



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spencer Valley Elementary School District

CDS Code: 37 68403 0000000

School Year: 2023-24

LEA contact information:

Kelly Baas

Superintendent/Principal

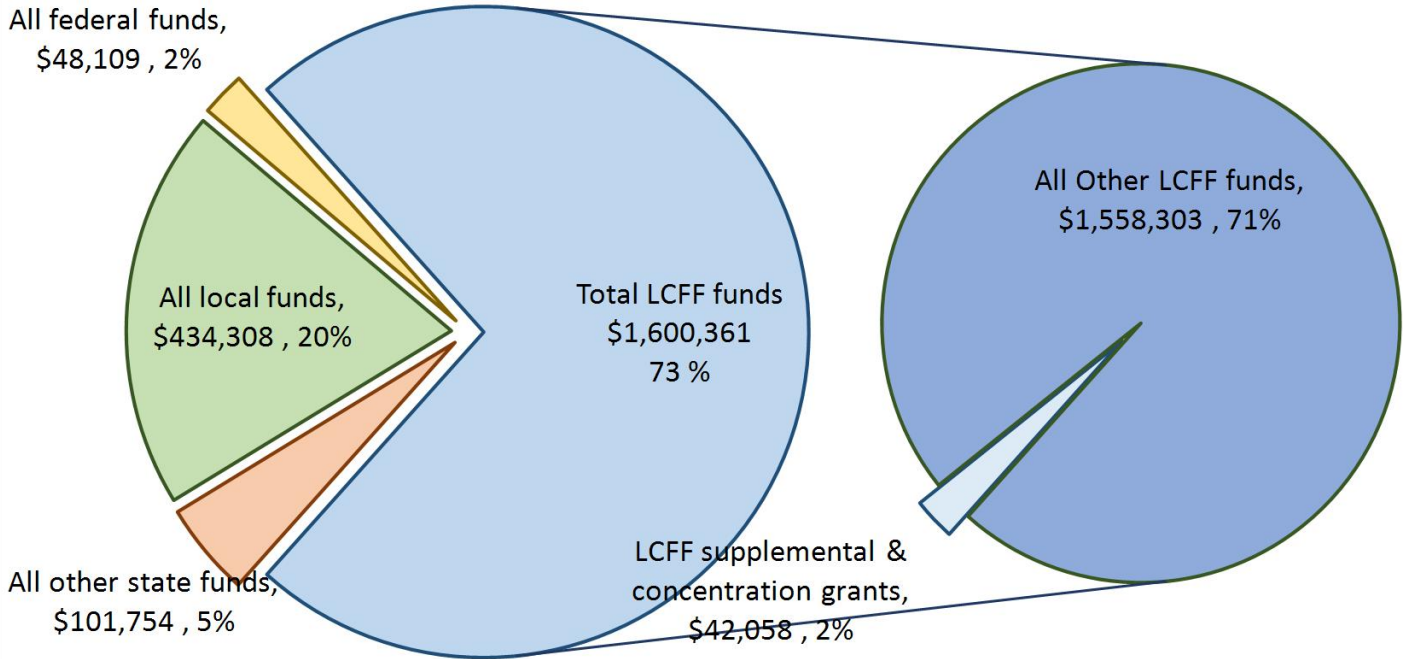
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(760) 765-0336

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 2023-24 School Year

## Projected Revenue by Fund Source

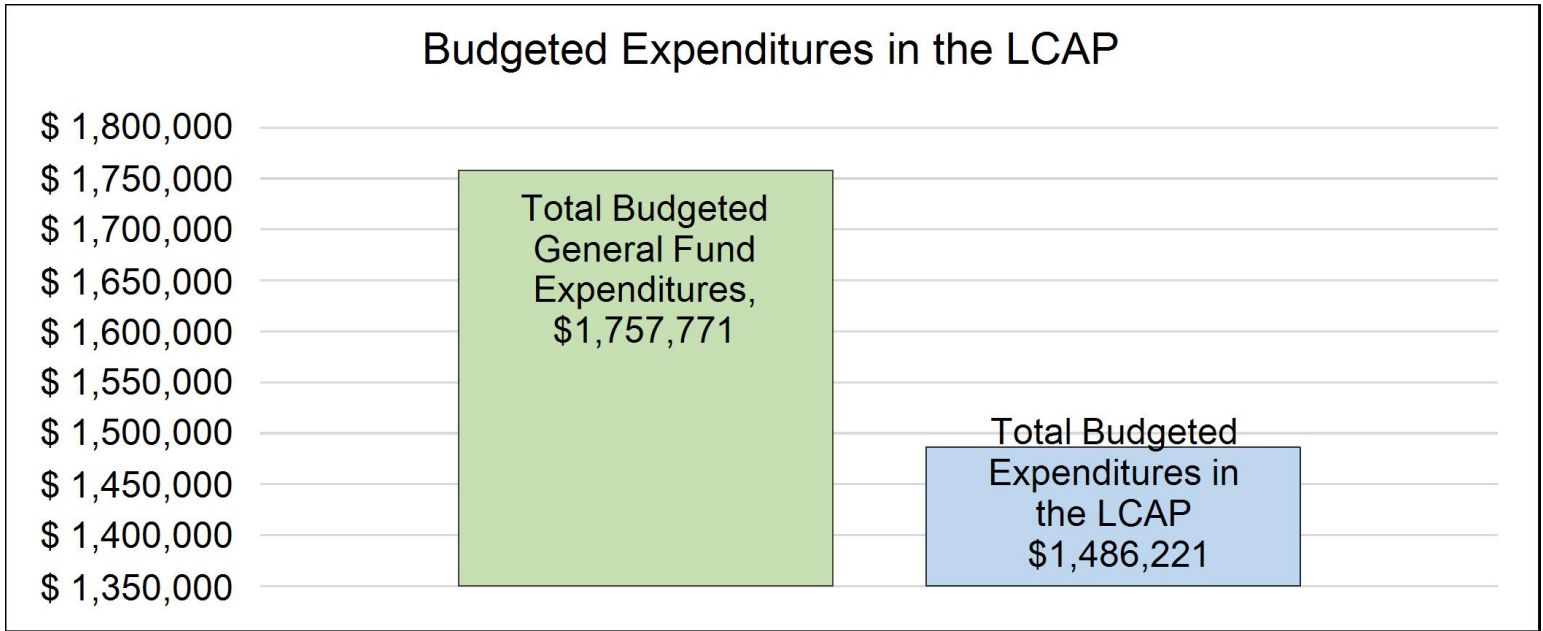


This chart shows the total general purpose revenue Spencer Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spencer Valley Elementary School District is \$2,184,532, of which \$1,600,361 is Local Control Funding Formula (LCFF), \$101,754 is other state funds, \$434,308 is local funds, and \$48,109 is federal funds. Of the \$1,600,361 in LCFF Funds, \$42,058 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 2023-24. 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 \$1,757,771 for the 2023-24 school year. Of that amount, \$1,486,221 is tied to actions/services in the LCAP and \$271,550 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

