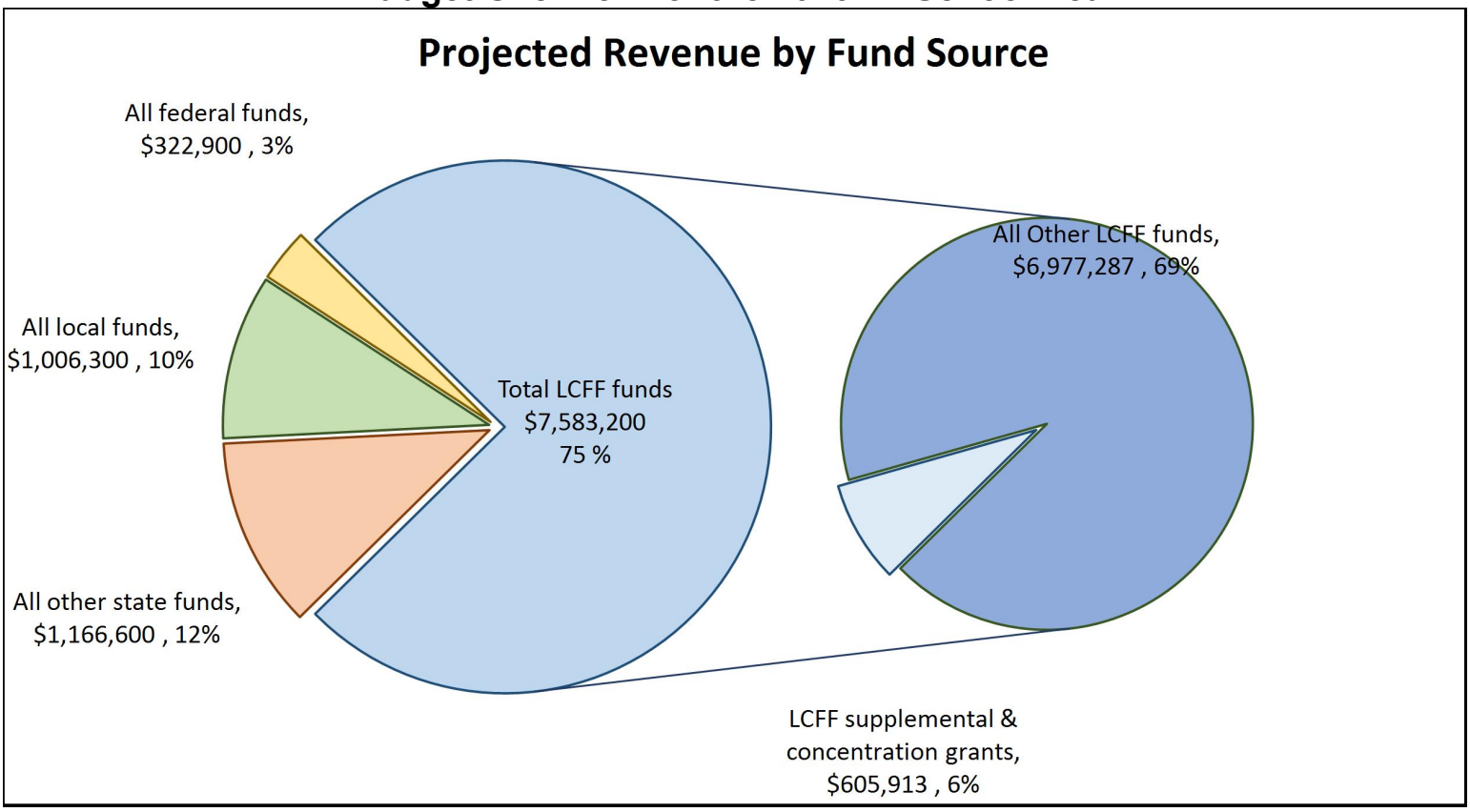
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Solvang Elementary School District
CDS Code: 42693360000000
School Year: 2026-27
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 2026-27 School Year

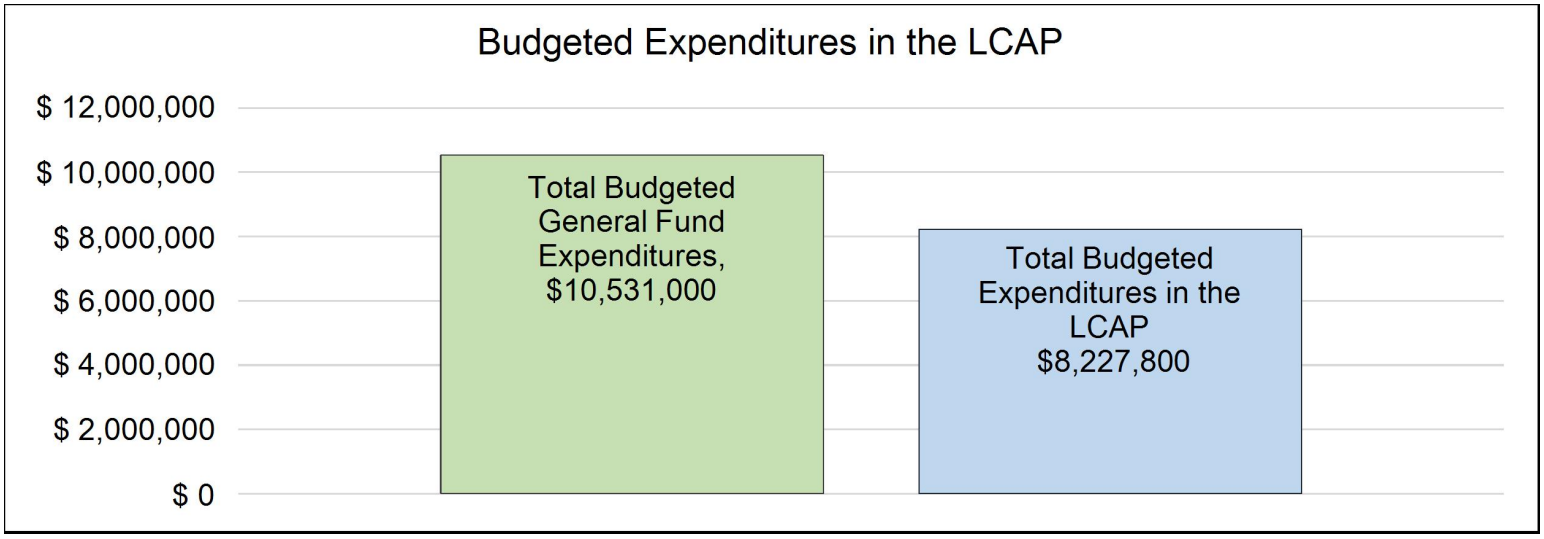


This chart shows the total general purpose revenue Solvang Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Solvang Elementary School District is $10,079,000, of which $7,583,200 is Local Control Funding Formula (LCFF), $1,166,600 is other state funds, $1,006,300 is local funds, and $322,900 is federal funds. Of the $7,583,200 in LCFF Funds, $605,913 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Solvang Elementary School District plans to spend $10,531,000 for the 2026-27 school year. Of that amount, $8,227,800 is tied to actions/services in the LCAP and $2,303,200 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

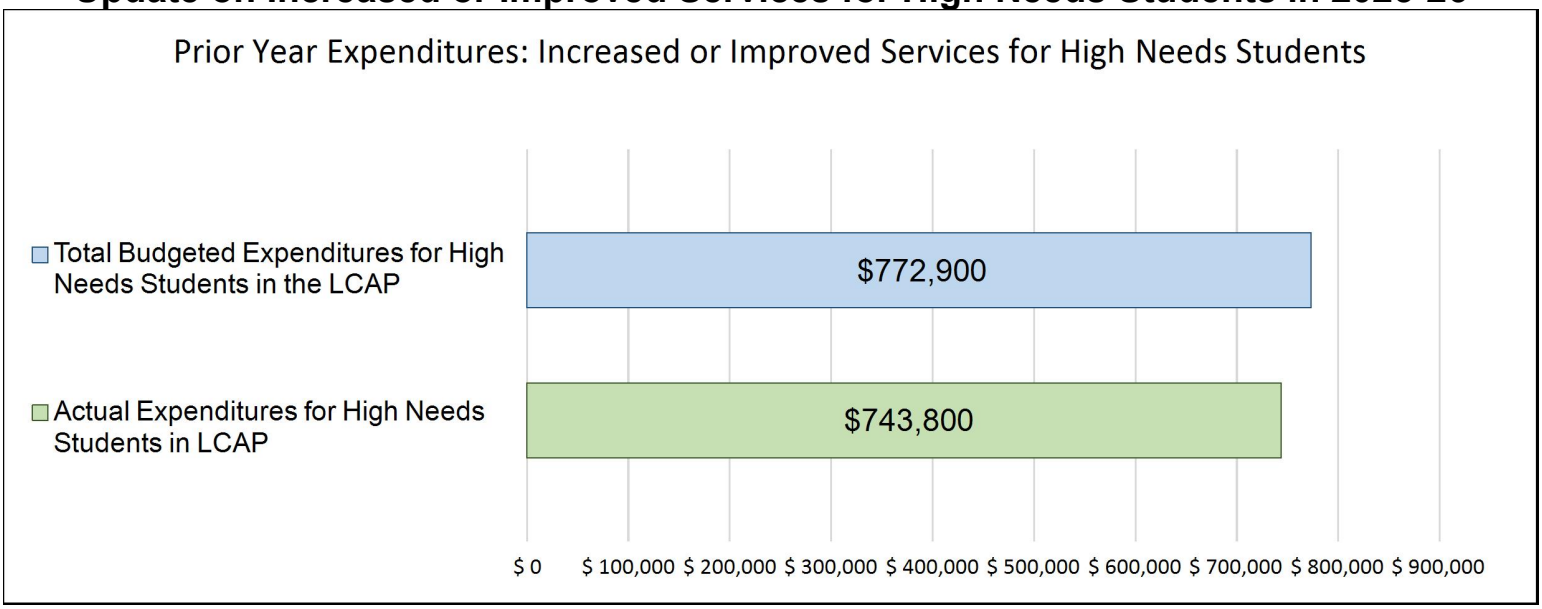
Property & Liability Insurance, Utilities, STRS on Behalf, Certificated Management and District Office Payroll, Dues & Memberships, Repairs and Leases, Communications, Services (Legal, Audit, etc.)

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Solvang Elementary School District is projecting it will receive $605,913 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 $942,900 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 2025-26



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 2025-26, Solvang Elementary School District's LCAP budgeted $772,900 for planned actions to increase or improve services for high needs students. Solvang Elementary School District actually spent $743,800 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $29,100 had the following impact on Solvang Elementary School District's ability to increase or improve services for high needs students:

Despite shifts in funding, Solvang School district was still able to provide all planned increased services and perform all actions for high needs students as planned.

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 [2026-27]

General Information

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

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 will be led by a dedicated principal. Their goals are to 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 57.8% Hispanic, 32.9% White, 4% Two or More Races, 0.7% American Indian, 0.5% Filipino, 0.3% Asian, and 0.5% African American; 40% SED, 18.8% English Learners, 2.3% Homeless, 0.% Foster Youth, and 10.6% Students with Disabilities. Our exemplary staff works closely with the English Learner Advisory Committee 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. The Dual Language Immersion Program expands to 8th grade and completes the biliteracy pathway towards the California Seal of Biliteracy for Solvang DLI students on the Middle School Campus. 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, Band, Choir, Spanish, Design, Leadership/Yearbook, Musical Theater, Culinary Arts, and Math and Writing Support. Students in 6-8th grades are encouraged to participate in at least one of our interscholastic sports' programs (basketball, volleyball, track, tennis, soccer). Additionally, Middle School students have the opportunity to participate in student leadership, interscholastic sports, band, musical theater, design and engineering, 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 will bank this year's Learning Recovery Funding and utilize them along with the following year's allocation to support the areas outlined by the Needs Assessment to provide MTSS math intervention. The District 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 Annual Update. The Annual Update below demonstrates the progress made for these areas, as well as new opportunities based on the 2025 Dashboard.

Based on the 2025 California School Dashboard, we have identified the following performance gaps and identified needs.

Overall, Solvang students in ELA were 12.3 points above the standard and in the Green. This was an increase of 5.7 points overall and a trend that we want to continue. The following subgroups all increased their performance on the ELA CAASPP: SWD, Hispanic, and White. The following subgroups maintained or dropped slightly: English Learners and Socioeconomically-Disadvantaged. The state average is 8.1 points below standard, Solvang exceeds this at 12.3 points above the standard. This is reason to celebrate, but there is still work to do. An achievement gap exists between Hispanic students who scored in the medium range (yellow) and were 19.2 points from the standard compared to White students who scored in the Very High range (Blue) and were 54 points above the standard. The Hispanic subgroup grew by 3.4 points. The students with disabilities (SWD) subgroup had the greatest growth in ELA with an increase of 8.7 points. Other subgroups were as follows: English Learners (EL) students maintained by -0.3 points and were 41.7 points below standard in ELA; Socioeconomically Disadvantaged (SED) students maintained by decreasing only 2 points and were 19.7 points below standard; while Students with Disabilities (SWD) increased by 8.7 points to be 92 points below the standard.

On the Dashboard, we see Current English Learners increasing by 6 points and scoring 106.8 points below the standard. Recently Reclassified English Learners increased by 7.3 points to be 7.4 points above the standard. Additionally, Solvang English Only students increased by 9.7 points and scored 40.8 points above standard. While overall, Solvang students performed at 12.3 points above standard in ELA, a significant achievement gap still exists for students with disabilities (SWD) who scored in the low performance level. Additionally, an

opportunity exists to improve outcomes for English Learners (EL) or Multilingual Students who scored in the low performance level on the ELA CAASPP and on the Math CAASPP. Another achievement gap to address is for SED students on the CAASPP for ELA and Math.

Overall, Solvang students in Mathematics declined by 8 points to score in the Medium (Yellow) range scoring at 13.8 points below the standard. Solvang school is exceeding the state average of 42.4 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 45 points below the standard and White students who scored in the High (Green) range and were 28.6 points above the standard. SED students declined by 16.4 points scoring in the Low range (Orange) at 50.4 points below standard. EL students declined by 12.3 points and were still in the Low (Orange) range scoring 62.3 points below standard. Current English Learners increased by 8.6 points while Recently Reclassified English Learners declined by 17.6 points and were 30.6 points below standard. English Only students declined by 4.6 points, although they were 12.4 points above the standard. The District conducted a Needs Assessment in 25-26 for the use of reallocated Learning Recovery Funding. The Needs Assessment showed that all subgroups declined and that SWD and SED declined significantly. When we examined the average distance from standard, we saw that SED students declined significantly by 15.6 points going from -33 points below the standard in the prior year to be -48.9 points below the standard in 2025. The District is in the Red for SWD in mathematics as the distance from standard increased for this subgroup. In the prior year, SWD were 88.9 points from the standard but in 24-25, SWD declined to be -105.8 points from the standard. As a result of the Needs Assessment a recommendation to enhance our MTSS supports and further support mathematical achievement by adding a MTSS specialist to provide math intervention and to pilot new math curriculum in 26-27 was advocated for by educational partners.

42% of English Learners are making progress towards English Language Proficiency according to the English Learner Progress Indicator (ELPI). This is a 4.9% decline from the previous year as the number of ELs who progressed 1 ELPI level dropped to 42% and the number of EL's who maintained an ELPI level grew to 40.9%. Actions for English Learners to support their growth are a priority in this LCAP.

