

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually reports the number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home and the number of identified instances where facilities do not meet the “good repair” standard; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard. Additionally, the LEA’s most recent Teacher Assignment Monitoring and Outcome data will be reported by the California Department of Education.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					4
Mathematics – Common Core State Standards for Mathematics					4
Next Generation Science Standards					4
History-Social Science					4

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					4
Next Generation Science Standards					4
History-Social Science					4

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the**

recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement **(LCFF Priority 3)**

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to

engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research

- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**

El Sol Academy continues to make significant progress in strengthening relationships among the school, staff, and families. In El Sol Academy's clearest strengths center on social-emotional support, cultural respect, and family involvement. Families expressed the strongest agreement around teacher responsiveness to students' social and emotional needs (81%) — the single highest-rated item — and the school's delivery of advice and resources to support social-emotional development (65%). Family participation is also a genuine asset: 70% of respondents reported being actively involved in school-related matters, pointing to a solid base of engagement to build on. Perceptions of safety are another major strength. Only 6% identified

harassment or bullying as a large problem, and reports of student alcohol, drug, or vaping issues were minimal to nonexistent. Families broadly view the school as a safe, supportive place for students. Two full-time counselors work with students on self-regulation techniques, calm-down routines, and conflict resolution.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Several indicators point to room for deepening trust and strengthening perceptions of the academic environment. The lowest-rated item was whether the school actively seeks parent input (34%) — a notable gap given the otherwise strong involvement numbers, and a sign that participation *and* voice aren't yet the same thing. Families also gave more moderate ratings to student motivation to learn (40%), maintaining a strong learning environment (45%), and facilities and cleanliness (46%). Mid-range climate scores suggest steady but incomplete progress: encouraging meaningful student participation (49%), treating all students with respect (51%), communicating effectively with parents (53%), parents feeling welcome to participate (53%), and promoting respect for cultural beliefs (57%).

Social Events: Organizing social events such as back-to-school nights, family picnics, or cultural celebrations allows families and staff to come together in a relaxed and informal setting. These events allow parents, teachers, and other school staff to interact with each other and build trust. It also allows families to feel comfortable approaching school staff with any concerns or questions.

Volunteer Opportunities: Encouraging parents to volunteer in various school activities creates a sense of ownership and involvement. Parents can contribute their skills and expertise in areas such as assisting in the library, organizing extra-curricular events, chaperoning field trips, and participating in classroom activities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The pattern in the data has direct implications for families who are most at risk of disengagement, those facing language barriers, limited time or transportation, unfamiliarity with the U.S. school system, or past negative experiences with schools.

The contrast between high involvement (70%) and low *"school seeks my input"* (34%) matters most here. Underserved families are typically the ones whose voices go unsolicited even when participation channels exist — they show up, but aren't asked. Closing that 36-point gap should be the central equity priority: moving from inviting families to participate toward actively *seeking* their input through home-language outreach, listening sessions, and two-way communication.

The moderate scores on welcoming families (53%), effective communication (53%), and respect for cultural beliefs (57%) are also where underserved families are most likely to be concentrated in the "disagree/neutral" half. These are the items most sensitive to language access, cultural responsiveness, and trust — so targeted improvements here (interpretation, culturally relevant programming, relationship-based outreach via the community liaison) would likely lift these families' experience most. The strong safety and social-emotional scores are an asset to lean on: they give the school credibility and trust to build from when reaching families who are harder to engage.

Active roles in committees: Encouraging parents to take an active role in school site council committees, the English Language Advisory Committee, the Special Education Committee, and the Parent Group Committee. Their engagement in these committees will allow parents to help make decisions for the betterment of the students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Over the years, El Sol Academy has developed a range of strategies to partner with parents and support student learning collaboratively. Central to this work is our commitment to a whole-child approach, with programs that support students both at home and on campus. Our comprehensive support system and wrap-around services allow us to identify and assist at-risk students early. Parents are invited to attend 8-week sessions on navigating the educational system and supporting their children's academic and social-emotional development. Beyond the regular six-week meetings, our policy allows parents to request a conference at any time during the school year. Teachers communicate with families through multiple channels — phone calls, emails, Zoom, and home visits. When a teacher has difficulty reaching a family, our community liaison steps in to help re-establish contact.

We also work closely with families to support student academics directly. Teachers share each student's progress with parents through progress reports, data chats, and parent-teacher conferences, helping families understand where their child stands and what comes next. When a student needs additional support, we partner with parents to set clear goals and provide tools they can use at home, such as reading strategies,

math practice resources, and guidance on monitoring homework. We also offer tutoring, intervention groups, and family workshops as needed so that learning is reinforced consistently across school and home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on educational partner input and local survey data, El Sol Academy's primary focus area for improvement in Building Partnerships for Student Outcomes is strengthening two-way communication and actively seeking parent voice. While 70% of families report being involved in school matters, only 34% feel the school actively seeks their input — the lowest-rated item on our survey. This gap indicates that families are participating, but not yet being meaningfully consulted as partners.