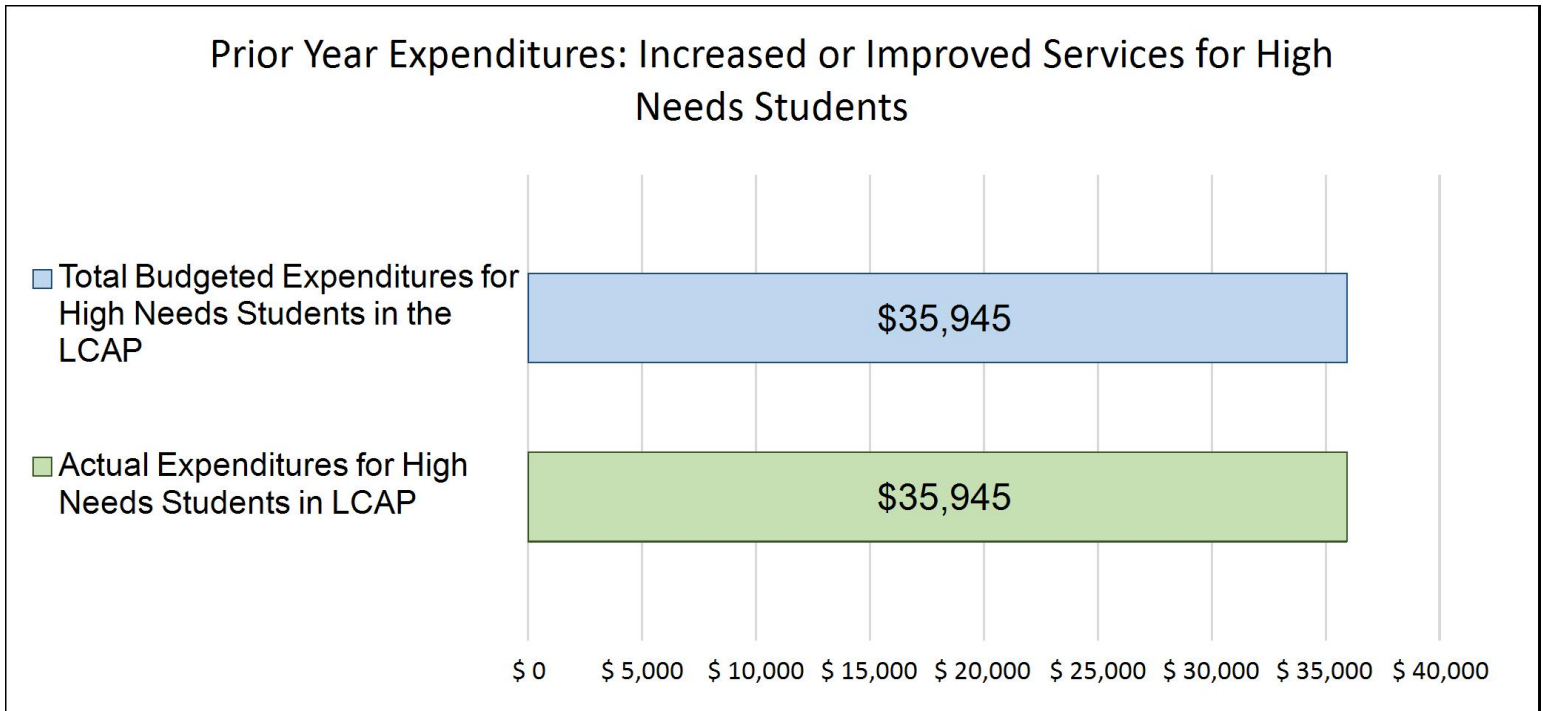
Legal Expenditures, Routine Restricted Maintenance (well tank upgrade), Special Education

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Spencer Valley Elementary School District is projecting it will receive \$42,058 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 \$42,058 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 2022-23



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 2022-23, Spencer Valley Elementary School District's LCAP budgeted \$35,945 for planned actions to increase or improve services for high needs students. Spencer Valley Elementary School District actually spent \$35,945 for actions to increase or improve services for high needs students in 2022-23.



# 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 [2023-24]

### 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 45 Transitional Kindergarten through 8th grade students in any given year.

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 42 and a staff of 4 full-time teachers, a teacher/administrator, 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: Successes

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

Due to our size, Spencer Valley's LCAP Dashboard results are not available.

Nonetheless, we use local measures to measure student achievement and our state testing information, even though it is not available on the Dashboard.

Our English Language Arts and Math scores on the state assessment are a success but did go down from the prior school year. In 2022 for the SBAC assessment in English Language Arts, 58% of our students either met or exceeded standards on the assessment and 68% of our students met or exceeded standards on the Math portion of the assessment.

Spencer Valley uses NWEA Map Assessments in Reading, Math, and fluency as our local measure in order to measure student achievement, but also to inform instruction. In the fall of 2022 for Math in all grades K-8, 73% of our students were in the Average, High Average, and High range for the assessment and for Reading 64% of all of our students were in the Average, High Average, and High ranges. In the winter of 2023, we assessed our students again and 80% of students on the Math assessment were in the Average, High Average, and High ranges and for Reading 65% of students were in the Average, High Average, and High ranges. NWEA results Fall to Winter comparison: In grades K-3 all students made growth from the fall to the winter scores in Math and Reading. In grades 4-8 all students made growth in Math except for 2 and in reading all students made growth except for one student.

For the 2021-22 school year Spencer Valley added the NWEA Fluency assessment in order to obtain more data for our youngest students. All students in grades TK-5th grades take the fluency assessment at least once a year. During the 22-23, 71% of students met or exceeded

standards and on the Sentence Reading Fluency assessment and on the Oral Reading Rate assessment 84% of students met or exceeded standards.

## Reflections: Identified Need

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

We utilize our state assessment data in conjunction with our local data at the site level. The state assessment data is not available on the dashboard due to the small size of the district.

Spencer Valley is unique in looking at in person learning. The majority of the county continued with virtual or hybrid learning all of the 20-21 school year. Spencer Valley was able to have students in person and created a schedule that made it possible to adhere to the guidance provided by CDC and CDPH. Because of this, Spencer Valley does not have the same challenges as other districts that were unable to provide in person learning, which has been key in supporting the learning and development of Spencer Valley students.

In looking at our state assessments and our local assessments, the following areas of concern arose:

In diving into our NWEA data, for Math 29% of our students are in the low and low average ranges and 24% in Reading are in the low and low average ranges. For Oral Reading Rate there are 29% of our students in grades 2-4 who are in the approaching and below ranges and in the Sentence Reading Fluency assessment Spencer Valley has 16% of students in the approaching and below range in grades 2-4.

