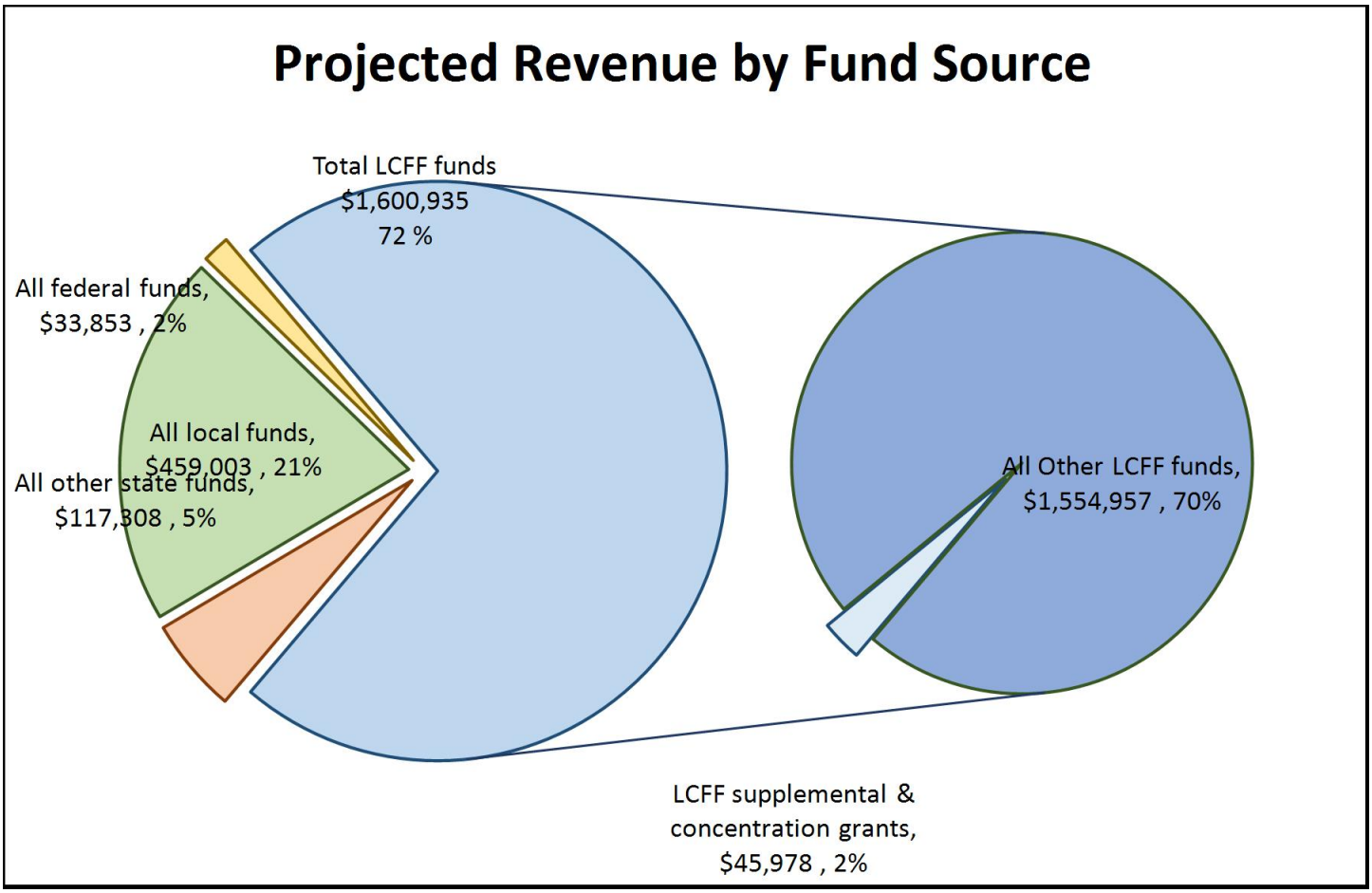
Educating Students Since 1876

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spencer Valley Elementary School District
CDS Code: 37 68403 0000000
School Year: 2024-25
LEA contact information:
Kelly Baas
Superintendent/Principal
kelly@svesd.net
(760) 765-0336

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

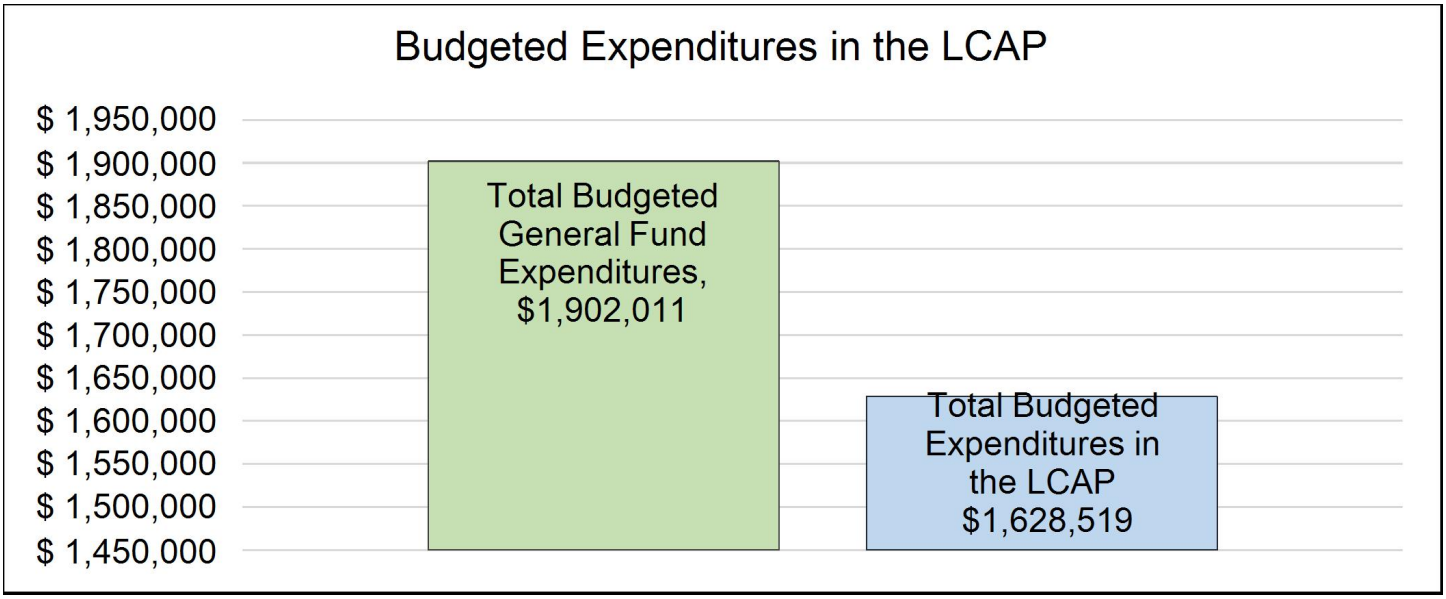


This chart shows the total general purpose revenue Spencer Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spencer Valley Elementary School District is $2,211,099, of which $1,600,935 is Local Control Funding Formula (LCFF), $117,308 is other state funds, $459,003 is local funds, and $33,853 is federal funds. Of the $1,600,935 in LCFF Funds, $45,978 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Spencer Valley Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Spencer Valley Elementary School District plans to spend $1,902,011 for the 2024-25 school year. Of that amount, $1,628,519 is tied to actions/services in the LCAP and $273,492 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

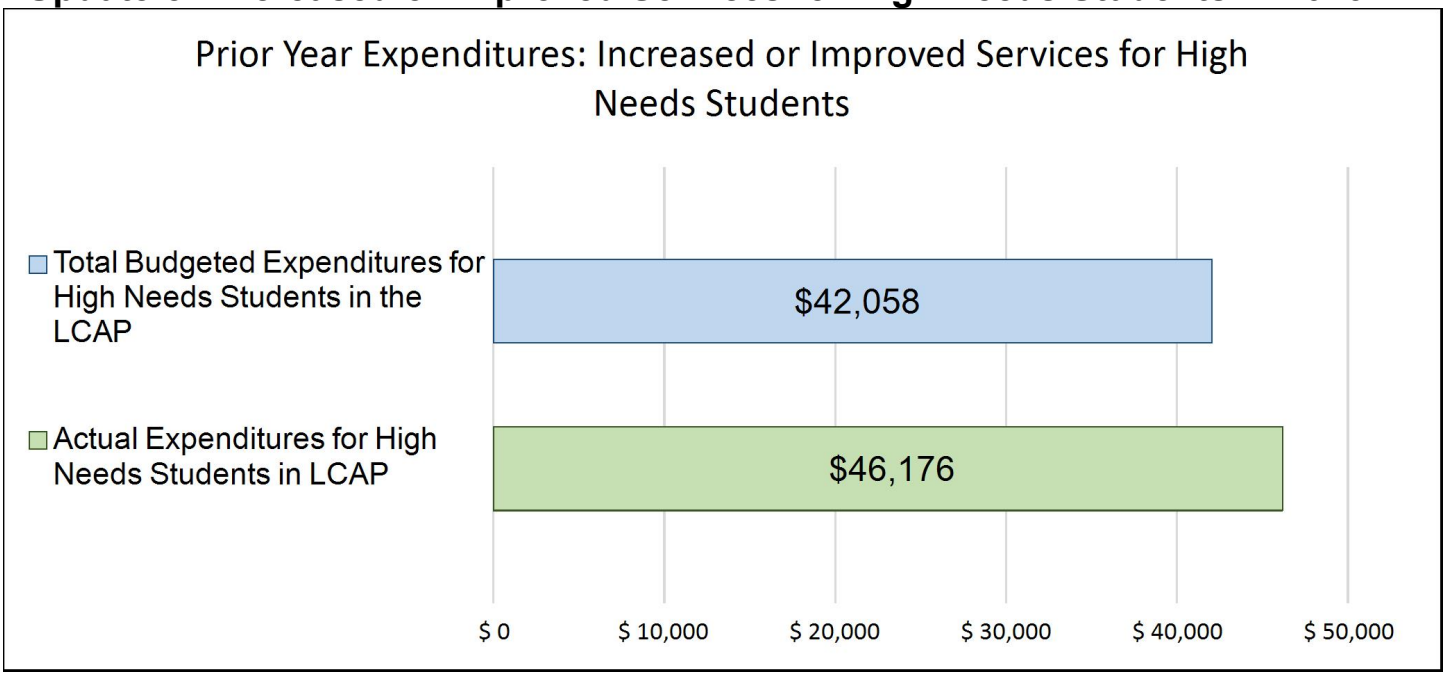
Legal, Special Education, Transfers, Local Preschool Grant

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Spencer Valley Elementary School District is projecting it will receive $45,978 based on the enrollment of foster youth, English learner, and low-income students. Spencer Valley Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spencer Valley Elementary School District plans to spend $68,737 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Spencer Valley Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Spencer Valley Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Spencer Valley Elementary School District's LCAP budgeted $42,058 for planned actions to increase or improve services for high needs students. Spencer Valley Elementary School District actually spent $46,176 for actions to increase or improve services for high needs students in 2023-24.

