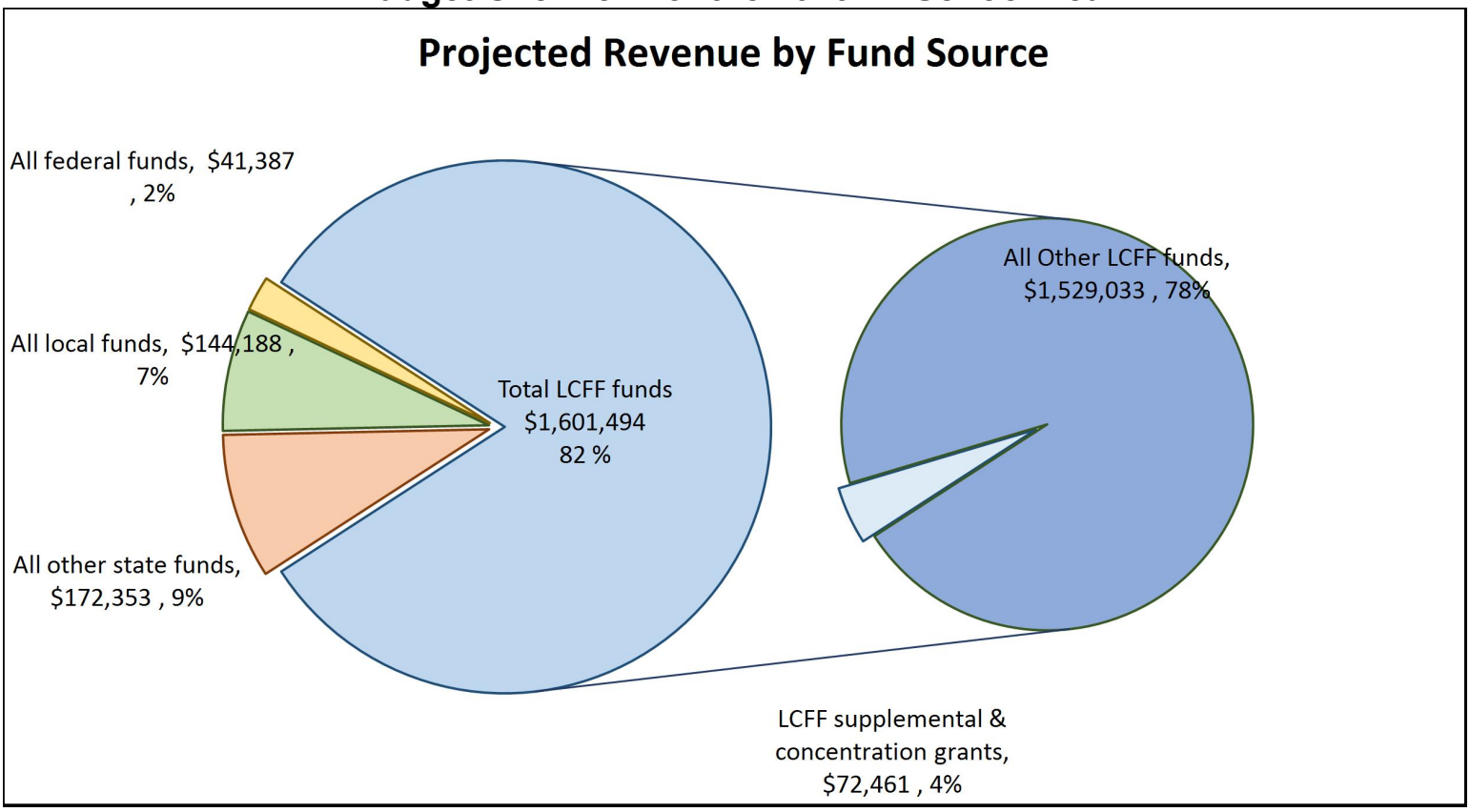
Board Adopted - Received 8/27/26

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spencer Valley Elementary School District
CDS Code: 37 68403 0000000
School Year: 2026-27
LEA contact information:
Kelly Baas
Superintendent/Principal
kelly@svesd.net
(760) 765-0336