Another identified need that we will focus on is to continue to lower Solvang school's Chronic Absenteeism rate of 12.6%, which means Solvang is Medium or Yellow for Chronic Absenteeism on the dashboard. Only one subgroup is in the Red for High Chronic Absenteeism rates in 2025 and that is the SWD subgroup, whose chronic absenteeism rate increased by 1.7% to be at 20.3% chronically absent. In previous years, Two or More Races were in the Red but their chronic absenteeism rate decreased by 2.3% to be 20.5% Chronically Absent. This LCAP directs actions towards lowering the Chronic Absenteeism of students who identify as SWD and 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. SED students absenteeism increased by 1.5% putting them into the Orange range at 17.4% 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. This group is now in the Orange. Actions in this LCAP support engagement and attendance for unduplicated pupils and subgroups in the red. The Chronic Absenteeism for SWD increased by 1.7% and this subgroup was 20.3% chronically absent (Red). Both White and Hispanic students were also in the Yellow with Hispanic students' absenteeism declining by 1.9% to be 12.5% chronically absent and White students' absenteeism declining by 2.3% to be 10.7% chronically absent. Overall, Chronic Absenteeism rates decreased by 2.3% on the 2025 dashboard. Of concern remains Two or More Races who are in the high orange category at 20.5% chronically absent and the fact that SWD are in the Red at 20.3% 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 2025 school year, Solvang School's Suspension rate increased by 1.6% to 5.2% of students were suspended at least one day. This puts Solvang School in the Orange High Range and above the state's average of 2.9% suspended at least one day. This is a trend that we must reverse. English Learners' suspension rates decreased by 0.3% to a 4.1% suspension rate. The White subgroup saw a 0.5% increase to 4.3% suspended at least one day. This year there were two subgroups in the Red. The subgroup of Two or More Races was in the Red. This subgroup was 0% in 23-24 and increased in 24-25 by 6.5 % to be 6.5%. Additionally, the suspension rate for SWD increased by 2.4% to be 8.1%. This means SWD are in the Red. On the 2023 Dashboard, there were 2 subgroups Hispanic and SED that were in the Red. No subgroups were in the red in 2024. SWD and Two or More Races were in the Red in 2025.

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 (Restorative Approaches, 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 discontinued the use of Imagine Learning platform in favor of Lexia and Happy Numbers as supplemental materials. 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-8th 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, SSEF, 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 did not utilize Learning Recovery Block Grant funds in the 2025-2026 year, but will carry them over to be utilized in combination with funds received in the 2026-2027 allocation, based on the area of need identified by the Needs Assessment, which will focus on math intervention Action 3.6. The District 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 SWD being in the Red for Chronic Absenteeism, Suspension rates, and Math CAASPP scores. The County has offered support through leadership coaching, facilitation of the inclusion network, partnering with Solvang and the Santa Ynez Valley to bring Restorative Approaches professional learning, supporting the District through the dissolution of the Santa Ynez Special Education Consortium and in partnering to support the District's in-house 26-27 Special Education Program. The biggest step the District took in the 25-26 school year was to complete the Program Transfer (take back) of Special Education from the Consortium to be in-house in the 26-27 school year. The District was approved by the SELPA to exit the Consortium and is planning a hybrid model of Special Education for the 26-27 school year. The District is hiring the primary providers, such as psych, speech, resource, and ESN teachers, behavior techs, and instructional aides. The District is partnering with SBCEO for low incidence disability support, special education oversight, and preschool. The District firmly believes that bringing special education in house will result in better outcomes for SWD. By bringing Special Education in house now general education and special education teachers will be on the same team, have the same employer, the same professional learning days and meeting dates. We are planning all professional development to include both the general education, special education, and Dual Language Immersion teams.

Additionally, the District has worked to address chronic absenteeism and suspension rates by monitoring attendance and implementing restorative practices as appropriate. Our credentialed counselor assists in promoting positive attendance and removing barriers for students and families and the Superintendent and school psychologist have done home visits to support student attendance. Additionally, principals of each respective campus will cultivate community and foster attendance through relationships, assemblies, and working with families to remove barriers.

The District had previously qualified for Differentiated Assistance due to High Chronic Absenteeism (Red) and High Suspension (Red) rates for Socioeconimically 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. The SED subgroup is no longer in the Red for Chronic Absenteeism or Suspension rates on the 2024 or 2025 Dashboards. However, the District completed Year 2 technical assistance (DA) based off of the previous 2023 Dashboard (SED-Chronic Absenteeism and Suspension) this school year.

The District has effectively partnered with SBCEO during the 23-24, 24-25, and 25-26 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. In 2025-26, the District hosted Lizzie Rodriquez for Restorative Approach Training for all schools in the Santa Ynez Valley and sent a team for 2 additional Restorative Approach Trainings. 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.

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 (4/27/26), CHKS Survey (April -May 2026), DELAC Presentation (4/27/26), LCAP PAC representation (4/23/26, 5/4/26, 5/28/26)
LCAP Partner Advisory Committee (parents, community members, DELAC representative)	CHKS Survey (April-May 2026), In-person meetings (4/23/26, 5/4/26, 5/28/26)
Staff (teachers, administrators, other personnel)	Midyear Update (2/11/2026), CHKS Survey (April-May 2026), Staff Meetings (5/6/26), SFT (5/6/26)
SELPA	Consult with SELPA Director (2/26/26)
SBCEO	Ongoing support with Lead; Differentiated Assistance Meetings and SBCEO workshops
Students	May 2026 (5th & 7th) input from classroom visits and surveys; Student Council/Leadership students gave input in May 2026
Solvang Federation of Teachers	5/6/26 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 and in 2026. For example, input in 2025 confirms that staff supports building relationships, increasing

communication, and fostering collaboration. This was echoed in the input in 2026. Staff want to welcome and keep exceptional colleagues. The Upper Campus is looking forward to a new principal in the 26-27 school year. The teachers are hopeful that the new leader will be able to build rapport with them and have the critical discussions needed to move the school climate and student outcomes forward. The District continues to recruit and hire appropriately credentialed teachers whenever possible and works with SBCEO and the CTC for permits when needed for credentials. This includes hiring mild/moderate, moderate severe teachers, and a credentialed psychologist, nurse, and speech pathologist for the 26-27 school year as the first year of in house Special Education staffing and programing.

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. In 2025, the District switched its digital platform from Imagine Learning to Lexia and Happy Numbers to provide supplemental supports that aligned to the Science of Reading and supplement the existing mathematic curriculum. During the 25-26 school year, the District formed a teacher led mathematics adoption team to vet the recently released State Board of Education Adoption lists. The team also attended SBCEO's adoption fair and will collaborate with the principals to pilot math materials during the 26-27 school year. This team is enthusiastic and thoughtful and will assist in bringing forward to the community and Board a formal math adoption in 2027. All teachers will pilot mathematics curriculum with the goal of a formal adoption by the end of the year with special education, general education, and dual language immersion teachers collaborating to learn together in professional learning. Additionally in the 26-27 school year the District will partner with SBCEO as part of the MIAA Partnership grant. In 2026, parents advocated for more math and English language development support and homework help. Teachers reported the need for additional support with ELD, a need for TK curriculum, and the need for additional Dual Language Immersion Middle School Reading Books. TK teachers 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 in 2026-27. 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, 2025, and in 2026.

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 pivoted in 2025-26, 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. In 26-27, we will continue to teach math in the target language Spanish and offer Spanish Language Arts to DLI students to continue their pathway to biliteracy. Next year, will now have cohorts in 6th, 7th, and 8th grade, therefore completing the middle school biliteracy pathway.

Action 1.4 is professional development and is always a need. Solvang teachers continue to engage in quality professional learning. Based on educational partner input, teachers received professional learning on SEL in 24-25 and 25-26 and this work will continue in 26-27. The District will be working with teachers to unpack the mathematic framework, pilot, and formally adopt a comprehensive TK-8th math curriculum with Algebra 1 offerings in 26-27. Additionally, teachers continue to want support in Integrated ELD and Designated ELD and in pacing. In

2024 educational feedback wondered what tools teachers have in the classroom and if they and playground supervisors could be trained in Restorative Justice. Families want to see a culture of math emerge and more student writing. In 25-26, we provided rigorous professional learning for teachers on unpacking the math framework, science targets, Restorative Approaches, and to train teachers on UDL, Achievement Teams and on social-emotional learning. During the 26-27 school year, the elementary team will revise standard based report cards and implement 30 minute ELD rotations across classrooms, as well. The feedback from families and educators informed both 1.4 and 2.5.

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. This action was complete in 2025. Action 1.5 was also revised to a yearly device checkout and replenishment cycle for student devices instead of continuing a three year cycle in 25-26 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. We received 1/2 of the grant in 25-26 school year and will replace devices on a slow as needed basis. The need to continue to prioritize student devices is echoed in the District's Learning Continuity Plan, embedded in the Comprehensive School Safety 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 safely 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 repaved (August 2025). 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. In addition to the fencing and gates, security cameras and buzzers were added in the 25-26 school year to increase awareness of who is on campus and to student promote safety.

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 on the CHKS was low with only 69 respondents in 2024 but was nearly doubled to 130 respondents in the 2025 school year, then the participation rate dropped in 2026 to be 95 participants. 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. In 2026, parents advocated for increased multicultural events and celebrations with food and childcare. The DELAC recommended hosting potlucks to increase participation. 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. 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 is no longer available from CHKSand a new baseline was established in 24-25. The baseline continues as: 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. In 25-26 both 5th and 7th graders reported being 70% connected. 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. 5th graders in 25-26 reported 70% School Connectedness a slight decrease from the previous year. 5th graders also reported that they were 79% academically motivated and 7th graders were 65% academically motivated in 2025-26. In 25-26, parents reported that 86% of parents feeling welcome to participate at school.

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 he 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 (MWELL) to provide Wellness Coaches and Wellness Navigators to assist in

wrap around support referrals and linkages. When this data was shared the need for students to have better self-regulation tools was repeated.

For Goal 2, we 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 supervisor training, 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) annually. During these meetings Dashboard data on ELA and Math CAASPP results from 2023, 2024, and 2025 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. Teacher input in 2024 suggested that students want to rush to finish and are resistant to writing. 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. In 2026, parents wanted more homework support. In 26-27, teachers will utilize a supplemental writing curriculum, the district will continue to fund homework club on Upper Campus and will work to strengthen the ELOP after school homework support.
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Action 3.2 focused on common formative assessments for writing was designed and modified based on educator input. This action was developed but not implemented until 25-26 and will be modified during the 26-27. The focus will shift from Common Formative assessments in Writing to utilizing the CASPP Interims, the new writing supplemental, and math pilot assessments as common formative assessments.Teacher input in 2025 indicated an increased willingness to collaborate and look at data and the District completed 2 years of Achievement Teams Professional Learning and Cycle of Inquiry work. 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 and will offer math support in 26-27. Parents suggested cultivating a culture of math by building excitement around math and celebrating mathematics. Recommendations included participating in the County Math Super Bowl (students participated in 2026), developing Math-athletes, or a monthly challenge. Parents and Community members also wondered if the Common Core does a better job at teaching reasoning but not at developing fluency. Parents said that math facts are common components of homework and this might be an

equity challenge. A focus on mathematics tutoring (3.6) and teacher professional development on unpacking and implementing the new California Mathematics Framework (1.4) became imperative for this LCAP. The District incorporated mathematics tutoring into the ELOP after school programs as part of a dedicated rotation. Feedback from partners and teachers is that a more systematic approach to tutoring is needed and that increased support within the day is needed. Educational partners recommend keeping the homework, math, and writing after school offerings on upper campus and strengthening the ELOP program's homework, math and ELD supports with rotations.

Additionally, analysis of the achievement gaps further solidified the need to continue and enhance our Response to Intervention programing through developing both academic and behavior interventions as part of a Multi-Tiered System of Support (MTSS) (3.3). The MTSS intervention has been a valuable support for just-in time intervention for students. Based on educational partners and educator feedback, Solvang school will add a MTSS math intervention aide to the MTSS team in the 26-27 school year.

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. !!5 students were served in 2025. Student feedback was enthusiastically positive and families reported the summer school program made a difference. 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. 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. Educational partners in 2026 recommend continuing ELOP before and after school programming and strengthening it to include more purposeful academic rotations in addition to play.

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 in alignment with the State Priorities for Conditions of Learning, specifically LCFF Priorities 1, 2, 7, and 8, with a continued emphasis on increasing opportunities and access for unduplicated pupils. Solvang School District continues to effectively meet the Local Indicators, and educational partner feedback consistently supports maintaining and strengthening many of the actions established in previous LCAP cycles. Input gathered during the 2025–2026 school year affirmed strong support for the continued implementation of these actions. As a result, Goal 1 serves primarily as a maintenance goal, while also incorporating research-based improvements and strategic enhancements designed to further support student outcomes. Actions aligned to LCFF Priority 1, including appropriately assigned teachers, access to standards-aligned instructional materials, and the maintenance of safe, clean, and functional facilities, remain foundational commitments of the District. Educational partners consistently identified these core conditions as essential to student success and requested their continued prioritization.

Additionally, LCFF Priority 7 requires schools to provide students with access to a broad course of study, an area in which Solvang School District continues to excel. This broad access directly contributes to student engagement, enrichment, and college and career readiness under Priority 8. Educational partners highly value the diverse and engaging elective opportunities available to middle school students, as well as elementary student access to art, music, physical education, and library services. Families and staff expressed a desire to further expand arts opportunities for primary students and increase access to instrumental music for upper elementary students. In response to this feedback, the District added an after-school band program in 2025–2026 and plans to expand arts programming further by offering choir at the Upper Campus beginning in 2026–2027 an hosting the Children's Creative Project for art enrichment to support students in TK-2. Expanding access to the arts is especially important for socioeconomically disadvantaged and unhoused youth who may otherwise have limited access to enrichment opportunities outside of school.

Goal 1 also reflects California’s statewide commitment to multilingualism and biliteracy as outlined in the Global California 2030 initiative and the California English Learner Roadmap. Solvang School District’s Dual Language Immersion (DLI) Program aligns closely with both state

initiatives and remains a signature component of the District's educational program. Cultivating bilingualism and biliteracy is a primary focus of the District and directly supports LCFF Priority 8. Global California 2030 established the ambitious statewide goals that by 2030, half of all K–12 students will participate in programs leading to proficiency in two or more languages, and by 2040, three out of four students will earn the State Seal of Biliteracy. Solvang School District's DLI program actively contributes to this vision and is currently the only Dual Language Immersion program in the Santa Ynez Valley.

Educational partners consistently expressed strong support for the continued growth and success of the DLI program at both the elementary and middle school levels. Stakeholders emphasized the importance of supporting and retaining highly qualified DLI teachers, ensuring students have access to appropriate instructional materials and supports, and preparing students to ultimately earn the California State Seal of Biliteracy in high school. The District's DLI program is grounded in its three foundational pillars: (1) bilingualism and biliteracy, (2) high academic achievement, and (3) sociocultural competence. These pillars strongly align with California's educational priorities and reflect the District's commitment to equitable and inclusive educational opportunities. Community support for the DLI program is evidenced by continued student waitlists, interdistrict transfer requests into the District, and the annual kindergarten lottery process required for English-only program spaces. Research further supports the importance of sustaining equitable access to dual language programs. 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 multilingual learners and that the primary focus continues to be advancing linguistic equity." Solvang School District's DLI program not only advances linguistic equity, but also promotes bilingualism, biliteracy, academic achievement, and sociocultural competence for all participating students.

Furthermore, research from the Office of English Language Acquisition highlights that multilingualism is associated with cognitive, educational, economic, and sociocultural benefits. Because near half of the students in each DLI classroom are English Learners by design, the program also serves as a significant support for English language acquisition and long-term academic success for multilingual students.

Goal 1: Conditions for Learning consists of seven specific actions designed to ensure the district meets state and local priorities.

These actions are:
Action 1: Hire and Retain Credentialed Teachers: The District recruits and supports highly qualified educators, recognizing that teacher quality is the most profound factor in student learning. Currently, 76.6% of teachers hold "Clear" credentials, which is below the state average. To address the Red performance level in Mathematics and Absenteeism for Students with Disabilities (SWD), the District is hiring in-house Special Education teachers for the 2026-27 school year to work "side-by-side" with general education staff and improve IEP implementation. Teachers also provide Integrated and Designated ELD to support the 18.8% of students who are English Learners.

Action 2: Provide Standard Based Curriculum & Materials: Students are provided with state-standard aligned, relevant, and culturally responsive materials in all core subjects.Quality curriculum is a high-impact, low-cost intervention for closing achievement gaps. Designated ELD is delivered through 30-minute proficiency rotations in elementary (connected to Science content) and a dedicated course in middle school to prevent students from becoming Long Term English Learners (LTELs).

Action 3: Offer Broad Course of Studies with expanded access for Unduplicated pupils: This action exceeds state requirements (Ed Code 51220) by providing robust Visual and Performing Arts, STEM, and elective options.This is a Contributing Act and an equity focus for the

District. Free access to the arts is a lever for equity, particularly for SED and unhoused youth who may lack outside enrichment. Based on partner input, the District added after-school Band in 2025-26 and will launch a choir program in 2026-27.

