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
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Plan Summary 2023-2024

General Information

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

El Sol Science and Arts Academy of Santa Ana (El Sol) is a remarkable school that offers an outstanding 90/10 dual immersion program in Santa Ana, California. Established in 2001, El Sol has grown from 110 students in kindergarten and 1st grade to over 950 students enrolled in preschool through 8th grades. The school serves a predominantly Latino community with 65% of its students qualifying for free and reduced lunch and 45% being English Language Learners (ELLs) - demographics that mirror those of the broader school district community. El Sol continues to operate a strong extended day program that offers supplemental academic instruction for at promise students and cultural enrichment activities in the areas of music, dance, sports, and art. Additionally, as a model community school, El Sol collaborates with a comprehensive and diverse group of community partners such as Share Our Selves – providing services at our on-site federally qualified health center and Second Harvest Food Bank – providing food for our onsite mercado (food bank), which contribute to our robust environment of achievement.

El Sol's dual immersion program prioritizes language acquisition and language mastery beginning with Spanish and then transitioning to English, regardless of the students' primary home language. The goal of the school's language program is for students to achieve fluency and literacy in both Spanish and English and to meet or exceed grade-level proficiency at all academic benchmarks. Kindergarten students are immersed in Spanish instruction 90 percent of the day and exposed to English instruction the remaining 10 percent of the time focused on developing linguistic and academic competence. The percentage of Spanish and English instruction is then reduced and increased in intervals of 10 percent, respectively, until the fourth grade when the student reaches a balance of bilingual instruction of 50/50. While the program is designed to be, and is, successful for English Only students as well as ELLs, El Sol has found it to be particularly successful with students who have limited English skills.

El Sol's mission is to provide a rigorous academic environment that prepares students for entrance into a college preparatory track at the high school of their choice and to create a culture of kindness, creativity, courage, and honesty that will permit graduates to assume leadership roles in the 21st Century. El Sol works to achieve that mission through a variety of curricular areas of focus. The program develops bilingualism and biliteracy in Spanish and in English. Students emerge competent in multiculturalism through the understanding

of different cultures and the development of high self-esteem, priming them for success in their future studies, their communities and beyond.

Reflections: Successes

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

El Sol has had a long history of success and accomplishments, including being named a Bright Spot Awardee by the White House Initiative on Educational Excellence for Hispanics, a California Charter School of the year, a California Distinguished school, a Title I Academic Achievement Awardee, a California Association for Bilingual Educators Seal of Excellence Awardee, and a Campaign for Business & Education Excellence (CBEE) STAR Awardee, and a recipient of the California's Healthiest School's award. These distinguished awards highlight our unique dual-immersion curriculum that teaches advanced levels of knowledge and proficiency in English and Spanish. El Sol is also proud to be a 2017-2018 California Distinguished School and one of 15 winners of the 2018 America's Best Urban Schools Award. Among thousands of urban schools in the nation, El Sol was selected as a winner by demonstrating, through multiple rigorous indicators, impressive academic results for every demographic group we serve along with strong evidence of strength in four areas: curricular rigor, instructional effectiveness, relational quality, and continuous improvement efforts.

El Sol values accountability and expects everyone – including students, teachers, administrators, parents, and the community to support the success of the school. In its short history, El Sol has had a history of achieving excellent results for all student groups. El Sol is proud of the commitment and hard work of our school community. Beginning in 2019, the California Dashboard report indicated that our students continued to perform at high levels for English Learner Progress, English Language Arts, and Mathematics. A review of performance on the state indicators listed on the California Dashboard and Local performance indicators, trimester content assessments, benchmarks, and end of unit tests have shown a consistent increase in performance on state testing for all students, including and more significantly, ELLs.

Academic Performance Context (Pre-Pandemic)

Compared to 2018, in 2019 there was an 8.7-point increase in the number of students who met grade level standards on the English Language Arts Assessment, placing students 15.4 points above standard. Similarly, in mathematics, students maintained a 2.5 point above standard growth. Additionally, improved results on the English Language Arts Assessment allowed El Sol to move an entire level on the performance indicator, going from yellow in 2018 to green in 2019. Improvement in services to ELLs is evident in the following: ELLs continued to grow in 2019 with 58 percent of English Learners making progress towards English Language proficiency, compared to 48 percent at the state level. Improvements in services by the LEA in English Language Arts and Mathematics included:

- Integration of content and language in teaching methodology across grade levels
- Consistent opportunities for teachers to take release days to attend to standards realignment, scope and sequence and unit planning, and reflect on effectiveness of instructional practices
- Ongoing review of internal performance data during teacher release days
- Opportunities for teachers to participate in on-site and off-site professional development, including Teacher Reflective Learning Walks (TRLWs)

Pandemic Response and Accomplishments

Many years of successful transitions, coupled with strong programming and clarity in purpose, positioned El Sol Academy at an advantage in being able to make swift and intentional adjustments to its program immediately following the school's closure on March 15, 2020. Almost immediately, educational resources and packets were prepared and disseminated in the days following the Stay-at-Home orders and subsequent closure. While instruction continued, families were surveyed to quickly gather information that would help make decisions around technology, instructional and socio-emotional needs of the school community. Based on the information collected, more than 500 devices were distributed, more than 100 hot spots were procured and provided, and learning materials were made available both electronically and in print. Maintaining our strong commitment to our performance and visual arts programming, art kits and musical instruments were also made available. Directors and specialists worked closely with faculty to assess and distribute remote learning and community resources. More importantly, when it was allowed to do so, small groups of at-risk students were brought to campus to work in Learning Hubs. Under the guidance of directors and teacher leaders, over 200 students attended the in-person Learning Hubs. Students had access to a designated learning space and support staff for immediate assistance. As a community school, El Sol was able to respond to the needs of the students and their families. In addition, El Sol provided a distance learning summer program for 300 students that served as a training and refining environment for staff development. The summer program also offered an opportunity for instruction and enrichment to stem the effects of possible learning loss.