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

Budget Overview for the 2026-27 School Year

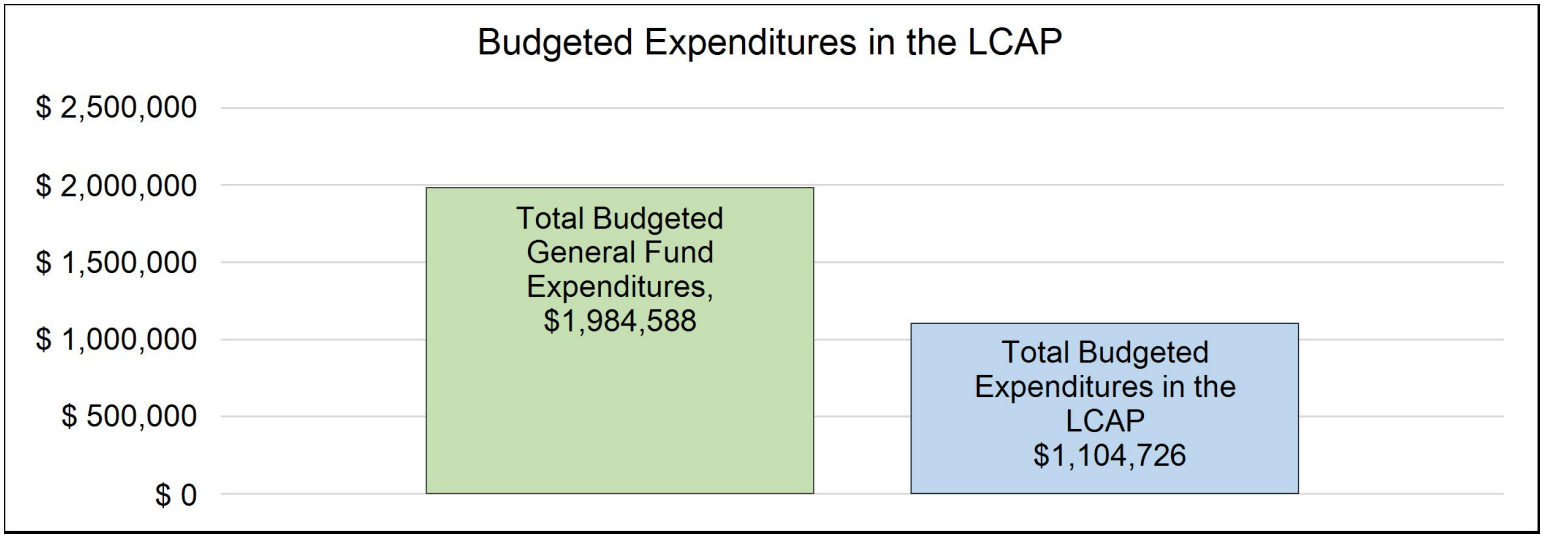


This chart shows the total general purpose revenue Spencer Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spencer Valley Elementary School District is $1,959,422, of which $1,601,494 is Local Control Funding Formula (LCFF), $172,353 is other state funds, $144,188 is local funds, and $41,387 is federal funds. Of the $1,601,494 in LCFF Funds, $72,461 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 2026-27. 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 $1,984,588 for the 2026-27 school year. Of that amount, $1,104,726 is tied to actions/services in the LCAP and $879,862 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

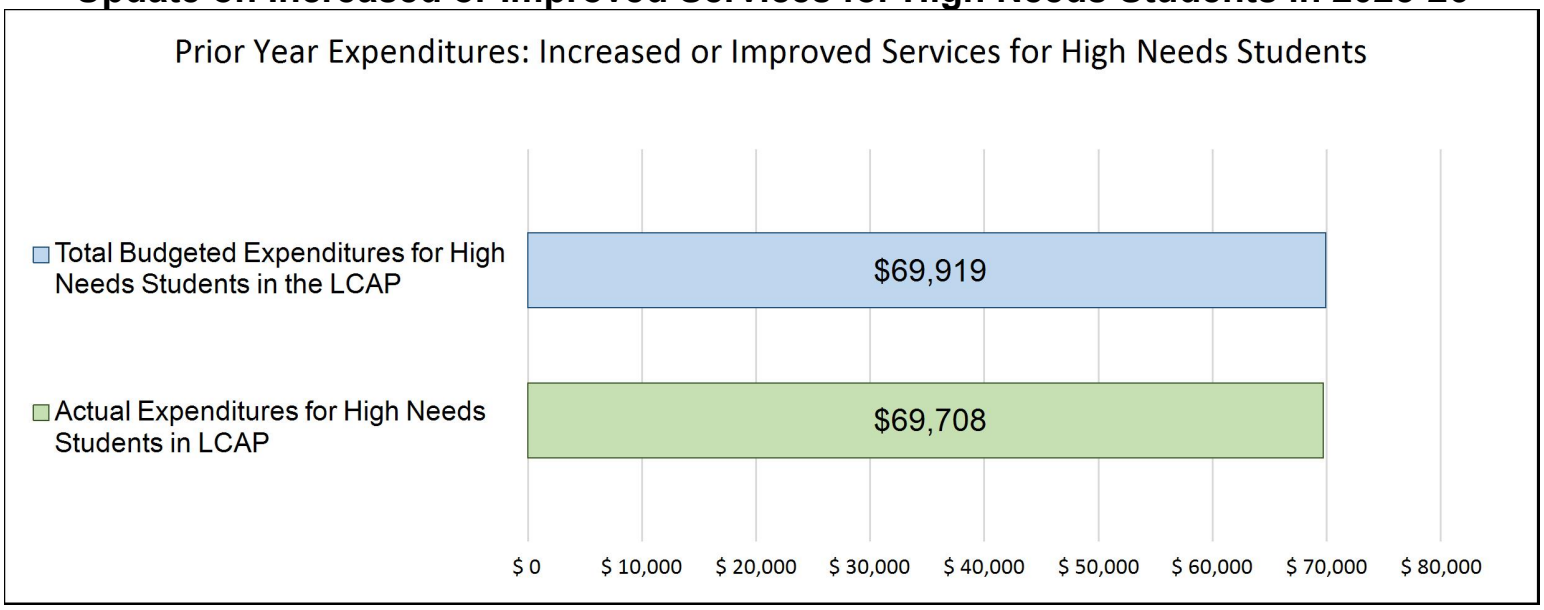
The LCAP is intended to be a comprehensive planning tool but does not describe all General Fund Budget Expenditures. Expenditures related to the general operation of the district are not included in the LCAP. Some of these expenditures include salaries for support staff (e.g., maintenance, food aide). Other expenditures would be utilities, legal fees, insurance and special education.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Spencer Valley Elementary School District is projecting it will receive $72,461 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 $77,948 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 2025-26



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 2025-26, Spencer Valley Elementary School District's LCAP budgeted $69,919 for planned actions to increase or improve services for high needs students. Spencer Valley Elementary School District actually spent $69,708 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $211 had the following impact on Spencer Valley Elementary School District’s ability to increase or improve services for high needs students:

There was no impact as the difference in planned versus actual expenditures was due to the salaries & benefits costing less but the services remaining the same.