Educating Students Since 1876

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spencer Valley Elementary School District	Kelly Baas Superintendent/Principal	kelly@svesd.net (760) 765-0336

Goals and Actions

Goal

Goal #	Description
1	1: Each student will experience high quality teaching and learning that will allow them to be successful in preparing for their College and Career

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Program 1A. Appropriately credentialed and assigned Certificated staff and Classified staff providing instruction and support to all students	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials; New science materials aligned to NGSS were piloted and purchased for the 22-23 school year. All other materials are aligned to standards.	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials; New science materials aligned to NGSS were implemented this year in grades TK-8. All materials are aligned to standards.	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials; All materials are aligned to standards.	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards-aligned instructional materials.
1B. Implementation of state standards in all content areas including English Learner students as measured by district indicators NWEA or other identified test, classroom observation	100% of Classrooms will implement state standards as measured by a classroom observation tool.	Classroom observation tool was developed during the 21-22 school year and will be piloted in the 22-23 school year. In the areas of ELA, Math, and Social Science 100% of	Classroom observation and evaluation tool was piloted during the 22-23 school year. In the areas of ELA, Math, Science, and Social Science 100% of classrooms	Classroom observation and evaluation tool was piloted during the 22-23 school year. Changes were made at the end of the year for the 23-24 school year. District	100% of classrooms will implement state standards as measured by classroom observation tools, NWEA and ELPAC results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tools, and ELPAC results		classrooms implemented the academic content and performance standards adopted by the state board. NGSS Science materials were piloted and will be implemented during the 22-23 school year. Health curriculum will be investigated during the 22-23 school year and implemented in the 23-24 school year. Due to the size of Spencer Valley our English Learner students receive individual attention from their classroom teacher, specialized teacher, and bilingual aide during the school day. 100% of EL students receive designated and integrated services by these three staff members. In this way, these services provide access to the CCSS and the ELD	implemented the academic content and performance standards adopted by the state board. Health curriculum is still being investigated with an implementation goal of 24-25. Due to the size of Spencer Valley our English Learner students receive individual attention from their classroom teacher, specialized teacher, and until December 2022 from a bilingual aide during the school day. 100% of EL students receive designated and integrated services by these staff members. In this way, these services provide access to the CCSS and the ELD standards which are shown by ELPAC data which shows that 6 out of our 7 students have taken the	continued with the overall process. In the areas of ELA, Math, Science, and Social Science 100% of classrooms implemented the academic content and performance standards adopted by the state board. Health curriculum is still being investigated. Due to the size of Spencer Valley our English Learner students receive individual attention from their classroom teacher, specialized teacher, and academic assistant support. 100% of EL students receive designated and integrated services by these staff members. In this way, these services provide access to the CCSS and the ELD standards which are	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		standards which are shown by ELPAC data which shows that 100% of EL students are maintaining progress toward English proficiency. 43% of our EL students took the state assessment and 100% of them made progress in ELA and Math.	ELPAC summative assessment before and 88% of EL students are maintaining progress toward English proficiency. 29% of our EL students took the state assessment for at least the second time and 100% of them made progress in Math on the state assessment in 2022. These same students maintained the ELA score or were below.	shown by ELPAC data which shows that 6 out of our 7 students have taken the ELPAC summative assessment before and 88% of EL students are maintaining progress toward English proficiency. 29% of our EL students took the state assessment for at least the second time and 100% of them made progress in Math on the state assessment in 2022. These same students maintained the ELA score or were below.	
1C. ELA - Scores on SBAC will be maintained Scores MATH – Scores on SBAC Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests	We have no current SBAC scores. NWEA scores from 18-19: RLA 74% proficient Math 63% proficient 1C – ELA Baseline 1C – Math Baseline Baseline: 1C – ELA Baseline 1C – Math Baseline	Students took SBAC in 20-21 school year with 87.5% met or exceeded standards in ELA and 88.2% met or exceeded standards in Math. NWEA scores from 21-22 - in the fall of 2021 72.4% of all students K-8 were proficient in Math and	Students took SBAC in 21-22 school year with 58% met or exceeded standards in ELA and 65% met or exceeded standards in Math. NWEA scores from 22-23, in the fall of 2022, 73% of all students K-8 were	Students took SBAC in 22-23 school year with 67% met or exceeded standards in ELA and 47% met or exceeded standards in Math. NWEA scores from 23-24, in the fall of 2023, 57% of all students K-8 were	85% of students will be proficient in both math and ELA as measured by SBAC scores. Students in grade TK-2 will demonstrate 85% proficiency on publisher and locally produced assessments, as well as through alternative

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	83% of students tested in Spring 2017 were proficient or above, however in Fall of 2017, 53% of all students at achieving standards or better in ELA and 60% of all students at achieving standards or better in MATH when local measures for newly enrolled students and third grade achievement was added to the spring data set. Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.	64.3% were proficient in ELA. In the winter of 2022, 80% of students were proficient in Math and 65% were proficient in Reading. Spencer Valley will only be looking at participation rates for the PFT. In the spring of 2022 100% of 5th grade students participated in the PFT assessment. Spencer Valley did not have any 7th grade students during the 21-22 school year and therefore does not have any data for 7th grade students.	proficient in Math and 75% were proficient in ELA. In the winter of 2023, 71% of students were proficient in Math and 76% were proficient in Reading. Spencer Valley will only be looking at participation rates for the PFT. In the spring of 2023, 100% of 5th grade and 7th grade students participated in the PFT assessment.	proficient in Math and 77% were proficient in ELA. 100% of 5th grade and 7th grade students participated in the PFT assessment.	performance metrics and activities. Although data for HEALTHY FIT ZONE will not be available, teachers will work with SPARKS program to advance student health and well-being.
English Learner language proficiency and progress toward redesignation	Currently, 66% of English Learner students were redesignated to fluent English proficient. 100% of enrolled English Learner students are maintaining progress	At the start of the 21-22 school year there were 19% of students that were designated as English Learners. 100% of English Learner students are maintaining progress toward English	At the start of the 22-23 school year there were 12% of students that were designated as English Learners. Only 60% of English Learner students are maintaining progress toward English	At the start of the 23-24 school year there were 10% of students that were designated as English Learners. 80% of English Learner students are maintaining progress toward English	100% of English Learner students will demonstrate appropriate annual progress as measured by ELPAC. 75% of ELL students will be re-designated to fluent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	toward English proficiency as measured by ELPAC. Students were not tested in 2020 on ELPAC. In 2021 100% of EL students were tested on ELPAC. 71% of these students have another ELPAC score to compare. 80% of the students with more than one years worth of scores increased their ELPAC score from the prior assessment. 29% of students took the assessment for the first time. 43% of these students took the SBAC and 100% of them made progress in ELA and Math.	proficiency as measured by the 2021 ELPAC scores. 6% of students were redesignated to fluent English proficient by January 2022 due to meeting redesignation criteria put into place during the 21-22 school year. Using the 2021 ELPAC data, 80% of the students with more than one years worth of scores increased their ELPAC score from the prior assessment. 29% of students took the assessment for the first time. 43% of these students took the SBAC and 100% of them made progress in ELA and Math.	proficiency as measured by the 2022 ELPAC scores. 29% of these students took the SBAC and 100% of them made progress in Math. No EL students were redesignated to fluent English proficient in the 22-23 school year.	proficiency as measured by the 2023 ELPAC scores. One EL student was redesignated in January 2024 to fluent English proficient in the 23-24 school year.	English proficient annually.

