1 **Title 5. EDUCATION**

2 **Division 1. California Department of Education**

3 **Chapter 14.5. Local Control Funding Formula**

4 **Subchapter 1. Local Control Funding Formula Spending Regulations for**

5 **Supplemental and Concentration Grants and Local Control and Accountability**

6 **Plan Template**

7 **Article 1. Local Control and Accountability Plan and Spending Requirements for**

8 **Supplemental and Concentration Grants**

9

10 **§ 15494. Scope.**

11 (a) This chapter applies to all local educational agencies (LEAs) as defined in

12 section 15495(d).

13 (b) Funding restrictions specified in Education Code section 42238.07 apply to local

14 control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils

15 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

16 (c) The local control and accountability plan (LCAP) shall demonstrate how services

17 are provided according to this chapter to meet the needs of unduplicated pupils and

18 improve the performance of all pupils in the state priority areas.

19 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

20 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

21 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

22 6312.

23

24 **§ 15495. Definitions.**

25 In addition to those found in Education Code sections 2574, 42238.01, and

26 42238.02, the following definitions are provided:

27 (a) "Consult with pupils," as used in Education Code sections 52060, 52066, and

28 47606.5, means a process to enable pupils, including unduplicated pupils and other

29 numerically significant pupil subgroups, to review and comment on the development of

30 the LCAP. This process may include surveys of pupils, forums with pupils, pupil

31 advisory committees, or meetings with pupil government bodies or other groups

32 representing pupils.

1 (b) "English learner parent advisory committee," as used in Education Code sections

2 52063 and 52069 for those school districts or schools and programs operated by county

3 superintendents of schools whose enrollment includes at least 15 percent English

4 learners and at least 50 pupils who are English learners, shall be composed of a

5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in

6 Education Code section 42238.01(c) applies. A governing board of a school district or a

7 county superintendent of schools shall not be required to establish a new English

8 learner parent advisory committee if a previously established committee meets these

9 requirements.

10 (c) "Local control and accountability plan (LCAP)" means the plan created by an LEA

11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in

12 conformance with the LCAP and annual update template found in section 15497.5.

13 (d) "Local educational agency (LEA)" means a school district, county office of

14 education, or charter school.

15 (e) "Parents" means the natural or adoptive parents, legal guardians, or other

16 persons holding the right to make educational decisions for the pupil pursuant to

17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or

18 56055, including foster parents who hold rights to make educational decisions.

19 (f) "Parent advisory committee," as used in Education Code sections 52063 and

20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of

21 pupils and include parents of pupils to whom one or more of the definitions in Education

22 Code section 42238.01 apply. A governing board of a school district or a county

23 superintendent of schools shall not be required to establish a new parent advisory

24 committee if a previously established committee meets these requirements, including

25 any committee established to meet the requirements of the federal No Child Left Behind

26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of

27 Title I of that act.

28 (g) "Prior year" means one fiscal year immediately preceding the fiscal year for

29 which an LCAP is approved.

30 (h) "Services" as used in Education Code section 42238.07 may include, but are not

31 limited to, services associated with the delivery of instruction, administration, facilities,

32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2   (i) "State priority areas" means the priorities identified in Education Code sections

3 52060 and 52066. For charter schools, "state priority areas" means the priorities

4 identified in Education Code section 52060 that apply for the grade levels served or the

5 nature of the program operated by the charter school.

6   (j) "Subgroup" means the numerically significant pupil subgroups identified pursuant

7 to Education Code section 52052.

8   (k) "to improve services" means to grow services in quality.

9   (l) "to increase services" means to grow services in quantity.

10   (m) "unduplicated pupil" means any of those pupils to whom one or more of the

11 definitions included in Education Code section 42238.01 apply, including pupils eligible

12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**

19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**

20 **Supplemental and Concentration Grants.**

21   (a) An LEA shall provide evidence in its LCAP to demonstrate how funding

22 apportioned on the basis of the number and concentration of unduplicated pupils,

23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to

24 support such pupils. This funding shall be used to increase or improve services for

25 unduplicated pupils as compared to the services provided to all pupils in proportion to

26 the increase in funds apportioned on the basis of the number and concentration of

27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA

28 shall include in its LCAP an explanation of how expenditures of such funding meet the

29 LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall

30 determine the percentage by which services for unduplicated pupils must be increased

31 or improved above services provided to all pupils in the fiscal year as follows:

32   (1) Estimate the amount of the LCFF target attributed to the supplemental and

1   concentration grants for the LEA calculated pursuant to Education Code sections

2   42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3   (2) Estimate the amount of LCFF funds expended by the LEA on services for

4   unduplicated pupils in the prior year that is in addition to what was expended on

5   services provided for all pupils. The estimated amount of funds expended in 2013-14

6   shall be no less than the amount of Economic Impact Aid funds the LEA expended in

7   the 2012-13 fiscal year.

