goal. Based on this data, the District employs an EL Specialist, adopted a Designated ELD curriculum in conjunction with Science, and offers Designated and Integrated English Language Development Professional Learning for students. Additionally, the district progress monitors EL students and supports them in reclassification. These actions are directed at improving outcomes for English Learners and are research-based. Targeted English Language Development and small group instruction for students based on their language proficiency is crucial to leveling the playing field for English Learners. As such, all ELs, including those in Dual Language Immersion Program, receive the English Language Development needed for them to succeed.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>sense of belonging." Teachers need support in this endeavor and the school will design professional learning to address this need. During the 2023-2024 school year, Solvang rolled out a new Designated ELD curriculum that comes from Science Content and is delivered in language proficiency groups. Research recommends avoiding, "Separating ML-ELs from their content courses for targeted English language instruction hinders their academic progress and negatively impacts their self-perception by limiting their exposure to core academic content." Input from educators supports a need for additional supplemental English Language Development materials to support ELs in proficiency rotations and support them on progress towards the ELPI and reclassification. Teachers during the 25-26 school year will help the district identify supplemental DELD materials to support Language Acquisition for ELs and teachers will participate in professional learning on supporting ELs, the ELPAC, and the ELD framework.</p>	

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

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,402,240	\$566,602	8.850%	0.000%	8.850%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,303,100.00	\$734,800.00	\$0.00	\$246,300.00	\$7,284,200.00	\$6,795,000.00	\$489,200.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire and Assign Credentialed Teachers	All	No			All Schools	On-going	\$2,438,200.00	\$0.00	\$2,438,200.00	\$0.00	\$0.00	\$0.00	\$2,438,200.00	
1	1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	All Students with Disabilities	No				Ongoing	\$0.00	\$122,300.00	\$60,500.00	\$61,800.00	\$0.00	\$0.00	\$122,300.00	
1	1.3	Offer Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$280,500.00	\$0.00	\$82,600.00	\$197,900.00	\$0.00	\$0.00	\$280,500.00	
1	1.4	Facilitate Professional Development	All Students with Disabilities	No				Ongoing	\$0.00	\$44,200.00	\$19,600.00	\$14,600.00	\$0.00	\$10,000.00	\$44,200.00	
1	1.5	Provide Technology and Network Access	All	No				Ongoing	\$5,000.00	\$96,000.00	\$101,000.00	\$0.00	\$0.00	\$0.00	\$101,000.00	
1	1.6	Maintain Safe Facilities	All	No				Ongoing	\$458,500.00	\$68,800.00	\$524,300.00	\$3,000.00	\$0.00	\$0.00	\$527,300.00	
1	1.7	Expand and Enhance Dual Language Immersion Program	All	No				Ongoing	\$789,000.00	\$0.00	\$789,000.00	\$0.00	\$0.00	\$0.00	\$789,000.00	
2	2.1	Elevate Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$254,000.00	\$17,100.00	\$271,100.00	\$0.00	\$0.00	\$0.00	\$271,100.00	
2	2.2	Enhance Student Engagement	All Students with Disabilities	No			All Schools	Ongoing	\$13,400.00	\$1,000.00	\$13,400.00	\$1,000.00	\$0.00	\$0.00	\$14,400.00	
2	2.3	Cultivate School Climate	All Students with	No			All Schools	Ongoing	\$98,800.00	\$700.00	\$0.00	\$99,500.00	\$0.00	\$0.00	\$99,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities													
2	2.4	Improve School Attendance	All Students with Disabilities	No			All Schools	Ongoing	\$30,700.00	\$16,800.00	\$39,800.00	\$7,700.00	\$0.00	\$0.00	\$47,500.00	
2	2.5	Empower Positive Behavior	All Students with Disabilities	No			All Schools	Ongoing	\$3,000.00	\$11,300.00	\$5,000.00	\$9,300.00	\$0.00	\$0.00	\$14,300.00	
3	3.1	Assess, Analyze, Guide & Monitor Student Proficiency	All Students with Disabilities	No			All Schools	Ongoing	\$500.00	\$14,500.00	\$500.00	\$14,500.00	\$0.00	\$0.00	\$15,000.00	
3	3.2	Design and Implement Common Formative Assessments	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$26,000.00	\$11,400.00	\$14,600.00	\$0.00	\$0.00	\$26,000.00	
3	3.3	Provide MTSS (multiple tiered systems of support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$379,300.00	\$9,000.00	\$195,400.00	\$0.00	\$0.00	\$192,900.00	\$388,300.00	
3	3.4	Expand Learning Supports outside of school day	All	No			All Schools	Ongoing	\$211,300.00	\$32,500.00	\$0.00	\$243,800.00	\$0.00	\$0.00	\$243,800.00	
3	3.5	Include and Support Students with Disabilities	Students with Disabilities	No				Ongoing	\$1,576,000.00	\$0.00	\$1,527,500.00	\$48,500.00	\$0.00	\$0.00	\$1,576,000.00	
3	3.6	Implement Math Tutoring	All Students with Disabilities	No				Ongoing	\$11,900.00	\$0.00	\$0.00	\$11,900.00	\$0.00	\$0.00	\$11,900.00	
3	3.7	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$244,900.00	\$29,000.00	\$223,800.00	\$6,700.00	\$0.00	\$43,400.00	\$273,900.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,402,240	\$566,602	8.850%	0.000%	8.850%	\$772,900.00	0.000%	12.072 %	Total:	\$772,900.00
								LEA-wide Total:	\$549,100.00
								Limited Total:	\$223,800.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Offer Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,600.00	
2	2.1	Elevate Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$271,100.00	
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$195,400.00	
3	3.7	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$223,800.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,311,500.00	\$7,055,200.00