Action 4: Facilitate Professional Development: Professional learning focuses on evidence-based practices, including Universal Design for Learning (UDL) and trauma-informed pedagogy. Training is prioritized for Integrated/Designated ELD and collaborative "side-by-side" instruction between general and special education teachers to address the Red indicators for SWD.

Action 5: Provide Technology and Network Access: This maintenance action ensures sustainable 1:1 technology infrastructure. The middle school device deployment cycle was moved to an annual basis to ensure student access and minimize technology loss. In response to parent concerns, the District is also actively working to limit non-essential screen time in elementary grades.

Action 6: Maintain Safe Facilities: Research links quality facilities to improved school climate and academic achievement. In 2025-26, the District improved campus security by installing door buzzers and camera systems at school offices. The District will upgrade its cameras and intercom system in 26-27.

Action 7: Expand and Enhance Dual Language Immersion: This transformative program aligns with Global California 2030, aiming for student proficiency in two languages. As the only DLI program in the Santa Ynez Valley, it advances linguistic equity for English Learners, who make up half of each DLI classroom. The program finalized its expansion to the middle school in 2025-26, ensuring students are prepared to earn the State Seal of Biliteracy in high school.

Solvang School District developed Goal 1 to ensure that foundational learning conditions remain stable and high-quality. While the District currently "Meets Standards" for all local indicators related to basics, course access, and climate, educational partners—including the LCAP PAC and SSEF—consistently emphasize that maintaining these core services is essential for student success. This goal serves as a "maintenance" bucket, consolidating ongoing actions while incorporating research-based improvements to support unduplicated pupils (English Learners, socioeconomically disadvantaged students, and foster/unhoused youth).

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.	SARC: Fully Credentialed: 23-24: 75.24% Misassignments: 23-24: 12.61%	SARC: Fully Credentialed 24-25: 76.6% Dashboard Misalignment not available	SARC: Fully Credentialed 100% Misalignments: 1.5%	Fully Credentialed: The percentage of fully credentialed teachers improved by 1.36%. The difference from the baseline is -9.37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fully Credentialed: 20-21: 91.22% 21-22: 85.97% Misassignments: 20-21: 2.78% 21-22: 11.10%				Misassignments: N/A
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)	1 Williams Finding in 25-26; Resolved	0 Williams Findings	1 Williams Facility Resolved in August 2025.
1.3	Master Schedule and Course List demonstrates access to broad course of study and access to core and ELD for English Language acquisition for ELs	100% of students have access to a Broad Course of Study (2023-2024)	100% of students have access to a Broad Course of Study (2024-2025)	100% of students have access to a Broad Course of Study	100% of students have access to a Board Course of Study	0%
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; Embedded Early Release PD and PLC time (2025-2026)	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 (2025-2026) Inventory 1:1 devices for students in grades 6-8 (2025-2026)	100% of students have internet and device access	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	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 Proficiency on the Dashboard (2024)	ELPI score: 42% making progress towards English Language Proficiency on the Dashboard (2025)	Dual Language Immersion Proficiency Attainment Rate ELPI score: 100% making progress towards English language proficiency on the Dashboard.	The ELPI proficiency rate decreased by 4.9%.

Goal Analysis [2025-26]

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

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

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 improved our fully credential rate by 1.36%. We collapsed one FTE on UC because we could not find a single subject ELA teacher after the ELA teacher resigned the week before school started. Finding BCLAD credentialed teachers for the Dual Language Immersion Program and the expansion of DLI strand to middle school was a challenge in 25-26. As such, during the 2025 school year, we ran a 4/5 combo for DLI with 1 BCLAD and 1 non BCLAD teacher, due to not being able to find a BCLAD teacher for 5th grade. We hired early in the Spring in 2026 and have all DLI staff in place for the 26-27 school year. We will continue to offer Spanish Language Arts and Math in the Target language of Spanish in 26-27. The success was in improving our fully credentialed rate and finding a last minute solution to the BCLAD DLI challenge. The challenges were finding BCLAD teachers for the DLI program for 25-26 and hiring Special Education Teachers, specifically a Moderate/Severe credentialed teacher, for the 26-27 school year when Special Education comes back in-house.

Action 1.2 was implemented with fidelity. As part of this LCAP cycle, we implemented year 2 of TCI Social Studies for Middle School and started year three 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 helped to 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. The success of this action is illustrated by the commitment of teachers in the math adoption team and by the thoughtful curriculum conversations and adaptations led on the elementary campus by the principal.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 became familiar with it during and utilized professional development time to unpack the framework and design instruction in 25-26. Another challenge and an opportunity is that we are in need of a new math adoption. This work began in the 25-26 school year with a pilot in the Spring of 2026 after the State Board of Education released the approved adoption lists. The district has partnered with SBCEO for work on the adoption and new framework and will pilot 2 other curriculum in the Fall and Winter of 26-27. The District will pursue an adoption of a comprehensive math curriculum for TK-8th with Algebra 1 by the end of 26-27 and will pursue an ELA adoption the following year.

Solvang School offers a Broad Course of Study with expanded access for UDP, 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. We figured out how to have two core classes in the target language of Spanish for the Middle School Dual Language Program in 25-26. Another challenge that we addressed in 25-26 was the Block Schedule. Since staff are shared among both campuses, the previous Middle School block master schedule made it difficult to schedule electives, manage class sizes, and was challenging for students' attention spans and learning as students may not see core teachers daily. As such, the staff spent the last two year's discussing the master schedule and pivoted in 26-27 to a traditional 7 period day to ensure more access to courses for students. The feedback on the block has been positive and we will continue with this scheduling and the 7th period day for middle school in 26-27. The transition to the 7th period day and the addition of after school band are successes within this action. A challenge that remains is balancing access to the arts with the need to provide intervention within the school day as part of the middle school master schedule.

Action 1.4 was implemented with fidelity. The Superintendent and Principals coordinated 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 District completed the Steve Ventura Achievement Teams professional learning and that the Valley-wide day focusing on Restorative Approaches was valued by teachers from all the districts in the Santa Ynez Valley. Additionally, the District continued to support new teachers with mentors and access to TIP. The success of this action was the success of the Valley-wide Professional Learning day and the completion of the final Achievement Teams training during the 25-26 school year. Staff benefitted over the last several years from the

Achievement Teams trainings and are more willing to look at data and incorporate research-based teaching strategies in response to student data and feedback. The challenges are that there is never enough time for all the professional learning needs and a one size fits all approach leaves specialists' professional learning needs out. 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 Achievement Teams trainings this school year for PE, Art, and Music teachers. Another opportunity for the District will be in designing professional learning that is inclusive of general education, special education, and dual language immersion teachers and centers these experts knowledge of diverse students and their respective needs. The District is planning for all professional development to include general, special, and dual immersion teachers working collaboratively to improve outcomes for students and strengthen teacher efficacy.

Action 1.5 was implemented with fidelity. 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, added StarLink as a backup source, successfully rolled out 1:1 inventoried devices to middle school, strategically used funds to secure additional devices for students, and classrooms and transitioned to a new less expensive cyber safety platform. The challenges were that we needed a backup for internet connectively for power outages and therefore, we secured StarLink as this backup. Another challenge is the volume and complexity of student discipline relating to cyberbullying and inappropriate technology use. Additionally, educational input call out the need for the school to support students' development by lessening screen time across the board.

A key goal of the Board is to maintain safe facilities, Action 1.6, and the district implemented this action well. The District has completed the fencing for both campuses and ensures that the gates close on their own and remain locked during school hours. In 25-26, the District added door and gate buzzers and an intercom/camera system to increase school security and safety. The successes include the completion of the new door and camera system, 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 campus camera system, identify spaces for confidential offices, and the need to remodel the District office. 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. The District resolved a Williams Complaint regarding the striping of the parking lot by the gym in August of 2025.

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 bi-literacy for ELs. 2/3 of students in the DLI program are considered English Learners and bilingualism and bi-literacy 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 will complete the middle school pathway and will continue the elementary, strand in the upcoming 26-27 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 and to complete both strands next 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 earns the state's Biliteracy Program Participation Recognition for completing the elementary level of the pathway towards the Seal of Biliteracy. Next year, our 8th grade cohort will be able to achieve this accomplishment. Lastly, the expansion to Middle school has been both a success and a challenge. We successfully started the DLI pathway for 6th and 7th graders in Middle School by adding Spanish Language Arts to our offerings and teaching Science or Math in Spanish. We

pivoted from co-teaching 6th DLI Science in Spanish to offering 6th and 7th grade mathematics in the target language because we were able to move a DLI teacher to upper campus. We pivoted from teaching Science in the target language of Spanish based on educator, parent, and student input. The mathematics courses in the target language have been better received and we will continue this course as we expand to 8th grade offerings next school year. For the 26-27 school year, we will be offering Spanish Language Arts to 6th -8th grade DLI students and 6th-8th grade mathematics in the target language of Spanish. Our biggest challenge was finding appropriate credentialed Dual Language Immersion teachers to hire and retain. Our DLI team is hired and in place for next school year. The challenge has now shifted to hiring Special Education Teachers, specifically ESN teachers.

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.

Action 1.1 Hire and Retain Credentialed Teachers: Budgeted Expenditures of $2,438,200 and Estimated Actual Expenditures of $2,446,900 which is +$8,700 or +0.4% variance (not material).

Action 1.2 Provide Standard Based Curriculum & Materials: Budgeted Expenditures of $122,300 and Estimated Actual Expenditures of $112,100 which is -$10,200 or -8.3% variance (not material).

Action 1.3 Offer Broad Course of Studies: Budgeted Expenditures of $280,500 and Estimated Actual Expenditures of $276,700 which is -$3,800 or -1.4% variance (not material).

Action 1.4 Facilitate Professional Development: Budgeted Expenditures of $44,200 and Estimated Actual Expenditures of $22,700 which is -$21,500 or -48.6% variance as professional development for Steve Ventura Achievement Teams was captured under Goal 3 Action 2 instead, accounting for $19,500 of the variance.

Action 1.5 Provide Technology and Network Access: Budgeted Expenditures of $101,000 and Estimated Actual Expenditures of $80,400 which is -$20,600 or -20.4% variance as Compuvision was budgeted with a $20,000 placeholder for network support and not needed.

Action 1.6 Maintain Safe Facilities: Budgeted Expenditures $527,300 and Estimated Actual Expenditures of $483,100 which is -$44,200 or -8.4% variance as district reduced maintenance staff by 0.5 FTE through attrition to address deficit spend.

Action 1.7 Expand & Enhance Dual Language Immersion: Budgeted Expenditures $789,000 and Estimated Actual Expenditures of $725,700 which is -$63,300 or -8.0% variance due to having one less DLI teacher after combining the 4th and 5th grade DLI classes.

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. Of particular challenge in the 25-26 school year, was hiring special education staff as part of the Special Education Program Transfer. Solvang was able to offer existing consortium special education staff first rights of hiring as part of the Program Transfer as provided for in ed code. The greatest challenge is in hiring a moderate/severe credentialed teacher for the in house ESN class next school year. Another challenge is elective mis-assignments. The District's commitment to offering a Broad course of study contributes to the mis-assignment 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 mis-assignments to continue. Input from educational partners directs the school district to work on teacher retention and support existing teachers with ob tailing the appropriate or needed credentials.

1.2 Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students: This action will continue in the 26-27 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)." The Solvang School District had 0 Williams findings for instructional materials, participated in the mathematics framework and curriculum fair and will pilot math curriculum with the goal of an adoption in 2027. The District 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, TCI Grades 6-8 Social Science Curriculum with scaffolded support for SWD and ELs, and will pilot math materials in 26-27 for formal adoption. We continued with hands-on learning with FOSS Science and the small group DELD in student Language Proficiency rotations. Students report that these activities are valuable to them and help create community. The elementary Principal worked with teachers during the 25-26y ear on enhancing curriculum and the District will add supplemental writing and DLI phonics curriculum in t26-27. Additionally teachers piloted new middle school Spanish Language Arts, year 2, and will continue with this curriculum. We have identified a need for math curriculum, ELD curriculum, and to pursue a formal English Language Arts curriculum that is science of reading aligned in 27-28.

1.3 Offer Broad Course of Study with Expanded Access for UDP: 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, Leadership, and Design and Engineering as middle School electives. All students have access to Physical Education, Integrated and Designated ELD, core subjects, and music. In 2026-27, we will offer writing and math support as electives to students. 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 schoolleaders 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 26-27 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. Additionally, in 25-26, teachers completed the Achievement Teams Plc and data trainings. 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 12.3 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. Furthermore, this action ensures that we meet the requirements of the Instructional Continuity plan. 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. However, the community and educators are increasing worried about screen time for kids and as such we will be limiting the amount of device time for learners in school.

1.6 Maintain Safe Facilities: While the school is in good repair, there has been a need to increase safety and enrichment. Previous successes in this area include the Kinder Playground, new Viking Warrior Ship play structure added with the accompanying soft-scape and landscaping on the kinder playground in the 24-25 school year. The new Viking ship playground quickly became 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. In the 25-26 year, we further enhanced campus safety by adding an intercom and buzzer system to control the entry into both campuses. 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. Additionally, in 25-26, the district resolved a Williams Complaint on the striping of the parking spaces in the lot. Next year, the District will enhance its camera and intercom system. This was identified as a need in the Comprehensive School Safety Plan and will be prioritized in 26-27.

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 and will complete the pathway in 26-27. Our first year of Middle School Programming had definite growing pains and during the 25-26 school year, we made the decision to have a 5th grade DLI teacher, who earned a supplemental math credential, move up from the elementary school to the middle school in the 25-26 school year. The teacher taught Math in Spanish to the 6th grade and 7th grade DLI classes. Feedback from switching to mathematics in the target language of Spanish was positive and students were able to also have an elective offering in addition to math in Spanish and Spanish Language Arts as their DLI programming offerings. The action 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 confident that these changes have helped to solidify our Middle School Pathway. We have 2 out of 3 cohorts transitioned to Middle School in the 25-26 School Year and will add the final cohort next year continuing this action. 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 in 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.

Action 1.1 The District will partner with SBCEO and Universities to promote homegrown teacher development and credentialing opportunities.

For Action 1.2, the District will pilot a new mathematics curriculum for TK-8 in 26-27, add a supplemental writing program, and will pilot Lexia ELD.

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. The 7th period master 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. For this reason, Action 1.3 will continue, although we be adding math and writing support as elective offerings to Middle School in the 26-27 school year to support students within the school day. After school homework, mathematics, and writing support will continue outside of the school day on Upper Campus and math, ELD, and homework support will be systematized in the District's ELOP program in the 26-27 school year.

Action 1.4 is professional learning and will continue with teacher teams learning together. Next school year general education, special education, and dual language immersion teachers will learn together in professional learning to empower all Solvang educators to keep all learners in mind. The professional development will include safety training, Math Framework and pilots, English Language Development, SEL, CAASPP, etc..

For Action 1.5 is the District will replace older touchscreen monitors in classrooms as needed. The District received a Technology Grant from the Chumash Tribe to replace some of the aging touchscreens that are reaching the end of their lifecycle. We will maintain the device replenishment cycle for devices.

Action 1.6 will continue and the District will strengthen if's facilities and campus safety by improving cameras and the intercom system on both campuses as recommended in the Comprehensive School Safety Plan.

Action 1.7 continues with the middle school expansion of the Dual Language Immersion Program. The District will complete the Pathway to Biliteracy at Solvang by adding the final cohort of DLI students to Upper Campus.