8   (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9   (4) Multiply the amount in subdivision (a)(3), by the most recent percentage

10   calculated by the Department of Finance that represents how much of the statewide

11   funding gap between current funding and full implementation of LCFF is eliminated in

12   the fiscal year for which the LCAP is adopted.

13   (5) Add subdivision (a)(4) to subdivision (a)(2).

14   (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant

15   to Education Code sections 42238.02 and 2574, as implemented by Education Code

16   sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted

17   Instructional Improvement Grant program and the Home to School Transportation

18   program, in the fiscal year for which the LCAP is adopted.

19   (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20   (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero

21   or when LCFF is fully implemented statewide, then an LEA shall determine its

22   percentage for purposes of this section by dividing the amount of the LCFF target

23   attributed to the supplemental and concentration grant for the LEA calculated pursuant

24   to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is

25   adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the

26   Targeted Instructional Improvement Grant program and the Home to School

27   Transportation program.

28   (b) This subdivision identifies the conditions under which an LEA may use funds

29   apportioned on the basis of the number and concentration of unduplicated pupils for

30   districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education

31   Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved

32   services for unduplicated pupils under subdivision (a) of this section by using funds to

1   upgrade the entire educational program of a schoolsite, a school district, a charter

2   school, or a county office of education as follows:

3   (1) A school district that has an enrollment of unduplicated pupils of 55 percent or

4   more of the district's total enrollment in the fiscal year for which an LCAP is adopted or

5   in the prior year may expend supplemental and concentration grant funds on a

6   districtwide basis. A school district expending funds on a districtwide basis shall do all of

7   the following:

8   (A) Identify in the LCAP those services that are being funded and provided on a

9   districtwide basis.

10   (B) Describe in the LCAP how such services are principally directed towards, and

11   are effective in, meeting the district's goals for its unduplicated pupils in the state and

12   any local priority areas.

13   (2) A school district that has an enrollment of unduplicated pupils less than 55

14   percent of the district's total enrollment in the fiscal year for which an LCAP is adopted

15   may expend supplemental and concentration grant funds on a districtwide basis. A

16   school district expending funds on a districtwide basis shall do all of the following:

17   (A) Identify in the LCAP those services that are being funded and provided on a

18   districtwide basis.

19   (B) Describe in the LCAP how such services are principally directed towards, and

20   are effective in, meeting the district's goals for its unduplicated pupils in the state and

21   any local priority areas.

22   (C) Describe how these services are the most effective use of the funds to meet the

23   district's goals for its unduplicated pupils in the state and any local priority areas. The

24   description shall provide the basis for this determination, including, but not limited to,

25   any alternatives considered and any supporting research, experience, or educational

26   theory.

27   (3) A school district that has an enrollment of unduplicated pupils at a school that is

28   40 percent or more of the school's total enrollment in the fiscal year for which an LCAP

29   is adopted or in the prior year may expend supplemental and concentration grant funds

30   on a schoolwide basis. A school district expending funds on a schoolwide basis shall do

31   all of the following:

32   (A) Identify in the LCAP those services that are being funded and provided on a

1 schoolwide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and

3 are effective in, meeting the district's goals for its unduplicated pupils in the state and

4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40

6 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is

7 adopted may expend supplemental and concentration grant funds on a schoolwide

8 basis. A school district expending funds on a schoolwide basis shall do all of the

9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a

11 schoolwide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and

13 are effective in, meeting the district's goals for its unduplicated pupils in the state and

14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the

16 district's goals for its unduplicated pupils in the state and any local priority areas. The

17 description shall provide the basis for this determination, including, but not limited to,

18 any alternatives considered and any supporting research, experience, or educational

19 theory.

