

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 Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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 measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; 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.

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 of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body 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					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

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			X		
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language					X

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				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

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 progress significantly in strengthening relationships between the school, staff, and families. More than two-thirds of our school staff and families report feeling welcomed and cared for, and we continue implementing various strategies to enhance collaboration and support learning. These initiatives include behavioral support, parent education courses, and flexible and ongoing communication. Moreover, we have a full-time counselor and wellness aide who works with students on

coping strategies in the classroom. In addition, the wellness aide partners with parents and teachers to provide resources and support. Parents are invited to attend 8-week sessions to learn about the educational system and how to support their children's academic and socio-emotional development. The school also offers 6-weeks classes to parents of diverse learners. In the courses parents learn more about different learning styles and how to better support their child at home. Our school's policy also allows parents to request conferences anytime during the school year. Although teachers and parents meet every 6-weeks, parents can request to meet as needed. Teachers use a variety of ways to communicate with families, including phone calls, emails, zoom, and home visits. Teachers who have difficulty reaching a family contact our community liaison for support to schedule that in person meeting.

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.

Improving relationships between school staff and families is crucial for creating a positive and supportive educational environment. Continuing to provide social events, parent workshops, parent learning walks, and volunteer opportunities are excellent ways to foster these relationships. Here's how each of these initiatives can contribute to building stronger relationships with parents and teachers.

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.

Parent workshops: Hosting workshops designed for parents and caregivers can empower them to support their children's education effectively. Using parent feedback, some topics will include strategies for helping with homework, effective communication with teachers, promoting positive behavior at home, or reading strategies.

Parent Learning Walks: Inviting families to visit the classrooms and learn from teachers, as well as all the teaching strategies, state standards, and behavior accommodations, will allow parents to have a better understanding of the school system. These visits will foster transparency and build trust between parents and families.

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. Having parents volunteer will provide interactions between parents and staff, leading to stronger relationships.

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.

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 LEA will focus on several key initiatives to improve the engagement of underrepresented families identified during the self-reflection process in building relationships between school staff and families. We will continue to provide social events, parent workshops, parent learning walks, and volunteer opportunities to foster these relationships. Crucially, all information will be provided in families' home languages to ensure inclusivity. Additionally, we will offer clear and comprehensive information to help parents understand expectations. Building trust through collaboration and strong communication with families will be central to making them feel included and supported as part of the school community.

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, we have developed various strategies to partner with parents and support student learning collaboratively. El Sol Academy is dedicated to a whole-child approach, with programs supporting students at home and on campus. Our comprehensive support system and wrap-around services enable us to identify and assist at-risk students early on. Our full-time wellness aide assists students with coping strategies in the classroom and partners with parents and teachers to provide resources and support. Parents are invited to attend 8-week sessions to learn about the educational system and how to support their children's academic and socio-emotional development. Our policy allows parents to request conferences at any time during the school year, in addition to the regular six-week meetings. Teachers communicate with families through phone calls, emails, Zoom, and home visits. If a teacher has difficulty reaching a family, they seek assistance from our community liaison.

- 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.**

Effective communication between teachers and parents is crucial for better-serving students. Teachers must understand each child's background and whole story before making assumptions. This requires ongoing, structured communication where teachers and parents can learn from each other. Creating regular opportunities for teachers and parents to meet and discuss the student's needs and progress is essential for fostering a supportive and collaborative educational environment.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the 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 to strengthen partnerships for student outcomes using the following strategies: Continue to monitor ongoing communication between parents and teachers, which is key to building these partnerships. Parents requiring translation or other accommodations will be identified and supported by the parent liaison to ensure inclusivity. Providing a safe platform for feedback enables parents to actively participate in school decisions, fostering a sense of inclusion and collaboration within the school community. This will include offering direct access to administrators, feedback and suggestions boxes around campus, and routine surveys and focus groups.

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 processes. One of our key assets is the School Site Council group, which serves as a vital channel for ongoing feedback and guidance. Comprising representatives from various stakeholders, including parents, teachers, and community members, this council plays a pivotal role in supporting all learners and advocating for the diverse needs of our student body. The School Site Council ensures that decisions align with our overarching goals and priorities through regular meetings and collaboration, reflecting our commitment to inclusive and responsive governance.

- 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, the LEA acknowledges the importance of enhancing collaboration with parents and integrating their perspectives into decision-making processes for student achievement. Recognizing that some parents may require additional support to engage effectively, a key focus area is developing a comprehensive plan to involve families in school activities throughout the year. This includes establishing committees that welcome parental involvement and support the school community. To further bolster family engagement, dedicated staff members have been identified and funded to facilitate workshops for parents throughout the academic year, aiming to equip them with the necessary skills and resources to shape their children's educational experience actively.