Goal Analysis

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

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

Spencer Valley continues to hire and keep 100% fully credentialed and appropriately assigned teachers and provides 100% access to standards aligned materials. State standards are implemented 100% in classrooms but academic growth falls short of the desired outcome for 2023-24. On the SBAC assessment in Math only 47% of students scored at or above grade level in grades 3 through 8, while 67% of students performed at or above grade level in English Language Arts (ELA). On our standards aligned NWEA assessment that is given 3 times each school year, in grades K-8, 72% of all students scores at or above grade level in ELA and 48% of all students scores at or above grade level in Math. Spencer Valley will continue to implement ways to support students academically as the new LCAP is created. Spencer Valley continues to focus on providing academic supports to our students with disabilities and our English Learners, even so both of these groups together had 56% who did not meet in ELA and 67% who did not meet in Math. Over the past 3 years we have had around 13% to 14% of our students designated as ELs. 42% of these EL students have been redesignated and a new redesignation procedure was developed and put into place. Spencer Valley will continue to work on meeting the needs of all students since data has shown that 85% of students are not proficient in both Math and ELA based on the yearly SBAC and NWEA assessments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Spencer Valley began the MTSS process that was developed at the end of the 20-21 school year during the 22-23 (1.1). Funds were not spent for this action since the district is working on this process in house. Professional learning was shared out with teachers for EL strategies and 2 teachers participated in a 2 day training (1.2). These staff members will support our development of a way to better meet the needs of our EL students in classrooms and outside classrooms. Special Ed teacher and classroom teacher ssupported EL students in 23-24. Professional learning was provided for a full day in October where staff members were able to choose 4 different sessions to attend based on what they felt they needed to know more about. These sessions were provided by members from SDCOE and the SELPA at no charge due to our size. With new administration and the majority of staff we will continue to work on our SST implementation along with our MTSS implementation and will do this in house, no sessions were provided by our SELPA and no funds were spent for this (1.1). Through our MTSS process we will develop our own SST process and will not call upon the SELPA for support unless needed, due to this and the fact that the SELPA would provide us support free through the work that we do together. Spencer Valley is also part of the School Climate Transformation grant through SDCOE which provides training, money, and support in developing MTSS plan, which includes our SST process. Staff will continue to work on this process at the start of the 23-24 school year and will be implementing the process with minimal funds being required. Spencer Valley participated in many PD options throughout the school year, but the budgeted expenditure for TK plan, do, review money was not spent (1.3). The budgeted expenditure for after school tutoring (homework hour) was not completely spent (1.4). Spencer Valley did not review curriculum this school year therefore no funds were spent (1.5).

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Even though Spencer Valley's EL population remains very low, teachers continue to request support in working with our EL population. A bilingual assistant was hired during the 22-23 school year but resigned during the year. Spencer Valley has continued to post this position with no luck in filling this much needed resource. Spencer Valley added another full time assistant to support EL students and other students needing small group interventions. This will be fully utilized during the 24-25 school year. A percentage of our EL students continue to score below on the state assessments and on local assessments. Spencer Valley was able to implement and solidify an EL placement and redesignation process. Due to the change in administration high quality assessments were not implemented and not needed during the cycle of this LCAP. The staff is satisfied with the current assessments we have in place. Professional development is offered to 100% of all staff through outside providers and SDCOE. Staff collaboration occurs at monthly staff meetings each school year and will continue into the 24-25 school year. PBIS was implemented schoolwide and a PBIS team was created. The Healthy Kids Survey was not implemented due to the small size of our school. Spencer Valley is not allowed to administer this survey. Spencer Valley spent the last 3 years administering a PBIS climate survey through the SCTG grant and data was collected successfully. For the 24-25 school year, Spencer Valley will create a new more robust survey for students, staff, and families. The first year of implementation will be the 24-25 school year. For the past LCAP cycle Spencer Valley has utilized different options to better meet the needs of the EL students. We are effective in providing support due to our small size and the independent support that EL students receive from their classroom teacher and from other specialists, whether it is during the school day or in our after school support hour. Where Spencer Valley continues to be ineffective is to provide home language support if needed due to our general location and the inability to find native language support through an assistant. We continue to look for someone to fill this position.

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

Spencer Valley will continue to look for effective ways to support our EL population. We have tried different actions to support this. A bilingual assistant was hired, but resigned and due to our rural mountain location we have been unable to fill this position even though it has remained open. We have worked with staff to provide ways to support ELs in the classroom and will move forward with the addition of a full time assistant who will support our EL students with outside the classroom instructional support. Spencer Valley will continue to look for appropriate professional development to support integrated ELD instructional practices for teachers. This has not been implemented due to the small amount of PD time that we have throughout the school year. Spencer Valley has added an additional professional learning day to the school calendar to help support PD for all staff. High quality assessment development was not implemented during the LCAP cycle due to the change in administration. Staff shared that they felt that our current assessments were appropriate and useful to look at academic outcomes for all students. Spencer Valley collaborates regularly with North Inland Special Education Local Planning Area (SELPA) but we did not refine nor improve the study team process to support our students with disabilities. This was not a goal for administration or staff and was developed by the previous interim superintendent. Due to Spencer Valley's small size administration and staff feel that we have a good process in place. Differentiated and integrated instruction was not a focus, but work was made with staff and administration on strategies to differentiate with many different students and grade levels in one classroom with much success. Healthy Kids survey was not implemented nor purchased due to the size of Spencer Valley. The PBIS climate survey was administered and data was collected for the past 3 years. A staff meeting occurred once a month for all staff to participate. Through these meetings curriculum was discussed and review of pilots took

place. Due to this a curriculum review team was not developed. Peer educators did not occur during thee 23-24 school year, due to the fact that the agreement between Spencer Valley and Julian Union High School expired.

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

Goals and Actions

Goal

Goal #	Description
2	2: Students will attend school regularly and be engaged in a safe environment that fosters school connectedness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2a Basic Services	Site “Good” or better on the FIT tool and maintain water quality standards within the CCR	Using the FIT tool Spencer Valley site scored "Good"	Using the FIT tool Spencer Valley site scored "Good"	Using the FIT tool Spencer Valley site scored "exemplary"	GOOD or better on the FIT tool. Expansion to new annex must also maintain water quality standards.
2b Schoolwide - and all student groups will achieve and maintain a 94% or above attendance rate	Currently 95%	Currently 91%	Currently 95.4%	Attendance rate 93.2% per our own data for 23-24 school year.	Attendance rate of 96% or higher will be maintained.
2c. Student survey - Currently 90% of students feel they are safe at school, 80% say they feel that can resolve their own problems most of the time by themselves.	Currently 90% feel safe at school	From the PBIS climate survey 96.4% of students feel safe at school	From the PBIS climate survey administered in January 2023, 77% of students feel safe at school	On the 2024 annual climate survey students in grades 6-8 on the secondary survey I feel safe at school. 63% of middle school students marked always and often. 86% of elementary students marked always and often	Student survey will demonstrate that 100% of students feel they are safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				that they feel safe at school.	
2d. Pupil suspension and expulsion rates will be maintained	Currently 0%	0% suspension and expulsion rate for the 21-22 school year	0% suspension and expulsion rate for the 22-23 school year	0% suspension and expulsion rate for the 2023-24 school year	There will be no suspensions or expulsions.Restorative practices will mediate student issues.
2e. 100% of students referred and who qualified for services by Vista Hill received services, Counselor also work with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness	Currently 100%	100% of student referred to Vista Hill received services during the 21-22 school year.	100% of students referred to Vista Hill received services during the 22-23 school year.	100% of students referred to Vista Hill received services during the 23-24 school year	100% of students referred and who qualify for services by Vista Hill will receive services, Counselor works with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness
2f. Provide courses in Restorative Practices for staff	2f. 1 staff member trained	PBIS training for staff took place in the 21-22 school year along with Morning Meeting training. Restorative Practice training will be implemented in the 22-23 school year. All teachers will attend a Responsive Classroom 4 day institute over the	All teachers participated in Responsive Classroom 4 day training last summer and are implementing morning circles in all classrooms. 2 teachers have been trained in Restorative Practices and SDCOE has provided training	All staff trained during the 2022-23 school year and two staff members have taken the lead and have shared resources with other staff on restorative practices.	All certificated staff trained on Restorative Practices.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		summer. Currently one 1 staff member trained in Restorative Practices.	to other staff this year. 2 teachers working on implementing and providing other staff with information at the start of the 23-24 school year.		

Goal Analysis

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

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

In the 21-22 school year Spencer Valley began to implement PBIS. During the23-24 school year PBIS was fully implemented and a PBIS team was created and met. We had rainbow tickets that are based on our school wide expectations of Being Safe, Respectful, and Responsible. Rainbow tickets are turned into the school office and are pulled monthly and announced. Spencer Valley spirit wear was purchased as prizes for our monthly PBIS winner. We continue to have all staff and students included in the revisions of our school wide matrix and classroom matrices are developed with the students each school year. Spencer Valley participated in the annual TFI assessment, which assessed implementation of PBIS across the entire school. Spencer Valley received 90% implementation score and became a PBIS school recognized by the state. Restorative practices are important to staff and we look to implement more of these strategies in the upcoming school year. Sources of Strength has been providd to Spencer Valley through the COPES grant and soft implementation occured this school year instead of implementing restorative practices. A full implementation will occur of Sources of Strength next year. Responsive classroom practices continue to be implemented across the board in all classrooms and during whole school circle on Fridays. We continue to look for ways to add multiculturalism to our school, though it was not a priority. We are able to partner with community organizations that offer different multicultural events, we share these resources and event flyers with our families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 - Facilities maintenance included exterior and interior painting. Action 2.3 - Multicultural speakers were either free or unavailable.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Unfortunately, Spencer Valley's attendance rate is the lowest it has been this school year than in past years. We believe that this had to do with a COVID outbreak in September 2023 that affected many staff members and students. Spencer Valley has implemented monthly and yearly attendance awards that seemed to have worked in the past 2 years, but not during the 2023-24 school year. Spencer Valley will continue to focus on attendance by providing incentives throughout the year and at the end of the year. PBIS was officially implemented with staff and student input per survey climate survey results and the matrix revision that occurs at the first staff meeting and with students in classrooms the first week of school. We have created a schedule to regularly teach the expectations to students. Our school wide matrix was again reviewed with students and staff. Changes were made based on feedback. Many different activities were implemented such as: Red Ribbon Week, Friday whole school meetings, Family Movie Night, Family/staff/student dodgeball tournament, Great Kindness Challenge week, whole school field trips, and a Family Karaoke Night. These activities along with PBIS have developed a more inclusive climate with students, staff, and families at Spencer Valley as seen in our PBIS climate survey results. Spencer Valley sees that parent and community engagement is low as seen by the numbers of parents that participate in these activities. This is an important focus for Spencer Valley as we move into our new LCAP. Spencer Valley is a part of the Community Engagement Initiative that will begin during the 2023-24 school year. Social emotional learning and mental health are a focus moving forward as we have seen in looking at PBIS survey data and in student interactions and observations. Spencer Valley received Sources of Strength during the school year and staff received training, due to the middle of the year implementation Spencer Valley will focus on full implementation next year. Spencer Valley did partner with the Diagnostic Center to implement strategies to support all students, but with not a lot of training or success.