20 (5) A county office of education expending supplemental and concentration grant

21 funds on a countywide basis or a charter school expending supplemental and

22 concentration grant funds on a charterwide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a

24 countywide or charterwide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and

26 are effective in, meeting the county office of education's or charter school's goals for its

27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**

2 **Proportionality.**

3   In making the determinations required under Education Code section 52070(d)(3),

4 the county superintendent of schools shall include review of any descriptions of

5 districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through

6 (b)(4) when determining whether the school district has fully demonstrated that it will

7 increase or improve services for unduplicated pupils pursuant to section 15496(a). If a

8 county superintendent of schools does not approve an LCAP because the school district

9 has failed to meet its requirement to increase or improve services for unduplicated

10 pupils as specified in this section, it shall provide technical assistance to the school

11 district in meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:

13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,

14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: _El Sol Science and Arts Academy   Contact: Monique Daviss, Executive Director, mdaviss@elsolacademy.org, 7145430023   LCAP Year:2015 - 2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:
1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
• El Sol Science and Arts Academy ('El Sol' hereinafter) is a pre-school to eighth-grade charter school that provides a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice. Along with providing a rigorous academic environment, El Sol's mission includes creating a culture of kindness, creativity, courage, and honesty that will encourage our graduates to assume leadership roles in the 21st Century. Using a dual language immersion model in Spanish and English, El Sol delivers a comprehensive science and arts curriculum to all students from pre-kindergarten through eighth grade. In 2015 - 2016, the school enrolled over 850 students: 73.55% of students who qualify for free or reduced lunch; 52.41% are English Language Learners (ELL); and 0.50% are children in foster care. El Sol operates one school—in two campuses—that is designed, as a system, to provide the same level of personalized learning (curricular and extracurricular) to all students, without distinguishing between low-income, ELL, and foster care students.	• El Sol's comprehensive system by which it delivers its curriculum and learning supports for all students has three implications for the LCAP Plan. First, because El Sol provides all students (i.e., low-income, ELL, or foster care students) the same access to curricular and extracurricular supports, our responses to Section 2A apply to Section 2B. Second, El Sol's dual Spanish-English immersion model—which is designed to cultivate Spanish language proficiency first and then transfer it to English at a particular developmental stage—involves using a unique set of Spanish-language assessment tools administered at particular grade levels (mostly, second, fifth and eighth grades) and is essentially designed to 'reclassify' ELL students—as a cohort—by the fifth grade (while still complying with annual, individual-level student reclassification requirements). Finally, because El Sol is its own Lead Education Agency (LEA), school-wide and LEA-wide is one and the same (see Table 2A).
• School Site Council: In the 2015 - 2016 school year, the School Site Council (SSC) met periodically to review the purpose, objectives and tasks for developing the Local Control and Accountability Plan (LCAP). The SSC is comprised of 5 parents, 1 teacher, and 1 administrator. Working collaboratively, the SSC developed a three-step planning process: (1) inform stakeholders about the LCAP process and gather data; (2) analyze and synthesize data; and (3) share data and solicit input on priorities for the first 6 and 12 months, and after the first year. Three stakeholder groups were targeted: teachers, students and parents.	• School Site Council: The SSC played a central leadership role in the design, facilitation, and documentation of the LCAP planning process and the development of the El Sol LCAP 2014-2017. In particular, the SSC parent leaders—elected by the parents themselves—were responsible for designing the questionnaire/surveys for teacher, students and parents; they also administered, analyzed and synthesized the data and drafted the El Sol LCAP 2014-2017.
• Teacher Engagement: All El Sol teachers were engaged in this planning process. They filled out a confidential survey that enabled them to respond in a quantitative and qualitative manner to questions focusing on three areas: (1) successes and challenges pertaining to the early implementation of new state standards (Common Core); (2) identifying the existing infrastructure and gaps with regards to technology; and (3) strengths and weaknesses of the current school leadership model (i.e., teacher lead/no principal) and administration.	• Teacher Engagement: In 2013-2014, El Sol teachers began the early implementation of the new state standards. The El Sol LCAP planning process offered us a unique opportunity to systematically capture their experiences and insights on the successes and challenges as well as recommendations for improving implementation for 2016-2017 and beyond. The teachers' insights and priorities informed the development of the

The responses were coded to identify themes and recommendations on how to improve the school's curricular and extracurricular elements. The summary document was sent back to teachers for review to determine if it accurately captured their views and to solicit from teachers their top three priorities for the next six and twelve months, respectively, and what could wait until the beginning of the second academic year.