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	Hire and Assign Credentialed Teachers	No	\$2,584,900.00	\$2,500,000
1	1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	No	\$143,600.00	\$95,900
1	1.3	Offer Broad Course of Study	Yes	\$257,400.00	\$276,500
1	1.4	Facilitate Professional Development	No	\$46,300.00	\$40,600
1	1.5	Provide Technology and Network Access	No	\$147,900.00	\$165,600
1	1.6	Maintain Safe Facilities	No	\$524,200.00	\$551,100
1	1.7	Expand and Enhance Dual Language Immersion Program	No	\$634,100.00	\$672,600
2	2.1	Elevate Family Involvement	Yes	\$261,900.00	\$278,500
2	2.2	Enhance Student Engagement	No	\$16,400.00	\$16,400
2	2.3	Cultivate School Climate	No	\$94,500.00	\$95,100

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)
2	2.4	Improve School Attendance	No	\$47,500.00	\$41,300
2	2.5	Empower Positive Behavior	No	\$33,900.00	\$19,700
3	3.1	Assess, Analyze, Guide & Monitor Student Proficiency	No	\$14,600.00	\$16,500
3	3.2	Design and Implement Common Formative Assessments	No	\$1,100.00	\$15,200
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	\$390,700.00	\$331,100
3	3.4	Expand Learning Supports outside of school day	No	\$378,600.00	\$291,000
3	3.5	Include and Support Students with Disabilities	No	\$1,442,300.00	\$1,369,000
3	3.6	Implement Math Tutoring	No	\$12,200.00	\$16,000
3	3.7	Support for English Learners	Yes	\$279,400.00	\$263,100

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$544,629	\$722,600.00	\$653,900.00	\$68,700.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Offer Broad Course of Study	Yes	\$47,800.00	\$64,500		
2	2.1	Elevate Family Involvement	Yes	\$261,900.00	\$278,500		
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	\$214,000.00	\$157,700		
3	3.7	Support for English Learners	Yes	\$198,900.00	\$153,200		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,141,026	\$544,629	0.00%	8.869%	\$653,900.00	0.000%	10.648%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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