Learning Recovery Phase

In March of 2021, El Sol welcomed its students back in a hybrid learning model. The transition to in-person learning was streamlined and successfully operated, serving almost 60 percent of students in-person. Families who have opted to remain in distance learning had the opportunity to do so. More notably, El Sol was able to successfully design programming that allowed for small class size and ongoing embedded supports to mitigate learning loss across grade levels and student populations.

El Sol Academy is a school that has demonstrated resilience in the face of unprecedented challenges. In August of 2021, El Sol returned to a full in-person model, and the teachers and staff have worked tirelessly to adjust to a new reality and meet the needs of their students. As the school prepares to close out its second year of learning recovery, the results indicate that El Sol's dual immersion program is effectively meeting the needs of emergent bilinguals. As evidence of this, the 2022 Dashboard results show that 61.5% of English Language Learners (ELLs) made progress towards English proficiency. This is a testament to the strong targeted language academic design of the program. In fact, 60% of ELLs advance at least one ELP (English Language Proficiency Indicator) level, and 20% of ELLs maintain a consistent ELPI level range. This data shows that El Sol is making significant strides in supporting students' language acquisition and mastery.

While the 2022 Dashboard does not have a baseline of comparison this year due to the pandemic, the results are still showing positive signs of progress. The school's commitment to meeting the needs of its diverse student population has paid off in the form of improved language skills and academic success. These results are a testament to the school's commitment to academic excellence and equity.

Reflections: Identified Need

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

In March of 2020, in the midst of nationwide concerns for public health and facing school closures, El Sol Science and Arts Academy staff had to transition to a full distance learning model. This posed significant challenges for the school community, primarily the lack of a uniform learning management system (LMS). Although devices and internet hotspots were immediately deployed to all families who were surveyed and identified, making it easier for students and teachers to conduct live instruction, there were other challenges related to deploying additional learning material and collecting and tracking assignments. For the remaining three months of school, administrators, teachers and support staff combined their efforts to reach out to students most at risk, including English Language Learners, Socioeconomically Disadvantaged and students with disabilities. Understanding that El Sol had placed in the orange tier under Chronic Absenteeism during the 2019 school year, particular attention was placed on student engagement and participation during distance learning.

El Sol recognized one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, would be the loss of learning, both in academic content and skills. To continue to address this, El Sol's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. Assessments will be provided to all students. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs. Using a combination of diagnostic and benchmark assessments, teachers will work with the site leadership team to make recommendations for extended summer learning and fall planning.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. The ELD curriculum is offered on two digital platforms: Google Drive and Schoology. Additional tutoring sessions with Instructional Assistants are assigned to ensure students are progressing in their coursework and practicing their language skills. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. Throughout the school year, the Instructional Leadership Team (ILT) met with site-based leadership to provide a summary of critical areas of need to embed into summer planning.

Parents and teachers were surveyed periodically. During an end of year survey in June of 2021, families reported needing additional resources to support their children with literacy and math development This was particularly evident for families with limited resources, including students who were identified as socioeconomically disadvantaged. This subgroup had done particularly well during the 2019 school year, placing in the green proficiency tier in both mathematics and English Language Arts. This created a sense of urgency to continue to deliver strong programming throughout distance learning. Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Led by the Academic Program Coordinator, families had the opportunity to attend parent training sessions that provided important information about understanding and maneuvering the school system. Moreover, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events. The Foster Youth Liaison will continue to track and support teams in order to ensure that foster youth complete assessments.

Students with disabilities continue to experience the most challenges. To address this, general education and special education teams continue to work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Teams may continue to initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring groups.

The effects of the pandemic and remote learning on student performance continue to impact our students. El Sol has always taken a proactive approach in planning for potential needs. Understanding that students are returning to campus with varied levels of trauma and socio-emotional needs, Directors, Specialists, and the Dean of Culture and Climate will continue to reach out to students and families beyond the end of the school year. Leveraging on off site and on-site resources, families will continue to have access to a wide range of supports including health, food, and other services. Similarly, students who have been identified by their teachers and the on-site mental health clinician will be invited to summer wellness and enrichment sessions led by the Dean of Culture and Climate.

LCAP Highlights

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

El Sol operates one school in two campuses – designed to provide the most uniform and equitable system of personalized learning (curricular and extracurricular) to all students, without distinguishing between economically disadvantaged, ELL, special needs or foster care students. It is expected that all students will achieve at their highest potential. By removing anticipated barriers and offering high levels of support and enrichment, recovering from the potential ramifications of school closures and distance learning, will require a uniform and strategic effort on behalf of all stakeholders. The current three-year LCAP has offered El Sol the prospect of re-envisioning a new approach to teaching and learning.

The current LCAP is organized under the following goals:

(1) Academic Readiness (College and Career Readiness): All students will meet grade level standards by demonstrating high levels of critical thinking and problem solving across content areas, allowing them to be productive and engaged citizens through college and career readiness at all levels of their academic journey.

Actions related to college and career readiness are aligned to the prior year, yet include new actions that reflect the impact of learning loss impact brought forth by the COVID-19 school closures:

- Refine and implement a comprehensive schoolwide assessment plan that includes early administration of schoolwide diagnostic assessments across all disciplines to evaluate the extent of learning loss and drive curricular and instructional decision-making, academic intervention/acceleration, and the allocations of resources.

- Continue with full implementation of Teacher Reflective Learning Walks (TRLWs) to provide teachers with the opportunity to reflect on their practice, refine their craft, and collaborate with colleagues around instructional strategies and best practices that meet the needs of all learners.

(2) Equitable Access: All students will have access to high quality curriculum and learning supports that are accessible both during the regular instructional day and beyond.

Actions and services that ensure equitable access to personalized learning and support for all students are aligned with the prior year and include additional actions related to addressing the impact of school closures due to COVID-19, which continue to impact our school even today:

- Consistent integration of research based English Language Development aligned with the ELA/ELD standards targeting students' diverse language needs.