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)	$2,410,100.00	No
1.2	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs,	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.	$241,300.00	No

Action #	Title	Description	Total Funds	Contributing
	SWDs, and SED students.	(Curriculum replenishments, TK-8 Mathematics pilot and adoption in the 26-27 school year, new Middle School DLI materials, phonics and writing curriculum)		
1.3	Offer Broad Course of Study with expanded access for UDP	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.)	$284,500.00	Yes
1.4	Facilitate Professional Development	Research shows that collective teacher efficacy has the largest effect size (1.57) in student achievement (Hattie). Therefore we will cultivate collective efficacy through professional development in order to promote student learning including focusing on English Learner Professional Learning - Designated ELD and Integrated ELD, the new mathematics framework, and the Science of Reading. (English Learner Professional Learning - Designated ELD; Elementary New teachers;; TIP and Mentor, 5 days of Teacher PD including Valleywide PD, Keynote Speaker, Inclusion, Math Framework, ELD).	$54,800.00	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; StarLink as a backup, network and tech support; additional hours)	$119,600.00	No

Action #	Title	Description	Total Funds	Contributing
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 complete: gym parking lot, security buzzers and intercom system, and tech infrastructure. Projects on the horizon: UC roof, gym floor renovation, Elks field, etc. (Maintenance staff salaries and benefits, supplies and fuel, repairs and inspections, furniture and equipment.)	$471,900.00	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)	$887,000.00	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, 2024-2025, and in 2025-2026. 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. Data from the current

administration of the CHKS in 2025-26 confirms the need to continue to cultivate school connectedness, safety, and academic motivation. During the 2025-26 CHKS survey, 5th graders reported being 70% connected to the school, 79% academically motivated, and 79% safe at school. 7th graders reported being also 70% connected to the school, 65% academically motivated, and 60% felt safe at school. Our target for the LCAP is still 10% away so work in goal 2 remains critical.

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 persistent 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. Additionally, EL families want more cultural celebrations and recommend providing food at meetings. 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. Action 2.1 is designed to support families of SWD in navigating the child's supports and the IEP process. This action was imperative during the 25-26 school year as the Superintendent held parent, staff, Board meetings on the Program Transfer and take back of Special Education services in house in 26-27. Engaging families in this process was required as back of the SELPA approved Program Transfer Plan and necessary to ensure input was gathered. 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, the concern for students who identify asTwo or More Races, who were in the red on the 2024 Dashboard, and for students with disabilities in the Red in 2025 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 (edreseachforaction.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	CHKS Completion: 95 Families (2025-226) CHKS Parent Connectedness: % This is not a data point on CHKS. CHKS metric: Parents feel welcome to participate at this school. 33% Strongly agree & 53% Agree. (2025-2026) DELAC Needs Assessment: 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	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	The number of families completing the survey dropped by 35 respondents 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. There was an overall, 4% increase from the baseline with 86% of parents feeling welcome to participate. According to the DELAC Needs Assessment, the District maintained with 80% of EL parents whose students have an IEP are pleased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Assessments.(2024-2025) Local Indicator met (2024-2025)	Assessments.(2025-2026) Local Indicator met (2025-2026)		with the communication that they are receiving. 0% Difference in Local Indicator
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 (2026) 5th: 70% School Connectedness 7th: 70% School Connectedness	CHKS Student School Connectedness 5th: 74% School Connectedness 7th: 80% School Connectedness	CHKS Student School Connectedness: 5th grade students' connectedness decreased by 12% to be that 70% of 5th grade students felt connected to the school. For 7th graders' school connectedness increased by 11% to be at 70% of 7th graders feel school connectedness. This is the same as the 5th graders.
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 School Safety (2025) 5th: 83% of 5th 7th: 65% of 7th CHKS Parents: 82% Agree or Strongly Agree "This School is a	CHKS School Safety (2026) 5th: 79% of 5th 7th: 60% of 7th CHKS Parents: 85% Agree or Strongly Agee: "This School is a safe place for my	CHKS School Safety 5th: 80% of 5th 7th: 89% of 7th CHKS Parents: "This School is a safe place for my child"	In terms of perceived student safety, the 5th graders perception of safety decreased by 4% to be at 79%. Likewise, the 7th graders reported

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CHKS Staff: This school is a safe place for staff 19% strongly agree This school is a safe place for students: 16% Strongly agree	safe place for my child" 21% Strongly Agree CHKS Staff: This school is a safe place for staff 19% strongly agree; 59% Agree This school is a safe place for students: 21% Strongly agree	child; 29% strongly agree" CHKS Staff: This school is a safe place for staff 25% Strongly Agree; 55% Agree This school is a safe place for students: 25% strongly agree	49% Strongly Agree CHKS Staff: This school is a safe place for staff 29% strongly agree This school is a safe place for students: 26% Strongly agree	feeling safe decreased by 5% to be at 60%. Overall, 85% of parents feel the school is a safe place with 29% strongly agreeing; this is 6% increase in those who strongly agree. According to the staff survey, overall 91% of staff feel the school is a safe place for staff. 6% change in staff strongly agree that the school is a safe place for staff. This is an improvement from last year's number. There was a increase of 4% 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)	2024 Dashboard Chronic Absenteeism:	2025 Dashboard Chronic Absenteeism:	Dashboard Chronic Absenteeism: All students:	Chronic Absenteeism for all students declined by 2.3% to be in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Absenteeism by Subgroups (2023) SED: 21.3% chronically absent (Red) SWD: 23.5% chronically absent (Red) White: 19.9% chronically absent (Red) Two or More Races: 19.5% chronically absent (Orange) EL: 20% chronically absent (Yellow) Hispanic: 15.4% chronically absent (Yellow)	All students: 14.9% (2024) Chronic Absenteeism by Subgroups (2024): SED: 15.9% chronically absent (Yellow) 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)	All students: 12.6% (2025) Chronic Absenteeism by Subgroups (2025): SED: 17.4% chronically absent (Orange) SWD: 20.3% chronically absent (Red) White: 10.7% chronically absent (Yellow) Two or More Races: 20.5% chronically absent (Orange) EL: 14.2% chronically absent (Orange) Hispanic: 12.5% chronically absent (Yellow)	Chronic Absenteeism by Subgroups SED: 10.3% chronically absent SWD: 13.5% chronically absent White: 9.9% chronically absent Two or More Races: 9.5% chronically absent EL: 10% chronically absent Hispanic: 5.4% chronically absent	the Medium/Yellow range. This is the direction in which we want to continue. Chronic Absenteeism by Subgroups: The Chronic Absenteeism rate for SED students increased by 1.5% to be 17.4% Chronically absent and in the Orange. The SWD Chronic Absenteeism rate declined by 1.7% to be 20.3% chronically absent and in the Red. The White subgroup's Chronic absenteeism declined by 2.3% lowering the rate to 10.7% and placing this group in the Yellow. The subgroup of Two or More Races had been in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						the Red last year. This group's rate decreased by 2.3% to be 20.5% chronically absent and in the Orange. The EL subgroup's Chronic Absenteeism rate maintained to be 14.2% chronically absent and in the Orange. The Hispanic subgroup's Chronic absenteeism also declined by 1.9% which places them in the Yellow at 12.5% chronically absent. The Homeless subgroup was too small to report and did not show on the 2025 Dashboard.
2.5	Decrease Dashboard suspension rate	Dashboard Suspension rate: 3.2% suspended at least one day (High/Orange)(2023)	Dashboard Suspension rate: 3.6% suspended at least one day (High/Orange) (2024)	Dashboard Suspension Rate: 5.2% suspended at least one day (Orange) (2025)	Dashboard Suspension Rate: All students low 1.2%	The suspension rate for all students increased by 1.6% and is currently at 5.2% on the dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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)	Suspension by Subgroup (2025): Hispanic: 5.8% (High/Orange) Two or More Races: 6.5% (Very High/Red) White: 4.3% (High/Orange) EL: 4.1% (Medium/Yellow) SED: 5.8% (High/Orange) SWD: 8.1% (Very High/Red)	Suspension by Subgroup: Hispanic: 2.2 % Two or More Races : 0% White: .6% EL: .5% SED: 3% SWD: .9%	Suspension by Subgroup: Suspension of Hispanic students increased by 2% to be at 5.8% suspended at least one day placing this subgroup in the High Orange range. Suspension of students who identify as two or more races increased by 6.5% placing this subgroup in the Red with a 6.5% suspension rate. Suspension rates for White students increased by .5% placing them in the Orange at 4.3% suspended at least one day. English Learners' suspension rates declined by 0.3% to be at 4.1% suspended at least one day placing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						them in the Medium Yellow range. The suspension rate for SED students declined by 0.9% placing them in the Yellow at 4.1% suspended at least one day. The suspension rate for SWD increased by 2.4% which means that this subgroup is in the Red at 8.1% suspended at least one day.
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% 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% Pupil Expulsion Rate	0%

Goal Analysis [2025-26]

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

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

These actions were implemented primarily as planned and are important to achieving Solvang Schools' 24-27 LCAP articulated goals. These actions were in year two 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.

Action 2.1 was implemented with fidelity although the District received less input on the annual survey due to late union negotiations and other challenges. The District launched the California Healthy Kids survey later in the school year and the business of the Spring and a break may have interfered with completion of the survey contributing to lower participation from parents. Additionally, more parents opted out 5th graders from participating in the 25-36 administration of the California Healthy Kids Survey. Even with lower participation, the action continues to be effective as evinced by family involvement in school events, in IEPs, and as part of the Special Education Program Transfer process. 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." When families are included, student outcomes are elevated. The successes of this action were that we successfully partnered with families as part of the Special Education Program Transfer, we maintained bilingual front office support, provided interpretation and translation to Spanish Speaking Families at events and in meetings, and have enhanced the school's social media. Another success is the input we continue to receive from families through their participation in the District English Learner Advisory Committee (DELAC). We heard concerns regarding the after school program, addressing attendance, and the need for more academic support. The DELAC recommends continuing action 2.1 but doing more to involve all families, specifically families of ELs not accessing DELAC. They recommend adding potlucks to educational evenings, increasing multicultural events, and paper copies. A challenge that the District faced in 25-26 was effectively engaging families of students with disabilities as part of the Special Education Program Transfer, the need to restructure office staffing, and the challenge of maintaining LCAP PAC participation in year 3 of the LCAP. Another challenge is the maintaining the timeliness and updates on the website. We need to ensure that the public can find important information and that the website highlights the good work of the district. This will further enhance 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. 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. Updating the website is a priority for the summer of 2026.

Additionally, the district made progress towards the articulated goal with Action 2.2. In order to increase student engagement, the District hosted student character counts assemblies, special assemblies, experiential learning through field trips, athletics through intramural sports, and opportunities to perform including Winter and Spring Sings, Musial Theater, and Band. Student engagement was also cultivated through club and leadership activities, including CJSF led by the counselor. 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 Wonka, student participation in the Battle of the Books and Batalla de los Libros, the Culinary Arts students selling out of their tasty confections at the carnival, and the launch of after school Band. These opportunities are a result of our educators who create these avenues for students outside of the school and make cultural opportunities, like attending an Opera at the Lobero, happen for Solvang students. Students benefited from experiential learning camps and teacher led field trips. Even with these efforts, the District is still working on cultivating meaningful participation and school connectedness. The results of this year's California Healthy Kids Survey shows that our 5th graders reported being less connected at 70% on the 2025 California Healthy Kids Survey than the 5th graders the prior year who reported being 82% connected. There were more opt outs by parents during the administration of the CHKS in 5th grade this school year. This trend in participation and in connectedness, is one that we want to reverse. However, the reverse is true for the 7th grade student connectedness metric, which increased by 11% to be at 70% of 7th graders

feel school connectedness. This trend we want to keep. Improving Middle School connectedness has been a challenge for this action and one that we are hopeful that having a dedicated Upper Campus Middle School Principal the entire school year 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. In 25-26, only 39% of 5th graders believe that they have meaningful participation and only 37% 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. 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. According to the California Healthy Kids Survey (CHKS), 91% staff say the school is a safe place for students, but only 79% 5th graders and 60% of 7th graders reported the school feels safe. Parents rate school safety at 85%. The increase in staff, parent, and 7th grade perceptions of safety demonstrate the effectiveness of the action while the drop in 5th graders' perception of student safety illustrates that we still have work to do regarding Solvang school climate. Action 2.3 focuses on this. 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)." 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 primary success of this action is the work of the school counselor. School counseling improves student outcomes; "Numerous research studies have quantified the impact of school counselors on student development and success, as well as on school climate and K–12 education in general (school counselors.org)." Moreover, "as part of a school support team, school counselors provide critical social-emotional and academic supports. Through a comprehensive school counseling program that promotes success and achievement for all students, school counselors can help set students on a path for postsecondary success. In particular, students of color and students from low-income families benefit from having more access to school counselors (ASCA)." Adding a credential counselor to the team four years ago has resulted in significant positive support of and opportunities for students. The school counselor has 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. 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. The grant will be fully expensed in the 26-27 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. The leaders are dedicated to addressing behavior challenges and lowering suspension rates.

Action 2.4 was primarily implemented and the school's Chronic Absenteeism rating on the dashboard did decrease by 2.3%, 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. The challenge in this action is that Solvang school continues to struggle with Chronic Absenteeism, especially for students with disabilities who are in the Red at 20.3% chronically absent. Solvang School's Chronic Absenteeism rate is 12.6%, which is lower than the 17.1% Chronic Absenteeism rate in the state of California. We made some improvement (decline of 2.3% 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 and SWD as both of these subgroups have been in the Red.

Action 2.5, Empowering positive behavior for students is imperative and Solvang school is committed to improving behavior in non punitive ways when appropriate. The District implemented California's cell phone ban, provided Screenager Cyber Safety training for students, partnered with MWELL and Taking Back Santa Maria for anti-vaping, tobacco, and wellness trainings, switched to a new student technology monitoring system and hosted Character Counts assemblies, with animated Character Counts cartoons created by the Leadership students with the Counselor. The successes of this action include the monthly assemblies, the elementary flagpole assemblies, and the feedback from students after the TUPE training. Another success were the students who qualified for the California Junior Scholarship Federation and their community service contributions. However, the challenges with behavior continue at Solvang. The suspension rate for all students increased by 1.6% and was at 5.2% on the dashboard. Solvang has two subgroups in the Red, Two or More Races at 6.5% and SWD at 8.1% suspension rates on the 2025 Dashboard. Additionally, the following subgroups are in the orange: Hispanic students (suspension rates increased by 2% to be at 5.8%), White students (suspension rates increased by .5% to be at 4.3%), and SED students (suspension rates increased by 1.7% to be at 5.8%). The challenge is that even with tools like Screenagers andSecurely, cyber safety and cyberbullying remain challenges for the district as the dangers of social media permeate into our students' lives.

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.

Action 2.1 Elevate Family Involvement: Budgeted Expenditures of $271,100 and Estimated Actual Expenditures of $277,100 which is +$6,000 or +2.2% variance (not material).

Action 2.2 Enhance Student Engagement: Budgeted Expenditures of $14,400 and Estimated Actual Expenditures of $22,100 which is +$7,700 or +53.5% variance for additional teacher hours for student engagement and supplies for Día de los Muertos, Julefest and Multilingual celebration, etc..

Action 2.3 Cultivate School Climate: Budgeted Expenditures of $99,500 and Estimated Actual Expenditures of $97,400 which is -$2,100 or -2.1% variance (not material).

Action 2.4 Improve School Attendance: Budgeted Expenditures of $47,500 and Estimated Actual Expenditures of $63,700 which is +$16,200 or +34.1% variance for repairs to school bus which accounted for $14,700 of the variance.

Action 2.5 Empower Positive Behavior: Budgeted Expenditures of $14,300 and Estimated Actual Expenditures of $13,500 which is -$800 or -5.6% variance (not material).

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 second 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 26-27 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: 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. 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.We have 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. We improved our percentage of families who feel welcome to participate in the school by 4% to be at 86% on the CHKS Parent Survey. This is progress and demonstrates the effectiveness of this action even though the number of participants decreased to only 95 respondents. We think the timing of the administration of the survey may have contributed to lower input. Solvang will set an earlier window for the administration of all CHKS. Other data from the survey that demonstrates the effectiveness of this action were that 90% of parents say the school staff treat them with respect

and 80% said the school encourages parents to be active participants in their child's education. We also saw improvement in our responsiveness to parents with 85% reporting that the school promptly responds to parents phone calls, messages, and emails. We made changes to office staffing in 25-26 and will continue to provide interpretation and translation support. Our District English Learner Advisory Committee (DELAC) reported that 80% satisfied with the communication that they receive regarding their child's IEP. This is the same percentage of satisfaction as reported last year. The District met with dually identified families as part of the Special Education Program Transfer and shared with families updates on the program transfer along the way, as well as holding transition IEPs for students returning to their home school for Special Education services starting in 26-27. These meetings and touch points further illustrated the need to exit the Consortium and created enthusiasm for the consistent staffing and collaboration of the special education and general education teams that will result from the approved Special Education Program Transfer or Take-back. Additional, feedback at events shows parents are feeling more welcome and are seeing themselves as partners, as evinced by the increases in volunteers in the classroom and for cultural events. The District meets the Local Indicator on the Dashboard for 25-26. This action shows effectiveness and will continue in the 26-27 school year.