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 [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Nestled in the picturesque Wynola Valley at the foot of Volcan Mountain, Spencer Valley School is a living bridge between heritage and innovation. Since its founding in 1876, this one-school district near Julian has paired the intimate, personalized spirit of a 19th-century schoolhouse with the cutting-edge tools and insights of the 21st century.

The district encompasses 9.9 square miles and serves a close-knit student body that typically ranges from 30 to 50 students in Transitional Kindergarten through 8th grade. Following the 2023 launch of our licensed preschool program, our community has grown to a total of 60+ learners. Our small scale is our greatest strength, allowing for multi-grade classrooms and highly individualized instruction supported by 16 dedicated staff members. This team includes five full-time teachers and a specialized support staff with expertise in early childhood education, special education, the arts, gardening, and technology.

Through this diverse expertise, we cultivate an environment where students grow in independence, take ownership of their behavior, and contribute meaningfully to 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.

Our Motto: “Produce great people, the rest follows.”
Inspired by the words of Walt Whitman.

Reflections: Annual Performance

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

During the 2025-26 school year, Spencer Valley students maintained a strong academic standing, with 52% of the student body meeting or exceeding standards in English Language Arts (ELA) and 44% achieving the same in Mathematics. Current performance levels place the district well above established standards, with students scoring 20.9 points above the standard in ELA and 5.4 points above in Math. This represents a significant upward trend in Mathematics, characterized by a 9.8-point increase over the prior year, while ELA remains robust despite a slight 3.9-point decline. Individual progress remains a hallmark of the district’s instructional success, with 84.2% of students increasing their ELA scores and 68.4% showing improvement in Math compared to the previous assessment cycle.

The district’s commitment to equity is demonstrated through the remarkable growth of students with unique learning needs, effectively narrowing the achievement gap across core subjects. In ELA, 50% of English Learners (EL) and 40% of Students with Disabilities (SWD) met or exceeded standards. A closer look at the data reveals that 75% of English Learners scored at or above proficient in ELA, with no students scoring in the "below" range. Collectively, 85% of EL and special education students met or nearly met ELA standards on the CAASPP, with only 16.7% of the special education population not meeting the standard. The scale of this progress is exceptional, as the district is accelerating ELA growth with an average change in distance to standard that sees EL students achieving 32 points of growth—nearly tripling the 11.7 points made by their non-EL peers—while special education students grew by 26.8 points, more than doubling the 12.2 point growth rate of non-special education students. This momentum extends to mathematics, where the district is successfully closing the gap with growth reaching well above the 50th percentile. Specifically, EL students reached the 71st percentile in growth and special education students reached the 61st percentile, both significantly outpacing the 45th percentile growth rate of the general student body.

This trajectory of success extends into Mathematics, where 40% of SWD students and 25% of EL students reached or exceeded proficiency levels. Among English Learners, 50% of students scored at level and 50% scored in the low average range. Specialized populations are outperforming growth expectations, with EL students reaching the 71st growth percentile and SWD students reaching the 61st percentile in Math. Overall, 62% of EL and special education students met, nearly met, or exceeded Math standards on the CAASPP, and just 11.1% of the special education population fell into the "did not meet" category. These results reinforce the district’s mission to provide a high-growth environment where every student, regardless of their starting point, has the support necessary to achieve significant academic milestones.

To further sustain these positive outcomes and address the holistic needs of the student body, LREBG funding for the 2025-26 school year was strategically utilized to provide vital psychologist and counseling services for student mental health needs, as outlined under Goal 4, Action 4.3. Moving forward, the district will continue to utilize these funds in the exact same manner for the 2026-27 school year, contingent upon their continued disbursement.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and students	An Educational Partners' Meetings flyer was distributed to all families via email and through our weekly communication folders, inviting parents to participate. These meetings were held both in person and virtually on September 2, October 6, December 2, January 6, February 3, March 3, April 7, May 5, and June 2 with very little input and participation. In general we had 2 parents attend and participate regularly. Additionally, parents took part in our annual LCAP/Climate Survey, while students and staff completed their respective climate surveys at the same time. In 2025-26 we had 16 parents complete the survey.
Community Members	We continue to have challenges in engaging our community members in our educational partners meetings and beyond. We were unable to get community businesses engaged in providing input during the 25-26 school year.
Teachers, classified staff and administrator	Staff attended staff meetings monthly where information was shared and staff were able to provide input through our annual staff survey. In this way we had all staff participation. Our staff does not participate in a certificated or classified union, but everyone is included in the LCAP process due to our small size.
North Inland SELPA Director	Collaborated with SELPA director on May 20, 2026 to review/revise our LCAP special education priorities, supports and data.

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

During the 2025–26 school year, Spencer Valley celebrated the completion of our formal Community Engagement Initiative (CEI) journey, which has provided our leadership with a expanded toolkit of strategies and a deeper understanding of authentic stakeholder partnership. To build on this momentum, we are establishing a dedicated CEI committee for the upcoming year. This committee will meet three times annually for half-day sessions to steer our engagement efforts, and we are actively seeking a diverse cohort of parents, community partners, staff members, and students to contribute to this vital work. While our monthly Educational Partners' meetings continued throughout the current year, providing consistent oversight of LCAP goals, parent participation remained limited to a small, core group. Despite the size, this group provided invaluable input on long-standing community priorities, including the final selection of a new school sign, which is scheduled for purchase and installation over the summer in response to years of parent requests.