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 is committed to enhancing engagement with underrepresented families in the decision-making process. We have implemented a multifaceted approach that prioritizes inclusivity and responsiveness to achieve this. Throughout the school year, parents are given various opportunities to provide feedback via surveys, ensuring their voices are heard and valued. Working closely with our community liaison and community lead, underrepresented families are approached with care and respect to solicit specific feedback tailored to their needs and perspectives. In response to identified needs, resources and support are allocated accordingly, fostering a collaborative and equitable environment where all stakeholders play a vital role in shaping our educational initiatives.

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):

The local climate survey data (Tool: California Healthy Kids Survey) reveals several key insights into the experiences of students based on their gender, race, and ethnicity, along with their living situation. Engagement and support show positive trends but highlight areas needing attention, particularly in middle school.

6th-8th grade Safety perceptions are positive. Nevertheless, ongoing working with students to always be at their best is important. Although there are no substance issues, ongoing prevention efforts are important to help students understand the importance of healthy choices. Routines such as breakfast consumption decline in higher grades, suggesting the need for health promotion. Finally, social and emotional health issues peak in Grade 7, indicating the importance of targeted mental health support.

Prompt 2 (MEANING):

Data Set Breakdown:

- ***Gender Breakdown (School Engagement/ Safety)***
- ***Race/Ethnicity Breakdown (School Engagement/ Safety)***
- ***Living Situation Breakdown***

Data was disaggregated by the following categories: Gender Breakdown (School Engagement/ Safety), Race/Ethnicity Breakdown (School Engagement/ Safety), and Living Situation Breakdown. The data set has been included below.

Gender Breakdown

- Both male and female students report similar levels of school connectedness, with females slightly higher.
- Efforts to enhance school connectedness should continue to be inclusive and supportive for both genders.
- Females are about 8% higher
- Female students show higher academic motivation compared to male students.
- Implement strategies to boost academic motivation among male students.
- Both genders feel relatively safe, with males reporting a slightly higher perception of safety.
- Continue to ensure a safe environment for all students.
- Female students report higher instances of harassment or bullying at 20%.
- Strengthen anti-bullying programs and support services, especially for female students. To address this, El Sol will;
- Continue to do workshops and assemblies so students (especially the young ladies know the difference and acquire tools to help them navigate different social situations.
- Create peer mentor groups with older young ladies and younger girls to help bridge the gaps in terms of understanding and building healthy and meaningful relationships
- Continue to work with counselors and support personnel to identify which students feel this way and why to gain a true understanding.
- Just overall continuing to reinforce the school is a safe space and can report anything at any time.
- Continue work with local partners like Girls Inc to help address issues that young women face. We are currently working with them now and have girls that may currently be working with them now.

Race/Ethnicity Breakdown

- Hispanic or Latinx students show consistent levels of school

- connectedness, with a slight increase in Grade 8.
- Focus on maintaining and improving connectedness for all
- There is a significant increase in academic motivation from Grade 6 to Grade 8 for Hispanic or Latinx students.
- Implement programs that support academic motivation, particularly in early grades.
- The perception of safety is highest in Grade 7 (87%) for Hispanic or Latinx students but slightly decreases in Grade 8. (84%)
- Ensure consistent safety measures across all grades.
- Bullying experiences peak in Grade 7 for Hispanic or Latinx students.
- Focus on anti-bullying initiatives in middle school.
- Bullying experiences peak in Grade 7 for Hispanic or Latinx students.
- Focus on anti-bullying initiatives in middle school.

Living Situation Breakdown

- Students living with one or more parents or guardians feel safest in Grade 7, with a slight decrease in Grade 8.
- Continue to ensure a safe environment for all students.
- Bullying experiences peak in Grade 7 for students living with one or more parents or guardians.
- Continuing to create programs that will focus on middle school students.

Conclusions:

The findings from the student survey highlight a positive sense of connection and support within the school environment. Students reported feeling connected to their peers and valued having trusted adults they can turn to for guidance and support. Additionally, students enjoyed connecting with friends and appreciated the challenges presented in their academic journey. The survey results underscore a nurturing and engaging school climate where students feel supported, challenged, and valued as part of the school community.