It is important to note that with a total school population of 42 students has pretty much remained the same during the 22-23 school year, while our state assessment scores are based on the school population of 28 from the previous year. For that reason, staff discusses each child in depth with one another. We work together to determine the best way to support students in the classroom and out of the classroom. Spencer Valley has begun the process of implementing an intervention program that has staff working in smaller groups within the classrooms and pulling students who need specialized instruction out of the classroom setting. We have 12% of our students who are English Learners who show performance gaps in both Reading and Math. For the start of the 22-23 school year we had a bilingual aide who supported these students within the classroom setting, unfortunately we lost our aide and have been looking for another bilingual specialist to help provide support to our EL students.

We have had 2 of our classroom teachers spend 2 days in a TESOL training and have shared strategies with the other staff on how to better meet the needs of our EL students within the classrooms. Our EL students need more academic opportunities in order to practice and perform on state and local assessments.

In the past Spencer Valley's greatest challenge has been Chronic Absenteeism. Absenteeism due to the Coronavirus has been challenging. Many students due to close contact or being ill had to remain out of school for many days. Staff did their best to meet the needs of individual students during this time, but due to low internet connectivity due to geographical location, meeting with students through Zoom was spotty at best. Efforts were made this year to improve overall attendance for students and families. Letters were sent out to families after the grading

periods to let parents know how many days students had been absent or tardy. Students were able to earn perfect attendance prizes each month this school year. Perfect attendance has been defined with families and students as someone who is on time every day and does not miss school. We currently have 2 students with perfect attendance for the entire school year. The percentage of students with perfect attendance fluctuates each month, but we have had better success with students being in school and on time this year. We have fluctuated from 12% having perfect attendance one month to 60% have perfect attendance in other months. Providing the opportunities to highlight our students for perfect attendance has impacted the amount of absences we have had this school year.

13% of the students were chronically absent for 18-19 school year (defined as students who are absent 10% or more of the instructional days they were enrolled). This was only a 1% improvement over the 17-18 school year. For 19-20 we calculated the chronic absenteeism rate at 10%. This figure was based on the fact that we had only 122 days of classes before the county schools were shut down due to Covid. While distance learning was initiated shortly thereafter, we chose to focus on the student absentee rate associated with the actual in class days and our ten percent rate was designated as 13 absences. For the 21-22 school year 11.8% of students were chronically absent as reported on the California Dashboard. This rate was based on the absences of only 3 students at our school. For the 22-23 school year 7.2% (internally calculated) of students were chronically absent which is an improvement from the prior year. This current rate is based on 3 students.

For the most part, students are present everyday and Spencer Valley makes efforts to work with the small number of families whose absences account for our chronic absenteeism rate.

## LCAP Highlights

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

One of the highest values and strongest commitments held by the staff and parents in our district is a devotion to the preservation and protection of the elements of childhood. The staff and parents consciously reserve time and maintain space for students to: sing and play an instrument weekly, romp freely during unstructured recess time, be thoughtful and kind, memorize lines, memorize lines, memorize lines (Shakespeare would be proud), frame a photo, paint a self portrait, plant and harvest from the garden, gorge on mulberries from a tree that's always been there, draw a hopscotch on the playground with chalk, check out the fish in the courtyard pond, observe jays fledging in spring. The positive connections and the joyful memories made here are more than just a backdrop. There is no replacement for close personal relationships burnished over time and not everything that counts CAN be counted.

Below are some other aspects of district programs we are proud to share.

Success and growth in RLA and Math

Access to the core curriculum through enrichment

Reduced class sizes to increase access to the core standards

One to one support

Homework Hour

After School Enrichment Classes of Cartooning, Martial Arts, Art, Spanish

After School Programming every day for all students

Summer, Winter, & Spring Camps  
ASB leadership opportunities for older students  
PBIS Implementation  
Counseling  
Implementation of a new Science curriculum for 22-23 school year  
Addition of a new cook, new instructional aide, new bilingual aide/liaison  
Opening of new preschool and the hiring of 2 preschool teachers  
Parents as the director of the Shakespeare Production  
Offering more evening opportunities for families, such as, drug education, movie night, karaoke night, Reading and math nights

## **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 School Improvement. We have 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 and how this engagement was considered before finalizing the LCAP.

During the 22-23 school year, Spencer Valley planned monthly meetings with educational partners (which included our parents of students with disabilities) in order to get input in support of revising the LCAP, creating school goals, and getting input from parents and the community. This school year Spencer Valley offered 2 dates to attend each month. One in English and one in Spanish. We had a very poor turnout except for the first meeting in October. Spencer Valley surveyed families at our Open House on January 11th to find out what way parents would prefer to provide input and be involved. Parents overwhelmingly requested to participate in surveys to provide feedback. Starting in February Spencer Valley sent home 2 surveys for families and the community to provide feedback. The majority of our families participated in both of these surveys. Students in grades 3-7 participated in a survey in order to provide input.

Below are the dates and topics of the meetings that were held in person from the start of the school year until January 2023:

October 17 & 18, 2022 - Reviewed current data with members. Data included SBAC data, Fall NWEA Data for Reading and Math, 2021 PBIS Survey data for students and staff.

November 8 & 15, 2022 - Continued to review data and read over our current goals and activities for LCAP Solicited input from members on school safety for School Safety Plan and continued to review data.

December 6 & 7, 2022 - Reviewed document and solicited input from members for the supplement to the LCAP

January 9 & 10, 2023 - Solicited input from members on school safety for School Safety Plan and continued to review data.

January 11, 2023 - held an Open House where parents were given a survey on participation, it was also sent out to families who were not in attendance - 48% of the respondents preferred to participate in a survey instead of in person or virtual meetings, 57% said they would be more likely to participate if we changed how we solicited feedback from them.

January 2023 - Climate survey was sent out to all families for input.

February 2023 - a family/community engagement survey was sent out where respondents were asked to provide feedback on our safety plan

May 2023 - The Draft LCAP will be shared out with families/community and a survey will be provided to get input on any changes or revisions.

For each in person meeting, members worked together in looking at artifacts and provided insights and input through a graphic organizer. These organizers were utilized in looking at changes in the LCAP and in supporting Spencer Valley's work with other important plans that needed to be completed during the school year. Due to the number of students who attend Spencer Valley and in trying to collaborate with families and educational partners, our Parent/Community Engagement meetings are all inclusive and these meetings are also our DAC meetings. All staff, certificated and classified are included in staff meetings and educational partner meetings. Our LCAP was shared with our SELPA and was approved. Spencer Valley does not have any local bargaining units due to its size and number of staff members.

A summary of the feedback provided by specific educational partners.

Parents uniformly appreciate the existing program at Spencer Valley. While some parents shared their thoughts that the school's size - which is a tremendous advantage for younger children - may not accommodate extra-curricular activities in the upper grades as is currently available at larger districts. While this issue cannot be addressed realistically (there are 15 students total in grades 5-7) to match the wide range of options, the staff is making extra efforts to provide opportunities to exercise creativity, leadership and empathy. Spencer Valley has

reached out to Julian and other small districts in order to provide athletic team opportunities for our students and will continue to try to get our students involved in other team sports. As an enrichment option students were able to stay after school on Wednesdays to participate in floor hockey for the majority of the school year. Many students participated in this after school sport activity.