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 school connectedness rate of 70% for both 5th and 7th graders in 2025-2026. Although school connectedness for 5th graders declined by 12%, school connectedness for 7th graders increased by 11% with both 5th and 7th reporting 70% connectedness. This illustrates the moving target of connectedness as kids matriculate from elementary to middle school. For example, the school connectedness of 7th graders was 70 at Solvang during the baseline and this school year. The school connectedness of 7th graders dropped in the 24-25 school year to be at 59% and increased again to be at 70% again in 26-27. Nevertheless, our goal remains to increase connectedness for both grade levels by 10%. Moreover, 79% of Solvang 5th graders and 65% of 7th graders reported being academically motivated. 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.

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 2025-2026 CHKS. during this CHKS administration, 5th graders perception of school safety decreased by 4% to be at 79%. Likewise, the 7th graders reported feeling safe decreased by 5% to be at 60%. 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. Overall, 85% of parents feel the school is a safe place with 29% strongly agreeing; this is 6% increase in those who strongly agree. According to the staff survey, overall 91% of staff feel the school is a safe place for students. This is an improvement from last year's number by 4%. Additional data that supports the continuation of this action also comes from the 2025-2026 CHKS. For example, 74% of 5th graders and 67% of 7th graders reported that they have caring relationships at school. In 25-26, 81% of students in 5th grade students and 76% reported that the school has high expectations. 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. Additionally, 39% 5th graders and 37% of 7th graders at Solvang reported that they had meaningful participation. We believe it is an area of opportunity for the district. As such, this action will continue and the district will continue to fund a credentialed counselor to support the school's climate. A credentialed counselor is the main focus of Action 2.3. The School counselor provided over 266 lessons to students on lower campus and provided a total of 27 30-minute lessons were provided on upper campus in either social studies or science classes. Additionally, the counselor led 2 Erika’s Lighthouse lessons per grade (provided by school counselor), one No Place For Hate lesson per grade (collaboration between school counselor and history teachers), and one Anti-Vaping/Youth Coalition for 7th/8th grades (provided by People Helping People), were also included in counseling annual calendar. Self-regulation continues to be an area of growth for

students. Compared to the last two school years, this year shows a spike in self-regulation needs. Contribution to this growth include friendships and peer conflict. Next year, the counselor will continue to implement Zones of Regulation curriculum with students (Year 3 of incorporating Zones). Additionally, the increase in family changes at home (grief/loss, parent separation/divorce, etc.) are likely to be a contributing factor to increased regulation support. Check-In/Check-Out (CICO) support tripled compared to last year, but only occupies 6.8% of counseling. Suicide Risk Assessment (crisis support) support occupied less than 1% of LC counseling support. Assessments are part of Tier 3 interventions (includes collaboration with parent and mental health agencies for external services). In the 2025-2026 school year, more counseling support was provided to female students compared to their male counterparts. Female Students: Almost a 10% increase from the past two school years. Male Students counseling decreased 10% from the past two school years. Next year, the School Counselor will: continue to support student academic development through individualized academic goal planning for students with declining grades; collaborate with school psychologist and MWEL community partners to increase small group counseling for students requiring Tier 2 support; continue to target social skills (friendships, communication, etc.) and support students with mental health needs through resource accessibility and safety plans (Tier 3; further collaboration with community partners) and assist in the strengthening of school climate and students feeling a sense of belonging on upper campus through Wellness Wednesdays and lunchtime tabling activities. 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. 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.This action was effective in that the school's 2025 Chronic Absenteeism rate declined overall, but SWD and students who identify as Two or More Races were in the red. Additional support to reduce chronic absenteeism for students with disabilities is needed. Research shows that Students with Disabilities are disproportionately impacted by chronic absenteeism. 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. An analysis of the results for Chronic Absenteeism at Solvang's School is as follows. Chronic Absenteeism for all students declined by 1.5% to be in the Medium/Yellow range. The School's rate of 12.6% is lower than the State's average of 17.1% chronically absent. This is the direction in which we want to continue. However, SWD are in the Red on the 2025 Dashboard with chronic absenteeism increasing by 1.7% to be 20.3% chronically absent. Additional support to reduce chronic absenteeism for students with disabilities and their families is needed. The subgroup Two or More Races had been in the Red but their absenteeism rate declined by 2.3% to be at 10.5% chronically absent. This subgroup and two others are in the orange: English Learners maintained to be at 14.2%; SED students increased by 15% to be at 17.4%. The Hispanic (12.5% Chronically Absent) and the White (10.7%

Chronically Absent) subgroups both declined to be in the yellow range. As mentioned above, another growth area will be to improve the attendance of students who identify as Two or More Races and students with disabilities, who are currently in the Red. To address students in the Red for Chronic Absenteeism, Solvang School will provide targeted support by working with the students on goal setting, reach out to families early and establish attendance plans, and partner with agencies and the county to remove barriers.

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 Counselor led parent night were somewhat effective. We need to ensue 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. It is imperative that the district monitor student devices and screen for potential harm to students. As such, the District took switched from Go Guardian to Securely. This change was mostly effective, although lower campus teachers need training to utilize Securely effectively in 26-27. The district continues to utilize the anonymous StopIT app and reporting system with fidelity. An area of opportunity for the District that remains is increasing the number of families who attend cyber safety and SEL parent nights. We will also stay the course in this action and will allow the new principals to redesign playground expectations, determine PBIS actions, and design the PBIS educational experiences for students, teachers, and families. There is an identified need to continue this action. Overall, 5.2% 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 1.6% on the dashboard. Students with Disabilities were 8.1% suspended at least once and in the Red. This was 2.4% increase. Additionally, students who identify as Two or more Races were in the Red increasing 6.5% to be at 6.5%. Suspension by Subgroup is as follows: Suspension of Hispanic students increased by 2% to be at 5.8% suspended at least one day placing this subgroup in the high orange range. Suspension rates for White students increased by .5% placing them in the Orange at 4.3% suspended at least one day. English Learners were in the yellow for suspension rates. The rate of suspension for this subgroup declined by 0.3% to be at 4.1% suspended at least one day. The suspension rate for SED students increased by 1.7% placing them in the Orange at 5.8% suspended at least one day. These are trends that we will pay close attention to reversing. . 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. This has been effective and this part of the action will continue.

These actions were effective and will continue into year three of the LCAP.

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 will be in year three implementation and are currently effective. As such, actions 2.1-2.5 will remain in effect with some modifications or refinements. These modifications to the actions will strengthen the District's efforts to meet Goal 2 of this LCAP. However, there are no changes to the planned goal, metrics, target outcomes, or actions.

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. We will elevate parents of ELs and SWD towards impactful involvement to 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.)	$282,400.00	Yes
2.2	Enhance Student Engagement	Student engagement is imperative for student achievement. Solvang school will increase student engagement through cultivating a sense of belonging, promoting school spirit, and ensuring access to extracurricular and elective opportunities to improve student connectedness by 10%. This action is designed to increase student school connectedness as measured by student CHKS survey data. (Student engagement stipends for athletics, clubs, field trips, student council, drama production etc; supplies for events and celebrations.)	$20,700.00	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 Children and Youth Behavioral Health Initiative (CYBHI) to fund the credentialed Counselor is complete; the District will continue to provide counseling and will fund the Counselor in 26-27. (Credential Counselor salary and benefits, CHKS, counseling materials.)	$100,700.00	No

Action #	Title	Description	Total Funds	Contributing
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, Aeries Attendance Tracking, attendance assemblies, prizes and incentives)	$70,600.00	No
2.5	Empower Positive Behavior	Solvang School will empower positive behavior through the development of a PBIS system, more positive behavior assemblies, expanding our PBIS offerings 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, Assemblies.)	$21,100.00	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 the 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 thee 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 meaning they 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 Expand MTSS Mathematics Intervention and 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 offer targeted K-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. In 25-26, the District completed a Needs Assessment for LREBG reallocation. The Needs assessment looked at CAASPP Scores in Mathematics, analyzed the 5 by 5 grid and disaggregated student score reports. The result was that while Solvang overall was in the Yellow or Medium range on the dashboard in 2024-25, there were actually no student groups in the middle range. In fact, on the 5 x 5 grid all subgroups including the White subgroup in the Green declined and moreover SWD declined significantly (VERY LOW (LOWEST STATUS)), SED, EL, and Hispanic students also declined. This solidified the need for intervention in mathematics as an action.

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.Supporting ELs in Language Acquisition is central to this action.

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 2025-26 school year our DLI Mathematics teacher took on the Middle School Designated ELD class and with new curriculum has transformed this core class from to their now favorite class. ELD was Several students earned a 4 on the ELPAC. The principal and MTSS lead plan to support teachers in systematic planning and articulation of ELD by language proficiency bands through systematic scheduled rotations in 26-27.

The District will bank the 2025-26 allocation of LREGB funds and combine them with the following year's allocation based on the needs assessment. These funds will be used for MTSS mathematics intervention based on the Needs Assessment,

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	Dashboard CAASPP ELA (2023) Overall ELA: 1.4 points above the standard (Yellow) ELA by Subgroups (2023): Hispanic: 23.6 points below the standard (Orange); White: 19.4 points above the standard (Green);	Dashboard CAASPP ELA (2024) Overall ELA: 6.6 points above the standard (Green) ELA by Subgroups (2024): Hispanic: 22.6 points below the standard (Orange); White: 45.2 points above the standard (Blue);	Dashboard CAASPP ELA (2025) Overall ELA: 12.3 points above the standard (Green) ELA by Subgroup (2025): Hispanic: 19.2 points below the standard (Yellow) White: 54 points above the standard (Blue)	Dashboard with Status and Change: Blue Overall ELA: Above the standard in the Blue ELA by Subgroups: Hispanic: 15.2 points above the standard (+15 points each year for 3 years) Blue;	Dashboard results increased by 5.7 points. Overall ELA: 12.3 points above the standard in Green. ELA by Subgroups: The Hispanic subgroup increased by 3.4 points in the Yellow at 19.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 29.8 points below the standard (Orange); SED: 20.5 points below the standard (Orange); SWD: 78.8 points below the standard (Orange).	EL: 41.4 points below the standard (Orange); SED: 17.7 points below the standard (Orange); SWD: 100.7 points below the standard (Red).	EL: 41.7 points below the standard (Orange) SED: 19.7 points below the standard (Orange) SWD: 92 points below the standard (Orange)	White: 45 points above the standard (+8.5 points every year for 3 years) Blue; EL: 15.2 points above the standard (+15 points per year for 3 years) Blue; SED: 24.5 points above the standard (15 points each year for 3 years) Blue; SWD: 10 points above the standard (+29.6 points every year for 3 years) Blue	points below the standard. The White subgroup increased by 8.7 points to be 54 points above the standard in the Blue. The EL subgroup maintained by -0.3 points to 41.7 points below standard in Orange. The SED subgroup maintained by -2 points to be 19.7 points below standard in Orange. The SWD subgroup increased by 8.7 points to be at 92 points below the standard in Orange.
3.2	Common Formative Assessments	In 23-24, Solvang Teacher Teams will design and implement	The foundation for this action was established for	This action was implemented. Steve Ventura led	Solvang will use Common Formative Writing	This action was implemented. The District completed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Common formative Writing Assessments	teacher teams through professional development, but it was not implemented.	teachers in understanding and designing common formative assessments in April 2026. This action will be modified.	Assessments Across the Curriculum 4 times annually.	it's work with Steve Ventura and Achievement Teams and will alter this action to focus on Common Formative Assessments beyond writing, such as CAASPP interim and math pilot assessments in 26-27.
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)	63 students will need Tier III based on the end of the year Dibels. This is 15% of students (2025-2026)	5% of students will need Tier III based on end of the year STAR	The 25-26 end of the year DIBELS data shows the number of students needing Tier III will be 63. This his a 6% increase from the beginning of the year.
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	After School Survey in 25-26, 35% completed the survey 74% of families gave the program a "10" and reported that their child feels safe and supported while participating in the ELOP program.	50% of parents and students will complete the survey	35% of families responded, which is a significant increase in participation. 74% reported that their child felt safe and supported academically, socially, and emotionally, which is a decrease of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 activities for my child. 83% of families gave the program a "10" and reported that the Communication between ELOP staff and parents is clear, timely, and effective. 83% of families gave the program a "10" and reported that the program supports my child's academic, social, and emotional development.	57% of families gave the program a "10" and reported that the ELOP program offers a variety of engaging and meaningful enrichment activities for my child. 65% of families gave the program a "10" and reported that the communication between the ELOP staff and parents is clear, timely, and effective. 57% of families gave the program a"10" and reported that the program supports my child's academic, social, and emotional development. 65% of families gave the program a "10" and reported that they are satisfied with		9% from the baseline/ 57% reported that the ELOP program offers a variety of engaging and meaningful enrichment activities, which is also a drop from the baseline of 83%. Likewise, 57 % reported that communication is clear, timely, and effective, and that 65% are satisfied with the overall quality of the program. Both of these numbers are a decrease from the 83% baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.	the overall quality and organization of the ELOP program in 25-26.		
3.5	Inclusion Plan Metric	Inclusion Plan Metric: 80% fully included (2023-2024)	Inclusion Plan Metric: 80% fully included (2024-2025)	Inclusion Plan Metric: 80% fully included (2025-2026)	Inclusion Plan Metric: 100% fully included	0%
3.6	Dashboard CAASPP Math (LREBG Metric)	Dashboard with Status and Change (2023) Overall Math: 4.4 below the standard (Yellow) . 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)	Dashboard with Status and Change (2024) Overall Math: 5.8 below the standard (Yellow) . 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);	Dashboard with Status and Change (2025) Overall Math: 13.8 points below the standard (Yellow) Math by Subgroup (2025): Hispanic: 45 points below the standard (Orange) White: 28.6 points above the standard (Green) EL: 62.3 points below the standard (Orange) SED: 50.4 points below the standard (Orange)	Dashboard with Status and Change Overall Math: 35 points above the standard (+13.1 points annually for 3 years) Blue 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	Overall, math results for all students declined by 8 points to be 13.8 points below the standard and in the Yellow. The results by subgroup are as follows the Hispanic subgroup declined 8.8 points to be at 45 points below the standard and in the Orange. The White subgroup decreased by 7.7 points to be 28.6 points above the standard in the Green.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SWD: 99.3 points below the standard (Red)	SWD: 117.8 points below the standard (Red)	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	The EL subgroup declined by 12.3 points to be at 62.3 points below the standard in Orange. The SED subgroup declined by 16.4 points and remain in the Orange at 50.4 points below the standard. The SWD subgroup is in the Red at 117.8 points below the standard. The subgroup declined by 18.5 points in 2025.
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)	Dashboard ELPI: 42% making progress towards English language proficiency (2025)	100% making progress towards English language proficiency	English Learner Progress declined by 4.9%.
3.8	Reclassification Rates	Reclassification Rate baseline: Per Local Metric: Reclassification 17.6% (2023-2024)	Reclassification rate per local metric: 11% (2024-2025)	Reclassification rate per local metric: 15% (2025-2026)	Maintain Reclassification Rates >15%	This year the reclassification rate matches the target. 0% difference.

Goal Analysis [2025-26]

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

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

Overall, the actions in Goal 3 were implemented effectively and strategically. All actions are in their second year of implementation and will be in their final year next school year.