The district remains committed to evolving our outreach based on the audits conducted by our CEI team to identify new ways to welcome families onto campus and bridge the gap between home and school. Feedback from our community continues to be overwhelmingly positive regarding the core academic program, yet a clear desire remains for more robust extracurricular options that allow our upper-grade students to experience the "traditional" middle school environment found in larger districts.

Strategic Responsive Actions
In direct response to this ongoing dialogue and our commitment to holistic student development, Spencer Valley is looking to improve the following actions and make changes as necessary for the 2026-27 school year:

Expanded Student Opportunities (Enrichment Activities Goal 2 action 2.2)
We have solidified our partnership with Amazing Athletes to maintain a weekly after-school sports program. Following its successful launch, this initiative remains a fixture for the 2026-27 school year, ensuring students have consistent access to team sports and physical enrichment that mirrors a comprehensive middle school experience. Spencer Valley is working in tandem with Amazing Athletes in order to provide a more rigorous "middle school" sports opportunity for students.

Targeted Academic Support and Curriculum Innovation
Based on recent CAASPP performance data, our staff has identified Mathematics as a primary focus area, particularly for our English Learner (EL) population. To ensure we are closing achievement gaps and sustaining high growth percentiles, this priority is formally integrated into Goal #1, Action 1.1. As a result of this focus, staff has piloted a new Math curricula during the 2025–26 school year. Staff has determined the program that best meets our students needs and we will officially adopt a new Math curricula in grades TK-5th grades. Our 6th -8th grade curricula will remain the same but with an updated text book. Both of these curricula are the highest-quality instructional materials that are strictly aligned with state standards and best suited to the unique needs of our diverse learners.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately credentialed and assigned certificated staff and classified staff providing instruction and support to all students.	100% fully credentialed and appropriately assigned teachers,100% access for students to	100% fully credentialed and appropriately assigned teachers,100% access for	100% fully credentialed and appropriately assigned teachers,100% access for	100% fully credentialed and appropriately assigned teachers,100% access for	There is no change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards aligned instructional materials.	students to standards aligned instructional materials.	students to standards aligned instructional materials.	students to standards aligned instructional materials.	
1.2	Local Indicator Self Reflection Tool: • Implementation of State Standards & Instructional delivery • Providing Standards Aligned Materials • Identifying and Providing Needed Professional Development	100% of classrooms will implement state standards, provide standards aligned materials to all students, and identify and provide needed professional development as measured by local indicator reflection tool and staff survey results.	100% of classrooms implemented state standards, provided standards aligned materials to all students, and identified and provided needed professional development as measured by local indicator reflection tool and staff survey results.	100% of classrooms implemented state standards, provided standards aligned materials to all students, and identified and provided needed professional development as measured by local indicator reflection tool and staff survey results.	100% of classrooms will implement state standards, provide standards aligned materials, and will participate in needed professional development.	There is no change from the baseline.
1.3	Implementation of state standards in all content areas as measured by Academic Indicator for Math: CAASPP and CA Dashboard	26.2 points below the standard with a decline of 24.3 points for all with 47% at or above grade level.	4.4 points below the standard with a decrease from 26.2 from previous year with 54.54% at or above grade level.	5.4 points above the standard with and increase of 9.8 points from previous y ear with 44% meeting or exceeding.	85% of students will be proficient in Math as measured by the SBAC scores.	Only 44% met or exceeded in Math which is 41% difference in what the target was, even though we are still above the standard.
1.4	Implementation of state standards in all content areas as measured by Indicator for ELA: CAASPP and CA Dashboard	26.2 points above the standard with 10.9 point increase for all with 67% at or above grade level.	24.8 points above the standard with 2.6 decline from previous year with 54.54% at or above grade level.	20.9 points above the standard with a decline of 3.9 from previous year with 52% meeting or exceeding.	85% of students will be proficient in ELA as measured by the SBAC scores.	20.9 points above the standard, representing a net decrease of 5.3 points in performance and a 15% drop in students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						or exceeding grade-level proficiency.
1.5	13% of student population is special education provide academic indicator for ELA and Math for CAASPP.	50% of the special education population did not meet for ELA or math on the SBAC assessment.	22% of the special education population did not meet for ELA and 33% did not meet for Math.	16.7% of the special education population did not meet for ELA and 11.1% did not meet for Math	75% of special education population will be proficient in ELA and Math as measured by the SBAC scores.	Special education students are not 75% proficient in ELA and Math. That is a 58.3 difference in percentage in ELA and 63.9 difference in percentage in Math.
1.6	Implementation of state standards in all content areas including English Learner students as measured by Measures of Academic Progress (NWEA) for Math & Reading.	72% of students in ELA scored at or above and 27% scored low or below. 48% of students in Math scored at or above and 33% scored low or below.	100% of EL students in ELA nearly met standards and 0% scored low or below. 75% of students in Math nearly met and 25% scored low or below.	75% of English learners in ELA scored at or above and 25% scored low, with no students scoring below. 50% of English learners scored at level and 50% scored in the low average range in Math.	85% of students in both ELA and Math will score at or above in NWEA assessments.	75% of EL students scored at or above in ELA with a difference of 10% and 50% scored at or above in Math with a difference of 35%.
1.7	CAASPP ELA and Math Results for special education population and EL population.	56% of EL and special education students did not meet on ELA portion of CAASPP. 67% of EL and special education students did not meet on Math portion of CAASPP.	85% of EL and special education students met or nearly met on ELA portion of CAASPP. 62% of EL and special education students met, nearly met, or exceeded on the	85% of EL and special education students met or nearly met on ELA portion of CAASPP. 62% of EL and special education students met, nearly met, or exceeded on the	100% of Special Education students and EL students make growth in Math and ELA on the state CAASPP assessment.	Significant improvement for EL and special education students: 85%of EL and special education students met or nearly met ELA standards from 56% not meeting with a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Math portion of CAASPP.	Math portion of CAASPP.		difference of 29%, and 62% met, nearly met, or exceeded Math standards from 67% not meeting which is a difference of 5%.
1.8	Implementation of state standards in all content areas including for English Learner students as measured by : English Language Proficiency Assessment for English Language Learners and progress toward redesignation. Academic Indicator for Math and ELA for EL students. 13% of student population is EL.	On the ELPAC assessment 80% of EL students scored within the moderately developed and well developed range and 20% scored within the beginning to develop and somewhat developed range. On SBAC 75% of EL students did not meet for Math and 50% did not meet for ELA.	10% of student population is EL.On the ELPAC assessment 75% of EL students scored within the moderately developed and well developed range and 25% scored within the somewhat developed range. On SBAC 25% of EL students did not meet for Math and 25% did not meet for ELA.	6.2% of student population is EL.On the ELPAC assessment 57.2% of EL students scored within the moderately developed and well developed range and 42.9% scored within the somewhat developed range and beginning stage range. On SBAC 25% of EL students did not meet for Math and 25% did not meet for ELA.	90% or more EL students score within the moderately developed and well developed range. 75% of EL students will be proficient in ELA and Math as measured by the SBAC scores.	While English language proficiency declined on the ELPAC, academic performance significantly improved on the SBAC, with the percentage of EL students failing to meet standards dropping by 50% in Math and 25% in ELA.
1.9	Percentage of students participating in the California Physical Fitness Tests	100% of students participate in the PFT	100% of students participate in the PFT	100% of students participate in the PFT	100% of students participate in the PFT	There has been no change from the baseline
1.10	English Learner Reclassification Rate	0% of EL students reclassified	14% of students reclassified	14% of students reclassified	20% of students reclassified	There is a 14% difference in the percentage of students who reclassified and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						our target reclassification percentage of 20%. Only 6% reclassified.