- Student Engagement: In early May, 193 seventh and eighth grade students anonymously responded to the questions in the Developmental Assets (DA) tool, a tool that is widely used across school districts to comprehensively gauge school climate, student engagement, teacher support of students, perceptions of school safety, among other domains. After inputting data, we selected 16 questions that were most directly tied to Student Engagement, School Environment, Academic Engagement, and Teacher and Family Support. This information was displayed and shared in graphic/visual form at the second parent meetings to help inform the parents' priorities.
- Parent Engagement: Altogether, five all-parent meetings were held throughout the year. The meetings, lasting 2 hours each, were held in the morning and evening to accommodate different schedules. Over 270 parents attended, representing approximately 60% of all El Sol families (there are approximately 450 unduplicated families).

  - Meeting 1 (PM) and Meeting 2 (AM): Parents received information about the Local Control Funding Formula (LCFF) and LCAP; and they provided input on Student Engagement, Parent Engagement, and School Environment. Input included identifying strengths, weaknesses, and recommendations to improve each area.
  - Meeting 3 (AM) and Meeting 4 (PM): Parents focused on strengths and weaknesses with regards to the early implementation of Common Core, and provided recommendations on how to improve implementation by grade level.
  - Meeting 5 (PM): Parents reviewed key areas and issues raised by parents pertaining four areas: (1) academic and learning supports; (b) school systems (e.g., communication, parent engagement, etc.); (c) staffing recommendations; and (d) physical space improvements.

action strategies in Section 2A.

- Student Engagement: Students are a critical stakeholder group. All the seventh and eighth grade students were selected for a comprehensive survey (1) because they were most likely to have a better comprehension of the DA questions and thus provide more reliable information, as compared to earlier grades and (2) because they have been exposed more fully to the range of curricular and extracurricular content and experiences offered through El Sol Science and Arts Academy.

- Parent Engagement: Using a three-step planning process, parents were informed about the purpose of the LCFF and LCAP, and had an opportunity to provide in-depth and comprehensive put on the LCAP priorities. Importantly, parents provided not only input but also expressed their views on the priorities to focus on for the next six-to-twelve months, and beyond the first year. Through the planning process, at least 20 new parent leaders were identified who want to be actively involved during the implementation of the LCAP.

- **Approval Process:** Based on the priorities expressed by parents and teachers, and student survey data, a workgroup consisting of the Executive Director, SSC Parent representative, and Operations Director synthesized input and drafted the El Sol LCAP 2014-2017. The plan was presented to the El Sol Board of Directors on June 25, 2014 and the update was approved on June 16, 2015

Annual Update:	Annual Update:
A rigorous process of meetings and reviews were conducted with parents, teachers and other interested partners. A review of goals was conducted and work towards achieving initial milestones was conducted. A review of first year accomplishments was completed by California State University Long Beach program in public policy as part of two credit classes during the spring semester of 2015.	El Sol continued to engage parents and students in a process of reflection and review of school programs and achievement of our goals as defined by the LCAP. The California State University Long Beach program in public policy offered the class again during the spring semester of 2016 where parent and student feedback was analyzed and prepared for disbursement to the school community.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

> The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

> For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:
1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1: All students will demonstrate knowledge, skills and aptitudes to be productive and engaged citizens.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Students need knowledge, skills and aptitudes to be productive and engaged citizens in the areas of early literacy, English language literacy, math, and science

Goal Applies to:	Schools:	El Sol Science and Arts Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	• By the 2016-2017school year, 55% of all students in 2nd grade will have met grade level standards in fluency, phonics (foundational skills) and comprehension. • By the 2016-2017school year, 80% of students in 5th and 8th grade will have met grade-level standards in reading, writing, and comprehension. • By the 2016-2017school year, 87% of 5th and 8th grader students will have met or exceeded grade level science standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Deliver a curriculum for all students (including ELL and low-income students) from kindergarten through 8th grade that is personalized and rigorous, uses a Spanish-English dual-language immersion model, integrates science and arts, offers a variety of elective courses, and prepares students for college and career.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Provide a transitional program to 7th and 8th grade students to ensure that students and families have the knowledge, skills and relationships to find the best high school option.			
1.3 Implement a system of services and supports that ensures that Special Education students have equal opportunity to succeed.	LEA - Wide	____ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient **X** Other Subgroups:(Specify)_ Special Education____	