Families overwhelmingly shared about school safety due to the media coverage of school shootings. Because of this Spencer Valley is in the process of adding cameras on the old school portion of the campus and a intercom system that encompasses both schools and can be heard in every classroom. Parents also shared concerns about the new driveway and that many families and community members were driving too fast through our small driveway at the start and end of the day. They offered the suggestion of getting speed bumps. Spencer Valley purchased 3 speed bumps to install in our parking lot and drive through area which has helped with the slowing down of vehicles as they make their way through the drive. Mental health and wellness is a concern of staff and families, due to this Spencer Valley will be instituting a SEL curriculum next year in grades TK-8 and will be partnering with the Southern California Diagnostic Center for a mental health and SEL project with their staff for the school year.

All staff will be trained through the Diagnostic Center in order to better recognize and react to mental health situations within classrooms and on campus.

Staff continue to investigate the best ways to support our EL students in classrooms and we have had 2 teachers trained to provide strategies to staff during the 22-23 school year as needed. Teachers now have their own classroom and are more at ease with this change, Spencer Valley has had 2 teachers sharing classrooms since the start of the school and teachers found this to be very difficult for student learning. With the new Safety Plan template, teachers have requested an overall review and revision of the school safety plan.

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

Spencer Valley will continue to emphasize individualized learning and instruction to further accelerate the learning of students for whom an achievement gap has been identified. Parents are appreciative that Spencer Valley has been in person most of the pandemic and all of the 22-23 school year with no closures due to a COVID outbreak. Through parent meetings and in our parent surveys, our families have shared the enrichment activities they would like Spencer Valley to offer through our ELOP grant and programming. Through our parent meetings parents were open about the community perspective around Spencer Valley and how they want that to change by offering more community activities and being more out on social media. Spencer Valley now has a Facebook page and an Instagram account where information is being shared out about school activities. Spencer Valley also shares a weekly parent newsletter with families, via email and in a hard copy that goes home every Monday. A parent information call goes out every Sunday evening to share the upcoming week events for families as well. Families are appreciative of the open communication. Teachers requested the opportunity to confer during the 22-23 school year on a salary schedule even though they are not part of a union. Spencer Valley honored this request and came to a 3 year agreement. Classified staff were offered the same schedule as certificated staff.

# 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

An explanation of why the LEA has developed this goal.

This goal speaks to our commitment to the previous years's state priorities focusing on conditions of learning (priorities 1,2) and pupil outcomes (priorities 4,8). 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.

## 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.
1B. Implementation of state standards in all content areas including English	100% of Classrooms will implement state standards as measured by a	Classroom observation tool was developed during the 21-22 school year and	Classroom observation and evaluation tool was piloted during the 22-		100% of classrooms will implement state standards as measured by

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Learner students as measured by district indicators NWEA or other identified test, classroom observation tools, and ELPAC results</p>	<p>classroom observation tool.</p>	<p>will be piloted in the 22-23 school year. In the areas of ELA, Math, and Social Science 100% of 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.</p> <p>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</p>	<p>23 school year. 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 with an implementation goal of 24-25.</p> <p>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</p>		<p>classroom observation tools, NWEA and ELPAC results.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>these three 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 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.</p>	<p>standards which are 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.</p>		
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>		<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p> <p>Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.</p>	<p>64.3% were proficient in ELA. In the winter of 2022, 80% of students were proficient in Math and 65% were proficient in Reading.</p> <p>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.</p>	<p>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.</p> <p>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.</p>		<p>performance metrics and activities.</p> <p>Although data for HEALTHY FIT ZONE will not be available, teachers will work with SPARKS program to advance student health and well-being.</p>
English Learner language proficiency and progress toward redesignation	<p>Currently, 66% of English Learner students were redesignated to fluent English proficient. 100% of enrolled English Learner students are maintaining progress toward English</p>	<p>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 proficiency as</p>	<p>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 proficiency as</p>		<p>100% of English Learner students will demonstrate appropriate annual progress as measured by ELPAC. 75% of ELL students will be re-designated to fluent English proficient annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	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.	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.		

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Identify and effectively support students with disabilities	District Collaboration with North Inland Special Education Local Planning Area (SELPA) to refine and improve the Student Study Team Process to support students with disabilities.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Develop effective ELL Support model	<p>Continue to Implement In class coaching to develop robust Integrated and Designated ELD programs. Specialized teacher to provide more EL instruction outside integrated and designated EL support. This specialized EL instruction will be programming outside the regular programmed EL instruction that is provided by the classroom teacher in order to close achievement gaps and provide accelerated EL instruction for the English Learner population at SVEDS. EL student population is the low income population at SVESD.</p> <p>Provide after school EL support for EL students.</p> <p>Monitor implementation and solidify EL Placement and Redesignation Criteria</p> <p>Continue work begun with evaluating High Quality Assessments. Through dialog with professional development consultants from SDCOE, SV staff will participate in ongoing exploration throughout next year to examine and improve use of formative assessments to improve instruction.</p>	\$42,058.00	Yes
1.3	Professional Development and teacher collaboration	<p>Provide ongoing staff development to increase implementation of a broad course of study and literacy development:</p> <ul style="list-style-type: none"> <li>• Incorporate professional learning focused on implementation of CCSS, NGSS, arts, history and physical education.</li> <li>• Professional learning and collaboration regarding remediation, acceleration, and additional high leverage instructional practices to meet the needs of unduplicated student groups.</li> <li>• Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas, including TK--K Plan--Do--Review afternoon cycle.</li> </ul>	\$12,750.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Focus on integrated differentiated instruction	<p>Provide in class coaching for staff to support implementation of Integrated and Differentiated instruction</p> <p>Establish a Positive Behavior Support Committee (PBIS), consisting of staff and parent members (pulled from LCAP PAC and SAC STAFF MEMBERS). This committee will meet 4 times per year to examine effectiveness of measures put in place to 1) positively support students and 2) ensure curriculum and instruction match student ability and overall student work samples reflect student achievement at a rate of 75% or more correct responses.</p> <p>Purchase new Student Survey CORE reviewed and recommended for purchase by parents and board Spring of 2018.</p>	\$29,095.00	No
1.5	Develop a curriculum review team	<p>Establish quarterly review meetings to discuss effectiveness of adopted materials and review new programs that would further support student learning. Continue with emphasis on Social Studies, NGSS and VAPA.</p> <p>Monitor implementation and solidify EL placement and redesignation criteria.</p>	\$1,000.00	No
1.6	Base Program	<p>a) Appropriately assigned certificated staff (ration 24:1) and classified staff providing instruction to all students, including ELs with emphasis on RLA and Math</p> <p>b) Professional development in the CA standards aligned curriculum and district wide instructional initiatives</p>	\$1,153,913.00	No

Action #	Title	Description	Total Funds	Contributing
		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 (formative and summative) e) Remediation acceleration group to reduce class size, provide interventions, small group instruction, RTI and interactive web learning by decreasing student/teacher ratio f) Provide Peer Educators and Tutors (in class)		

## Goal Analysis [2022-23]

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 is in the process of developing an MTSS plan that will incorporate and improve the Student Study Team Process. Due to the development of the LCAP before the current administration and part of the staff began to work at Spencer Valley, this goal is not a focus goal for the current district staff. Current staff is working together to develop an appropriate study team process and a new MTSS plan. If the SELPA is needed for support they will be contacted, but it is a process the school team feels confident that they can take on and implement during the 23-24 school year.