Goal Analysis [2025-26]

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

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

This year, Spencer Valley made strides in implementing our planned activities, all while navigating and adapting to new needs and unexpected challenges as they arose.
Successes:
Action 2: Professional Development and Teacher Collaboration
Our teachers participated in one full day of professional development with Julian Union Elementary School District. Teachers and staff were able to meet in grade alike groups to discuss curriculum and other needs. Teachers were also able to participate in a Math curriculum workshop - where someone from the county office of education brought in math curriculum that has been accepted as part of the new math curriculums that are available to be adopted. Through this workshop, teachers were able to determine which curricula they were interested in piloting and they piloted through the rest of the school year.
Action 3: Base Programming
All of our teaching staff are appropriately assigned and fully certificated.
We maintain small class sizes, with the largest class having 16 students.
Our TK/K classroom had an assistant in the classroom all day with the teacher.
We successfully hired a bilingual assistant to help support our English Learner (EL) students and students with disabilities under the supervision of the special education teacher.
We have chosen a new math program that is aligned with standards and CA's instructional frameworks. All of our materials are aligned with the standards.
In all classrooms, students are regularly placed in smaller groups for instruction to better support individual learning needs.
Action 1: Provide Effective Supports for EL and Special Education Students
Even though at times Spencer Valley struggles with meeting the needs of EL students and special education students in the classroom - data has shown this year that both of these groups of students are making academic progress above their non EL and non special education peers.
Challenges:
Action 1: Provide Effective Supports for EL and Special Education Students
Redesignation of English Learner (EL) students proved challenging, with only one student being redesignated at the start of the school year.

The use of the bilingual aide supported our students who did not speak English in classrooms but teachers still struggled to meet these students needs on a regular basis.
Consistent participation in after-school tutoring and extra support for EL students was a struggle, as they did not consistently stay for these programs.
Action 2: Professional Development and Teacher Collaboration
While professional development is consistently offered to our entire staff and teachers, the persistent lack of available substitutes often limits attendance to just one or two individuals at a time.

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

Action 1: Provide effective supports for EL and special education students
Increase in expenditures due to additional one on one teacher support provided to Special Education and EL students during ELOP.
Action 2: Professional Development and Teacher Collaboration
Reduced Professional Development Costs - while professional development remained a priority, actual expenditures were less than what was originally budgeted. This difference is attributed to the fact that many professional learning opportunities were made available to staff at no cost. These opportunities were offered through partnerships, participation in grant-funded initiatives, and other collaborative arrangements. As a result, the district was able to provide high-quality professional development to staff while incurring minimal costs. These variances resulted in lower actual expenditures compared to the original budget projections, but did not negatively impact the implementation of key actions or the achievement of the goal.