The first action (3.1) in goal 3 is imperative to improving academic outcomes for all students. The School has a need to ensure data driven instruction and strategic tier I, tier II, and tier III instruction are in place. 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. Solvang school is in the Red in Mathematics for students with disabilities (SWD), who were 117 points below the standard in mathematics on the 2025 Dashboard. These achievement gaps are also evident for ELs who were 62.3 points below the standard in Mathematics and 41.7 points below the standard in ELA. Another unduplicated subgroup in need of this type of purposeful instruction is SED students who were 50.4 points below the standard in Math and 19.7 points below the standard in ELA. The Hispanic subgroup was 45 points below the standard in Mathematics and 19.2 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. This is work that requires commitment, time, and collaboration. The District has an established assessment calendar and effectively assesses student learning at regular intervals. STAR Renaissance and EGSI were used by teachers to inform instruction, monitor progress and to communicate student growth to families. A success of this action is that families appreciate communication of students' progress at in person parent teacher conferences twice yearly and electronically via CAASPP and ELPAC individualized score reports. A challenge that the District overcame successfully was the implementation of the Reading Difficulty Risk Screeners for students in K-2 grade. This information was shared with families and the district supported students with identified needs. A challenge that remains is the establishment of professional learning community systems that are impactful and have educator buy-in. This challenge stems from the diversity of our grade and department teams. For example, in elementary our grade level teams include a Dual Language Immersion Teacher in K-5 and our middle school department teams contain teachers who teach different core and elective courses and there are teacher department/subject singletons. For these reasons, a one size fits all approach does not work, so we will be strategic in the design of our professional learning communities and will be modifying the next action with these insights in mind.

We took the next step on the journey towards common formative assessments in writing, Action 3.2, with a pupil free day of professional learning focused on "how to strengthen student writing by focusing on informative/explanatory texts that clearly examine a topic and convey ideas with precision (Steve Ventura)." Solvang educators designed practical writing assessments utilizing the Depth of Knowledge Framework. A success of this action was the strategies and the ready made in-house tools the teachers took away from the professional learning and collaboration. Our leadership is committed to addressing the challenge of diverse PLCs and singletons in subject matters and designing collaboration time meaningfully. Additionally, we have identified a need for supplemental writing materials for the 26-27 school year. The challenge that we have identified is the need to support teacher formative assessment beyond writing. For this reason and to support student familiarity with state CAASPP testing, the district will support the facilitation of the CAASPP Interim and Block Assessments.

Solvang school is committed to providing Multi-tiered Systems of Support and implemented Action 3.3 with fidelity and innovation. Our new MTSS Lead facilitated assessment cycles and assessments, designed pullout intervention for students in grades K-5, supported the reading difficulty risk screener system of support, and coached new teachers. The MTSS Specialist and EL Specialist, under the direction of the MTSS Lead, facilitated assessments and small group interventions to address students' literacy needs. 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. This team's intervention and support were valuable and many students made progress and returned to core instructions, a few were referred for SST, and all of them benefited from the systematic approach to phonics in small group instruction. Additionally, teachers in collaboration with instructional aides provide in small group instruction in classrooms and this supports student achievement. These efforts are a success and support 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: "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 intervention, and the Tier III intervention team effectively served students at risk and in need of intervention. A challenge that continues is the need for early mathematics intervention and the need to support teachers in systematic DELD rotations. For this reason the district will add a mathematics intervention specialist to the MTSS team to assist in screening and supporting students in small group pull out intervention and will work with teachers to systematize ELD rotations on the elementary campus, to support student reclassification and reduce LTELs.

Solvang School successfully offered before and after school care for students on the elementary campus, offered afterschool homework, math, writing, and DLI support on Upper Campus, partnered with the United Boys and Girls Club to provide afterschool, intercession, and summer programming, and partnered with the United Way of Santa Barbara for their Fun in the Sun Program for 2-5 grades during the summer. Action 3.4 was implemented with fidelity and was successful.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 they are appreciative of the care but would like more homework support and language acquisition support. 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, 24-25, and in 25-26 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, STEAM, and/or Culinary Arts. Another success is the District's United Way Partnership which provides 2-5 grade students with six weeks of literacy development and enrichment each July on Solvang's Upper campus. The successes were the bridge care for TK and K students until the 3 pm dismissal of older students at no cost to families, the popularity of the before school care, and the successful expanded learning enrichment offerings to students. This included A-Z cooking classes for all students I the District's Summer or Learning (SOL)vang Program. A challenge that is also an opportunity is the need to strengthen the District's ELOP After School Programming to ensure that students are receiving homework help, explicit ELD instruction and built in tutoring. Concerns have been raised regarding the intentionality of the program beyond play and snack. An opportunity exists to train after school aides and to expand the programming into a fee-based offering. Another challenge is that students in the program are often outside. This is great but can be challenging if other groups are playing in eyesight. In the 26-27 the District will work to solidify after school learning rotations and will work with teachers as the students will need to inhabit their classrooms after school. The district is considering adding teacher liaisons or seeking a designated Coordinator of the ELOP Program to lead ELOP after school

programing in 26-27 and may pilot an enrichment instructional material program in 26-27.

Solvang School took tremendous strides to implement Action 3.5 including and supporting students with disabilities. In 2026, Solvang School District was approved for a Special Education Program Transfer out of the San Ynez Valley Special Education Consortium and Solvang's plan for in-house Special Education was approved by the SELPA. The goals of Special Education Transfer are to Improve Student Outcomes, Regain Local Control, and Ensure Fiscal Sustainability. This action was necessary for our students with disabilities who were in the Red in mathematics, chronic absenteeism, and suspension rates. The Program transfer will also support our families and staff as it should lessen Consortium teacher turnover. Additional rationale for the program transfer included the opportunity to have general education teachers and special education teachers working in tandem on the same school team, with the same professional learning days and times, to support learning and inclusion. Moreover, the Program Transfer enables the District to better serve the needs of our exceptional students, while focusing on enhanced educational outcomes, and operational efficiency. Additionally, Solvang school strives to include and support students with disabilities and reflects on our opportunities for improvements. Solvang School's Inclusion Team continued to offer annual inclusion professional learning to colleagues during early release Wednesdays and this team successfully collaborated with inclusion teams throughout the county for professional learning from SBCEO on inclusion of students with disabilities completing year 3 of this learning. 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 2025 Dashboard Data. The successes of this action include that the District completed all elements of the Special Education Program Transfer, gained approval from the SELPA, successfully hired special education staff as part of the program transfer and engaged in transition IEPs with families and consortium staff. The challenges are in hiring a teacher for the ESN classroom for the 26-27 school year and ensuring the appropriate return of consortium reserves back to Solvang and a smooth dissolution of the consortium for all districts.

The District implemented math tutoring in the after school program for elementary students and offered math support after school for middle school students twice weekly. Credential teachers taught students in and out of the after school program but there were not enough teacher volunteers to serve all grade levels within the after school program. The success of the tutoring is that teachers reported growth in mathematics from the after school tutoring and that we were able to start the tutoring earlier in the 25-26 school year. Feedback from educational partners was that the tutoring, even imbedded in the after school program, still needs strengthening. Partners recommended more consistency and for the math tutoring to be part of a larger after school strategic rotation. The District will be piloting math curriculum and supplemental materials in 26-27. A challenge with after school tutoring is that teachers are tired and do not want to teach after school, instructional aides need professional development in tutoring and the after school program needs to tighten its enrichment, intervention, and homework rotations. Additionally, the District completed a Needs Assessment to determine the best use of the LREBG reallocation. The Needs Assessment reviewed the student score reports and the 5 x 5 grid for the CASSPP. One thing that stood out when looking at the Needs Assessment was that Solvang had no students in the medium range, although the school's overall placement was medium, yellow in CAASPP Math scores. The feedback was that the chasm between the White subgroup in the Green and all other subgroups in the Orange or Red (SWD) needed to be addressed. Moreover, the deep dive needs assessment by the committee examined the proficiency levels of each grade level. The Needs Assessment showed that only 25% of 3rd graders exceeded the standard (Level 4) and that the majority 40% showed minimum proficiency towards standards (Level 1). There were less scores of 1s (28%) and less scores of 4s (8%) in 4th grade. In 5th, we saw increases in the number of 1s (42%) and the percentage of 4s (11%). The principal and her team pointed out the following rollercoaster trend that the percentage of students scoring a 1 dropped from 40% in 3rd Grade to 28% in 4th grade then rose again to be 42% in 5th grade then dropped to 19% in 6th, rose again to 36% in 7th and then dropped to 11% in 8th. The percentage of students scoring

a 1 was the lowest and the percentage of students scoring a 4 was the highest for 8th graders. The LCAP PAC noted that Solvang's reading intervention and MTSS program has been successful and parents advocated for earlier intervention in math before middle school. The Math tutoring was somewhat effective, but families and educational partners believe that intervention during the school day that is targeted to students' specific needs is needed. Based on the math gaps, the positive growth in ELA, and knowing that we would receive 2 allocations of LREBG funding, the recommendation to add a mathematics interventionist to the MTSS team was made based on the Needs Assessment.

Lastly, Action 3.7 is Solvang's support of English Learners. This action remains imperative as there are persistent achievement gaps for English Learners. This action was implemented during the 25-26 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 to support EL growth. However, according to the 2025 Dashboard, there is work to do to address achievement gaps for English Learners on the CAASPP and Dashboard metrics. On the 2025 Dashboard the District's English Learner Progress declined by 4.9% to be at 42% making progress. The Successes of the action were that several students earned reclassification, the EL Specialist conducted systemic ELPAC assessing, and the continued monitoring of English Learners by teacher teams. The challenges continue to be in ensuring DELD is happening consistently in students proficiency bands, the need for teachers to prioritize language objectives (IELD) in the design of all content lessons, the need to solidify the Designated English Language Development rotations, the need to monitor reclassification and promote ahead of matriculating to middle school, and the need for supplemental ELD instructional materials.

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.

Action 3.1 Assess, Analyze, Guide & Monitor Student Proficiency: Budgeted Expenditures of $15,000 and Estimated Actual Expenditures of $13,400 which is -$1,600 or -10.7% variance (not material)

Action 3.2 Design & Implement Common Formative Assessment: Budgeted Expenditures of $26,000 and Estimated Actual Expenditures of $19,500 which is -$6,500 or -25.0% variance (not material)

Action 3.3 Provide Multiple Tiered Systems of Support (MTSS): Budgeted Expenditures of $388,300 and Estimated Actual Expenditures of $353,900 which is -$34,400 or -8.9% variance due to attrition of one PT aide that was not replaced because of the deficit

Action 3.4 Expand Learning Supports Outside of School Day: Budgeted Expenditures of $243,800 and Estimated Actual Expenditures of $374,000 which is +$130,200 or +53.4% variance for purchase of a new van with a wheelchair lift and expanded summer school for an additional 2 days, thru June 30th

Action 3.5 Include and Support Students with Disabilities: Budgeted Expenditures of $1,576,000 and Estimated Actual Expenditures of $1,328,900 which is -$247,100 or -15.7% variance as final 24-25 SPED costs were $197,600 less than invoiced resulting in credits that were transferred to Special Reserve Fund 17

Action 3.6 Implement Math Tutoring: Budgeted Expenditures of $11,900 and Estimated Actual Expenditures of $9,400 which is -$2,500 or -21.0% variance (not material)

Action 3.7 Support for English Learners: Budgeted Expenditures of $273,900 and Estimated Actual Expenditures of $234,800 which is -$39,100 or -14.3% variance from switching learning software from Imagine Leaning to Lexia and Happy Numbers and no separate ELD homework club (incorporated all into after school program)

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

The actions in Goal 3 were in year two and were effective.

Action 3.1 was effective as the District and teachers continued to adhere to the District's Assessment Calendar, regularly review and share student data, and design instruction with student data in mind. Standard based STAR Renaissance, Amplify, and ESGI assessments provide teachers with important data on students' proficiency towards standards. This data informs instruction and is shared 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 was implemented during a pupil free day of professional development with Steve Ventura of Achievement Teams in the Spring of 2026. The day focused on Formative Assessments and the Learner Centered Classroom, Writing with Clarity and Purpose, and Creating Clear and Effective Scoring Guides and Rubrics. 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.” 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."

The next action, 3.3 Provide MTSS (Multiple Tiered Systems of Support), was implemented with fidelity and innovation. This action continues to be effective. The District provides bilingual MTSS intervention through Tier I teacher coaching, Tier II classroom aides, Tier III MTSS Teacher and MTSS Bilingual Aides and educational intervention software including the Reading Difficulty Risk Screener assessments and processes. 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 to administer the required Reading Difficulties Risk Screener for students in Kindergarten through 2nd grade. The District adopted mClass by amplify and implemented K-2 Reading Difficulty Risk Screening for all K-2 graders successfully in 25-26. The success of this action were the cohesion of the new MTSS Team, the assessment support for teachers, and the students who successfully transitioned out of intervention after receiving the research based support. The challenge of this action is the need to add math intervention for students to this team as part of the district's MTSS programming.

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. Next yer, the District will offer Extended School Year alongside of Summer School.T he 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 mets 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 (afterschoolallaince.org)." Solvang School expanded After School Programming, provided before school care, offered intersession 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: "All the staff is great! So grateful for all!;" He has been more outgoing less shy has been involved in play dates; "There's days where we can't pick up our kids at dismal time and this program is able to watch them until we are able too. So glad this program is here!." This is evidence of the success. However, the feedback from the 25-6 ELOP After School Survey also shows opportunities for improvement. For example, parents shared that, "It would be nice if the program had structured/planned activities during the after school program. Maybe a rotation of things for the kids to do. This can help in making sure that kids are just not wondering around but instead having groups with the adult supervising." This speaks to a challenge of designing meaningful rotations in the program and balancing play, snack, homework, and tutoring. 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 developing systematic rotations for homework, EL support, and enrichment, beyond play.

The next action is 3.5, including and supporting Students with Disabilities. In 20206, the District completed the Special Education Program Transfer to exit the San Ynez Valley Special Education Consortium. As part of the Program Transfer, the District had to certify to the Board, the SELPA, and the families that Solvang would be able to support Special Education in-house in 2026-27. The process involved communicating with the Board, families, and working with the other districts to appropriately dissolve the Consortium. Ultimately, the Program transfer was approved and the District began the work to hire an in-house team, partner with SBCEO and SYVUHS for supplemental support, and build the program for 26-27. The Program Transfer was a success of this action as it was imperative for the District to support SWD who were in the red on the dashboard in mathematics, suspension, and chronic absenteeism. Another reason why the program transfer was imperative and a success this school year is the need to have special education teachers and general education teachers learning together on the same schedules, with the same PD, working in tandem for our shared students.The greatest challenge is hiring the Special Education experts needed, such as an Extensive Needs Teacher and a Speech and Language Pathologist. Establishing the team, securing the appropriate materials, supporting the transition, teacher collaboration, and communicating with families are the focus areas of the District. The goal is to ensure students with disabilities' needs are met and they are included. The Work of the School's Inclusion Team seeks to cultivate student belonging and continued in 25-26. 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." For these reasons, Solvang's' Inclusion Team and the new to Solvang Special Education Team have begun planning strategic and meaningful inclusion for students in Resource, GROW, and Extensive Needs classrooms, including planning for ESY included into the District's Summer School in 2027.

Action 3.6, Implement Math Tutoring was implemented and was mostly effective but will be incorporated into a larger District strategy to increase student mathematics proficiency. The after school math tutoring with credentialed teachers offered 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. However, there were very few teachers who stepped up for this after school support and as a result the impact wasn't where we would want it to be. So if math tutoring by credentialed teachers is a challenge due to teacher exhaustion at the end of the day, the District will pivot its after school math support strategy. After all, Math is a priority area for the district as discussed in this LCAP. According to the 2025 Dashboard, overall, math results for all students declined by 8 points to be 13.8 points below the standard and in the Orange. However, SWD declined by 18.5 points to be at 117.8 points below the standard on the 2025 Dashboard. This has prompted Differentiated Assistance in 2025 and served as a primary motivator for the successful Special Education Program Transfer approved in 2026. The results by subgroup are as follows the Hispanic subgroup declined 8.8 points to be at 45 points below the standard and in the Orange; the White subgroup declined by 7.7 points to be 28.6 points above the standard in the Blue; the EL subgroup declined by 12.3 points to be at 62.3 points below the standard; the SED subgroup declined by16.4 points to be at 50.4 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. Based on the educational partner input, we will continue this action in this LCAP but will embed it into the After School Program as part of a strategic rotation. A discussion of these modifications to this action will occur in the next section of this LCAP. While math tutoring will be modified next school year, the LCAP committee had a much larger discussion of the importance of math intervention. Parents advocated for support within the school day when their kids were fresh and for systematic support similar to the MTSS reading support offered to students based on their Star and Diebels scores. In 25-26, the District completed a Needs Assessment for the use of the reallocation of LREBG funding. As part of the Needs Assessment a closer look at the District's proficiency gaps in mathematics, as well as an analysis of grade level and subgroups occurred. Feedback from these deep dives revealed that only 43% of 3rd graders, 26% of 4th graders, 27% of 5th graders, 51% of 6th graders, 37% of 7th graders, and 67% of 8th graders were proficient. Of concern was the decline in overall proficiency in 4th, 5th and 7th grades. This prompted a discussion of early intervention, elementary vs. middle school expectations, and why we need a math adoption next school year. Ultimately, the Needs Assessment recommendation was for targeted MTSS intervention in the elementary level to start next school year with Learning Recovery Block Grant Funding while continuing to offer after school Middle School Math Support and Math support as a class and to continue to support the enhancement of ELOP with systematic mathematics rotations.