School staff members attended EL training to support integrated and designated ELD programs. These staff members will provide professional support and learning to current staff members during the rest of the 22-23 school year and into next the next school year. Spencer Valley will continue to look for professional opportunities for staff to attend in order to better meet the needs of our EL students. After school tutoring is provided through Homework Hour on Mondays, Tuesdays, and Wednesdays where teachers provide after school support for EL students. We had a bilingual aide that provided support to EL students after school during the 21-22 school year and at the start of the 22-23 school year. He has since left the district and we are currently looking for another bilingual support person.

Due the the development of the LCAP before the current administration and part of the staff began to work at Spencer Valley, the team has determined that working on high quality assessments right now is not a focus but maybe a focus in upcoming years. Therefore no growth has been made in developing high quality assessments.

Ongoing staff development has been provided to staff during the 22-23 school year by sharing opportunities provided by SDCOE and other literacy providers. 100% of staff has participated in professional learning during the 22-23 school year. Staff has participated in the following to support the needs of the current Spencer Valley staff and students:

- Social Emotional Learning through Responsive Classroom Institute during the summer of 2022
- Virtual literacy professional learning
- EL/TESOL virtual 2 day training for 2 staff members

Various special education professional learning opportunities for regular education teachers and special education teacher.

Due to the change in administration providing in class coaching for staff to support implementation of integrated and differentiated instruction is not a focus for the current staff and a specific coach will not be provided for this. It may be something the staff determines in needed in the future.

Positive Behavior Support Committee (PBIS) was established using the staff as the committee, starting at the end of the 22-23 school year a committee was established with parents, classified & certificated staff members on it. This team will continue into the 23-24 school year. The CORE student survey is not a survey that we can use due to our size. We continue to use the PBIS climate survey for staff, students, and families.

Staff meets monthly for a staff meeting where we review and discuss effectiveness of adopted materials and look at what needs to happen to move forward. All materials are current and up to date. The next materials that need to be reviewed and adopted are health materials.

We have developed and implemented an EL placement and redesignation criteria. We had no students that qualified for redesignation this year and no new EL students who registered and attended Spencer Valley. Due to this the criteria was not reviewed.

Students and staff were provided with their own classrooms during the 22-23 school year and no teachers had to share classrooms. The peer tutoring program that we had established with Julian High School ended the 21-22 school year and we were not provided a peer tutor for the 22-23 school year.

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. This will continue to be an item for the 23-24 school year. The MTSS plan that was developed will be reviewed and revised by staff at the beginning of the school year and will be implemented during the 23-24 year. 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. During the 21-22 school year a bilingual teaching assistant was hired to help support our EL students and to support staff with strategies and with native language. The bilingual assistant was at Spencer Valley until December 2022, due to the drive this staff member will not continue to work at Spencer Valley. We continue to look for another bilingual staff person to support our EL students. 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 the specific actions were in making progress toward the goal.

Staff meetings were established for the school year and revised mid year in response to staff asking for more planning time to work together. Due to staff requesting more plan time at the February staff meeting, Spencer Valley began the year with 2 staff meetings a month and changed to 1 staff meeting a month in January. During the 22-23 school year, staff implemented new science materials that were piloted during the prior school year. These materials are now up to date and are aligned to the NGSS standards. After school ELOP was implemented with enrichment activities offered everyday after school for students until 5PM. Parents participated in an ELOP survey at the end of the 21-22 school year where 39% of parents participated in what they wanted for enrichment activities. 38% of students participated in after school enrichment through ELOP weekly as determined by the attendance data collected during the 22-23 school year. 71% of students signed up to attend at least one day of enrichment at the start of the school year. ELOP time changed in March to 4PM due to Spencer Valley being classified as a "frontier" school. Now tutoring happens Mondays, Tuesdays, and Wednesdays, with enrichment activities on Thursdays and Fridays. Professional development was offered throughout the year to teachers through SDCOE, SELPA, and other online opportunities. 100% of teachers participated in professional development during the 22-23 school year determined by PD requests. During staff meetings staff were able to collaborate on instruction, PBIS, and other school activities.

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 was unable to purchase the CHKS CORE survey for students, staff, and families due to our small size. This is the 3rd year that we will implement the PBIS Climate Survey. We sent other surveys out to families this year for their input and we will continue to do this into the following year. The Spencer Valley PBIS committee was changed from just school staff to incorporating parents and other classified employees. Our Parent/Community Engagement meetings were started in October with very poor attendance. Spencer Valley even offered two meetings each month, one in Spanish and one in English for better attendance. These meetings were held in October, November, December, and January. On January 11th a survey was shared with families to determine which method they would prefer in order to provide input. The majority chose to participate through surveys, two more surveys were sent out to families after January 11th. An addition of a bilingual assistant/parent liaison position was an addition to staff in the 21-22 school year to support our English Learners. Unfortunately, our bilingual staff person was unable to continue to drive to Spencer Valley and that position became vacant in December 2022. We

continue to look for a bilingual staff person to support our EL students. Students were provided support for part of the school year, and due to a difference in staff salaries from original estimate and the resignation, less money was spent.

**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

An explanation of why the LEA has developed this goal.

This goal continues to reflect SVESD's priority of student engagement. This is also a top priority for our parents in educational partner discussions. It reflects our past emphasis on State Priorities 1, 5 and 6 (Conditions of Learning and Engagement).

## 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"		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 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		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
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		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 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 summer. Currently one 1 staff member trained in Restorative Practices.	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 to other staff this year. 2 teachers working on implementing and providing other staff		All certificated staff trained on Restorative Practices.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			with information at the start of the 23-24 school year.		

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Regularly inspect facility condition and annex construction	2a) Adhere to FIT, as well as all DSA requirements and state inspection protocols necessary to open the new building.	\$35,925.00	No
2.2	Create a culture of engagement	2b) Implement a school wide system that promotes increased student attendance and positive student behavior. <ul style="list-style-type: none"> <li>Internal and external communication to monitor attendance (phone calls, letters, and staff outreach)</li> <li>Parent education and conferences</li> <li>Student outreach</li> <li>Increase campus culture and connectedness through enrichment activities</li> <li>Restorative Practices training and implementation</li> <li>Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules</li> <li>Provide training and implementation for Positive Behavior Support in Schools (PBIS)</li> <li>Provide resources to maintain safe and healthy environments within the classrooms and grounds</li> </ul>	\$106,788.00	No
2.3	Expand multicultural learning opportunities	2c) Provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> <li>Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives.</li> </ul>	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

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 the 22-23 school year we continued to implement PBIS and added on different aspects. We added on "fish" tickets that are based on our school wide expectations of Being Safe, Respectful, and Responsible. "Fish" tickets are turned into the school office and are pulled during Friday whole school circle. Spencer Valley also implemented monthly PBIS activities that were planned by our Student Leadership Team (ASB). ASB students taught all students how to play the game and spoke about PBIS. All staff and students are 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 has submitted the application in order to become recognized as a school that implements PBIS in the state. Two teachers participated in different trainings for Restorative Practices and have shared information at staff meetings. As a whole school we will look at more implementation of restorative practices at the start of the 23-24 school year. All teachers were trained in Responsive Classroom during the summer of 2022 and have implemented classroom circles at the start of each day and the end of each day. We continue to look for ways to add multiculturalism to our school. 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.