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

Our analysis of metrics and outcomes reveals varying levels of effectiveness in achieving Goal 1. Here's a breakdown of our progress:
Action 3: State Standards Implementation - In ELA growth 84.2% of students improved their score from the previous year and in Math 68.4% of students improved their score from the previous year. We observed a 3.9 point decline in ELA overall performance, even though we continue to be 20.9 points above the standard. We observed a 9.8 point increase in Math and this year we are 5.4 points above the standard in Math. These gains do show the positive impact of implementing state standards across content areas as well as our implementation of action 2 with the professional development we have offered to our teachers and staff each school year.
Action 1: Significant Academic Improvement for Special Education Students - per our own data Special education students showed an 26.8 point growth in ELA while our non special education students only have a 12.2 point growth. Showing that our Special education students demonstrated ELA growth that significantly outpaced the school average. again in Math our special education students showed that they are at the 61st percentile in growth while all students are at the 45th percentile. Again our special education students are demonstrating growth well above the 50th percentile. Again, the professional growth (action 2) has benefited students and their growth through the different offerings that teachers and staff have participated in such as trauma informed practices and other PD offered through the COPES grant.
Action 1: Significant Academic Improvement for English learners - per our own data EL students showed a 32 point growth in ELA while our non EL students only have a 11.7 point growth. Showing that our English learner students demonstrated ELA growth that significantly outpaced the school average. Again in Math our English learner students showed that they are at the 71st percentile in growth while all students are at the 45th percentile. Our EL students are closing gaps in math and are demonstrating growth well above the 50th percentile.

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

Based on our ongoing reflection and thorough analysis of student performance data, Spencer Valley will continue to refine and strengthen our support for English Learners (ELs) and students with disabilities. State assessment results show that both student groups are demonstrating measurable growth in English Language Arts and Mathematics, which validates the effectiveness of some of our current strategies.
for Action 1: Provide Effective Supports for EL and Special Education Students - we will build on our current progress and address remaining gaps, we'll make adjustments to our planned actions for the upcoming year.
Enhancing targeted intervention during and after school - provide more targeted intervention during the school day and not depend solely on afterschool time for these interventions.
Expanding professional development in inclusive instructional practices for all staff. - look for specific professional development opportunities for staff on inclusive instructional practices for EL students and students with disabilities.
While we won't be making changes to our overarching goals or metrics at this time, we will deepen our action steps to ensure consistent, high-quality implementation.
Spencer Valley increased money for action 1.1 due to the increase in salaries for all staff. In action 1.3 the amount decreased from prior year due to removing classified employees from this action that do not work directly with students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide effective supports for EL and special education students.	Create a robust integrated and designated ELD program that provides extra instruction during ELOP time after school, as well as, strengthening the integrated ELD programming that is provided within each classroom by the classroom teacher. Additional hiring of a bilingual assistant to support EL students throughout the day academically. Monitor implementation of EL placement and redesignation criteria. Provide extra instruction as needed for special education students through integrated intervention within the classroom and support inclusion of students within the classroom setting. Utilizing ELOP time and summer camp/intervention as time to support EL and special education students with specific skills that align with their needs. This amount increased from the prior year due to increases in salaries for employees.	$98,658.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development and Teacher Collaboration	Provide ongoing professional development to increase student achievement in math and literacy and other subject areas. Professional development of full inclusion of special education students. Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas. Reevaluate curriculum options if needed.	$6,305.00	No
1.3	Base Program	a) Appropriately assigned certificated staff (ratio 24:1) and classified staff providing instruction to all students, including ELs and students with disabilities in the areas of ELA and Math b) Professional development in the CA standards aligned curriculum and district wide instructional initiatives c) Create alternative learning arrangements for students with exceptional needs, low income, EL, or other unduplicated groups d) Provide CCSS materials and supplies, curriculum adoption, appropriate ancillary materials, and appropriate assessments e) Small group instruction to reduce class size, provide tutoring and interventions by decreasing student/teacher ratio. This amount decreased from prior year due to removing classified employees from this action that do not work directly with students.	$623,247.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absenteeism	2023 CA Dashboard chronic absenteeism rate was 4.3%. Decrease chronic absenteeism rate based on state definition.	2024 CA Dashboard chronic absenteeism rate was 20% which is a 15.7% increase from the prior school year.	2025 CA Dashboard chronic absenteeism rate was 15.6% which is a decrease of 4.4% from the prior school year.	0% students chronically absent	Chronic absenteeism is at 15.6% which is and increase of 11.3% from baseline rate of 4.3% but a decrease from year 1 outcome.
2.2	Middle School Drop out rates	currently 0% of middle school students have dropped out of school	currently 0% of middle school students have	currently 0% of middle school students have	0% of middle school students dropped out	There has been no change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			dropped out of school	dropped out of school		
2.3	Student and parent survey data about feeling safe at school and being engaged and connected with others.	On the 2024 annual climate survey students in grades on the secondary survey 100% of students strongly agree and somewhat agree that school is a safe place. 71% of elementary students reported that they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school	On the 2025 survey, 73% of students reported feeling safe at school most or all of the time. 81% of parents agreeing Spencer Valley is safe in 2025. 81% of families feel welcomed in 2025.	On the 2026 survey, 61% of students reported feeling safe at school most of the time or all of the time. 95% of parents agree and strongly agree that Spencer Valley is safe in 2026. 89% of families feel welcomed in 2026.	100% of students feel safe at school and being engaged with others.	Compared to the 2024 baseline, student safety perception dropped to 61% overall—a decrease of 39 percentage points relative to the secondary baseline (100%) and 10 percentage points relative to the elementary baseline (71%). Parent safety perception decreased slightly by 1 percentage point (from 96% to 95%), while families feeling welcomed at school declined by 4 percentage points (from 93% to 89%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree that they feel welcome at school.				
2.4	Student suspension and expulsion rates will be maintained.	Currently 0%	.02% of students have been suspended	0% suspensions and expulsions	0% suspensions and expulsions	baseline maintained
2.5	Enrichment activities provided to Spencer Valley students, including unduplicated students and students with exceptional needs, throughout the school year, during the school day and throughout the year in the after school program.	1/month Esports 1 time bee speaker 1/week yoga 1 time technology talk	1/monthEsports 1/week yoga 1/month cooking 1/month gardening 1/week & 2/week athletics	1/monthEsports 1/week yoga 1/month cooking 1/month gardening Amazing Athletes comes every week to provide athletics to Spencer Valley students during ELOP time.	Currently 1 time each week athletic enrichment is provided by outside resources. And other enrichment is a one off opportunity with the following: Irish dancers, Ipaay nation planting in front of the school, Connect 4 tournament with national winner, Dr. Bonner's Foam Day, and others.	Enrichment activities expanded to consistently offer monthly cooking and gardening, adding variety beyond prior one-time events.
2.6	Enrichment experiences provided from outside resources or in conjunction with other school districts.	10% of Enrichment experiences were provided from outside resources or in conjunction with other school districts.	10% of Enrichment experiences were provided from outside resources or in conjunction with other school districts.	10% of Enrichment experiences were provided from outside resources or in conjunction with other school districts.	30% of Enrichment experiences being provided from outside resources.	baseline maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Provide training and continue implementation of Social Emotional Learning Strategies and Curriculum.	80% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 80% trained in Sources of Strength.	100% of teachers and administrators trained in Responsive Classroom. The Responsive Classroom training for classified staff has not been an available option yet. 100% of staff trained in PBIS, 100% of teachers implementing Sources of Strength and 80% trained in Restorative Practices.	100% of teachers and administrators trained in Responsive Classroom. The Responsive Classroom training for classified staff has not been an available option yet. 100% of staff trained in PBIS, 100% of teachers implementing Sources of Strength	100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of Strength with 100% implementation.	Responsive Classroom and Sources of Strength training for teachers and administrators each increased by 20 percentage points to 100%.
2.8	Pupil suspension rate	0% of students have been suspended	.02% of students have been suspended	0% student suspensions	0% student suspensions	baseline maintained
2.9	Schoolwide all student groups will achieve and maintain a 95% or above attendance rate.	Currently 93.2% per our own data.	94.3% is the current attendance rate per our own data.	94.8% is the current attendance rate per our own data.	Attendance rate of 95% or higher will be maintained.	The attendance rate improved by 1.6 percentage points, rising from 93.2% at baseline to 94.8%.