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

Mental Health and Social Emotional wellbeing will be a focus for Spencer Valley as we move into the new LCAP. Finding appropriate resources and support to help staff meet the needs of students in a priority. The continuation of implementing Sources of Strength, working with SDCOE through the COPES grant, and working with the Diagnostic center will be ways that we focus on supporting the emotional well being of all of our students.

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

Goals and Actions

Goal

Goal #	Description
3	Students will have more access to enrichment opportunities both during the school and after school by increasing or maintaining School- Family- Community Partnerships and community involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district will utilize multiple methods of communication to promote participation in school activities; and maintain high-level of opportunities (classroom, school-wide meetings, and survey offerings) to participate in a high level of decision making.	100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls,fliers, email, website), and LCAP and Site Advisory Council meetings.	100% of school events promoted parent participation for all students, including unduplicated students and those with exceptional needs. During the 21-22 school year weekly parent newsletters were sent home on Mondays and shared through email in English and Spanish. All school correspondence from teachers and the school office were provided to families through a school folder that is only sent home on Monday. The newsletter includes all school/family/commun	100% of school events promoted parent participation for all students, including unduplicated students and those with exceptional needs. SV continued to send home weekly newsletters in English and Spanish for the 22-23 school year. All school and classroom correspondence was only sent home on Mondays through a school folder. In this way, parents only had to review information with students once a week. For the 22-23 school year an all call was sent out every Sunday evening in English	100% of school events promoted parent participation for all students, including unduplicated students and those with exceptional needs. SV continues to send home weekly newsletters in English and Spanish for the 23-24 school year. All school and classroom correspondence was only sent home on Mondays through a school folder. In this way, parents only had to review information with students once a week. During the 23-24 school year, SV continues to send out every Sunday evening	100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls,fliers, email, website), and LCAP and Site Advisory Council meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ity activities in English and Spanish. Flyers for each activity & meetings were also sent home via email, Monday folder, and posted on School Instagram and Facebook pages. Our EL families receive all notifications in English and Spanish. Due to our size we are able to make personal connections and reach out to the families of our unduplicated students regularly. Due to the fact that many families struggle with internet access, this includes our unduplicated students' families, hard copy of newsletters and other notifications are sent home on Mondays through our parent communication folder. When utilizing surveys, all surveys are shared in English and Spanish. Staff members create a QR	and Spanish to provide families with the upcoming events and information that they would need for the upcoming week. Flyers for activities & meetings were sent home via email, Monday folder, and posted on School Instagram and Facebook pages. Our EL families receive all notifications in English and Spanish. Due to our size we are able to make personal connections and reach out to the families of our unduplicated students regularly. Due to the fact that many families struggle with internet access, this includes our unduplicated students' families, hard copy of newsletters and other notifications are sent home on Mondays through our parent communication folder. When utilizing	in English and Spanish an all call that provides the upcoming weeks activities and other news for the month. Flyers for activities & meetings were sent home via email, Monday folder, and posted on School Instagram and Facebook pages. Our EL families receive all notifications in English and Spanish. Due to our size we are able to make personal connections and reach out to the families of our unduplicated students regularly. Due to the fact that many families struggle with internet access, this includes our unduplicated students' families, hard copy of newsletters and other notifications are sent home on Mondays through our parent communication folder. When utilizing	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		code and are able to support all families, but especially unduplicated students' families, with completing the online survey through their phone with the QR code so that the district then has input from all stakeholders and especially our unduplicated families.	surveys, all surveys are shared in English and Spanish. Staff members create a QR code and are able to support all families, but especially unduplicated students' families, with completing the online survey through their phone with the QR code so that the district then has input from all stakeholders and especially our unduplicated families.	surveys, all surveys are shared in English and Spanish. Staff members create a QR code and are able to support all families, but especially unduplicated students' families, with completing the online survey through their phone with the QR code so that the district then has input from all stakeholders and especially our unduplicated families.	
Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.	100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.	100% of students are enrolled in a broad course of study and in measured by the master schedule and daily/weekly schedules.	100% of students are enrolled in a broad course of study and in measured by the master schedule and daily/weekly schedules.	100% of students are enrolled in a broad course of study and in measured by the master schedule and daily/weekly schedules.	100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.
Middle school dropout rate	Continue to ensure middle school dropout rate stays at 0%	Middle school dropout rate is 0% all middle school students are fully enrolled and have been since the start of the year.	Middle school dropout rate is 0% all middle school students are fully enrolled and have been since the start of the year.	Middle school dropout rate is 0% all middle school students are fully enrolled and have been since the start of the year.	Dropout rate is 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	2019 CA Dashboard chronic absenteeism rate was 28.3%. Decrease chronic absenteeism rate based on state definition and 2019 baseline data.	Chronic absenteeism for the 21-22 school year is 11.8% as reported on the California School Dashboard.	Chronic absenteeism for the 22-23 school year is 7.2% as determined internally at the end of the 22-23 school year.	2023 CA Dashboard chronic absenteeism rate was 4.3%.	Chronic absenteeism reduced by 50% over baseline reported from the 2019 CA Dashboard.
Enrichment Program participation	70% of students are registered for summer enrichment 2021	Will offer 3 week summer program and have invited all students. Still receiving applications. With ELOP funding will offer a Jump Start Summer program the week before school. Applications will go home in May.	Summer Camp programming is offered to all students for 3 weeks from June 12-30. Jump Start Summer School will be offered at the start of the school year for any student interested in attending. Jump Start Summer School will run for 2 weeks from July 31 - August 11. Summer School will run from 8-12 and Enrichment camp will run from 12-4. Summer school intervention from June 12 - 30 is offered to those students who need extra support in reading and/or math. These students are invited to attend and	Spencer Valley School offered different enrichment activities in our ELOP program. On Fridays, we offer yoga and on Thursdays we offer different activities, such as Esports, Art, Karaoke, and other activities.	Increase summer enrichment participation each year to 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			will only attend at their designated intervention time. They are welcome to participate in Summer Camp, but do not have to attend both. We have invited 20% of students to attend summer school with a list of student alternates if needed.		

Goal Analysis

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

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

A student leadership team was implemented for the start of the 22-23 school year. Students in grades 6th,7th, and 8th grades were able to participate. This team created service learning projects and raised money in different ways to support the school. After school enrichment was offered through ELOP. During the school year, Spencer Valley offered, Art classes, Yoga classes, esports, and other unique activities that were designed and implemented by school staff and ELOP staff. These after school opportunities were offered to all students and families that were interested in participating.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2 - $15,000 budgeted for purchasing additional computers or ipads not expended due to having sufficient devices for all students;
Action 3.3 - increased price for school messenger all call system and website.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Collaboration with Julian Union Elementary to offer more sports teams continues to be a work in progress and as of 23-24 has not been successful. Finding and providing sports activities for Spencer Valley students is a focus as we move into the next school year. Spencer Valley continues to partner with Julian Pathways and will continue to build this relationship in order for our students to engage more with students from Julian schools. Due to their commitment to their own school and the families they currently have they have been unable to offer us the same services we have received in the past. There are five 8th grade students and only one of these students will be heading to Julian High School. Summer school and enrichments opportunities created a more inclusive environment and provided the necessary after school care that families need. In 2022-23, 39% of families participated in the after school survey about offering enrichment courses. At the start of the school year 71% of students signed up to attend at least one after school program. Throughout the school year 38% of students attended the afterschool programming weekly. Spencer Valley also offered breakfast to any student who wanted to have breakfast before school started. Regularly scheduled music classes were available to Spencer Valley students for the 23-24 school year. Art was available in a very sporadic manner throughout the school year and art curriculum was purchased. A staff member will be providing regularly scheduled art classes for the 24-25 school year. The annual Shakespeare production was held again this year with overwhelming support from parents and the community. 99% of our families volunteered in some way to support the Shakespeare play this year. This is a joint effort between Spencer Valley and the Spencer Valley Educational Association (SVEA)in order to work with community members and to provide monetary support to Spencer Valley staff and students. All students develop digital literacy skills through computer use in classrooms. All students at Spencer Valley have a device; Macbooks for grades 2 through 8 and iPads for students in grades TK-1.

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

A student leadership team was implemented with success and met monthly. Funding for this student leadership team comes through the ELOP funds. These students were in charge of monthly PBIS activities that were scheduled in the school calendar. This team also planned the activities for Red Ribbon Week. All students in grades 6, 7 and 7 were able to participate. They participated in creating fundraising opportunities in order to earn money for the school. The money they earned paid for the renovation of the school sign and the flagpole.