The addition of a bilingual assistant/parent liaison at Spencer Valley during the 21-22 school year to support our English Learners and other struggling students. We continued with our bilingual assistant until December of 2022, we continue to look for someone to fill this position. More multicultural learning opportunities are a focus as we move into the school year. Spanish classes for all grade levels are being looked at to implement for the 23-24 school year. Spencer Valley spent funds on architect plans for a well upgrade and gutter replacement. Due to the cost of both of these items Spencer Valley went over the original budget of 40,000 and spent 112,000 (Action 1). The Restorative Practices PD was offered free of charge even though it was a budgeted expenditure as part of Action 2. These funds were not spent. The portion of Action 2 that was a budgeted expenditure as part of the administrator's salary was not spent due to the Climate grant (SCTG) that recieved, the allotted portion of the administrator's salary was taken from the SCTG grant funding. Action 3 is an old goal that was written into the LCAP for multicultural speakers. This budgeted expenditure was not spent.

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

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, Family Math Night, Family Reading Night, 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 will continue to offer activities. A student leadership team was developed and implemented this school year through ELOP funding. These students developed ways to earn money to get our school sign fixed and to update our flag pole. They attended community meetings to ask for funding for lights to install on our flag pole. Our student leadership team was in charge of Red Ribbon Week activities and our monthly PBIS activity. Spencer Valley will be implementing a Social Emotional program (Sources of Strength) next school year as part of our COPES grant. Teachers will be trained in order to implement the program. Spencer Valley will partner with the Diagnostic Center to implement SEL strategies to support all students.

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 ways to support mental health with students and staff. Two of those will be the implementation of Sources of Strength next year and the partnership with the Diagnostic Center.

**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

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. Enrollment has dropped due to the pandemic. Creating more school family community partnerships (priority 3, Parent Involvement) and look to involve the community more in Spencer Valley, the hope is that word spreads and that Spencer Valley will be able to add more students to rosters at every grade level. At the end of the 20-21 school year, Spencer Valley had a total of 30 students.

## 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	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		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
		<p>provided to families through a school folder that is only sent home on Monday. The newsletter includes all school/family/community activities in English and Spanish. Flyers for each activity &amp; 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</p>	<p>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 and Spanish to provide families with the upcoming events and information that they would need for the upcoming week. Flyers for activities &amp; 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,</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>through our parent communication folder. When utilizing 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.</p>	<p>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 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.</p>		
<p>Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.</p>	<p>100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.</p>	<p>100% of students are enrolled in a broad course of study and in measured by the master schedule and daily/weekly schedules.</p>	<p>100% of students are enrolled in a broad course of study and in measured by the master schedule and daily/weekly schedules.</p>		<p>100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.		Dropout rate is 0%
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.		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		Increase summer enrichment participation each year to 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>12 - 30 is offered to those students who need extra support in reading and/or math. These students are invited to attend and 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.</p>		

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop service-learning opportunities for students	<p>3a) Provide students opportunities to participate in service learning to connect school to the broader community.</p> <ul style="list-style-type: none"> <li>• Service Learning Opportunities</li> <li>• Holiday Winter Program Giving</li> </ul>	\$0.00	No
3.2	Expand access to enrichment and acceleration activities	<p>3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:</p>	\$64,180.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Increased digital literacy and student technology access to provide acceleration and enrichment opportunities as well as opportunities to explore career pathways.</li> <li>• Providing connections with local high school and industry sector to increase student understanding of secondary and post-secondary options, including:               <ul style="list-style-type: none"> <li>• Guest speakers</li> <li>• Increase or maintain existing community partnerships - Collaboration with SVEA</li> <li>• Student study experiences outside of school to provide enrichment and acceleration opportunities.</li> <li>• Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach.</li> <li>• Build intentional partnerships with local high school and community to focus on career exploration and development.</li> </ul> </li> </ul>		
3.3	Develop additional opportunities for parental involvement	<p>3c) Parent-School Communication</p> <ul style="list-style-type: none"> <li>• Communicate results of parent needs survey to Spencer Valley Educational Association (SVEA) in order to facilitate partnerships with entities supporting Spencer Valley students' after school enrichment.</li> </ul> <p>Explore opportunities to offer classes to parents (parenting, ESL)</p>	\$4,512.00	No

## Goal Analysis [2022-23]

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. All students in grades 5th, 6th, and 7th were part of the leadership team. This team created service learning projects and raised money in different ways to support the school. The money raised was utilized to fix the wooden school sign and install it in front of the school. The area around the sign was also beautified. This team also purchased lights for the flag pole so that our flags can be hung and left at all times. Spencer Valley has not had flags hung since the pandemic. This leadership group planned our monthly PBIS activities for the entire school and taught the younger students about PBIS and each activity. The leadership team was in charge of Red Ribbon Week and planned the weeks worth of Red Ribbon Activities.

After school programming was offered through ELOP. During the school year, Spencer Valley offered Spanish classes, Cartooning classes, Art classes, Yoga classes, floor hockey, martial arts, and other unique activities that were designed and implemented by school staff, ELOP staff, and community members. These after school opportunities were offered to all students and families that were interested in participating. Students could choose what day or days they wanted to attend.

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.

Collaboration with Julian Union Elementary to offer more sports teams did not come to fruition. Spencer Valley is continuing to look for ways our students can participate in more sports activities. Spencer Valley has formed a partnership with Julian Pathways and will continue to build this relationship in order for our students to engage more with students from Julian schools. As Spencer Valley did not have 8th grade students this school year, we did not need to have our 8th graders visit the Julian High School Campus. This will be done for the 23-24 school year so that our students will have first hand knowledge about the high school that they will be attending. Budgeted expenditures included purchase of additional computers, which we spent on 5 needed computers instead of 10. The extra computers were not necessary.

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

Summer school and enrichments opportunities created a more inclusive environment and provided the necessary after school care that families need. 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 22-23 school year. Art was available in a very sporadic manner through afterschool enrichment and in classrooms. Spencer Valley is looking for an art teacher and art curriculum for the 23-24 school year so that Spencer Valley students have art classes regularly. 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.

daily. All students at Spencer Valley have a device; Macbooks for grades 2 through 8 and iPads for students in grades TK-1. Administration met with SVEA board to share information this year about PBIS.