1.4 Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.	LEA - Wide	___ ALL
		-- 	
		OR:
		__Low Income pupils __English Learners
		✓ Foster Youth __Redesignated fluent English proficient
		  __Other
		  Subgroups:(Specify)_____	

| 1.5 Conduct a regular assessment to determine if there are equity issues in accessing the curriculum, and implement a tracking system to ensure issues are addressed. | LEA - Wide | ✓ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	• By the 2017-2018 school year, 65% of all students in 2nd grade will have met grade level standards in fluency, phonics (foundational skills) and comprehension. • By the 2017-2018 school year, 85% of students in 5th and 8th grade will have met grade-level standards in reading, writing, and comprehension. • By the 2017-2018 school year, 90% of 5th and 8th grader students will have met or exceeded grade level science standards.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Deliver a curriculum for all students (including ELL and low-income students) from kindergarten through 8th grade that is personalized and rigorous, uses a Spanish-English dual-language immersion model, integrates science and arts, offers a variety of elective courses, and prepares students for college and career.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Provide a transitional program to 7th and 8th grade students to ensure that students and families have the knowledge, skills and relationships to find the best high school option.			
1.3 Implement a system of services and supports that ensures that Special Education students have equal opportunity to succeed.	LEA - Wide	____ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient **X** Other Subgroups:(Specify)_Special Education____	
1.4 Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.	LEA - Wide	___ ALL --- OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5 Conduct a regular assessment to determine if there are equity issues in accessing the curriculum, and implement a tracking system to ensure issues are addressed. Conduct assessments to determine equity issues.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018 – 2019			
Expected Annual Measurable Outcomes:	- By the 2018 - 2019 school year, 67% of all students in 2nd grade will have met grade level standards in fluency, phonics (foundational skills) and comprehension. - By the 2018 - 2019 school year, 87% of students in 5th and 8th grade will have met grade-level standards in reading, writing, and comprehension. - By the 2018 - 2019 school year, 70% of 5th and 8th grader students will have met or exceeded the next generation science standards.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
1.1 Deliver a curriculum for all students (including ELL and low-income students) from kindergarten through 8th grade that is personalized and rigorous, uses a Spanish-English dual-language immersion model, integrates science and arts, offers a variety of elective courses, and prepares students for college and career.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Provide a transitional program to 7th and 8th grade students to ensure that students and families have the knowledge, skills and relationships to find the best high school option.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.3 Implement a system of services and supports that ensures that Special Education students have equal opportunity to succeed.	LEA - Wide	____ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_____
1.4 Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.	LEA - Wide	___ ALL --- OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
1.5 Conduct a regular assessment to determine if there are equity issues in accessing the curriculum, and implement a tracking system to ensure issues are addressed. Conduct assessments to determine equity issues.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

GOAL:	2: All students have equal access to high-quality curriculum and learning supports that are accessible at school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Students need equal access to high-quality curriculum and learning supports.	
Goal Applies to:	Schools: El Sol Science and Arts Academy	
	Applicable Pupil Subgroups: All	

	LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	• By the 2016-2017school year, 100% of 6th, 7th and 8th Grade students completed core elective course. • By the 2016-2017school year, 45% of students were involved in meaningful extracurricular activities. • By the 2016-2017school year, 85% of teachers had credentials to teach assigned course(s). • By the 2016-2017school year, 95% of school administrators with qualifications to perform assigned responsibilities.			
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**		Budgeted Expenditures
2.1 Offer a range of extracurricular activities that enhance learning and educational outcomes (e.g., science camp, theater/music performance, field trips, etc.)	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.2 Provide an after-school program that combines intervention and enrichment activities for students. Offer extended learning opportunities via library (staff and hours of operation) and access to computers. Provide capacity building to parents.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

2.3 Provide access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents. Offer English classes to parents and translate materials into native language.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Education____

2.4 Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, and progress reports), English and/or Spanish classes, and effective translation of materials in the native language.	LEA - Wide	___ ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		✓ Foster Youth __Redesignated fluent English proficient
		     __Other
		     Subgroups:(Specify)_____