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

Goals and Actions

Goal

Goal #	Description
4	Establish Multi-Tiered System of Support and prioritize Social-Emotional Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be trained in MTSS	1) All teachers have been introduced to MTSS Handbook created for SVESD. (5 out of 5 teachers during 20-21 school year) 2) The new handbook will be shared with new teachers (4 out of 5 are new teachers for 21-22 school year). 2) Teachers will review and work with administration on implementing the process and procedures outlined in the MTSS Handbook. The process will start the 21-22 school year. 3) PBIS training will occur during the 21-22 school year as part of the MTSS process.	The MTSS handbook and process was not implemented during the 21-22 school year. Work on the handbook and process will occur during the 22-23 school year. PBIS training for administration happened 3 times during the 21-22 school year. Administration was able to bring back the information and train teachers in implementation. A schoolwide matrix and classroom matrices were developed.	PBIS was fully implemented during the 22-23 school year with a school wide matrix and classroom matrices developed and taught. A monthly PBIS activity was introduced and planned by new student ASB each month. PBIS team was developed later on in the school year, with staff (certificated and classified) and parents on team. A schedule for this group will be developed for the 23-24 school year. The school is assessed for PBIS implementation and received a TFI (Tiered Fidelity	PBIS was fully implemented with expectations being taught at the beginning of the year and again in January. PBIS team has met one time this year and includes staff (certificated and classified) and parents on team. The school is assessed for PBIS implementation and received a TFI (Tiered Fidelity Inventory) score or 90%. Due to this, the school has received official recognition from the state for being a PBIS school. We meet regularly and due to being so small our team is able	Teachers will fully incorporate the MTSS Handbook recommendations to support student learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Inventory) score or 90%. Due to this, the school submitted to receive PBIS implementation recognition for the 22-23 school year. The MTSS handbook still needs to be revised and a schedule implemented for support. This will occur at the beginning of the school year at one of the staff institute days.	to troubleshoot and determine students' needs for supports, both academic and social emotional.	
100% of teachers will respond to the Self Assessment of MTSS Survey	Survey to be administered in September 2021	The staff MTSS survey was not administered. It will be administered in the 22-23 school year.	The MTSS survey was not administered and will be administered at the staff institute day in August.	MTSS survey was administered at the beginning of the school year due to the ongoing development of the MTSS handbook and the fact that Spencer Valley is small and handles all individual cases that come up with formal and informal conversations, the information gathered from the MTSS survey was not utilized as it pertains more to	Teachers use Self Assessment (SAM) annually to refine and improve the MTSS Handbook

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				larger districts. Spencer Valley will continue to work on an MTSS handbook as needed.	
PBIS School Climate Survey	2020 school-wide Student Survey Results: (Four point rubric) Always = 4 Often = 3 Sometimes = 2 Never = 1 1. I like school 3.0 2 I feel like I do well in school 3.1 3 My school wants me to do well. 3.4 4 My school has clear rules for behavior. 3.7 5 Teachers treat me with	2022 School wide Student Survey Results: Rubric with 4 options Always Often Sometimes Never I like school 50% of elementary students marked always and often 100% of middle school students marked always and often I feel like I do well in school 50 % of elementary students marked always and often 100% of middle school students marked always and often	2023 School wide Student Survey Results: Rubric with 4 options Always Often Sometimes Never I like school 43% of elementary students marked always and often 78% of middle school students marked always and often I feel like I do well in school school 50 % of elementary students marked always and often 89% of middle school students marked always and often	2024 School wide Student Survey Results: Rubric with 4 options Always Often Sometimes Never I like school 65% of elementary students marked always and often 50% of middle school students marked always and often I feel like I do well in school school 95% of elementary students marked always and often 63% of middle school students marked always and often My school wants me to do	Average scores will rise annually as the school further supports a healthy and inclusive culture culture.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	respect. 3.7 6 Good behavior is noticed at my school. 3.3 7 I get along with other students. 3.4 8 I feel safe at school. 3.6 9 Students treat each other well. 3.5 10 There is an adult at my school who will help me if I need it. 3.6 11 Students in my class behave so that teachers can teach. 3.0 A climate survey was given to staff and students. 11 staff members completed the survey. 100% of	My school wants me to do well. 100% of elementary students marked always and often 100% of middle school students marked always and often My school has clear rules for behavior. 93% of elementary students marked always and often 75% of middle school students marked always and often Teachers treat me with respect. 100% of elementary students marked always and often 100% of middle school students marked always and often Good behavior is noticed at my school.	My school wants me to do well. 100% of elementary students marked always and often 100% of middle school students marked always and often My school has clear rules for behavior. 93% of elementary students marked always and often 100% of middle school students marked always and often Teachers treat me with respect. 100% of elementary students marked always and often 100% of middle school students marked always and often	well. 82% of elementary students marked always and often 56% of middle school students marked always and often My school has clear rules for behavior. 86% of elementary students marked always and often 63% of middle school students marked always and often Teachers treat me with respect. 86% of elementary students marked always and often 50% of middle school students marked always and often Good behavior is noticed at my school.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	staff responded somewhat agree and strongly agree to being supported by others at school and responded that they get along well with other staff members. 100% responded somewhat agree and strongly agree that they feel like they are an important part of the school. 100% of staff responded somewhat agree and strongly agree that they enjoy working in teams and that they fit in among staff. 100% of staff responded somewhat agree and strongly agree that they feel connected to the teachers the school. 80% Middle school students responded that they somewhat agree that they like school. 100% middle school students responded somewhat agree and strongly	100% of elementary students marked always and often 100% of middle school students marked always and often I get along with other students is only an elementary survey question 100% of elementary students marked always and often I feel safe at school. 93% of elementary students marked always and often 100% of middle school students marked always and often Students treat each other well is only an elementary survey question	Good behavior is noticed at my school. 86% of elementary students marked always and often 67% of middle school students marked always and often I get along with other students is only an elementary survey question 57% of elementary students marked always and often I feel safe at school. 67% of elementary students marked always and often 100% of middle school students marked always and often Students treat each other well is only an elementary survey question	53% of elementary students marked always and often 38% of middle school students marked always and often I get along with other students is only an elementary survey question 89% of elementary students marked always and often I feel safe at school. 86% of elementary students marked always and often 63% of middle school students marked always and often Students treat each other well is only an elementary survey question 46% of elementary students marked always and often	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	agree that they feel safe at school and that there is an adult at school that they can talk with if they need help. 100% elementary students responded sometimes, often, and always that they like school. 80% of elementary students responded that they always feel safe at school, while 20% responded that they sometimes feel safe. 100% of elementary students responded always, sometimes, and often that there is an adult at the school who will help if help is needed.	100% of elementary students marked always and often There is an adult at my school who will help me if I need it. 93% of elementary students marked always and often 100% of middle school students marked always and often Students in my class behave so that teachers can teach. 100% of elementary students marked often and sometimes 100% of middle school students marked always and often 5 staff members completed the survey. 80% of staff responded somewhat agree and strongly agree to being	71% of elementary students marked always and often There is an adult at my school who will help me if I need it. 95% of elementary students marked always and often 89% of middle school students marked always and often Students in my class behave so that teachers can teach. 62% of elementary students marked often and sometimes 56% of middle school students marked always and often 71% of staff members completed the survey. 100% of staff responded strongly agree to being supported by others at school and 100% responded strongly	There is an adult at my school who will help me if I need it. 93% of elementary students marked always and often 56% of middle school students marked always and often Students in my class behave so that teachers can teach. 39% of elementary students marked often and sometimes 50% of middle school students marked always and often 100% of staff members completed the survey. 94% of staff responded strongly or somewhat agree to being supported by others at school and 100% responded strongly agree and somewhat agree that they get	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		supported by others at school and 100% responded that they get along well with other staff members. 100% responded strongly agree that they feel like they are an important part of the school. 80% of staff responded somewhat agree and strongly agree that they enjoy working in teams and that they fit in among staff. 100% of staff responded strongly agree that they feel connected to the teachers the school. 77% of parents completed the family survey. The survey was provided in English and Spanish. The rubric options are: Strongly disagree Somewhat disagree Somewhat agree Strongly agree Teachers at my student's school have	agree and somewhat agree that they get along well with other staff members. 100% responded strongly agree and somewhat agree that they feel like they are an important part of the school. 100% of staff responded somewhat agree and strongly agree that they enjoy working in teams and that they fit in among staff. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers the school. 87% of parents completed the family survey. The survey was provided in English and Spanish. The rubric options are: Strongly disagree Somewhat disagree Somewhat agree Strongly agree Teachers at my student's school have	along well with other staff members. 100% responded strongly agree and somewhat agree that they feel like they are an important part of the school. 100% of staff responded somewhat agree and strongly agree that they enjoy working in teams and that they fit in among staff. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers the school. 28 parents completed the family survey. The survey was provided in English and Spanish. The rubric options are: Strongly disagree Somewhat disagree Somewhat agree Strongly agree Teachers at my student's school have high standards for achievement.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		high standards for achievement. 100% of families marked strongly agree and somewhat agree Teachers at my student's school work hard to make sure that students do well. 100% marked strongly agree Teachers at my student's school promote academic success for all students. 100% marked strongly agree and somewhat agree My student's school sets clear rules for behavior. 100% marked strongly agree and somewhat agree My student feels safe at school. 100% marked strongly agree and somewhat agree	high standards for achievement. 100% of families marked strongly agree and somewhat agree Teachers at my student's school work hard to make sure that students do well. 100% marked strongly agree or somewhat agree Teachers at my student's school promote academic success for all students. 100% marked strongly agree and somewhat agree My student's school sets clear rules for behavior. 100% marked strongly agree and somewhat agree My student feels safe at school. 100% marked strongly agree and somewhat agree	96% of families marked strongly agree and somewhat agree Teachers at my student's school work hard to make sure that students do well. 93% marked strongly agree or somewhat agree Teachers at my student's school promote academic success for all students. 96% marked strongly agree and somewhat agree My student's school sets clear rules for behavior. 93% marked strongly agree and somewhat agree My student feels safe at school. 96% marked strongly agree and somewhat agree	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		School rules are consistently enforced at my student's school. 100% marked strongly agree and somewhat agree My student feels successful at school. 96% marked strongly agree My student is frequently recognized for good behavior. 96% marked strongly agree and somewhat agree I feel comfortable talking to teachers at my student's school 96% marked strongly agree and somewhat agree Staff at my student's school communicate well with parents. 92% marked strongly agree I feel welcome at my student's school.	School rules are consistently enforced at my student's school. 96% marked strongly agree and somewhat agree My student feels successful at school. 96% marked strongly agree and somewhat agree My student is frequently recognized for good behavior. 96% marked strongly agree and somewhat agree I feel comfortable talking to teachers at my student's school 96% marked strongly agree and somewhat agree Staff at my student's school communicate well with parents. 93% marked strongly agree and somewhat agree	School rules are consistently enforced at my student's school. 93% marked strongly agree and somewhat agree My student feels successful at school. 96% marked strongly agree and somewhat agree My student is frequently recognized for good behavior. 96% marked strongly agree and somewhat agree I feel comfortable talking to teachers at my student's school 89% marked strongly agree and somewhat agree Staff at my student's school communicate well with parents. 86% marked strongly agree and somewhat agree	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% marked strongly agree and somewhat agree All students are treated fairly at my student's school. 100% marked strongly agree and somewhat agree Teachers at my student's school treat all students with respect. 100% marked strongly agree and somewhat agree. The PBIS climate survey was sent out electronically to all families in English and Spanish. The QR code technique was utilized to support all families, but especially with our unduplicated families in order to support their use of their phone in order to complete the survey and provide their input in the survey.	I feel welcome at my student's school. 96% marked strongly agree and somewhat agree All students are treated fairly at my student's school. 82% marked strongly agree and somewhat agree Teachers at my student's school treat all students with respect. 86% marked strongly agree and somewhat agree. The PBIS climate survey was sent out electronically to all families in English and Spanish. The QR code technique was utilized to support all families, but especially with our unduplicated families in order to support their use of their phone in order to complete the survey	I feel welcome at my student's school. 93% marked strongly agree and somewhat agree All students are treated fairly at my student's school. 93% marked strongly agree and somewhat agree Teachers at my student's school treat all students with respect. 89% marked strongly agree and somewhat agree. The PBIS climate survey was sent out electronically to all families in English and Spanish. The QR code technique was utilized to support all families, but especially with our unduplicated families in order to support their use of their phone in order to complete the survey and provide their input	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			and provide their input in the survey. This year due to the increase in the number of students and families, Spencer Valley utilized the online survey source provided by SDCOE in order for families to participate.	in the survey. This year due to the increase in the number of students and families, Spencer Valley utilized the online survey source provided by SDCOE in order for families to participate.	