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 supporters 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 26-27 school year. These actions are effective. The strategic modifications outlined below 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, ELD, and homework support. Another focus for Solvang School is to improve outcomes for students with disabilities hence the strategic redesign the school's approach to Special Education.

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

Action 3.2 was implemented in 25-26 and is in year one of implementation for this LCAP and will be altered tp address state testing and the mathematics adoption pending in 26-27. During the 25-26 school year, the District continued the professional learning with Steve Ventura to support the implementation of the Achievement Team framework and to enhance teacher collaboration and improve student learning. The April PD included the development of Common Formative Assessments and based on educator and principal feedback, the District will continue to utilize Common Formative Assessments, but will focus them on the CAASPP Interim Assessments, Math pilot assessments, and the new supplemental writing program assessments.

Action 3.3 will remain in effect with additional staff to provide mathematics intervention as part of an expansion of the.MTSS programming at Solvang. This will add small group intervention math pull-out intervention for students in elementary.The bilingual staff support EL, SED, SWD in small group or individualized 1:1 supports. 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 to add strategic and systematic rotations for enrichment, homework support, and language acquisition. The ELOP Program will improve it's homework support as part of a rotation with enrichment, academics, and play 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 offer its first year of in-house Special Education Programming in house. The design of the Special Education Program Transfer includes hiring appropriately credentialed special education teachers, partnering with SBCEO for preschool, oversight, and low incidence support, and with San Ynez Valley Union High School for Adapted PE. This will be year one of in-house programming and the District's Maintenance of Effort will be established. We will continue the inclusion of students with disabilities and will cultivate collaboration between general education and special education teachers who will have the same calendar, release dates, and employee in the 26-27 school year.

The next Action 3.6 Math tutoring will be standardized as a rotation as part of the District’s ELOP After School Program during the 26-27 school year. Math tutoring will be part of a biweekly rotation with credentialed teacher overseeing after school staff tutoring within the ELOP After School Program. This will increase access to math tutoring for unduplicated pupils in the ELOP After School Program. Based on the

Needs Assessment, the District will add MTSS intervention in Mathematics to the MTSS offerings in 26-27. This action is based on the Needs Assessment, educational partner input, and will utilize LREBG funding. The math interventionist will provide just-in time research based and data driven intervention to students in need based on STAR assessment cycles.

The last Action 3.7 is about supporting English Learners. 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. Additionally, educators will pile supplemental ELD Lexia in 26-27. The Principal and MTSS team will support teachers in solidifying systematic 30 minute Designated English Language Development rotations in 2026 and potential run 2 sections of DELD on upper campus to support LTELs. Of utmost importance, is supporting Designated and Integrated ELD through teacher professional development and intentional universal design for learning. These are the changes to Action 3.7 which will support student achievement.

There District will carryover the 25-26 LREBG funds and use in conjunction with the following allocation according to the Needs Assessment which will focus on mathematics intervention as the identified need.

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, RDRS)	$13,100.00	No
3.2	Design and Implement Common Formative Assessments	Teacher Grade Level and Subject Achievement Teams will implement common formative assessments, such as CAASPP IABs and Math Pilot Assessments across the curriculum assessments as a cycle of inquiry for continuous system improvement and to empower CAASPP ELA improvement. This work will be done on Early Release Wednesdays once a month with onsite professional development.	$0.00	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 though aide and small group support; and Solidify Tier III Intervention including refining the model	$434,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 accessors, 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 Special Education of unduplicated pupils through access to MTSS and though the Board Adopted Reading Difficulties Risk Screener for students in grades K-2. (Classroom aides; MTSS Teacher and MTSS Bilingual Aides (Reading & Math); Amblify intervention software including the RDRS assessments and materials.)		
3.4	Expand Learning Supports outside of school day	Solvang School will provide before school care, 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.)	$306,100.00	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 by taking back Special Education Programming in house, hiring the staff and developing resource, GROW, and ESN programming, and providing staff with inclusion professional development, and increasing student performance on statewide tests. (Special Education In-house costs and SBCEO and SYVUHS MOUs)	$2,234,300.00	No
3.6	Expand MTSS Math Intervention and Math Tutoring.	The District will use $44,600 in LREBG funds in 2026–27 to employ a mathematics interventionist and expand its Multi-Tiered System of Supports (MTSS) program to include targeted mathematics intervention. This LREBG-funded action will provide research-based, small-group and individualized instruction to students with identified skill gaps. This aligns	$64,100.00	No

Action #	Title	Description	Total Funds	Contributing
		with allowable uses for LREGB funding in that it provides small group learning. Research supports early identification, explicit and targeted instruction, small-group learning, frequent progress monitoring, and timely instructional adjustments as effective strategies for accelerating mathematics achievement among students who are struggling. Research from the Learning Policy Institute shows that when schools invest this targeted funding into students' academic needs, it leads to significant, measurable growth in math achievement. Unduplicated pupils benefit immensely from smaller learning environments that standard classrooms cannot always provide. The interventionist will use STAR assessments and other diagnostic data to identify specific skill gaps and provide just-in-time instruction using visual supports, mathematical vocabulary development, explicit modeling, and strategies for decoding word problems. Instruction will address prerequisite skills that may prevent students from accessing grade-level mathematics and will be adjusted based on ongoing assessment results. The District will monitor the action’s impact using: STAR Mathematics benchmark and progress-monitoring results; CAASPP Mathematics performance levels and distance-from-standard results; California School Dashboard mathematics indicators, disaggregated by student group; Student participation and growth within mathematics intervention; and The number and percentage of students who meet intervention goals and transition successfully back to core instruction without additional pull-out support. These measures will be reviewed regularly through the District Assessment Calendar to determine whether participating students are closing identified skill gaps and making progress toward grade-level mathematics proficiency. Additionally, after school math tutoring for students in grades 3-8 will occur twice weekly embedded into the after school program. (Hourly stipends for teachers to provide tutoring, math materials)		

Action #	Title	Description	Total Funds	Contributing
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. The Principals will solidify and strengthen the DELD rotations in students proficiency bands for the 26-27 school year. 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 its the ELD Homework Club as part of a rotation in the ELOP After School Program)	$211,300.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$605,913	$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
9.004%	0.000%	$0.00	9.004%

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	**Action:** Offer Broad Course of Study with expanded access for UDP **Need:** Goal 1, Action 3: Prioritizing a Broad Course of Study for Equity and Achievement Solvang School District prioritizes Goal 1, Action 3, which focuses on offering a Broad Course of Studies (Art, Music, and Electives)	Goal 1, Action 3: Prioritizing a Broad Course of Study to Support the Whole Child Solvang School District recognizes that providing unduplicated pupils—including Socioeconomically Disadvantaged (SED) students, English Learners (EL), Students with Disabilities (SWD), Foster Youth (FY), and unhoused students—with prioritized access to the arts is essential for supporting the whole child. The District asserts that a robust, engaging, and broad course of study	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
	as a vital component of the Conditions for Learning. Research consistently shows that access to the arts is a critical lever for supporting unduplicated pupils (English Learners, low-income students, and foster youth). As noted by the California Department of Education, the LCAP process allows districts to provide advocacy leadership for arts education, ensuring a well-rounded curriculum that meets the needs of all students. This action is not merely a compliance measure for State Priority 7 (Course Access) and Priority 8 (Other Pupil Outcomes); it is a strategic investment in student success. The District identifies this as a Contributing Action, meaning it is specifically designed to support the needs of unduplicated pupils. By utilizing LCFF Supplemental Funding and strategically layering it with the Arts, Music, and Instructional Block Grant and Prop 28, Solvang provides essential staffing and curriculum that foster multiple student literacies. In alignment with Ed Code Section 51220, Solvang ensures all students, from TK through grade 8, have access to a rich academic core alongside the Arts, Physical Education, and Music. Elementary (TK-5): Students receive foundational instruction in English, Math, Science, and Social Sciences, complemented by the recent expansion of "Specials" (art,	is one of the most effective levers for closing the achievement gaps identified in recent data. Research-Based Advocacy and Whole Child Development Our commitment is rooted in educational research. As Howard Gardner of the Harvard Graduate School of Education stated, the arts are a "major area of human cognition," and to withhold them is as much a "malpractice as to withhold mathematics." By moving beyond traditional linguistic and logical/mathematical skills, the District seeks to develop the "whole child." Furthermore, in the words of Barbara Johnson, the arts provide a "universal language" that transcends divisions and shapes student identity. This affirming pedagogy is critical for our unduplicated students, as it creates opportunities for multi-literacy and engagement that traditional core instruction alone may not provide. Strategic Alignment and Funding This initiative is formalized under Goal 1, Action 3: Offer Broad Course of Studies (Art, Music, Electives), with a mid-year budget allocation of $273,300. As a Contributing Action, it specifically utilizes LCFF Supplemental Funding to increase and improve services for our vulnerable subgroups. By aligning with State Priority 7 (Course Access) and Priority 8 (Other Pupil Outcomes), the District ensures that unduplicated students are not "tracked" into limited pathways, but instead have full access to: Visual and Performing Arts (Art, Music, Drama), STEM, Culinary Art, Yearbook, Leadership, and Spanish/Dual Language Immersion (DLI).	

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
	music, PE) to the lower campus. Middle School (6-8): Students have access to an expanded elective suite including Visual and Performing Arts, STEM, Yearbook, and Leadership.Dual Language Immersion (DLI): The District has strategically expanded DLI offerings from grades K-5 into Middle School (grades 6-8) to provide a continuous path to bilingualism, which is a key priority for our educational partners. While Solvang has met the local indicator for Access to a Broad Course of Study on the California School Dashboard, the District recognizes significant performance gaps in core areas. 2025 Dashboard data shows that English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are performing in the Orange and Red zones for Mathematics and English Language Arts. Our educational partners have emphasized that a broad and engaging course of study is essential for improving student engagement (Goal 2) and student achievement (Goal 3) for these subgroups. Providing high-interest courses like art, music, and STEM serves as a primary strategy to: Increase school connectedness and safety; Decrease chronic absenteeism, which is a critical area for our unduplicated pupils; Provide diverse avenues for students to demonstrate proficiency and build the "habits of mind" necessary for future leadership. The District acknowledges that expanding these offerings—particularly DLI and	Addressing Performance Gaps and High School Readiness While Solvang has met the local indicator for Access to a Broad Course of Study, the 2025 California School Dashboard reveals significant performance gaps. English Learners, SED students, and Students with Disabilities currently perform in the Orange and Red zones for Mathematics and English Language Arts. Notably, SWD have qualified for Differentiated Assistance due to Red indicators in Mathematics, Chronic Absenteeism, and Suspensions. A broad course of study authentically engages these student groups, providing the diverse "habits of mind" necessary for success at Santa Ynez Valley Union High School and beyond. This approach ensures students remain in their least restrictive environment and aligns with CDE guidance that "access to core academic content and courses" is a primary driver of success for all students, regardless of background. By prioritizing these offerings, Solvang provides the foundational support needed to sustain academic success and empower our students as future leaders.	

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
	elementary specials—presents significant curriculum, staffing, and scheduling challenges. However, as part of our Informed Continuous Cycle of Improvement, we remain committed to resolving these challenges. These actions are fundamental to our "throughline," ensuring that identified student needs and partner input directly drive the budget to achieve more equitable outcomes for every Solvang student. **Scope:** LEA-wide		
2.1	**Action:** Elevate Family Involvement **Need:** Goal 2, Action 1: Elevate Family Involvement to Support Student Success Solvang School District is committed to Goal 2, Action 1, which focuses on elevating family involvement to foster a welcoming environment and ensure equitable language access for all families. This action is central to meeting State Priority 3 (Parental Involvement) and is a designated Contributing Action, specifically designed to improve outcomes for unduplicated pupils. Valuing "Funds of Knowledge" and Capacity Building The District's approach is rooted in the "funds of knowledge" concept, recognizing that every family possesses unique skills, languages, and	Goal 2, Action 1: A Whole-School Approach to Family Partnership Solvang School District has determined that Elevating Family Involvement is most effective when implemented as a whole-school (LEA-wide) action. While this strategy is principally directed to meet the district's goal of increasing engagement for unduplicated families—specifically English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth—the District recognizes that creating a pervasive culture of partnership is essential for systemic improvement. Principally Directed and Systemically Effective By investing $273,400 in this contributing action, the District ensures that every point of contact—from the front office to the classroom—is equipped to support our most vulnerable populations. Providing bilingual office staff, professional interpretation, and translated communications is not a siloed service; it transforms the school into a welcoming environment where language is no	Metric 2.1 CHKS Parent School Completion rate and new CHKS % parents feel welcome to participate indicator. There is no longer a school connectedness percentage given by WestEd. 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.

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
	cultural stories that are essential to the learning process. As part of our Informed Continuous Cycle of Improvement, we have adopted the Dual Capacity-Building Framework for Family-School Partnerships (Version 2). This framework, championed by Dr. Karen Mapp, asserts that strong partnerships are built on mutual trust and the honoring of family expertise, which directly links to increases in literacy and overall educational achievement. Strategic Investment and Language Access To authentically engage our Spanish-speaking families, the District provides bilingual office staff, interpretation, and translation services. The importance of this work is reflected in our financial commitment: the mid-year budget for this action was increased to $273,400 to cover additional costs, including overtime for office managers and clerks during peak engagement periods. By removing language barriers, we create a "throughline" between home and school that empowers parents as co-creators of their children’s education. Addressing Achievement Gaps through Engagement Educational partners have identified authentic parent engagement as a primary strategy for addressing the performance gaps of our unduplicated subgroups. The 2025 California School Dashboard highlights the urgency of this work: English Learners, Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD)	longer a barrier to participation. This whole-school infrastructure is "principally directed" toward EL families who have historically been marginalized, but it is "effective in" ensuring that all families can navigate their roles as supporters, monitors, and advocates. Research-Based Foundation: The Dual Capacity-Building Framework Our approach is rooted in the Dual Capacity-Building Framework for Family-School Partnerships (Version 2). This framework asserts that for partnerships to be effective, they must be systemic—embraced by leadership across the entire organization—and sustained with dedicated resources. By cultivating the "4 C's" (Capabilities, Connections, Cognition, and Confidence) in both staff and families, we move beyond occasional events toward a deeply embedded culture of "co-creation". Furthermore, Visible Learning Research identifies "Parental Involvement" as a high-impact strategy with an effect size of 0.41, confirming that when the whole school prioritizes engagement, student learning accelerates. Addressing Critical Performance Gaps The necessity of this whole-school action is underscored by 2025 California School Dashboard data, which reveals significant performance and engagement gaps for our unduplicated subgroups: English Learners and SED students are in the Orange zone for Mathematics and English Language Arts, with SED students showing a decline in Math performance.Chronic Absenteeism is a critical concern, particularly for Students with Disabilities (20.3%) and SED students (17.4%), both of whom are in the Red and Orange zones.	Local Indicator for Parent Engagement