- Comprehensive services and supports for foster care students, students with disabilities, and students not meeting grade level academic performance measures.

- Implementation of targeted and frequent progress monitoring assessments to evaluate the extent of learning loss caused by the COVID- 19 school closures and remote learning.

- Continue to offer after-school programming combining intervention and enrichment for all students.

(3) School Climate: All students, staff, and parents will have a safe, welcoming, and accessible school environment that values differences and fosters learning.

Actions related to school climate remain consistent with the prior year's priorities and include a focus on addressing the socio-emotional needs of the school community, including teachers, parents, and students to address the challenges brought forth by the COVID-19 school closures:

- Continue to ensure and monitor high-fidelity implementation of school-wide Character Counts

- Implement student and family biweekly wellness checks led by the Dean of Culture and Climate

- Continue to analyze student discipline referrals to ensure demographic parity

- Continue to implement a system that acknowledges student positive behavior and provide fair and developmentally appropriate restorative practices and consequences.

- Implement a faculty wellness check-in and offer additional socio-emotional trainings and support to mitigate burnout and build teacher resiliency to strengthen teacher and student relationships.

(4) Community and Family Engagement: All stakeholders will have a critical and deliberate role in the overall success and well-being of the school community through increased opportunities for participation and strategic feedback on programming and school-wide initiatives.

Actions and services related to community and family engagement will continue in this year's LCAP as a direct response to the needs that resulted from the impact of the COVID-19 school closures and remote learning. The following actions and services will be implemented:

- Increase the frequency and access to Parent Reflective Learning Walks (PRLWs) to include parents from both primary and secondary grades, bringing parents into classrooms to engage with and observe instructional practice.

- Reinstate monthly "parent coffee chats", bringing together school experts and community partners to offer presentations to families about a wide range of topics, including teacher and parent communication, access to the schools various learning management systems, and alternative ways to be an active member of the school community to create meaningful impact in their child's academic life.

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.

El Sol Science and Arts Academy has not been identified for CSI – therefore this prompt does not apply.

Support for Identified Schools

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

El Sol Science and Arts Academy has not been identified for CSI – therefore this prompt does not apply.

Monitoring and Evaluating Effectiveness

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

El Sol Science and Arts Academy has not been identified for CSI – therefore this prompt does not apply.

Engaging Educational Partners

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

Educational partners of El Sol Academy programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, El Sol was afforded the time to more thoroughly engage its full complement of educational partners. Weekly video conferences between educators, support staff, and administrators allow for the sharing of best practices among colleagues and provide a forum for staff to request specific support and resources to improve their virtual teaching strategies. Teachers are also interacting with students daily and requesting ongoing feedback from them on the use of technology, internet-based lessons, and the need for essential mental health services. Teachers bring this input to their weekly staff meetings to help inform the resources being made available to staff, students and families. The LCAP was also discussed at staff meetings and educational advisory group meetings to engage colleagues in a dialogue about the needs of teachers, methods for successfully engaging the distance learner, and methods of ensuring students are provided a continuity of learning regardless of the model of delivery. To meaningfully engage our students and family partners, electronic and telephonic surveys were conducted. A telephone survey was conducted over a three-week period with El Sol families to discuss distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school program, needs were addressed, and commendations were shared for educators who are going above and beyond to assist students. Similarly, during preparations for a hybrid reopen, all stakeholders were surveyed and reopening meetings and focus groups centered around aligning priorities to LCAP goals.

The LCAP was also shared with our Parent Advisory Committee (PAC) and our English Learner PAC to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful. Feedback received from the community and staff will also help to inform the direction of the school programs. Individuals wishing to provide input may join the meeting virtually or submit written comments via email, US mail, or leave a message at a designated phone number. Families also have ongoing opportunities to provide direct feedback to administrators, particularly the Director of Community Life and Early Childhood Education. Families have direct access to her and provide valuable and ongoing feedback.

A summary of the feedback provided by specific educational partners.

As the recipients of the educational services provided by El Sol's school programs, direct feedback from students was of significant interest. In the course of daily interactions with teachers, students expressed both gratitude for the devices provided to them, but also frustration with managing technology issues on their own, with some students requesting paper/pencil assignments for ease of use. Students also shared that they missed the camaraderie they felt at school and looked forward to virtual class meetings where they could interact with their peers. A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency in the virtual school day to the extent possible. Establishing daily school routines for distance learning were recommended to help students understand the continued importance of the work they are doing, despite not being in the classroom.

Teachers described missing students and the rapport they had built over time through daily in-person interactions. Distance learning also provided teachers a more personal glimpse into the student's home life that heightened their awareness of the need to provide students with additional support services. During staff meetings, teachers requested additional community resources they can offer to students and their families as needed. With regard to instructional strategies, teachers appreciated the abundance of trainings, workshops, and resources offered to them, but shared that the amount of information being emailed to them was at times overwhelming and made them reluctant to try new methods. Technology was also a challenge for some teaching staff, and many have turned to their peers for additional assistance.

Outreach to families was extensive and revealed the need for additional technology support to accompany the distribution of devices to students. While feedback from the parent survey demonstrated that a significant percentage of parents felt welcomed at their child's school, parents were overwhelmed with economic and safety concerns. The results of the parent survey also told us that an overwhelming majority of our parents feel their child is safe when on campus; they are aware of academic and mental health support services available to students and want them to continue, and they feel the school is helping their child succeed. However, some parents expressed uncertainty regarding their role during distance learning and how they can contribute to their child's success when learning from home. During the Parent Advisory Committee (PAC) meeting and the English Learner PAC meeting, parents shared a desire for the distance learning school day to include additional content and offer increased opportunities for engaging with teachers. Conversations with community partners supported El Sol's belief that vulnerable student populations benefit greatly from consistent access to well qualified mental health staff who are responsive to student needs and able to provide the mental health safety nets necessary for students to succeed. Community partners continue to collaborate with El Sol to ensure coordination of services and access to services for families facing additional challenges.