Goal Analysis

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

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

PBIS staff development was completed for all teachers in 21-22 school year and for all classified staff in 22-23 school year. Restorative practices training was provided to all staff and two staff members have participated in more training and have shared with all classroom teachers. At the start of the school year, more implementation will be rolled out to all staff. More professional development will be provided for multi-tiered systems of support and the school district partnered with the Diagnostic Center in 23-24 in order to be able to provide support for social emotional learning and trauma-informed practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.1 and 4.2 - PBIS training was done in house due to a train the trainer model, no money was spent in training staff. Professional development for the other options was not held and the money was not utilized. Action 4.2 - The school climate professional development was free and the budgeted amount was expended in action 4.2 instead of action 4.1 for staff salary to manage/implement the training.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Spencer Valley implemented PBIS effectively based on the TFI assessment score of 90%. Due to this Spencer Valley earned State Silver Status as a school that implements PBIS effectively. Spencer Valley has added a PBIS team for the 23-24 school year and will continue this practice moving forward. Spencer Valley will continue the focus on social emotional learning by continuing Responsive Classroom techniques, partnering with the Diagnostic Center, implementing Sources of Strength, a social emotional learning curriculum provided through our COPES grant, and looking at Restorative Practices. The PBIS Climate survey was administered to all staff, students, and families. This is the third and last year that we have official survey data. Spencer Valley families were able to access the electronic survey in a myriad of ways and our families completed the survey and provided input about school safety and school climate.

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

Every school year there are new implementations and learning opportunities for all staff. The staff will continue to receive training and a coach for the implementation of Sources of Strength. The staff received a year long professional development opportunity with the Diagnostic Center and we do not know if this will continue moving forward. Due to our small size we are unable to have service providers come in to provide these much needed services or if we do have a provider they are only available for a small portion of a day each week. These are much needed services that we will be better informed to support students here on campus. Spencer Valley will continue to collaborate with Julian Union Elementary for a full staff development day in October 2024. Again, many professional learning opportunities will be offered and staff will have the opportunity to collaborate with each other.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Educating Students Since 1876

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Spencer Valley Elementary School District	Kelly Baas Superintendent/Principal	kelly@svesd.net (760) 765-0336

Plan Summary [2024-25]

General Information

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

Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology and understanding of human potential to create a model school for the 21st century. We have been educating students since 1876. A one--school district, with multi-grade grade classrooms, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast San Diego County, near the historic town of Julian. The 9.9 square mile school district consists of one school, with 14 part and full time staff, and a student population that fluctuates between 30 and 50 Transitional Kindergarten through 8th grade students in any given year. A new community care licensed preschool facility was opened in the fall of 2023 with 15 full and part time preschool students. Staff members hold specialized credentials, certificates and/or have expertise and training in early childhood (PK & TK), resource specialist, the arts, first aid/CPR, music, technology, and gardening. With a student population of 61 and a staff of 4 full--time teachers, 1 full time preschool teacher, a principal/superintendent, an assistant superintendent, one part--time classroom resource teacher, one part time classroom support aide, technology aide, and one full-time classroom support aide; students receive needed individualized instruction tailored to their needs.

This unique environment enables students to gain independence and develop responsibility for their own learning, behavior, and the school community.
Our Mission:
Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, creativity, self-confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.

The school's unofficial credo, "Produce great people, the rest follows", paraphrases a quote from author and poet, Walt Whitman, who published at the time this school was founded in 1876.

Reflections: Annual Performance

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

Due to our size, most of Spencer Valley's LCAP Dashboard results are not available. Nonetheless, we used local measures and the dashboard to report the results we can to measure student achievement. This achievement data includes the local NWEA assessment in Math and Reading at all grade levels and CAASPP results for grades 3 through 8. Successes were seen in ELA for all grade levels on the NWEA assessment with 72% of students scoring in the at or above range. In grades 3 through 8 ELA scores on the SBAC were 26.2 points above the standard with a 10.9 point increase from the prior year, and chronic absenteeism declined 7.4% from the prior school year. Work needs to continue in Math, on the NWEA assessment 48% of students scored in the at or above range and 33% of students scoring in the low or below range. For students in grades 3 through 8 on the SBAC, students scored 1.8 points below the standard and declined 24.3 points from the prior school year. In addition, on the SBAC assessment our 56% EL and Special Education Students did not meet in ELA and 67% did not meet for Math. Increased services and support need to be implemented to better support our EL and Special Education Students academically.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

There are no schools identified for comprehensive support and improvement. Spencer Valley School District is just one school.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents and students	Weekly communication went home about our Educational Partners meetings for the year. This flyer was sent home to families and shared through email. https://drive.google.com/file/d/178yt6ntdhgx7ueOAd1Uro0qupKl3tBKP/view?usp=sharing. This form contains all the dates and times of our meetings. Parents also participated in our annual climate survey. Two students from the 4th/5th classroom were asked to attend the Educational Partner meetings and two students from the 6th/7th/8th grade class were invited to attend. In March a survey was sent out to get more parents to participate with the draft goals and items that were important to those who participated in our Educational Partners meetings. We had 20 more parents participate and provide feedback through this survey that helped inform the goals and the activities. The completed draft LCAP was sent out to all families with a link to a form to provide feedback on June 6, 2024. As a one school district we do not have a Parent Advisory Committee and our Educational Partners are included in our district discussions and implementations as well as the development and implementation of the LCAP. Our Educational Partners met monthly throughout the year to work on the development of the LCAP and all parents were provided an additional survey to complete in order to provide needed input from our families.
Community Members	Communication was sent out to businesses in the area via email. Here is the link to the form that was shared.https://drive.google.com/file/d/1C4BkUPSL-