Goal Analysis [2025-26]

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

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

Spencer Valley made strides in implementing planned activities, all while navigating and adapting to needs and unexpected challenges as they arose.
Successes:

Action 1: Creating a Culture of Engagement
As part of a new PBIS (Positive Behavioral Interventions and Supports) implementation, Spencer Valley introduced a House System. Students across all classrooms were sorted into one of four distinct houses.
This initiative has positively impacted all age groups, fostering a more collaborative environment and strengthening the sense of community on campus.
Students gather with their houses every Friday morning for activities and to earn points, promoting consistent engagement. Changes made to the House System for the 25-26 school year was to provide more House team time on Fridays, where Houses can work together and learn and grow as a team. This has been apparent out on the playground, during lunch/snack times and at other times on campus
Furthermore, all classrooms continue to implement the "Sources of Strength" program, with two whole-school activities conducted throughout the academic year.
Challenges:
Action 1: Creating a Culture of Engagement
Despite the successful implementation of the House System, we continue to face challenges with chronic absenteeism, which unfortunately saw an increase of 15.7% but decreased the following school year by 4.4%.
Action 2: Enrichment Activities
Securing external providers for enrichment activities, whether during or after the school day, remains difficult due to our school's mountainous San Diego location. Many companies are reluctant to travel to our area. This continues to be a challenge, but we are working more with local agencies to take our students to these opportunities up on the mountain.

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

Action 1: Creating a Culture of Engagement
There were material differences between budgeted and actual expenditures for Action 1 due to a shift in how student engagement and motivation efforts were approached throughout the school year. Originally, funds were budgeted primarily for attendance awards as part of our strategy to encourage regular student attendance. However, as the year progressed, the school opted to implement several new initiatives to enhance school culture and engagement. This included: The adoption of classroom pet rats as a unique and motivating element for students, with associated costs for their care and upkeep. Hosting family nights to strengthen school-home connections and increase family engagement. Implementation of a House system to promote positive behavior, school spirit, and a sense of belonging, which required funding for student incentives, events, and materials. These new strategies replaced the originally planned attendance award system and resulted in increased expenditures under this action. The shift in spending reflects a strategic decision to invest in activities that foster deeper engagement and connection among students and families. While actual expenditures exceeded the initial budget, these changes supported the overarching goal of improving student engagement and attendance through more meaningful and community-centered experiences.
Action 2: Enrichment Opportunities
Expenditures for Action 2 were higher than budgeted due to increased enrichment activities during ELOP. These activities included additional field trips, classes including cooking, gardening and art, chickens, and guest speakers. In addition, the success of the ELOP program led to the increased need for staff to maintain proper staffing ratios.