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 weekly. 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 5, 6, and 7 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 flag pole.

**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

An explanation of why the LEA has developed this goal.

The MTSS provides staff and students with multiple access routes to core learning as well as interventions, modifications and other supports to further individualize the learning experience while strengthening student performance. Additionally, it is a response to the PBIS School Climate Survey

## 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	<p>1) All teachers have been introduced to MTSS Handbook created for SVESD. (5 out of 5 teachers during 20-21 school year)</p> <p>2) The new handbook will be shared with new teachers (4 out of 5 are new teachers for 21-22 school year).</p> <p>2) Teachers will review and work with administration on implementing the process and procedures outlined in the MTSS Handbook.</p>	<p>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.</p> <p>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</p>	<p>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-</p>		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
	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.	classroom matrices were developed.	24 school year. The school is assessed for PBIS implementation and received a TFI (Tiered Fidelity Inventory) score of 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.		
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.		Teachers use Self Assessment (SAM) annually to refine and improve the MTSS Handbook
PBIS School Climate Survey	2020 school-wide Student Survey Results:  (Four point rubric) Always = 4	2022 School wide Student Survey Results: Rubric with 4 options Always Often	2023 School wide Student Survey Results: Rubric with 4 options Always Often		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
	Often = 3 Sometimes = 2 Never = 1	Sometimes Never	Sometimes Never		
1. I like school	3.0	I like school 50% of elementary students marked always and often	I like school 43% of elementary students marked always and often		
2 I feel like I do well in school	3.1	100% of middle school students marked always and often	78% of middle school students marked always and often		
3 My school wants me to do well.	3.4	I feel like I do well in school	I feel like I do well in school	50	50
4 My school has clear rules for behavior.	3.7	% of elementary students marked always and often 100% of middle school students marked always and often	% of elementary students marked always and often 89% of middle school students marked always and often		
5 Teachers treat me with respect.	3.7	My school wants me to do well.	My school wants me to do well.	100	
6 Good behavior is noticed at my school.	3.3	% of elementary students marked always and often	% of elementary students marked always and often		
7 I get along with other students.	3.4	100% of middle school students marked always and often	100% of middle school students marked always and often		

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p> <p>80% Middle school students responded that they somewhat agree that they like school. 100% middle school students responded somewhat agree and strongly agree that they feel safe at school and that there is an adult at school that they can talk with if they need help.</p> <p>100% elementary students responded sometimes, often, and always that they like school.</p>	<p>elementary survey question 100% of elementary students marked always and often</p> <p>I feel safe at school. 93% of elementary students marked always and often 100% of middle school students marked always and often</p> <p>Students treat each other well is only an elementary survey question 100% of elementary students marked always and often</p> <p>There is an adult at my school who will help me if I need it. 93% of elementary students marked always and often</p>	<p>elementary survey question 57% of elementary students marked always and often</p> <p>I feel safe at school. 67% of elementary students marked always and often 100% of middle school students marked always and often</p> <p>Students treat each other well is only an elementary survey question 71% of elementary students marked always and often</p> <p>There is an adult at my school who will help me if I need it. 95% of elementary students marked always and often</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>80% of elementary students responded that they always feel safe at school, while 20% responded that they sometimes feel safe.</p> <p>100% of elementary students responded always, sometimes, and often that there is an adult at the school who will help if help is needed.</p>	<p>100% of middle school students marked always and often</p> <p>Students in my class behave so that teachers can teach.</p> <p>100% of elementary students marked often and sometimes</p> <p>100% of middle school students marked always and often</p> <p>5 staff members completed the survey. 80% of staff responded somewhat agree and strongly agree to being 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</p>	<p>89% of middle school students marked always and often</p> <p>Students in my class behave so that teachers can teach.</p> <p>62% of elementary students marked often and sometimes</p> <p>56% of middle school students marked always and often</p> <p>71% of staff members completed the survey. 100% of staff responded strongly agree to being supported by others at school and 100% responded strongly 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</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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.</p> <p>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</p> <p>Teachers at my student's school have high standards for achievement. 100% of families marked strongly agree and somewhat agree</p> <p>Teachers at my student's school work hard to make sure that students do well. 100% marked strongly agree</p>	<p>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.</p> <p>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</p> <p>Teachers at my student's school have high standards for achievement. 100% of families marked strongly agree and somewhat agree</p> <p>Teachers at my student's school work hard to make sure that students do well.</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Teachers at my student's school promote academic success for all students. 100% marked strongly agree and somewhat agree</p> <p>My student's school sets clear rules for behavior. 100% marked strongly agree and somewhat agree</p> <p>My student feels safe at school. 100% marked strongly agree and somewhat agree</p> <p>School rules are consistently enforced at my student's school. 100% marked strongly agree and somewhat agree</p> <p>My student feels successful at school. 96% marked strongly agree</p>	<p>100% marked strongly agree or somewhat agree</p> <p>Teachers at my student's school promote academic success for all students. 100% marked strongly agree and somewhat agree</p> <p>My student's school sets clear rules for behavior. 100% marked strongly agree and somewhat agree</p> <p>My student feels safe at school. 100% marked strongly agree and somewhat agree</p> <p>School rules are consistently enforced at my student's school. 96% marked strongly agree and somewhat agree</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>My student is frequently recognized for good behavior. 96% marked strongly agree and somewhat agree</p> <p>I feel comfortable talking to teachers at my student's school 96% marked strongly agree and somewhat agree</p> <p>Staff at my student's school communicate well with parents. 92% marked strongly agree</p> <p>I feel welcome at my student's school. 100% marked strongly agree and somewhat agree</p> <p>All students are treated fairly at my student's school. 100% marked strongly agree and somewhat agree</p>	<p>My student feels successful at school. 96% marked strongly agree and somewhat agree</p> <p>My student is frequently recognized for good behavior. 96% marked strongly agree and somewhat agree</p> <p>I feel comfortable talking to teachers at my student's school 96% marked strongly agree and somewhat agree</p> <p>Staff at my student's school communicate well with parents. 93% marked strongly agree and somewhat agree</p> <p>I feel welcome at my student's school. 96% marked strongly agree and somewhat agree</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Teachers at my student's school treat all students with respect. 100% marked strongly agree and somewhat agree.</p> <p>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.</p>	<p>All students are treated fairly at my student's school. 82% marked strongly agree and somewhat agree</p> <p>Teachers at my student's school treat all students with respect. 86% marked strongly agree and somewhat agree.</p> <p>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. This year due to the increase in the number of students and families, Spencer Valley utilized the</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			online survey source provided by SDCOE in order for families to participate.		

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Development focusing on SEL	The district will provide trainings in various areas to support this goal, including: Restorative Practices Trauma-Informed Behavior Multi-tiered systems of support	\$12,421.00	No
4.2	Administration of Surveys to students, parents and staff	Use available surveys, such as PBIS Climate Survey, SAM and others to collect data that can inform decisions leading to improved social-emotional learning.	\$17,579.00	No

## Goal Analysis [2022-23]

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.