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
	are performing in the Orange and Red zones for both Mathematics and English Language Arts. Chronic Absenteeism remains a concern for these groups, with SWD and SED students showing increased rates. Research proves that when parents are actively engaged, students demonstrate higher grades, better social skills, and improved attendance—outcomes that are critical for our most vulnerable learners. Planned Actions and Educational Partner Input In response to direct input from our educational partners—including DELAC, the LCAP PAC, and the Solvang School Education Foundation (SSEF)—the District will utilize negotiated adjunct duties to expand family engagement opportunities. These include: Family Workshops: Literacy and Math nights designed to provide relevant academic information. Support Services: Providing food and childcare at school events to ensure all families can participate. Multicultural Celebrations: Creating opportunities to celebrate student bi-literacy and the diverse cultural makeup of our school community. By prioritizing these strategies, Solvang School ensures that family engagement is not a "frill" but a fundamental driver of equitable student outcomes and school improvement. **Scope:** LEA-wide	Students with Disabilities' outcomes have qualified the District for Differentiated Assistance due to Red indicators in Math, Absenteeism, and Suspensions. Strategic Implementation for Equity As part of our Informed Continuous Cycle of Improvement, we use these data points to refine our engagement strategies. By utilizing negotiated adjunct duties to offer whole-school Family Workshops (Literacy and Math Nights) and providing childcare and food, we remove the practical barriers that disproportionately impact unduplicated families. As the National Education Association asserts, parent engagement is a "necessary variable in the equation of student success." By making this a whole-school priority, Solvang School ensures that our most at-promise students receive the unified support of a school-home partnership that propels them toward achievement and long-term leadership.	
3.3	**Action:**	Solvang School District implements Goal 3, Action 3 (Provide MTSS) on an LEA-wide (school-wide)	Metric 3.3

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
	Provide MTSS (multiple tiered systems of support) **Need:** Goal 3, Action 3: Multi-Tiered Systems of Support (MTSS) as Equity in Action Solvang School District recognizes that the socioeconomic backgrounds of many students, coupled with the challenges of disability, pose serious obstacles to academic success. Research from the Policy Analysis of California Education emphasizes that conditions such as poverty, homelessness, and language barriers, when combined with learning disabilities, put children at significant risk for unsuccessful schooling careers. In response, the District has designed Action 3.3 (Provide Multi-Tiered Systems of Support) to proactively address these needs for English Learners (EL), Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), and foster youth. Data-Driven Urgency and Differentiated Assistance The need for this action is clearly illustrated by the 2025 California School Dashboard data, which shows historically persistent achievement gaps. Students with Disabilities have qualified for Differentiated Assistance because they are in the Red performance zone for Mathematics (-117.8 points below standard), Chronic Absenteeism (20.3%), and Suspension Rates (8.1%). Furthermore, English Learners and SED students are	basis to ensure that the people, programs, and funds of the District are utilized most effectively to meet the needs of unduplicated pupils. By establishing a systemic Response to Instruction and Intervention model, the District ensures that English Learners (EL), Socioeconomically Disadvantaged (SED) students, and Foster Youth have "first access" to essential academic and social-emotional supports. Principally Directed and Systemically Effective This action is designated as a Contributing Action, with a mid-year budget allocation of $356,600 primarily funded through LCFF Supplemental Funding. While implemented across the entire school to prevent the "tracking" of students and to foster an inclusive environment, it is principally directed to address the persistent achievement gaps identified in our 2025 California School Dashboard data. English Learners and SED students are currently in the Orange zone for both ELA and Mathematics. Students with Disabilities (SWD) are in the Red zone for Mathematics, performing 117.8 points below standard. By implementing MTSS LEA-wide, the District creates a universal "bridge" that allows all students to move from where they are to where they need to be, as emphasized by the TIES Center: "To be supported means having the individualized resources needed to reach one’s full potential and thrive in everyday life." Evidence-Based Tiered Intervention Our MTSS framework is rooted in Visible Learning Research (J. Hattie), which identifies "Response to Intervention" as a high-impact strategy with a	End of Year STAR then DIBELS to identify number of Tier III students.

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
	performing in the Orange zone for both ELA and Mathematics, with SED students showing a significant decline of 16.4 points in Math. These data points, reviewed during our Informed Continuous Cycle of Improvement, necessitate targeted interventions that are "principally directed" toward these unduplicated subgroups. Research-Based Strategies and Targeted Intervention As a Contributing Action funded by LCFF Supplemental Funding, Action 3.3 utilizes a mid-year allocation of $356,600 to provide essential staffing, including bilingual aides and specialized instructional materials. The District's MTSS framework is grounded in Visible Learning Research (J. Hattie), which identifies "Response to Intervention" as a high-impact strategy with an effect size of 1.07. By maintaining small instructional groups, staff can provide more direct service and "just-in-time" support to address specific learning gaps. This approach is further bolstered by the hiring of bilingual staff to improve student outcomes across Tier I, Tier II, and Tier III supports, ensuring linguistic access for our EL population. Commitment to the Whole Child MTSS at Solvang is more than a set of interventions; it is a collaborative process where educators use ongoing data-based decision-making to identify and meet the academic, behavioral, and social-emotional needs of every student. While MTSS benefits	significant effect size of 1.07. This school-wide system supports unduplicated pupils along all tiers: Tier I (Universal): Focuses on high-quality first instruction for all students to reduce the initial achievement gap; Tier II (Targeted): Provides in-class interventions for students needing additional support; Tier III (Intensive): Utilizes a systematic pull-out model to provide "just-in-time" learning supports, with the ultimate goal of returning students to Tier I success. Addressing Performance Gaps Through Systemic Support The District's Informed Continuous Cycle of Improvement has shown that a siloed approach to intervention is less effective than a school-wide system. An LEA-wide MTSS allows for ongoing data-based decision-making and ensures that SWD—who have qualified for Differentiated Assistance—receive integrated support alongside their EL and SED peers. This approach ensures that every student gets exactly what they need to be successful, transforming our LCAP goals into Equity in Action. By prioritizing unduplicated pupils within this school-wide system, Solvang School provides the necessary foundation to lessen achievement gaps and empower students to thrive as future leaders.	

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
	all learners, it is principally designed to ensure that our most vulnerable students receive the exact resources they need to thrive. By effectively differentiating core instruction and interventions, Solvang School transforms the "throughline" of our LCAP into tangible equity, providing the foundation for all students to sustain success as they advance to high school and beyond. **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.7	**Action:** Support for English Learners **Need:** Goal 3, Action 7: Strategic Support for English Learner Success Solvang School District serves 113 English Learners (EL), representing 18.8% of the total enrollment. Currently, 41.1% of these students are in their first three years of instruction, making it imperative to support primary teachers in delivering high-quality Integrated and Designated English Language	Goal 3, Action 7: Designing Targeted Support for English Learner Proficiency Solvang School District’s approach to English Learner (EL) success is rooted in the "throughline" of connecting identified student needs to research-based actions. According to Education Research for Action, evidence-based practices for ELs must include differentiated language development services that value students' backgrounds while integrating language learning with grade-level content. This design is essential to foster	Metric 3.7 and 3.8 Dashboard ELPI and Local Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Development (ELD). To bolster early literacy and school readiness, the District continues its vital partnership with First 5 of Santa Barbara. Data-Driven Urgency and Achievement Gaps The 2025 California School Dashboard underscores the critical need for this action. The English Learner Progress Indicator (ELPI) is currently in the Orange zone, with 42% of ELs making progress toward English proficiency—a decline of 4.9% from the prior year. Furthermore, significant achievement gaps persist in core academic areas:English Language Arts: ELs are in the Orange zone, performing 41.7 points below standard; Mathematics: ELs are in the Orange zone, performing 62.3 points below standard, with a concerning decline of 12.3 points; Chronic Absenteeism: ELs remain in the Orange zone with a 14.2% absenteeism rate. Additionally, 11.7% of Solvang ELs are in their fourth or fifth year of instruction and are at risk of becoming Long Term English Learners (LTELs). While the number of LTELs decreased from 5% in 2022-23 to 3% in 2023-24, the District remains committed to using Universal Design for Learning (UDL) and targeted ELD to prevent further "at-risk" status. Principally Directed Actions and Scope In response to these data points, Action 3.7: Support for English Learners is implemented with a mid-year budget of $234,000. This is a Contributing Action. It is principally directed toward ELs to "level the playing field" by providing: Specialized Staffing: The	engagement and a sense of belonging for our 113 English Learners. Addressing Critical Needs and Dashboard Performance The design of this action is a direct response to the 2025 California School Dashboard, which indicates that our EL population requires intensified support. Currently, the English Learner Progress Indicator (ELPI) is in the Orange zone, with only 42% of students making progress—a decline of 4.9%. Furthermore, ELs are in the Orange zone for: English Language Arts: Performing 41.7 points below standard; Mathematics: Performing 62.3 points below standard, with a significant decline of 12.3 points; Chronic Absenteeism: Maintaining an Orange status at 14.2%. Evidence-Based Instructional Design To address these gaps without isolating students from core academic progress, Solvang utilizes a Designated ELD curriculum (Sawas) that is integrated with Science content. Research suggests that separating ELs from their content courses can hinder academic progress and negatively impact self-perception. By delivering ELD through science-based proficiency rotations, the District ensures students remain exposed to rigorous core curriculum while receiving the language scaffolds they need to thrive. Strategic Investment and Staffing This Contributing Action is supported by a mid-year budget of $234,000, which funds an EL Specialist and bilingual instructional aides. These	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	employment of an EL Specialist and bilingual aides to facilitate small-group instruction based on language proficiency; Evidence-Based Curriculum; The adoption of Designated ELD curriculum (Savaas), strategically integrated with Science to build academic vocabulary; Professional Learning: Ongoing training for educators in Designated and Integrated ELD strategies to ensure all ELs, including those in the Dual Language Immersion (DLI) program, receive the specialized support they need to succeed; Progress Monitoring: Rigorous monitoring of student data to support timely and successful reclassification. By focusing on these research-based interventions, Solvang School ensures that its English Learners receive the "just-in-time" support necessary to close achievement gaps and achieve long-term academic success as they transition to high school and beyond. **Scope:** Limited to Unduplicated Student Group(s)	resources are principally directed toward providing the small-group instruction and "just-in-time" support required for language acquisition and successful reclassification. Professional Learning and Future Improvements As part of our Informed Continuous Cycle of Improvement, the District is responding to input from educators who identified a need for supplemental materials to support ELPI progress. During the 2025-26 school year, the scope of this action includes: Teacher-Led Material Identification: Collaborative selection of supplemental DELD materials to enhance language acquisition. Specialized Professional Development: Training focused on the ELD Framework, the ELPAC, and high-impact strategies for supporting multilingual learners. By designing Action 3.7 around integrated content and professional capacity building, Solvang School District creates a system where English Learners can achieve a Blue rating on the Dashboard and sustain year-over-year progress toward English proficiency.	

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

2026-27 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	$6,729,361	$605,913	9.004%	0.000%	9.004%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,254,600.00	$1,605,700.00	$33,200.00	$334,300.00	$8,227,800.00	$7,000,000.00	$1,227,800.00

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	$2,410,100.00	$0.00	$2,410,100.00	$0.00	$0.00	$0.00	$2,410,100.00	
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	$241,300.00	$27,400.00	$213,900.00	$0.00	$0.00	$241,300.00	
1	1.3	Offer Broad Course of Study with expanded access for UDP	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$281,900.00	$2,600.00	$189,300.00	$95,200.00	$0.00	$0.00	$284,500.00	
1	1.4	Facilitate Professional Development	All Students with Disabilities	No				Ongoing	$0.00	$54,800.00	$16,000.00	$26,800.00	$0.00	$12,000.00	$54,800.00	
1	1.5	Provide Technology and Network Access	All	No				Ongoing	$3,600.00	$116,000.00	$119,600.00	$0.00	$0.00	$0.00	$119,600.00	
1	1.6	Maintain Safe Facilities	All	No				Ongoing	$403,400.00	$68,500.00	$468,400.00	$3,500.00	$0.00	$0.00	$471,900.00	
1	1.7	Expand and Enhance Dual Language Immersion Program	All	No				Ongoing	$887,000.00	$0.00	$887,000.00	$0.00	$0.00	$0.00	$887,000.00	
2	2.1	Elevate Family Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$264,500.00	$17,900.00	$282,400.00	$0.00	$0.00	$0.00	$282,400.00	
2	2.2	Enhance Student Engagement	All Students with Disabilities	No			All Schools	Ongoing	$17,700.00	$3,000.00	$13,800.00	$3,000.00	$0.00	$3,900.00	$20,700.00	
2	2.3	Cultivate School Climate	All Students with Disabilities	No			All Schools	Ongoing	$99,700.00	$1,000.00	$66,500.00	$1,000.00	$33,200.00	$0.00	$100,700.00	
2	2.4	Improve School Attendance	All Students with Disabilities	No			All Schools	Ongoing	$55,100.00	$15,500.00	$63,600.00	$7,000.00	$0.00	$0.00	$70,600.00	

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
2	2.5	Empower Positive Behavior	All Students with Disabilities	No			All Schools	Ongoing	$3,900.00	$17,200.00	$21,100.00	$0.00	$0.00	$0.00	$21,100.00	
3	3.1	Assess, Analyze, Guide & Monitor Student Proficiency	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$13,100.00	$0.00	$13,100.00	$0.00	$0.00	$13,100.00	
3	3.2	Design and Implement Common Formative Assessments	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
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	$426,100.00	$8,100.00	$285,000.00	$0.00	$0.00	$149,200.00	$434,200.00	
3	3.4	Expand Learning Supports outside of school day	All	No			All Schools	Ongoing	$276,500.00	$29,600.00	$0.00	$306,100.00	$0.00	$0.00	$306,100.00	
3	3.5	Include and Support Students with Disabilities	Students with Disabilities	No				Ongoing	$1,612,700.00	$621,600.00	$1,218,200.00	$872,000.00	$0.00	$144,100.00	$2,234,300.00	
3	3.6	Expand MTSS Math Intervention and Math Tutoring.	All	No				Ongoing	$64,100.00	$0.00	$0.00	$64,100.00	$0.00	$0.00	$64,100.00	
3	3.7	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$193,700.00	$17,600.00	$186,200.00	$0.00	$0.00	$25,100.00	$211,300.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$6,729,361	$605,913	9.004%	0.000%	9.004%	$942,900.00	0.000%	14.012 %	**Total:**	$942,900.00
								LEA-wide Total:	$756,700.00
								Limited Total:	$186,200.00
								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 with expanded access for UDP	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$189,300.00	
2	2.1	Elevate Family Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$282,400.00	
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,000.00	
3	3.7	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$186,200.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,284,200.00	$6,955,300.00

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	$2,438,200.00	$2,446,900
1	**1.2**	Provide standard based curriculum & materials, including DELD and intervention curriculum to meet the needs of ELs, SWDs, and SED students.	No	$122,300.00	$112,100
1	**1.3**	Offer Broad Course of Study	Yes	$280,500.00	$276,700
1	**1.4**	Facilitate Professional Development	No	$44,200.00	$22,700
1	**1.5**	Provide Technology and Network Access	No	$101,000.00	$80,400
1	**1.6**	Maintain Safe Facilities	No	$527,300.00	$483,100
1	**1.7**	Expand and Enhance Dual Language Immersion Program	No	$789,000.00	$725,700
2	**2.1**	Elevate Family Involvement	Yes	$271,100.00	$277,100
2	**2.2**	Enhance Student Engagement	No	$14,400.00	$22,100
2	**2.3**	Cultivate School Climate	No	$99,500.00	$97,400

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	$63,700
2	**2.5**	Empower Positive Behavior	No	$14,300.00	$13,500
3	**3.1**	Assess, Analyze, Guide & Monitor Student Proficiency	No	$15,000.00	$13,400
3	**3.2**	Design and Implement Common Formative Assessments	No	$26,000.00	$19,500
3	**3.3**	Provide MTSS (multiple tiered systems of support)	Yes	$388,300.00	$353,900
3	**3.4**	Expand Learning Supports outside of school day	No	$243,800.00	$374,000
3	**3.5**	Include and Support Students with Disabilities	No	$1,576,000.00	$1,328,900
3	**3.6**	Implement Math Tutoring	No	$11,900.00	$9,400
3	**3.7**	Support for English Learners	Yes	$273,900.00	$234,800

2025-26 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)
$577,738	$772,900.00	$743,800.00	$29,100.00	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	$82,600.00	$71,600		
2	2.1	Elevate Family Involvement	Yes	$271,100.00	$277,100		
3	3.3	Provide MTSS (multiple tiered systems of support)	Yes	$195,400.00	$188,400		
3	3.7	Support for English Learners	Yes	$223,800.00	$206,700		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,490,809	$577,738	0.00%	8.901%	$743,800.00	0.000%	11.459%	$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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 #

- 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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