To address this, the LEA will prioritize ongoing, structured communication in which teachers and parents learn from each other. Effective partnership begins with teachers understanding each child's full background and circumstances before drawing conclusions about needs or behavior. We will create regular, intentional opportunities for teachers and families to meet, share knowledge, and discuss student progress — moving beyond inviting participation toward genuinely soliciting and acting on parent input. This focus supports a collaborative, culturally responsive environment in which families are recognized as essential partners in student outcomes. Parent input will be crucial in the redevelopment of the school's primary grade report card.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, El Sol Academy will enhance engagement with underrepresented families — including those needing language support, families newer to the U.S. school system, and those who participate but report not being asked for input — to strengthen partnerships for student outcomes. Survey data showing that only 34% of families feel the school actively seeks their input directly informs these strategies:

Identify and support families needing accommodations. The parent liaison will proactively identify families requiring translation, interpretation, or other accommodations and ensure they receive consistent communication in their home language across all channels — phone, email, conferences, and written materials.

Monitor and sustain two-way communication. The LEA will continue to monitor the frequency and quality of teacher-parent communication, using the community liaison to re-establish contact with hard-to-reach families and ensure no family is left out of the conversation.

Create safe, accessible platforms for feedback. El Sol Academy will provide structured opportunities for parents to share feedback and shape school decisions — including direct access to administrators through scheduled office hours, listening sessions, and an anonymous suggestion process. These channels move families from participating to genuinely being heard, fostering inclusion and shared ownership of student outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, El Sol Academy demonstrates notable strengths and progress in seeking input for decision-making, anchored by an open-door approach to administrative accessibility. A defining strength of our school is that administrators are visible, approachable, and readily available to families and staff. Parents do not need to wait for a formal meeting to be heard — they can connect with school leadership directly through [drop-in availability, scheduled office hours, and informal access at morning drop-off and dismissal. This open-door culture signals to families that their voices matter and that leadership is genuinely accessible, lowering the barriers that often keep underrepresented families from participating in decisions. Our progress is further reflected in local survey data, with 70% of families reporting active involvement in school-related matters — evidence that an accessible, welcoming leadership team is building a strong foundation for inclusive, responsive decision-making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, El Sol Academy's primary focus area for improvement in Seeking Input for Decision-Making is expanding structured opportunities for families to shape school decisions — particularly families who participate but do not yet feel actively consulted. While 70% of families report being involved in school matters, only 34% feel the school actively seeks their input. Closing this gap is the LEA's central priority.

To address this, the LEA will develop a comprehensive, year-long plan to involve families in decision-making rather than relying on isolated events. This includes establishing and expanding committees — such as reinforcing the School Site Council, ELAC, and parent advisory groups— that give families a formal, recurring voice in school priorities and welcome broad participation across our community.

To ensure families are equipped to engage meaningfully, the LEA will continue to work with community organizations and staff members to facilitate parent workshops throughout the academic year. These sessions will build the skills and confidence parents need to participate in decisions — covering understanding school data, navigating the budget and planning process, and how to provide effective input. Particular attention will be given to removing barriers for underrepresented families through translation, flexible meeting times, and outreach via the parent liaison, so that seeking input becomes consistent, inclusive, and tied directly to decisions that affect student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, El Sol Academy will strengthen engagement with underrepresented families in the decision-making process — including families needing language support and those who participate but report not being asked for input, reflected in the survey finding that only 34% feel the school actively seeks their input.

Throughout the school year, families will have multiple opportunities to provide feedback through surveys and other accessible channels, ensuring their input reaches school leadership. Our community liaison and community coordinator, will play a central role, reaching out to underrepresented families directly and respectfully to solicit feedback tailored to their needs and perspectives — rather than waiting for these families to come forward.

In response to the input gathered, the LEA will allocate resources and supports accordingly, such as translation, flexible meeting times, and targeted outreach via traditional school and out of school channels. This approach ensures that seeking input is proactive and equitable, and that the families least likely to be heard become active partners in decisions affecting student outcomes.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

El Sol Science and Arts Academy administers an annual local Student Connectedness and School Climate Survey to measure student belonging, relationships with staff, academic motivation, safety, fairness, and student voice. Results are disaggregated by grade-level program (elementary and middle school) to identify developmental differences across the LEA.

At the elementary level, students reported high connectedness: 96% feel close to people at school and 97% feel they are part of the school community. Ninety-two percent (92%) believe they can do a good job in school and feel safe on campus, and 96% reported having opportunities to participate in school activities.

At the middle school level, 86% of students reported feeling close to people at school and 79% feel part of the school community. More than 90% hear positive encouragement from teachers and feel safe on campus, and 72% reported that teachers would go out of their way to check in on them. Academic motivation was consistent across both programs, with approximately 80% of elementary and middle school students reporting they are motivated to learn.