2.5 Implement a system of support (i.e., professional development) and supervision that helps teachers continuously improve their ability to implement state standards and integrate technology. Provide professional development to implement state standards and integrate technology.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2: 2017-2018	
Expected Annual Measurable Outcomes:	• By the 2017-2018 school year, 100% of 6th, 7th and 8th Grade students completed core elective course. • By the 2017-2018 school year, 60% of students were involved in meaningful extracurricular activities. • By the 2017-2018 school year, 100% of teachers had credentials to teach assigned course(s). • By the 2017-2018 school year, 100% of school administrators with qualifications to perform assigned responsibilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Offer a range of extracurricular activities that enhance learning and educational outcomes (e.g., science camp, theater/music performance, field trips, etc.)	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2 Provide an after-school program that combines intervention and enrichment activities for students.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Provide access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Education____	
2.4 Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, progress reports), English and/or Spanish classes, and effective translation of materials in the native language.	LEA - Wide	___ ALL --- OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

| 2.5 Implement a system of support (i.e., professional development) and supervision that helps teachers continuously improve their ability to implement state standards and integrate technology. Provide professional development to implement state standards and integrate technology. | LEA - Wide | ✓ ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	• By the 2018-2019 school year, 100% of 6th, 7th and 8th Grade students completed core elective course. • By the 2018-2019 school year, 65% of students were involved in meaningful extracurricular activities. • By the 2018-2019 school year, 100% of teachers had credentials to teach assigned course(s). By the 2018-2019 school year, 100% of school administrators with qualifications to perform assigned responsibilities.

Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures
2.1 Offer a range of extracurricular activities that enhance learning and educational outcomes (e.g., science camp, theater/music performance, field trips, etc.)	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2 Provide an after-school program that combines intervention and enrichment activities for students.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.3 Provide access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
2.4 Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, progress reports), English and/or Spanish classes, and effective translation of materials in the native language.	LEA - Wide	___ ALL --- OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
2.5 Implement a system of support (i.e., professional development) and supervision that helps teachers continuously improve their ability to implement state standards and integrate technology. Provide professional development to implement state standards and integrate technology.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	3: All students, staff, and parents have a healthy and safe school environment that fosters learning.	Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local: Specify _____

Identified Need:	Students, staff and parents need a healthy and safe school environment that fosters learning.

Goal Applies to:	Schools:	El Sol Science and Arts Academy
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	- By the 2016-2017school year, 85% of students reported feeling safe or very safe at school. - By the 2016-2017school year, 85% of parents reported school was safe or very safe. - By the 2016-2017school year, 85% of staff reported school was safe or very safe. - By the 2016-2017school year, 18 days were lost to suspension. - By the 2016-2017school year, 98% daily attendance rate. - By the 2016-2017school year, less than 1% of students were chronically absent. - By the 2016-2017school year, less than 1% of middle school students dropped out. - Increase parent participation by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_Special Education____	

3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL
		--- 	
		OR:
		__Low Income pupils __English Learners
		✓ Foster Youth __Redesignated fluent English proficient
		    __Other
		    Subgroups:(Specify)_____	

3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.	LEA - Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.	LEA - Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	• By the 2017-2018 school year, 90% of students reported feeling safe or very safe at school. • By the 2017-2018 school year, 90% of parents reported school was safe or very safe. • By the 2017-2018 school year, 90% of staff reported school was safe or very safe. • By the 2017-2018 school year, 15 days were lost to suspension. • By the 2017-2018 school year, 98% daily attendance rate. • By the 2017-2018 school year, less than 1% of students were chronically absent. • By the 2017-2018 school year, less than 1% of middle school students dropped out. • Increase parent participation by 5%.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _Special Education____
3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL -- OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.			
3.6 Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	• By the 2018-2019 school year, 93% of students reported feeling safe or very safe at school. • By the 2018-2019 school year, 92% of parents reported school was safe or very safe. • By the 2018-2019 school year, 92% of staff reported school was safe or very safe. • By the 2018-2019 school year, 8 days were lost to suspension. • By the 2018-2019 school year, 98% daily attendance rate. • By the 2018-2019 school year, less than 1% of students were chronically absent. • By the 2018-2019 school year, less than 1% of middle school students dropped out. Increase parent participation by 5%.		
Actions/Services	Scope of Service	**Pupils to be served within identified scope of service**	Budgeted Expenditures