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

To address the common frustration expressed by teachers, parents, and students regarding the remote use of technology for teaching and learning, the El Sol Academy Information Technology (IT) department will create a troubleshooting document addressing common technology issues and expand tech support call-in options for students. The troubleshooting document, in English and Spanish, will be mailed to families, posted on the website, and posted on the new educational resources for teachers. IT will follow up by exploring the possibility of creating a series of brief how-to videos for the websites demonstrating solutions to frequently asked technology questions. The educational resources page was designed, following comments by teachers regarding the volume of information being emailed to them. By creating a single, virtual clearinghouse of links, videos, and tutorials, teachers are able to access all of the resources in one

easy-to-find location, allowing them to focus their attention on the content most applicable to their students. This more centralized approach to resource distribution will allow teachers time to review the applicable materials and design additional engaging online lessons to enrich the students' learning experiences. To address the interest in establishing more consistent daily school routines for distance learners and the request for additional engaging activities, we are working with teachers and instructional assistants on setting daily schedules for students, which will include the addition of fun extracurricular activities spaced throughout the month. A calendar of these monthly events will be sent to parents and distributed among teachers to share with students. The need to provide families with clarity regarding their role in the digital classroom was a frequently mentioned topic among parents, and often teachers; therefore, a bilingual handout will be drafted to provide guidance to families to explain and support their enhanced role in the distance learning process. Continuing to address the mental health support needs of students during distance learning and the transition back to in-person school was of particular interest to El Sol's community partners and was a recurring theme in many of the remarks from families and teachers. To respond to this common concern, additional training will be provided to educators to enhance their remote counseling skills and enable them to more effectively support students outside of the classroom environment. Social emotional staff development workshops will be provided to staff to address staff and student coping strategies, engagement and motivational strategies for the classroom, and provide tips for overall well-being.

Goals and Actions

Goal 1

Goal 1	Academic Readiness - College and Career Readiness
[Goal # 1]	All students will meet grade level standards by demonstrating high levels of critical thinking and problem solving across content areas, allowing them to be productive and engaged citizens through college and career readiness at all levels of their academic journey.

An explanation of why the LEA has developed this goal.

El Sol Science and Arts Academy understands that while the school community remained steadfast on accomplishing its academic priorities during the Spring of 2020 and the opening of the 2020-2021 school year, it was also clear that the school closures would require a strategic and aggressive approach to addressing potential learning loss. The ramifications may be felt across several years, which is why El Sol has decided to continue emphasizing high impact skills such as critical thinking and problem solving across content areas to continue to support students as they continue to make academic gains beyond K-8 schooling.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards - CCSS Aligned STAR diagnostic Reading Benchmarks – Early Literacy	**Original:** By the end of 2020-2021 school year 100% of 1st – 8th grade students will take the STAR reading Diagnostic Test or Early Literacy Diagnostic Test **Adjusted:** By the end of 2020-2021 school year 97% of 3rd – 8th grade students took the STAR reading Diagnostic Test or Early Literacy Diagnostic Test (2022). Of those tested, 44% scored at or above the proficiency level.	By the end of the 2021 – 2022 school year, 35% of 3rd – 8th graders scored at or above proficiency on the STAR Reading Diagnostic Test By the end of the 2021 – 2022 school year, 41% of 3rd – 8th graders met or exceeded standards for the ELA CAASPP test.	By the end of the 2022 – 2023 school year, 42% of 3rd – 8th graders scored at or above proficiency on the STAR reading Diagnostic Test.	[Insert outcome here]	**Original:** 100% of 1st – 8th graders will score at Level 3 or above, as reported in the STAR state aligned assessment report. **Adjusted:** 80% of 3rd – 8th grade students will score at or above the proficiency level on the STAR Reading Diagnostic Test (2022)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards - CCSS Aligned STAR diagnostic Math Benchmarks – Pathway to grade level and advanced math	**Original:** By the end of 2020-2021 school year 100% of 2nd – 8th grade students will take the STAR math diagnostic test **Adjusted:** By the 2020-2021 school year 95% of 3rd – 8th grade students took the STAR math diagnostic test (2022). Of those tested, 36% tested at or above the proficiency level.	By the end of the 2021 – 2022 school year, 34% of 3rd – 8th grade students scored at or above the proficiency level on the STAR Math Diagnostic exam. By the end of the 2021 – 2022 school year, 35% of 3rd – 8th graders met or exceeded standards for the Math CAASPP test.	By the end of the 2022 – 2023 school year, 41% of 3rd - 8th grade students scored at or above the proficiency level on the STAR Math Diagnostic exam.	[Insert outcome here]	**Original:** 100% of Kinder – 8th graders will score at Level 3 or above, as reported on the STAR state aligned assessment report. Adjusted: 75% of 3rd – 8th grade students will score at or above the proficiency level on the STAR Reading Diagnostic Test (2022)
Implementation of CCSS aligned Curriculum	By the end of 2020-2021 school year 100% of students had access to CCSS aligned curriculum.	By the end of the 2021 – 2022 school year, 100% of students had access to CCSS aligned curriculum with 70% of standards covered due to school closures.	By the end of the 2022 – 2023 school year, 100% of students had access to CCSS aligned curriculum with 85% of standards covered due to school closures.	[Insert outcome here]	100% of students will continue to have access to CCSS aligned curriculum with 100% of standards covered.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1 Math Intervention and Enrichment	Student supports	- Continue to implement school-wide mathematics assessments to monitor student progress and make recommendations for acceleration and tiered supports. - Train teachers on analyzing student work to adjust instructional planning and decision making, specifically around identifying essential standards and strategic unit planning. - Utilize assessments to ensure adequate tiered supports and intervention referrals, and ensure that students are exiting from tiered supports as applicable. - Work with curriculum directors and curriculum consultants to offer professional learning on bridging assessments with state assessments. - Offer additional release time for math focused lesson study - Train support and intervention staff on aligned best practices to be used during support time as a way to strengthen the transfer of learning.	$661,331	Y