Educational Partner(s)	Process for Engagement
	iKOtvkgq3YeGz2hTaGVR0oS/view?usp=sharing. We had one community member participate virtually.
Teachers, classified staff and administrator	Some staff attended the Educational Partners meetings each month, while all staff participated during monthly staff meetings. In this way we had all staff participation. Staff also participated in a school climate survey. Our staff does not participate in a certificated or classified union, but everyone is about to be included in the LCAP process due to our small size.
North Inland SELPA Director	Collaborated with SELPA director on May 7, 2024 to work together on special education priorities and supports for special education students in writing the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Parents, community member, staff, and students participated in our Educational Partner meetings this year. Spencer Valley Educational Partner meetings had 4 to 12 participants each month. These participants looked at school data and determined items they believed were important to add to our new LCAP. These ideas were grouped into
5 goal areas and activities created based on the input provided by our Educational Partners. Enrichment activities are important to our Educational partners and they were added to our LCAP. Social emotional support and implementation in classrooms was also a key activity that they wanted to see in the LCAP. Parent involvement has been a challenge for Spencer Valley and the LCAP was designed with parent involvement being one of the main goals and then different parent activities added. Having Spencer Valley be more of a part of the Julian community was another activity that was proposed by staff and families and finally the last goal is a school safety goal that was an important part of all of our discussions this year. We have installed cameras in all areas on campus and have updated the PA system to work across the new building and the original building. It has also been requested that we purchase a school sign that is posted at the front entrance and that painting and upkeep of the old school site is something that needs to be a priority. Parents uniformly appreciate the existing program at Spencer Valley. While some parents shared their thoughts that the school's size, which they feel is a tremendous advantage for younger students, it does not accommodate extra-curricular activities in the upper grades. Students in upper grades tend to want more of a middle school environment as is available at larger districts. Staff continue to investigate the best ways to support our EL students in classrooms and we feel the need to make Math a priority due to our CAASPP scores.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will experience high quality standards based teaching and learning that will provide them the necessary skills, knowledge, and experiences to be prepared for college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal speaks to our commitment to student achievement and to state priorities focusing on conditions of learning and student outcomes. The metrics used to measure and report our progress on this goal are valued by our parents and teachers and define the basic foundation of the school's mission.The CA Dashboard, coupled with the CAASPP results and local indicators indicate a need to have increased focus on support for English Learners, low income students, and students with disabilities. Educational partners indicated the need for improved results in mathematics. Spencer Valley will work to create a robust integrated and designated ELD program that provides extra instruction during ELOP time after school, as well as, strengthening the integrated ELD programming that is provided within each classroom by the classroom teacher focusing on the Common Core Standards and the English Language Development Standards. In this way our EL students will gain academic content knowledge and their English language proficiency. Additional hiring of a bilingual assistant to support EL students throughout the day academically. Monitor implementation of EL placement and redesignation criteria. Provide extra instruction as needed for special education students through integrated intervention within the classroom and support inclusion of students within the classroom setting. Utilizing ELOP time and summer camp/intervention as time to support EL and special education students with specific skills that align with their needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.	100% fully credentialed and appropriately assigned teachers,100% access for students to			100% fully credentialed and appropriately assigned teachers,100% access for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards aligned instructional materials.			students to standards aligned instructional materials.	
1.2	Local Indicator Self Reflection Tool: • Implementation of State Standards & Instructional delivery • Providing Standards Aligned Materials • Identifying and Providing Needed Professional Development	100% of classrooms will implement state standards, provide standards aligned materials to all students, and identify and provide needed professional development as measured by local indicator reflection tool and staff survey results.			100% of classrooms will implement state standards, provide standards aligned materials, and will participate in needed professional development.	
1.3	Implementation of state standards in all content areas as measured by Academic Indicator for Math: CAASPP and CA Dashboard	26.2 points below the standard with a decline of 24.3 points for all with 47% at or above grade level.			85% of students will be proficient in Math as measured by the SBAC scores.	
1.4	Implementation of state standards in all content areas as measured by Indicator for ELA: CAASPP and CA Dashboard	26.2 points above the standard with 10.9 point increase for all with 67% at or above grade level.			85% of students will be proficient in ELA as measured by the SBAC scores.	
1.5	13% of student population is special	50% of the special education population			75% of special education	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	education provide academic indicator for ELA and Math for CAASPP.	did not meet for ELA or math on the SBAC assessment.			population will be proficient in ELA and Math as measured by the SBAC scores.	
1.6	Implementation of state standards in all content areas including English Learner students as measured by Measure of Academic Progress for Math & Reading	72% of students in ELA scored at or above and 27% scored low or below. 48% of students in Math scored at or above and 33% scored low or below.			85% of students in both ELA and Math will score at or above in NWEA assessments.	
1.7	CAASPP ELA and Math Results for special education population and EL population.	56% of EL and special education students did not meet on ELA portion of CAASPP. 67% of EL and special education students did not meet on Math portion of CAASPP.			100% of Special Education students and EL students make growth in Math and ELA on the state CAASPP assessment.	
1.8	Implementation of state standards in all content areas including for English Learner students as measured by : English Language Proficiency Assessment for English Language Learners and progress toward redesignation. Academic Indicator for Math and ELA for EL students. 13% of student population is EL.	On the ELPAC assessment 80% of EL students scored within the moderately developed and well developed range and 20% scored within the beginning to develop and somewhat developed range. On SBAC 75% of EL students did not meet for Math and 50% did not meet for ELA.			90% or more EL students score within the moderately developed and well developed range. 75% of EL students will be proficient in ELA and Math as measured by the SBAC scores.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Percentage of students participating in the California Physical Fitness Tests	100% of students participate in the PFT			100% of students participate in the PFT	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide effective supports for EL and special education students.	Create a robust integrated and designated ELD program that provides extra instruction during ELOP time after school, as well as, strengthening the integrated ELD programming that is provided within each classroom by the classroom teacher. Additional hiring of a bilingual assistant to support EL students throughout the day academically. Monitor implementation of EL placement and redesignation criteria. Provide extra instruction as needed for special education students through integrated intervention within the classroom and support inclusion of students within the	$95,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
		classroom setting. Utilizing ELOP time and summer camp/intervention as time to support EL and special education students with specific skills that align with their needs.		
1.2	Professional Development and Teacher Collaboration	Provide ongoing professional development to increase student achievement in math and literacy and other subject areas. Professional development of full inclusion of special education students. Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas. Reevaluate curriculum options if needed.	$12,089.00	No
1.3	Base Program	a) Appropriately assigned certificated staff (ratio 24:1) and classified staff providing instruction to all students, including ELs and students with disabilities in the areas of ELA and Math b) Professional development in the CA standards aligned curriculum and district wide instructional initiatives c) Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups d) Provide CCSS materials and supplies, curriculum adoption, appropriate ancillary materials, and appropriate assessments e) Small group instruction to reduce class size, provide tutoring and interventions by decreasing student/teacher ratio	$1,147,070.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will achieve academic growth, improve attendance rates, and actively participate in enriching experiences to foster holistic development and lifelong learning.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal reflects SVESD's priority of student engagement. This is a priority for our families and teachers in educational partner discussions. Our focus will continue to be on attendance and chronic absenteeism as it is a priority for all educational partners, in 2023 the CA Dashboard chronic absenteeism rate was 4.3%, but for the 2024 school year it will again reflect that we will have an increase. We will also focus on student and staff safety as well as school connectedness measured annually through a survey for students, staff, and parents. This will be a new survey starting the 2024-25 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	2023 CA Dashboard chronic absenteeism rate was 4.3%. Decrease chronic absenteeism rate based on state definition.			0% students chronically absent	
2.2	Middle School Drop out rates	currently 0% of middle school students have dropped out of school			0% of middle school students dropped out	
2.3	Student and parent survey data about feeling safe at school	On the 2024 annual climate survey students in grades on the secondary survey 100%			100% of students feel safe at school and being	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and being engaged and connected with others.	of students strongly agree and somewhat agree that school is a safe place. 71% of elementary students reported that they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree			engaged with others.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they feel welcome at school.				
2.4	Student suspension and expulsion rates will be maintained.	Currently 0%			0% suspensions and expulsions	
2.5	Enrichment activities provided to Spencer Valley students, including unduplicated students and students with exceptional needs, throughout the school year, during the school day and throughout the year in the after school program.	1/month Esports 1 time bee speaker 1/week yoga 1 time technology talk			10 different enrichment experiences for the school year that are new to students each year.	
2.6	Enrichment experiences provided from outside resources or in conjunction with other school districts.	10% of Enrichment experiences were provided from outside resources or in conjunction with other school districts.			30% of Enrichment experiences being provided from outside resources.	
2.7	Provide training and continue implementation of Social Emotional Learning Strategies and Curriculum.	80% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 80% trained in Sources of Strength.			100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of Strength with 100% implementation.	
2.8	Pupil suspension rate	0% of students have been suspended			0% student suspensions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Schoolwide all student groups will achieve and maintain a 95% or above attendance rate.	Currently 93.2% per our own data.			Attendance rate of 95% or higher will be maintained.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Creating a culture of engagement	Implement a school wide system that promotes increased student attendance and positive student behavior. • Internal and external communication to monitor attendance (phone calls, letters, and staff outreach) • Parent education and conferences • Student outreach • Increase campus culture and connectedness through Sources of Strength and PBIS activities	$70,404.00	No