3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.	LEA-Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.	LEA - Wide	✓ ALL -- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.4 Provide access to a range of health and wellness services and supports for students and families.	LEA - Wide	___ ALL -- OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.6 Implement administrative procedures and practices that ensure effective communication and responsive action to address issues with parents, teachers, clerical staff, and students.	LEA - Wide	✓ ALL --- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any difference

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will demonstrate knowledge, skills and aptitudes to be productive and engaged citizens.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	1. 46% of all second grade students will meet grade level standards in fluency, phonics (foundational skills) and comprehension. 2. 75 % of students in 5th and 8th grade will meet grade-level standards in reading, writing, and comprehension. 3. 83% of 5th and 8th grader students will meet or exceed grade level science standards	Actual Annual Measurable Outcomes:	1. Students were provided benchmarks, end of the year assessments, interim assessments, academic support, extended day, small group instruction and intervention (pull outs). 2. Students were provided benchmarks, end of the year assessments, interim assessments, academic support, extended day, small group instruction and intervention (pull outs). In addition to, support by focusing on reading and writing strategies. 3. Provided instructional materials and hands on opportunities, after school programs and enrichment.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.1 Deliver a curriculum for all students (including ELL and low-income students) from kindergarten		Purchased materials, such as books and computers, and provided programs and services. The students	

through 8th grade that is personalized and rigorous, uses a Spanish-English dual-language immersion model, integrates science and arts, offers a variety of elective courses, and prepares students for college and career.		participated in STEM programs, were provided art supplement materials and formed part of several performances.	
Scope of service: Charter-Wide ✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide ✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Provide a transitional program to 7th and 8th grade students to ensure that students and families have the knowledge, skills and relationships to find the best high school option.		Organized and performed workshops and two parent meetings throughout the year. In addition, students had access to ongoing check-ins. Utilized network and social media to extend the word about meetings, important deadlines, etc. Carried out several visits to high schools, colleges and universities.	
Scope of service: Charter-Wide ✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide ✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.3 Implement a system of services and supports that ensures that Special Education students have		Provided ongoing training to understand how to better understand IEP and attended several	

equal opportunity to succeed.		conferences and staff development. Worked closely with Special Education team (school psychologists, general ED teachers, Special Education and administration) to meet students' needs.	
Scope of service: Charter-Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient **X** Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _ **X** Other Subgroups:(Specify)_____	
1.4 Implement a system of services and supports that ensures that foster care students have equal opportunity to succeed.		Provided a conference to Sacramento, other general trainings, monthly meetings to receive information, identify students and identify resources through partners including counseling support, scholarships, uniforms, bus passes and food.	
Scope of service: Charter-Wide __ALL OR: __Low Income pupils __English Learners ✔Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide __ALL OR: __Low Income pupils __English Learners ✔Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.5 Conduct a regular assessment to determine if there are equity issues in accessing the curriculum, and implement a tracking system to ensure issues are		Held staff and parent meetings to review materials for assessment. Kept ongoing communication with parents and provided and performed parent conferences.	

addressed.			
Scope of service:	Charter-Wide		**Scope of service:**
✓ ALL			✓ ALL
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

Original GOAL from prior year LCAP:	All students have equal access to high-quality curriculum and learning supports that are accessible at school.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	**Schools:**	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. No baseline.	**Actual Annual Measurable Outcomes:**	

LCAP Year: 2015-2016			
Planned Actions/Services		**Actual Actions/Services**	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
2.1 Offer a range of extracurricular activities that enhance learning and educational outcomes (e.g., science camp, theater/music performance, field		Provided many extracurricular activities such as science camp, theater, music performance, field trips, dance, no name a few.	