Action #	Title	Description	Total Funds	Contributing
Action 2 College and High School Planning Access	High School planning	• Provide parents with resources and support identifying high schools that provide college preparatory courses. Offer parents additional resources, letters of recommendation, and support in understanding the application process for high schools that require it. Increase the number of school visits, virtual or in person. • The Dean of Students will offer students and families individual high school planning sessions and work with neighboring high schools to increase access to high school counselors prior to the beginning of the new school year for improved class placements. • Increase parent participation at high school visits to provide parents with opportunities to ascertain information about high school options. • Increase access to the El Sol Alumni support network and strengthen connections beyond graduation to evaluate needs and pair resources as needed. • Through partnerships with UCI and other local universities, increase both in and out of classroom opportunities for students to interact with university students to offer college bound experiences	$192,422	Y

Action #	Title	Description	Total Funds	Contributing
Action 3 English/Spanish Language Arts Language Development	Resources and Professional Learning	• Provide enhanced and differentiated opportunities for professional learning on strategies for integrating English Language Development across disciplines with increased opportunities for exposure to academic writing. • Provide opportunities for administrators, teachers and teacher leaders to attend conferences focused on research based instructional practices for multilingual learners. • Strengthen Professional Learning Communities (PLC) on campus by focusing on improved data visualization strategies around outcomes for English Learners. • Work with on-site teacher trainers to offer new teachers with training on the school-wide adopted GLAD instructional approach, while offering a refresher to teachers who have been previously trained by offering release time. • Expand resources for intervention services by purchasing supplemental (standards aligned) resources for tiered support.	$55,884	N
Action 4 Next Generation Science Standards	Instructional practice and resources	• Review NGSS implementation and progress - realigning instructional objectives and creating common assessments aligned with the state science assessment. • Provide STEAM coordinator additional professional learning opportunities to support content, best practices and leadership development across TK – 8 science programing. • Provide release time for elementary and middle school science teachers to create cross grade NGSS standards aligned units. • Launch a schoolwide science fair providing students with opportunities to compete at the local, state and national level. Enlist university partners and community members in the evaluation process. • Increase the number of science-based field trips across grades.	$204,701	Y

Action #	Title	Description	Total Funds	Contributing
Action 5 Music and Art Integration	Enrichment	• Provide opportunities for all students in grades K-8 to participate in school-wide musical performances, talent shows, art nights, and out of school exhibitions. • Provide students with advanced options for music and art specializations such as Digital Media and Mariachi band. • Provide all elementary students and elective classes with access to art supplies and musical instruments. • Provide families with increased access and transportation services to free and low-cost entrance tickets for concerts, theatrical performances, and community art showcases. • Maintain strong art programming through the hiring of an additional credentialed art teacher, expanding the program from 1 credentialed teacher to 2.	$167,370	Y
Action 6 Teacher Release time for the design and full implementation of common assessments	Professional Learning and Training	• Provide administrators, teachers, and teacher leaders with training on specific data visualization software. • Provide release time for teachers to participate in focused data dialogues with content and grade level partners • Provide teacher leaders with release time to plan, design, and implement trimester common assessments • Provide site-based leadership with opportunities to work with consultants on redesigning the school's PLC process.	$196,307	Y

Goal 2

Goal # 2	Equitable Access
[Goal # 2]	All students will have access to high quality curriculum and learning supports that are accessible both during the regular instructional day and beyond.

An explanation of why the LEA has developed this goal.

During the needs assessment, we were reminded that we had gone through two core curriculum adoptions during the past 4 years – math, language arts and middle school social studies. While we are confident in our decision around the new adoptions, we also realized

that teachers and students were adapting. As a result, and as was expected, teachers attended to their standards first and the curriculum components second. During the recent school closures, we were challenged by making sure our curriculum resources transferred over to our learning management system. As we transitioned to a hybrid model and teachers were surveyed on how much of their curriculum had been delivered remotely, it became clear that our focus continued to be on guaranteeing that all students had access to high quality curriculum regardless of the learning platform and that intervention and supports needed to be re-envisioned to fit the existing learning model. Although it is expected that instruction in the fall will be largely in-person, our goal is to continue to deliver high quality curriculum and intervention support to all student subgroups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in designated and integrated ELD professional development	By the end of 2020-2021 school year, 85% of staff attended at least one cycle of professional learning in integrated and designated ELD.	By the end of 2021- 2022 school year, 25% of new staff attended one cycle of professional learning in integrated and designated ELD.	By the end of 2022-2023 school year, 30% of all staff attended an additional professional learning cycle in integrated and designated ELD.	[Insert outcome here]	By the 2023-23 school year, 90% of staff attended at least one cycle of professional learning in integrated and designated ELD.
Record of participation in intervention and/or extracurricular activities across EL, Low Income, and Foster Youth	By the end of 2020-2021 school year, 60% of ELL, Low Income and Foster Youth participated in extracurricular/ enrichment activities	By the end of 2021-2022 school year, 65% of ELL, Low Income and Foster Youth participated in extracurricular/enrichment activities	By the end of the 2022 – 2023 school year, 70% of ELL, Low Income and Foster Youth participated in extracurricular/ enrichment activities	[Insert outcome here]	By the 2023-24 school year, 100% of EL, Low Income and Foster Youth will participate in at least one extracurricular activity