Action #	Title	Description	Total Funds	Contributing
		• Provide training and implement for Sources of Strength, PBIS, Responsive Classroom, and Restorative Practices • Provide resources to maintain safe and healthy environments within the classrooms and grounds		
2.2	Enrichment activities	Provide Spencer Valley students with varying and robust options for enrichment activities throughout the school day, during the after school programming and during camps. Providing enrichment activities through the Spencer Valley School, in conjunction with other school districts, and having outside providers come to Spencer Valley to provide activities.	$8,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will benefit from increased parent and community involvement, contributing to a supportive and inclusive school environment conducive to their academic, social, and emotional development.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Spencer Valley School offers a unique opportunity for small class sizes and one on one instructional opportunities for students. Creating more school family community partnerships and increasing parent involvement. Spencer Valley has begun Community Engagement Initiative in order to engage our families and our community more within our school setting. We have developed a team of staff, students, and parents that will work together to develop better ways to engage families and the Spencer Valley community. Participation in our Educational Partners meetings, PTO, and CEI teams include participation from all types of families in order to promote parental participation. School connectedness is an important part of parental participation in school activities and school meetings. Spencer Valley in working with these groups will offer different and varied activities in order to promote more participation from all families. Attendance at school meetings and activity nights will be taken as a measurement, as well as participation in varied school surveys for students, families, and staff in order to measure school safety and connectedness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent volunteer numbers and/or hours	1 parent volunteer for the 23-24 school year			4 parent volunteers throughout each year	
3.2	All parent attendance, including parent attendance of unduplicated students and students with disabilities, at school	15% of parents attend school events, meetings, and activities regularly. No data to determine a baseline for parents of unduplicated students and students			100% parent attendance at school events, meetings, and activities.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	events, meetings, and activities.	with disabilities at this time. Data will be reported at the end of year 1.				
3.3	Parent & community participation in Educational Partners meetings.	13% of total number of participants were parents for the 23-24 school year			50% parent participation in Educational Partner meetings	
3.4	Parent & community events and experiences offered	4 options offered after school hours during the 23-24 school year.			4 or more parent and community events offered each school year	
3.5	Parent & community communication frequency	2 x each week with a parent newsletter in English and Spanish that goes home every Monday and an all call that goes out to each family in English and Spanish every Sunday evening.			Parent communication 2 x per week through newsletter and all call	
3.6	Parent survey statistics for involvement including those who report that they are parents of unduplicated students and students with disabilities.	93% of parents reported that they attended parent/teacher conferences. 89% of parents reported that they are actively involved and 79% of parents reported that they frequently volunteer. No data to determine a baseline for parents of unduplicated students and students with disabilities at this time. Data will be			100% of parents attending parent/teacher conferences. 100% of parents actively involved in different activities and 100% of parents reporting that they frequently volunteer.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported at the end of year 1.				
3.7	Student and parent survey data about feeling safe at school and being engaged and connected with others.	On the 2024 annual climate survey students in grades on the secondary survey 100% of students strongly agree and somewhat agree that school is a safe place. 71% of elementary students reported that they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school			100% of students and families feel safe at school. 100% of students and families feel connected to school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree that they feel welcome at school.				
3.9	Provide training and continue implementation of Social Emotional Learning Strategies and Curriculum.	80% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 80% trained in Sources of Strength.			100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of Strength with 100% implementation.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop additional opportunities for parental and community involvement	Parent-School Communication regularly through newsletters and all calls. Formation of a Spencer Valley PTO that will meet regularly. Communicate results of LCAP survey results out to families, SVEA, and community in order to facilitate partnerships	$40,962.00	No
3.2	Spencer Valley participation in community events	Spencer Valley School to participate in more Julian community events Julian Pathways 4th of July parade Daffodil show Wildflower show	$14,423.00	No
3.3	Parent enrichment and education experiences provided by Spencer Valley	Provide activities to support parents through Spencer Valley such as parenting classes, drug prevention education, monthly meetings, etc.	$3,100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will develop the skills, attitudes, and support systems necessary to foster positive social-emotional well-being, enabling them to navigate challenges, build healthy relationships, and thrive academically and personally.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Social emotional learning implementation provides staff and students multiple access routes to core learning as well providing support for individualized learning and emotional experiences. Through social emotional learning SVESD will strengthen student performance and school connectedness. Students, families, and staff will feel safe at school due to the change for the better in the school climate. The climate and safety of students will be measured by a parent, student, and staff survey that will be given annually and will be developed during the 2024-25 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students who are referred for counseling or therapy services provided by Vista Hill and/or school psychologist receive services.	100% of those students referred were provided services through Vista Hill and/or school psychologist.			100% continue to receive services and providing more services to all students.	
4.2	Full implementation of Sources of Strength, a social emotional curriculum in all grade levels as shown by peer mediation documents, classroom plans, and	30% implementation of Sources of Strength			100% implementation of Sources of Strength	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	schoolwide participation in activities.					
4.3	implementation of peer mediation through the documentation of peer mediation.	0% of peer mediation			100% of students actively engaged in peer mediation each year	
4.4	Document the number of students who participate in the afterschool enrichment programs and in activities that support physical health and well being through sign in sheets	26% of students participate in the afterschool enrichment programs			50% of students to participate in the afterschool enrichment programs	
4.5	Measure students' capacity for empathy and perspective taking by observing interactions with peers, their ability to understand and their willingness to support and validate others' emotions through survey results	New LCAP survey to be developed. Current 2024 survey results reported that 38% of elementary students marked that students often treat each other well with 0% reporting that they always treat each other well. The secondary survey reported that 80% of students believe that the behaviors in their class allow the teacher to teach.			100% of students show the capacity for empathy and perspective taking through the new LCAP survey to be administered the first time 24-25 and then every year after.	
4.6	Student and parent survey data about feeling safe at school and being engaged and connected with others.	On the 2024 annual climate survey students in grades on the secondary survey 100% of students strongly agree and somewhat			100% of students and families feel safe at school. 100% of students and families feel	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		agree that school is a safe place. 71% of elementary students reported that they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree that they feel welcome at school.			connected to school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	SEL and strategy implementation across the campus. PBIS training and implementation for staff and students. Sources of Strength training for staff and students with full implementation in classrooms and beyond. Responsive Classroom training for all staff members. Restorative Practices training for all staff.	$6,200.00	No
4.2	Development of a new LCAP survey	New survey to be developed during the 24-25 school year with first implementation in the 24-25 school year and then each year thereafter.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Providing more mental health services for students.	Providing Vista Hill counseling services, ERMHS counseling services and school psychologist services. Looking at other ways to create ways to add additional mental health services for students.	$20,246.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$45,978	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.965%	0.000%	$0.00	2.965%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide effective supports for EL and special education students. **Need:** Through reviewing CAASPP data, 67% of EL and special education students scored below in Math. 56% of EL and special education students scored below in ELA. Continuing extra academic support to EL students and providing professional learning to classroom	We have a very small percentage of EL students and special education students and we are a one school campus. We are going to provide additional supports to our EL and special education students inside and outside the classroom in order to better support their academic growth.	We will monitor the effectiveness of services provided to EL students and special education students by reviewing NWEA assessment data in ELA and Math and CAASPP assessment data for ELA and Math.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers and specialists to meet the academic needs of ELs **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,550,781	$45,978	2.965%	0.000%	2.965%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,344,774.00	$92,510.00	$164,801.00	$26,434.00	$1,628,519.00	$1,225,816.00	$402,703.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide effective supports for EL and special education students.	English Learners	Yes	LEA-wide	English Learners		Ongoing	$95,235.00	$0.00	$68,737.00	$26,498.00	$0.00	$0.00	$95,235.00	0
1	1.2	Professional Development and Teacher Collaboration	All	No				Ongoing	$4,230.00	$7,859.00	$1,000.00	$1,369.00	$4,230.00	$5,490.00	$12,089.00	
1	1.3	Base Program	All	No				Ongoing	$930,315.00	$216,755.00	$970,225.00	$47,463.00	$129,382.00	$0.00	$1,147,070.00	
2	2.1	Creating a culture of engagement	All	No			All Schools	Ongoing	$68,444.00	$1,960.00	$50,960.00	$1,000.00	$0.00	$18,444.00	$70,404.00	
2	2.2	Enrichment activities	All	No			All Schools	Ongoing	$0.00	$8,500.00	$2,800.00	$5,700.00	$0.00	$0.00	$8,500.00	
3	3.1	Develop additional opportunities for parental and community involvement	All	No			All Schools	Ongoing	$38,079.00	$2,883.00	$40,962.00	$0.00	$0.00	$0.00	$40,962.00	
3	3.2	Spencer Valley participation in community events	All	No			All Schools	Ongoing	$13,423.00	$1,000.00	$1,000.00	$6,934.00	$6,489.00	$0.00	$14,423.00	
3	3.3	Parent enrichment and education experiences provided by Spencer Valley	All	No			All Schools	Ongoing	$2,500.00	$600.00	$600.00	$0.00	$0.00	$2,500.00	$3,100.00	
4	4.1	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	All	No			All Schools	Ongoing	$6,000.00	$200.00	$0.00	$0.00	$6,200.00	$0.00	$6,200.00	
4	4.2	Development of a new LCAP survey	All	No			All Schools	Ongoing	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	
4	4.3	Providing more mental health services for students.	All	No			All Schools	Ongoing	$0.00	$20,246.00	$4,200.00	$3,546.00	$12,500.00	$0.00	$20,246.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	Base Program: Well Maintained Facilities	All	No			All Schools	Ongoing	$0.00	$136,200.00	$136,200.00	$0.00	$0.00	$0.00	$136,200.00	
5	**5.2**	Basic Program: Clean Facilities	All	No			All Schools	Ongoing	$58,590.00	$6,000.00	$64,590.00	$0.00	$0.00	$0.00	$64,590.00	
5	**5.3**	Basic Program: School Safety	All	No			All Schools	Ongoing	$3,000.00	$500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,550,781	$45,978	2.965%	0.000%	2.965%	$68,737.00	0.000%	4.432 %	**Total:**	$68,737.00
								LEA-wide Total:	$68,737.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide effective supports for EL and special education students.	Yes	LEA-wide	English Learners		$68,737.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,486,221.00	$1,408,528.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Identify and effectively support students with disabilities	No	$5,000.00	0
1	**1.2**	Develop effective ELL Support model	Yes	$42,058.00	$46,176
1	**1.3**	Professional Development and teacher collaboration	No	$12,750.00	$3,811
1	**1.4**	Focus on integrated differentiated instruction	No	$29,095.00	$22,363
1	**1.5**	Develop a curriculum review team	No	$1,000.00	0
1	**1.6**	Base Program	No	$1,153,913.00	$1,064,929
2	**2.1**	Regularly inspect facility condition and annex construction	No	$35,925.00	$84,866
2	**2.2**	Create a culture of engagement	No	$106,788.00	$101,331
2	**2.3**	Expand multicultural learning opportunities	No	$1,000.00	0
3	**3.1**	Develop service-leaning opportunities for students	No	$0.00	0
3	**3.2**	Expand access to enrichment and acceleration activities	No	$64,180.00	$48,218

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Develop additional opportunities for parental involvement	No	$4,512.00	$5,383
4	**4.1**	Staff Development focusing on SEL	No	$12,421.00	$6,000
4	**4.2**	Administration of Surveys to students, parents and staff	No	$17,579.00	$25,451

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$44,543	$42,058.00	$46,176.00	($4,118.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Develop effective ELL Support model	Yes	$42,058.00	$46,176	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,552,216	$44,543	0	2.870%	$46,176.00	0.000%	2.975%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements
An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

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

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

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

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

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

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

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

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

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

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

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

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

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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