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

The findings from the student survey highlight a positive sense of connection and support within the school environment. Students reported feeling connected to their peers and valued having trusted adults they can turn to for guidance and support. Additionally, students enjoyed connecting with friends and appreciated the challenges presented in their academic journey. The survey results underscore a nurturing and engaging school climate where students feel supported, challenged, and valued as part of the school community.

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.

Based on reflections on prior practice, we have made targeted changes to our planned goals, metrics, target outcomes, and actions for the coming year. Specifically, we have expanded our wellness initiatives to include comprehensive mental health support services, with proactive involvement and collaboration from the wellness team. Additionally, we are introducing new measures such as satisfaction surveys and focus groups to assess these programs' effectiveness better. In response to feedback and data analysis, we are refining our restorative practices approach by providing additional training for staff and implementing a peer mediation program for students. Our partnership with UCI and other agencies in the community will continue, allowing us to leverage resources and expertise to enhance student support. Furthermore, we are introducing case carriers to closely follow students' progress, ensuring personalized support and intervention. These changes aim to strengthen our support systems, promote positive behavior, and create a safer and more conducive learning environment for all members of our school community.

This year, El Sol Academy completed its first year with a full-time school counselor and behavioral aide to support SEL initiatives and work closely with teachers and families to provide strategic and just-in-time support.

Student and Staff Wellness: Implementing wellness initiatives, including mental health awareness campaigns, counseling services, and wellness workshops, has been highly effective in promoting student and staff well-being. Surveys and feedback from stakeholders indicate increased awareness of mental health issues, improved access to support services, and enhanced coping skills among students and staff.

Student Discipline: Implementing restorative practices, student support systems, and proactive interventions has improved student discipline positively. Disciplinary incidents have decreased, and student behavior and engagement have seen a noticeable improvement. Feedback from staff indicates greater satisfaction with the effectiveness of restorative approaches in resolving conflicts and fostering a positive school culture.

The specific actions implemented to date have been highly effective in making progress toward promoting student and staff wellness, improving student discipline, and maintaining safe and clean facilities. We hope these adaptations will result in positive outcomes, including increased awareness of mental health issues and improved student behavior. As we move forward, we remain committed to building upon our successes and addressing any remaining challenges to enhance student and staff well-being further, promote positive behavior, and maintain a safe and clean learning environment. By leveraging lessons learned and feedback received, we are confident in our ability to sustain positive outcomes and continue making progress toward our goals.

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 uses 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 resources. As a single-site LEA, uniform offerings are provided across the school site. Locally designed and universal assessments identify students needing intervention and re-engagement services, who receive both in and out-of-school support. A streamlined referral process ensures timely access to additional support each assessment cycle. Classrooms with students requiring extra support have access to classified staff, while those needing strategic language support receive assistance from staff offering strategic ELD or SLD. All students participate in learning that embeds support within core content, ensuring access

to grade-level material regardless of subgroup. All the students will have opportunities to practice using the language in context with appropriate support in various modalities. Some strategies will include; students with reading disabilities, including dyslexia, often experience difficulty reading large amounts of text, supports that will be provided will be audio textbooks, video, text-to-speech technology and additional time to complete assignments. Linguistic and non-linguistic methods to represent key vocabulary, labels, symbols and icons to support comprehension of concepts. Identify key ideas and critical information with tools such as graphic organizers, outlines and concept maps. And Scaffolding: beginning instruction at a student's current level of understanding and providing teacher support to assist the student in reaching the next level of mastery.

El Sol's VAPA team designs a broad scope and sequence, incorporating ample opportunities for language and vocabulary development for all students. This commitment ensures every student receives a robust educational experience, fostering academic success and equity 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 the tool or locally selected measures, one barrier that poses a challenge at El Sol Academy from providing access to a broad course of study for all students is the limited number of teachers per grade level in middle school. While all teachers are certified in their respective subject areas, the challenge arises from having all English teachers responsible for teaching English to students across multiple grade levels (6th, 7th, and 8th grade) rather than having a grade-level focus. This limitation impacts the master schedule and poses challenges in providing sufficient teacher support and release time, although it has not directly hindered student access to a broad course of study.

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 committed to enhancing access to a broad course of study for all students through ongoing initiatives. We will further collaborate with teachers and teacher leaders to implement the Universal Design for Learning approach, ensuring alignment with the special education team and English Learner support leads to support the success of all subgroups and students. Additionally, introducing site-based instructional leadership teams will strengthen teacher capacity and improve the instructional core, fostering sustainable, data-driven program improvement.

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:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
<p>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.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>

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
<p>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).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>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).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
<p>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.</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>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.</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]