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expand UDL professional learning for certificated and classified staff	By the end of 2020-2021 school year, 35% of certificated and classified staff attended UDL professional learning.	By the end of 2021-2022 school year, 35% of certificated and classified staff attended UDL professional learning	By the end of 2022-2023 school year, 20% of additional staff received training in UDL professional learning.	[Insert outcome here]	By the 2023 – 24 school year, 65% of certificated and classified staff will attend UDL professional learning.
Provide Special Education teachers and support staff with additional professional learning on drafting and monitoring IEP goals.	By the end of 2020-2021 school year, 85% of Special Education teachers and support staff attended IEP goal setting and monitoring professional learning.	By the end of 2021-2022 school year, 85% of Special Education teachers and support staff continued IEP goal setting and monitoring professional learning.	By the end of 2022-2023 school year, 90% of Special Education teachers and support staff continued IEP goal setting and monitoring professional learning.		By the 2023-24 school year, 100% of Special Education teachers and support staff will attend IEP goal setting and monitoring professional learning.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1 Students in Foster Care	Student Supports	• Broaden access to a system of services and supports to foster youth that ensure students have equal opportunity to access. Monitor participation and impact on participation in community events and academic performance. • Engage in collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services and supports for foster youth. • Provide certificated and support staff with opportunities to participate in network meetings and training to receive specialized training in how to support foster care youth in the classroom.	$2,500	N

Action #	Title	Description	Total Funds	Contributing
Action 2 Students with Special Needs	Student Supports	● Redesign existing system of service and support to ensure that Special Education students have equitable access to opportunities and resources necessary to succeed. ● Increase collaboration time between teachers and special education personnel, including the school Psychologist. ● Provide opportunities for teachers to attend off site professional learning focused on supporting Special Education students. ● Implement school wide use of UDL best practices across disciplines	$994,947	Y
Action 3 Professional Development in focused SEL and Trauma	Professional Learning	● Provide Dean of Students and teachers with opportunities to attend trauma informed best practices training. ● Provide increased opportunities for release time for teachers to work collaborative on embedding trauma informed practices and SEL learning into their curriculum. ● Provide classified staff with base level and advanced training in SEL strategies ● Reevaluate early identification procedures of students who need mental health services. Integrate systems of support within and beyond the classroom, including family participation.	$14,000	N
Action 4 High Quality Teachers	Induction and Certification	● Provide increased training and opportunities for job-embedded professional learning through professional learning walks, coaching cycles, and peer coaching. ● Implement a new teacher mentor program that complements and mirrors the induction program and extends beyond the 2-year state requirement. Minimum of 2 additional years of mentorship. ● Increase opportunities for teacher leaders to participate in Professional Learning Communities. ● Ensure qualified and credentialed teachers in every classroom. ● Increase partnerships with local universities and credential programs for improved program articulation and capacity building for student teachers and interns.	$5,329,229	Y

Action #	Title	Description	Total Funds	Contributing
Action 5 Extended Day	Intervention and Enrichment	• Conduct an intervention program evaluation and needs assessment to ensure that all students who need services are receiving them and showing measurable success. • Assess tiered supports to ensure that students are exiting programs at acceptable and consistent rates. • Broaden enrichment program options for students via clubs, and activities including book clubs, speech and debate, poetry, chess, drama, robotics, dance, basketball, music, and art. • Expand and refine services by increasing staffing and purchasing researched based supplemental resources for tiered supports. • Expand the use of diagnostic assessments to include assessing students in the after-school program.	$1,528,197	N
Action 6	Student Supports	• Continue to provide after school programming that combines intervention and enrichment – longer school day (supplemental grant) Expand the school day and increase instructional minutes	[$ 0.00]	[Y/N]
Action 7 Technology Access and Integration	Technology Infrastructure	• Provide staff with access and training to all platforms, including learning management systems and data management software. • Provide equitable access to technology in the classroom and increase access to on site technology use for parents. • Expand the parent tech group to include a new cohort of training. • Broaden and increase the number of training and support offered to families on accessing resources online, including maximizing the use of the school's website as a resource hub.	$20,000	N
Action 8 Monitoring of reclassification of ELs	EL Support Services	• Monitor reclassification procedures and train teachers on how to monitor students beyond the initial reclassification date. • Increase training for parents of reclassified students and offer resources and host additional information sessions around topics such as definition of English Learners, ELPAC testing and understanding score reporting.	$119,795	Y

Goal 3

Goal # 3	School Climate
[Goal 3]	All students, staff, and parents will have a safe, welcoming, and accessible school environment that values differences and fosters learning.

An explanation of why the LEA has developed this goal.

Historical survey data indicates a positive trend towards students, staff and parents feeling safe and welcomed. However, the impact of the recent school closures has also indicated that students, families, teachers, and administrators will need support and resources at various points during the school year. As we plan for a full in-person return to school in the fall of 2021, we understand that all members of the school community will need to be cared for differently. As a result, El Sol Academy will continue to be deliberate in actions that support wellness and foster relationship building.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student surveys	By the 2020-2021 school year, 85% of students reported feeling connected to school.	By the end of the 2021 - 2022 school year, 70% of students reported feeling connected to school	By the end of the 2022 - 2023 school year 85% of students feel like our school is a supportive place to learn and can thrive	[Insert outcome here]	By the 2023-2024 school year, 100% of students will report feeling connected to school.
Staff surveys	By the 2020-2021 school year, 90% of staff reported feeling supported and connected to the school community.	By the end of the 2021 - 2022 school year, 80% of staff felt supported and connected to school community	By the end of the 2022 - 2023 school year, 80% of school staff felt connected and supported by school community	[Insert outcome here]	By the 2023-2024 school year, 100% of staff will report feeling supported and connected to the school community.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Wellness checks	By the 2020-2021 school year, Dean of School Climate conducted home visits with 35% of students identified for Tier 3 intervention	By the end of the 2021 - 2022 school year, 85% of all Tier 3 students met with parents and had additional support or programming.	By the end of the 2022 - 2023 school year, 85% of Tier 3 students were met with on consistent basis with daily check ins and additional support	[Insert outcome here]	By the 2023-2024 school year, the Dean of School Climate will conduct consistent home visits with 100% of students identified for Tier 3 intervention.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1 Socio-emotional and wellness workshops	Student engagement	• Continue and broaden socio-emotional programming and access to all students by partnering with mental health clinician and community partners. • Increase targeted SEL training for all students with comprehensive and differentiated supports for students identified at risk. • Implement the use of SEL framework across key settings: classroom, home, and community through strategic training on self-awareness, management, relationship skills, and responsible decision-making	[$ 0.00]	N
Action 2 Staff Surveys	Staff Engagement	• Continue to monitor staff engagement by increasing the number of surveys deployed to staff and offer more opportunities for focus groups. • The Dean of Culture and Climate will offer bi-weekly staff check-ins and additional check-ins upon request.	[$ 0.00]	N