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 will be partnering 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.

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. The school climate pd was free and the budgeted amount was not spent. The quantity of \$6000 from Action 1 was spent on a portion of the administrator's salary for Action 2.

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

Spencer Valley implemented PBIS effectively based on the TFI assessment score of 90%. Due to this Spencer Valley has submitted an application to earn Silver Status as a school that implements PBIS effectively. The school will continue its efforts in implementing PBIS by adding on a PBIS team for the 23-24 school year that will include parents, classified staff, certificated staff, and community partners.

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 second year that we have official survey data. Spencer Valley families were able to access the electronic survey in a myriad of ways and 87% of 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.

For the 23-24 school year there will be new implementations and learning opportunities for all staff. The staff will receive training and a coach for the implementation of Sources of Strength. The staff will also receive a year long professional development opportunity with the Diagnostic Center in order to better meet the needs of all of our students when it comes to behavior, social and emotional needs, and other needs. 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 2023. 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.**

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$42,058	\$0

## 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
2.71%	0.00%	\$0.00	2.71%

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

## Required Descriptions

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

To ensure the needs of foster youth, English learners, and low-income students are considered first and to effectively meet their goals, Spencer Valley has implemented various strategies and support mechanisms. Our school had a total of 42 students during the 22-23 school year. The English learners population was at 12%, with these same students falling into the category of low-income. We had one foster youth student who participated in our school for a part of the school year.

Spencer Valley understands the importance of individualized support for unduplicated students. Staff provide individualized support and differentiated instruction to address specific challenges and enhance learning outcomes for this population inside and outside the classroom (1.2). This involves after school tutoring and after school programming. We offer personalized learning plans for our unduplicated students who have shown a need, but especially for our English learners through a specialized staff member. For half of the 22-23 school year Spencer Valley was able to provide specialized tutoring through the hiring of a bilingual assistant. Spencer Valley continues to look for a specialized bilingual staff member to pick up these important tutoring experiences for the 23-24 school year.

Spencer Valley prioritizes equity and provides equal access to educational resources and opportunities for all students. This mainly includes the ability to address barriers such as language proficiency and economic constraints. We commit to providing all communication in a language that our English learner families can understand in order to provide these families with the way to participate in their child's education. Due to our small size Spencer Valley is able to provide school utensils, field trips, and other experiences free of charge to our unduplicated families.

Understanding that Spencer Valley needs to regularly monitor and evaluate the effectiveness of our strategies and interventions for our unduplicated students and to learn the best practices in order to meet the emotional and academic needs of our unduplicated population. This allows for ongoing improvement and adjustment to ensure that the goals and needs of these students are being met effectively. Current teachers are participating in and are looking for professional learning opportunities that support the academic achievement of our unduplicated population. Teachers attend professional development and then bring back important strategies to share with colleagues on a regular basis (1.2).

Spencer Valley continues to strive to create an inclusive and supportive environment where foster youth, English learners, and low-income students can excel academically, develop their full potential, and achieve their educational goals.

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

At the beginning of the 22-23 school year Spencer Valley was able to provide a bilingual assistant/parent liaison to support our English learners inside and outside the classroom setting. At this time, the district has not been able to hire a new person for this position, but continues to look and is hoping to hire someone for the 23-24 school year. Spencer Valley continues to offer a summer school program that supports individualized learning for our English learner students, focusing on reading and writing. We have increased our summer school program from 2 weeks to 3 weeks and will offer a Jump Start Summer School, 2 weeks before school starts in August.

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

Not applicable

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,198,464.00	\$137,292.00	\$109,689.00	\$40,776.00	\$1,486,221.00	\$1,133,913.00	\$352,308.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Identify and effectively support students with disabilities	All Students with Disabilities	\$5,000.00				\$5,000.00
1	1.2	Develop effective ELL Support model	English Learners Low Income	\$42,058.00				\$42,058.00
1	1.3	Professional Development and teacher collaboration	All	\$1,300.00	\$6,734.00	\$3,651.00	\$1,065.00	\$12,750.00
1	1.4	Focus on integrated differentiated instruction	English Learners, Unduplicated Students All Students with Disabilities		\$29,095.00			\$29,095.00
1	1.5	Develop a curriculum review team	All	\$1,000.00				\$1,000.00
1	1.6	Base Program	All	\$988,075.00	\$83,563.00	\$82,275.00		\$1,153,913.00
2	2.1	Regularly inspect facility condition and annex construction	All	\$35,925.00				\$35,925.00
2	2.2	Create a culture of engagement	All	\$85,956.00	\$1,200.00		\$19,632.00	\$106,788.00
2	2.3	Expand multicultural learning opportunities	All	\$1,000.00				\$1,000.00
3	3.1	Develop service-learning opportunities for students	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Expand access to enrichment and acceleration activities	All	\$36,138.00	\$16,700.00	\$11,342.00		\$64,180.00
3	3.3	Develop additional opportunities for parental involvement	All	\$2,012.00			\$2,500.00	\$4,512.00
4	4.1	Staff Development focusing on SEL	All			\$6,421.00	\$6,000.00	\$12,421.00
4	4.2	Administration of Surveys to students, parents and staff	All			\$6,000.00	\$11,579.00	\$17,579.00

**2023-24 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
\$1,550,183	\$42,058	2.71%	0.00%	2.71%	\$42,058.00	0.00%	2.71 %	<b>Total:</b>	\$42,058.00
								<b>LEA-wide Total:</b>	\$42,058.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$42,058.00

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	1.2	Develop effective ELL Support model	Yes	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: Spencer Valley Elementary School	\$42,058.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,378,830.00	\$1,423,446.00

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	\$35,945.00	\$36,902
1	1.3	Professional Development and teacher collaboration	No	\$12,525.00	\$11,805
1	1.4	Focus on integrated differentiated instruction	No	\$21,810.00	\$17,803
1	1.5	Develop a curriculum review team	No	\$1,000.00	\$0
1	1.6	Base Program	No	\$1,046,542.00	\$1,052,849
2	2.1	Regularly inspect facility condition and annex construction	No	\$39,548.00	\$112,058
2	2.2	Create a culture of engagement	No	\$124,917.00	\$109,669
2	2.3	Expand multicultural learning opportunities	No	\$1,000.00	\$0

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	3.1	Develop service-learning opportunities for students	No	\$0.00	\$0.00
3	3.2	Expand access to enrichment and acceleration activities	No	\$55,887.00	\$48,448
3	3.3	Develop additional opportunities for parental involvement	No	\$4,656.00	\$4,515
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	\$23,397

**2022-23 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)
\$36,902	\$35,945.00	\$36,902.00	(\$957.00)	0.00%	0.00%	0.00%

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	\$35,945.00	\$36,902		

**2022-23 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)
\$1,553,235	\$36,902	0	2.38%	\$36,902.00	0.00%	2.38%	\$0.00	0.00%

# 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **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.
- **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 the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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