Two items showed notable variation by group: fairness (90% of elementary vs. 46% of middle school students agreed they are treated fairly, with 42% of middle schoolers neutral) and student voice (64% of middle school students reported not having a meaningful say in how the school works)

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The LEA's primary strengths are belonging, safety, and supportive student-teacher relationships. Elementary students show exceptionally high connectedness (96-97%), and middle school students remain positive (79-86%) even during a developmental stage when students typically seek greater independence. Safety is a strength across both programs, with more than 90% of middle school students and 92% of elementary students reporting they feel safe. Consistent academic motivation (~80% across both levels) provides a strong foundation for engagement, and the 72% of middle schoolers who feel teachers check in on them reflects genuine staff commitment to well-being.

The disaggregated data also surfaces a clear developmental pattern: perceptions decline from elementary to middle school, and two middle-school indicators stand out as needs. First, fairness — only 46% of middle school students feel treated fairly, with another 42% neutral. The large neutral share suggests this is less about students feeling actively mistreated and more about unclear understanding of school expectations, discipline, and decision-making. Second, student voice — 64% of middle school students feel they lack a meaningful say in how the school works. Together, these point to a need to strengthen transparency, communication, and authentic student participation at the middle school level.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to these key learnings, the LEA will implement targeted changes focused at the middle school level, where the data shows the greatest opportunity for growth.

To address fairness and the high neutral response, El Sol will strengthen the clarity and consistency of school expectations and discipline practices. This includes clearly communicating behavioral expectations, decision-making processes, and the use of restorative practices so that students understand not only the rules but the reasoning behind them. Staff will receive support in applying these practices consistently across classrooms.

To address student voice, the LEA will expand structured opportunities for middle school students to participate in school decision-making. Planned actions include [establishing or strengthening a student leadership or student council, creating regular student feedback channels such as advisory circles or surveys, and incorporating student input into relevant school decisions]. These efforts aim to move students from feeling overlooked toward being active contributors to school culture.

The LEA will continue administering the climate survey annually and monitoring the fairness and student-voice indicators, disaggregated by program, to measure progress and guide continuous improvement.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)**

El Sol Science and Arts Academy utilizes a wide range of data points to track students' access to a broad course of study. Site administrators, teachers, and leaders analyze class-based and school-wide data to monitor student progress and access across groups. Administrators monitor enrollment in advanced geometry, algebra, and advanced English and Spanish courses. Master schedules are reviewed before the beginning of every school year and monitored for changes and adjustments throughout each trimester. Goal-setting conferences are also set in place to support at-risk students before the end of the trimester.

Student achievement and progress is monitored using the following data sources:

- STAR Reading and Math Data
- Benchmark Writing Assessments
- Progress Reports and Grades
- English Learner Data (Reclassification and English Learner Progress)
- Amplify mCLASS early literacy diagnostics

- 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)**

El Sol Academy ensures all students have equitable access to a broad course of study through comprehensive support and consistent offerings. As a single-site LEA, the same course of study is provided to every student across the school. Locally designed and universal assessments identify students needing intervention or re-engagement, who then receive both in-school and out-of-school support. A streamlined referral process ensures timely access to this support each assessment cycle. Classrooms with students requiring additional help are supported by classified staff, while students needing language support receive strategic English Language Development (ELD) or Specialized Language Development (SLD). Support is embedded directly within core content, so all students — regardless of subgroup — can access grade-level material rather than being pulled away from it.

El Sol's Visual and Performing Arts (VAPA) team designs a broad scope and sequence that builds in language and vocabulary development for all students. As a single site, El Sol monitors enrollment to confirm that no student group is over- or under-represented in any part of the course of study. This commitment ensures every student receives a robust educational experience and that access remains equitable across all demographics.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on the results of locally selected measures, the primary barrier preventing El Sol Academy from providing full access to a broad course of study is the limited number of teachers per grade level in middle school. While all teachers are certified in their subject areas, the small staff size requires each teacher to cover their subject across multiple grade levels (6th, 7th, and 8th) rather than specializing in a single grade. As a small, single-site LEA, El Sol must balance breadth of course offerings against staffing capacity. Expanding the teaching staff or restructuring teaching assignments would strengthen the school's ability to deepen its course of study and provide more consistent grade-level support for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

El Sol Science and Arts Academy is implementing several actions to ensure access to a broad course of study for all students. In response to the middle school staffing constraints identified in our self-reflection, the LEA is reviewing the master schedule to maximize course offerings and create dedicated common planning time for teachers covering multiple grade levels.

To strengthen instruction, we will expand collaboration with teachers and teacher leaders to implement research-based instructional best practices, ensuring lessons are accessible to all learners from the start. This work is aligned with our special education team and English Learner support leads so that students with IEPs, English Learners, and other subgroups receive embedded, grade-level access rather than separate or lower-level content.

Additionally, the LEA is investing in teams to build teacher capacity and strengthen the instructional core. These teams will use student data to guide decisions, monitor subgroup access and progress, and drive sustainable, ongoing program improvement. Together, these actions address both the structural barriers (scheduling and staffing) and the instructional supports (best practices and aligned subgroup services) needed to provide every student with a broad, equitable course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9) **Not Applicable**

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10) **Not Applicable**

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					