Action #	Title	Description	Total Funds	Contributing
Action 3 Implementation of Character Counts Program and Restorative Practices	Student discipline	• Continue to analyze student discipline referrals to monitor effectiveness of schoolwide restorative practices. • Implement student-teacher advisory groups for targeted student populations • Provide all teachers with access to monthly coaching sessions on restorative practices such as circles and morning meetings for younger grades. • Implement a student peer support group, led by the Dean of Culture and the school's student council group.	[$ 0.00]	N
Action 4 Maintaining Facilities	Maintaining clean Facilities	• Facility lease • Facility repairs/maintenance/janitorial • Cleaning supplies/services	$1,515,963	N
Action 5 Campus Safety	Maintaining safe facilities	Increase number of noon Supervisors and Crossing Guards	$353,803	N

Goal 4

Goal # 4	Community and Family Engagement
[Goal 4]	All educational partners will have a critical and deliberate role in the overall success and well-being of the school community through increased opportunities for participation and strategic feedback on programming and school-wide initiatives.

An explanation of why the LEA has developed this goal.

Educating a diverse population of students, especially those identified as low income, ELLs, foster youth and students with disabilities, requires active engagement from all school community stakeholders. The process of measuring the degree to which programming is effective for all students requires that families work with school leaders and teachers as partners. Through the implementation of Parent Reflective Learning Walks (PRLWs) we have learned that parents who are perceived as disengaged simply lack the tools to find an entry point into their child's education. PRLWs will continue to offer parents an opportunity to participate in their child's classroom directly, not as spectators but as active participants. The COVID-19 school closures and transition to full distance learning also offered teachers and

administrators a once in a lifetime opportunity into the most intimate spaces of a child's homelife. This information will provide site based leadership with a critical lens as post-COVID initiatives are designed and the home-school connection is strengthened.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making	By the 2020-2021 school year, 50% of families completed surveys or participated in focus groups, providing feedback on programs and school plans.	By the 2021- 2022 school year, 60% of families completed surveys or participated in focus groups, providing feedback on programs and school plans.	By the 2022- 2023 school year, 70% of families completed surveys or participated in focus groups, providing feedback on programs and school plans.	[Insert outcome here]	By the 2023-2024 school year, 100 % of families will complete surveys and/or participate in focus groups to provide feedback on programs and school plans.
Parent participation in programs	By the 2020 – 2021 school year, 70% of families were actively engaged in the school community and programming.	By the 2021-22 school year, 70% of families were actively engaged in the school community and programming.	By the 2022-23 school year, 75 % of families were actively engaged in the school community and programming.	[Insert outcome here]	By the 2023 – 2024 school year, 100% of families will actively engage with the school community and programming.
Strategic parent training	By the 2020 – 2021 school year, 30% of parents participated in one or more parent training sessions.	By the 2021-22 school year, 40% of parents participated in one or more parent trainings (via zoom)	By the 2022-23school year, 45% of parents participated in one or more parent training (via zoom) or in person.	[Insert outcome here]	By the 2023 – 2024 school year, 100% of parents will participate in one or more training sessions.

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1 Parent Engagement Surveys – Responsiveness to parent concerns	Parent Engagement	● Continue to seek parent feedback through the deployment of quarterly parent surveys and parent focus groups. ● Increase and broaden opportunities for parents to engage in school-decision making by ensuring parent participation and leadership positions on the El Sol School Board, School Site Council, and Parent Teacher Organization (PTO) ● Continue with the implementation of administrative procedures and practices that ensure effective communication and responsiveness action to address issues with parents, teachers, clerical staff, and students. ● The Director of Community life will continue to provide parents, teachers, clerical staff and students with direct access to administration via open office hours.	$259,659	Y
Action 2 Health and Wellness Educational Opportunities	Health and Wellness	● Continue to host health and wellness workshops to families through the on-site mental health clinician and community partners. ● Continue to provide resources and support to families who are experiencing food insecurity by directing them to the on-site food pantry. ● Continue to provide wellness classes to parents to learn about nutrition, exercise and mental health.	$243,624	Y
Action 3 School Safety and Wellness Plan Feedback	Safety and Planning	● Inform parents about any updated school safety procedures in the event of a crisis. ● Update school and classroom safety protocols. ● Conduct monthly emergency procedure drills. ● Use one communication tool to send out emergency messages to parents.		

Action #	Title	Description	Total Funds	Contributing
Action 4 Parent participation in academic programming	Academic Programs	- Offer increased opportunities for families to attend monthly coffee chats, presented by community partners, educators, and administrators. Cover a wide range of topics from grading to how to communicate with your child's teacher and dual- language program. - Continue implementing Parent Reflective Learning Walks across grade levels, expanding offerings to middle school classrooms. - Continue and grow Padres Comprometidos classes, building sustainable programming and capacity for parents to empower and encourage other parents to join. - Continue to promote parents attending conferences such as CABE to learn more about dual-language programs and how to support their children with school. - Continue to teach Digital Skills classes/workshops to parents to learn technology skills. - Continue to hold school events for students and parents to socialize with each other. - Continue to offer drug/and alcohol prevention to parents to learn about the risks and how to support their children. - Train parents in the communication tool that is used by all staff to send out messages to parents. - Hold parent family nights that focus on Math, Literacy and STEAM.		