trips, etc.)			
Scope of service: Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.2 Provide an after-school program that combines intervention and enrichment activities for students.		Provided an after-school program that combines intervention and enrichment activities for students. The program was opened to everyone and 450 students were involved in basketball, science, dance, chess, to name a few.	
Scope of service: Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Provide access to technology (computers, Internet, etc.) in the classroom and school site for students, staff, and parents.		Provided a resource room for parents and offered one to one electronic devices to students from 3rd to 8th grade and two to one electronic devices to students from kindergarten to 2nd grade.	
Scope of service: Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		**Scope of service:** Charter-Wide ✓ ALL ---- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.4 Provide parents with trainings and resources to support the academic achievement of students, including but not limited to: access school records (attendance, grades, and progress reports), English and/or Spanish classes, and effective translation of materials in the native language.			Sent out all communication material. Provided ongoing parent workshops to learn about the educational system. Offered PowerSchool training to access students' grades and records. Offered parenting classes.		
Scope of service:	Ed-Director Compensation; $70000; LCFF Base		Scope of service:	Charter-Wide	
__ALL			__ALL		
OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners ✓Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
2.5 Implement a system of support (i.e., professional development) and supervision that helps teachers continuously improve their ability to implement state standards and integrate technology.			Provided conferences for teachers and ongoing professional development trainings. Provided services through a part time technology teacher consultant. Improved teachers' ability to implement state standards by having access to Math, English, and Spanish curriculum specialists.		
Scope of service:	Charter-Wide		Scope of service:	Charter-Wide	

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✓ ALL	✓ ALL
OR:	OR:
__Low Income pupils __English Learners	__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient	__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____	__Other Subgroups:(Specify)_____

Original GOAL from prior year LCAP:	All students, staff, and parents have a healthy and safe school environment that fosters learning.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	1. 80% of the students will feel safe at school. 2. 80 % of the parents will feel safe at school. 3. 80% of staff members will feel safe at school. 4. The number of days lost will be reduced due to suspension. 5. Daily attendance will increase to 98%. 6. Absences will decrease. 7. The percentage of drop out students in middle school will decrease.	Actual Annual Measurable Outcomes:	1. Students filled out a survey and 90% of students reported feeling safe or very safe at school. 2. Parents filled out a survey and 82% of parents reported feeling safe or very safe at school. 3. Staff filled out a survey and 92% of staff reported feeling safe or very safe at school. 4. The number of days lost due to disciplinary problems decreased by 10%. 5. Daily attendance increased by 2% reaching 98% of daily attendance rate. 6. Less than 1% of students were chronically absent. 7. The percentage of drop out students decreased to 0%. No students dropped out during the last school year.

			LCAP Year: 2015-2016		

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
3.1 Implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences.			Implemented monthly assemblies, activities to recognize positive behavior (certificates), restorative circles and hired a new Dean to provide positive culture and climate in school.		
Scope of service:	Charter-Wide		Scope of service:	Charter-Wide	
✓ ALL			✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
3.2 Implement a system of procedures, including access to the school campus and communication during crisis situations that maintain safety, including access to school campus and for crisis situations.			Implemented an animated online message system, a Newsletter and social media.		
Scope of service:	Charter-Wide		Scope of service:	Charter-Wide	
✓ ALL			✓ ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.3 Provide nutritious food and a range of physical activity options for students to maintain a healthy weight and promote physical fitness.		Implemented a wellness policy plan, physical education during recess, well balanced lunch program and playground activities.	
Scope of service: Charter-Wide		**Scope of service:** Charter-Wide	
✓ ALL		✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.4 Provide access to a range of health and wellness services and supports for students and families.		Partnered with a local community clinic on site that is available for students and parents.	
Scope of service: Charter-Wide		**Scope of service:** Charter-Wide	
__ALL		__ALL	
OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners ✓ Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

3.5 Implement a parent engagement system that promotes effective parent involvement in the classroom, extracurricular activities, resource development, and school decision-making.		Parents participated in school site council, parent group (PTO), science demonstrations, volunteer opportunities, and workshops related to education, nutrition, counseling, to name a few.

Scope of service:	Charter-Wide		Scope of service:	Charter-Wide
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$_____

El Sol Science and Arts Academy estimates the level of unduplicated pupils for the LCAP year (2015-16) will be the same as in the previous year, which is 75%. With the consideration of the sponsoring district cap, the supplemental and concentration grant funds is estimated to be $444,224 As a charter school, funds will be spent district/LEA – wide. The funds will be used to increase and expand services for English Learners, low income students and foster youth.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

%

As stated in the previous section, El Sol Science and Arts Academy estimates level of unduplicated pupils for the LCAP year (2015-16) to be 75%. The estimated minimum proportionality percentage is 7.63%. Students who are considered English Learners, low income students and foster youth will receive services above what is being provided to the general student population.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

  (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

  (2) The total number of cohort members.

  (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

8-22-14 [California Department of Education]