Goal Analysis for [2022-2023]

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

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

While there were no substantive differences in planned actions and implementation, and although it has been 2 years since the transition to a full in-person school year, administrators, educators, support professionals, families and all educational partners continued to assess student needs. This was especially important for planned actions that required in depth assessment of both academic and socio-emotional needs. Actions related to academic support in the areas of mathematics and English Language Arts were fully implemented via a school-wide assessment timeline. Originally, all grades were set to administer the STAR literacy assessment. After careful review it was

determined that students in grades K-2 would benefit from an alternative assessment in both literary and mathematics. Educators assigned to grades K-2 worked with a grade level-lead to launch a full implementation of IDEL, an early literacy and foundational skills assessment. Each grade level team was provided with release time to administer and evaluate results, in line with previously established actions. Through this phase of full implementation, 98% of all students in grades K-5 were assessed and teachers planned small group interventions to students who fell in the at-risk category. 75% of students in the intervention category moved at least one category band after receiving 1 or more cycles of strategic, small group support.

It is important to note that student and staff attendance continued to be affected, hence impacting our ability to provide additional release time since substitutes had to be used to cover staff who were out. Similarly, while supports were not suspended due to the staffing shortage, they were impacted by our ability to deliver consistent reengagement supports. Reengagement support resumed promptly.

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.

N/A

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

El Sol worked thoughtfully and swiftly to ensure that actions around student achievement and assessment analysis continued to be at the core of this year's focus. One of the most significant gains was in transitioning to a unified and aligned assessment system. This allowed educators, Instructional Leadership Team Leads (ILT) and administrators to focus on building student supports that generated clear targets and measures. During parent goal setting conferences, educators were able to create strategic goals that allowed all partners to monitor student growth, which will be carried into the next school year. In grade levels where significant areas of need were identified, administrators and educators convened to plan 1:1, small group and after school tutoring support. While gains were not as significant as was originally planned, the process of implementing, evaluating, and planning for support was strengthened. This will continue to impact ways in which resources and professional learning are designed in the coming school year.

In the areas of student wellness, planned actions were consistent and remained strong. The student referral process was clear and all support staff were ready to focus on at-risk students while also serving returning students. Weekly newsletter and social media outlets provided families with access to resources and direct contact to services both in and out of the school setting.

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

Several changes were made to the baseline and desired outcomes, outlined specifically in Goal 1. Due to temporary suspension of state assessments and the shift to using internal metrics, some of the data used in the originally submitted plan was adjusted. At the time of the original drafting of the plan, not all data had been accounted for, causing a delay in reporting. As a result, baseline and Year 1 data has been adjusted. Upon review of the results, the team has reflected on the need to continue aggressively working to implement all planned actions in order to move closer to our desired outcomes. During the analysis, several factors surfaced. For instance, assessments for the

baseline year were conducted in both an in-person and hybrid setting. While the majority of students participated in the assessments, it was clear that there were many challenges for students including accessing the assessment, testing environment, and extent of in-person instruction due to a continued option to remain at home. We will continue to monitor the data closely, ensuring that all supports are deployed accordingly and strategically.

The release of the 2021-2022 summative assessment results, underscored huge impacts in learning. While all grade levels were affected in some capacity, some grade levels such as third grade, saw larger declines in both math and reading. As a result, there was a concerted effort to revisit foundational reading practices, investing in teacher training and assessment targets. Similarly, 2nd grade invested in revisiting their integrated and designated ELD practices in order to get ahead of the expected gaps for the upcoming school year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,137,008	$193,032

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
22.37%	0%	$0	22.37%

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

Required Descriptions

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

The needs of foster youth, English learners, and low income students are prioritized in the ongoing and consistent actions including but not limited to classroom placement, allocation of curriculum and support staff, parent outreach and training, and access to after school programming and enrichment. Students in this population are monitored and evaluated regularly in an effort to strategically deploy in-time resources and supports (Academic and Socio-emotional). Through the consistent implementation of these actions, students have made gains in literacy and mathematical foundations. ELs are showing gains, as demonstrated in both reclassification and dashboard gains. Low income students are receiving prioritized resources that include access to dental screenings, health and vision screenings, and mental health resources with community partners.

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

The El Sol Academy leadership team, including Directors, mental health providers, special education teachers, and other teacher leaders, continue working on evaluating the effectiveness of current services and programming through a series of planned data visualization sessions. Using enrollment data, attendance/engagement records, performance on assessments and historical performance trends, planning for summer and fall services will be impacted and expected to increase.

Additional support staff will be reassigned or newly hired, based on expertise and training in serving these subgroups. The following actions are planned as part of increasing and improving services for foster youth, English learners, and low-income students:

1) Expand summer program offerings to focused population including access to enrichment an extended care option
2) Decrease student to teacher ratio in tier 2 and 3 intervention services for English learners, low-income students and foster youth
3) Increase the number of support staff assigned to classrooms with high numbers of unduplicated pupils
4) Offer supplemental transition services for students in grades where students have historically struggled to transition including incoming Kinder, 3rd, and 6th grade.
5)Identify trends in targeted populations and partner with families to offer individualized support including in-home visits and wellness checks to provide additional and most appropriate resources
6) Set aside specific tutoring blocks to support targeted populations with considerations for individual/family circumstances.

In addition,curriculum and supplemental materials are being developed and purchased specifically for this target population. Services include additional training for classroom teachers with higher concentrations of students in these subgroups. Instructional aides are assigned to classrooms that have an increased number of students who are ELs and identified as low-income to support and accelerate learning.

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.

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest

performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

● **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

● **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

● **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not

specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

● Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether

the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

● Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **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.

  o **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.

  o **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).

   o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

   o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   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)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- ● 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

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

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

- ● 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

- o 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)

  - o 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)

  - o 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)

  - o 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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