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

Areas of Effectiveness:
Action 1: Creating a Culture of Engagement
The implementation of SEL programs, particularly the Sources of Strength program in classrooms reinforced by whole-school campaigns, has positively impacted our school climate and student well-being.
Our House System has effectively fostered stronger student connections and school spirit, contributing to a sense of belonging that appears to support improved attendance and participation.
The district's investment in Responsive Classroom techniques, with all teachers expected to complete training by the start of the next school year, is anticipated to further strengthen student engagement and classroom culture. Although general academic indicators are still stabilizing, marked improvements among our student subgroups demonstrate that the foundation laid through SEL and community-building efforts is already working to address the root causes of disengagement and absenteeism.
Areas of Ineffectiveness:
Action 1: Creating a Culture of Engagement
While previous learning disruptions were significant—marked by a 20% chronic absenteeism rate last year that contributed to a 1.5-point drop in ELA and a 2.6-point drop in math scores—targeted family outreach has reversed this trend. In the current year, chronic absenteeism fell to 15.6%, representing a notable 4.4% decline. While our chronic absenteeism is higher than we would like to see, understandably due to our size this is impacted by a small portion of the student body.
Action 2: Enrichment Activities
Chronic absenteeism continues to significantly impact student access to enrichment opportunities.

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

Following a comprehensive review of our practices, Spencer Valley is refining our approach to maximize student success through intentional, targeted actions. First, we are formally expanding our highly successful House System—which has already proven vital for building student belonging and motivation—by embedding it directly into daily schoolwide activities and student recognition programs. To ensure this positive culture translates directly into the classroom, we are intensifying our focus on attendance through rigorous engagement data monitoring and by deploying individualized, targeted supports for chronically absent students.

Additionally, we are bridging the gap between student well-being and classroom achievement by seamlessly aligning our social-emotional learning foundations, specifically Sources of Strength and Responsive Classroom, with our core academic interventions. As a critical component of this academic push, we are also placing a sharp, renewed emphasis on English Learner outcomes, explicitly targeting an increase in our EL reclassification percentages through focused language acquisition supports. Spencer Valley School was given more money for ELOP programming than the prior school year this explains the increase in the amount of funding allocated and 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Creating a culture of engagement	Implement a school wide system that promotes increased student attendance and positive student behavior. • Internal and external communication to monitor attendance (phone calls, letters, and staff outreach) • Parent education and conferences • Student outreach • Increase campus culture and connectedness through Sources of Strength and PBIS activities • Provide training and implement for Sources of Strength, PBIS, Responsive Classroom, and Restorative Practices • Provide resources to maintain safe and healthy environments within the classrooms and grounds	$75,539.00	No
2.2	Enrichment activities	Provide Spencer Valley students with varying and robust options for enrichment activities throughout the school day, during the after school programming and during camps. Providing enrichment activities through the Spencer Valley School, in conjunction with other school districts, and having outside providers come to Spencer Valley to provide activities. Spencer Valley School was given more monies for ELOP than the previous school year. This explains why the money has increased for the year.	$82,050.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent volunteer numbers and/or hours	1 parent volunteer for the 23-24 school year	9 volunteers with an approximate time of 297 hours. These volunteers were 3 classroom volunteers and 6 others that volunteered for a specific event.	one parent volunteer	4 parent volunteers throughout each year	Parent volunteers remained the same with having 1 parent volunteer consistently come on a regular basis to volunteer in a classroom.
3.2	All parent attendance, including parent	15% of parents attend school events,	11% of parents attend school	We have had 2 parents	100% parent attendance at	63% of parents attend school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	attendance of unduplicated students and students with disabilities, at school events, meetings, and activities.	meetings, and activities regularly. No data to determine a baseline for parents of unduplicated students and students with disabilities at this time. Data will be reported at the end of year 1.	meetings, while 57% participate in family activities. Of the total family activities for the year 25% of families were unduplicated students.	consistently at our parent meetings this year. We have had 2 major family events. Soup and Bingo Night had 30 attendees and Sip & Paint Night had 42 attendees. 14% of the 42 were SWD and their families while 0% were EL.	school events, meetings, and activities.	events, with only 4% attending meetings, 14% of SWD families participated and 0% of unduplicated families attended.
3.3	Parent & community participation in Educational Partners meetings.	13% of total number of participants were parents for the 23-24 school year	83% of total number of participants were parents for the 24-25 school year	only 2 parents have attended the Educational Partners' meetings and no community members.	50% parent participation in Educational Partner meetings	Parent participation in the total number of parents being participants decreased from 13% to 4%.
3.4	Parent & community events and experiences offered	4 options offered after school hours during the 23-24 school year.	3 options offered after school hours during the 24-25 school year. Soup/Bingo night in February, Glow Night in April, and Movie Night in May.	3 Family Events were offered for the 2025-26 school year. Movie Night in October was canceled due to under 10 people signed up to attend. Soup & Bingo Night was held in February with 30 people in attendance. Sip & Paint Night was held in May with 56 people signed	4 or more parent and community events offered each school year	After-school options decreased from 4 to 3, but participation significantly increased, with over 40 attendees at key events like Soup and Bingo Night and Sip & Paint Night.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				up to attend and 42 showing up to participate.		
3.5	Parent & community communication frequency	2 x each week with a parent newsletter in English and Spanish that goes home every Monday and an all call that goes out to each family in English and Spanish every Sunday evening.	Continued with 2 x each week with a parent newsletter in English and Spanish that goes home every Monday and an all call that goes out to each family in English and Spanish every Sunday evening. For the 25-26 school year, Spencer Valley will change to a monthly newsletter and highlight classrooms, students, and staff members. The Sunday call will remain the same.	For the 25-26 school year a monthly newsletter is sent home with the monthly important dates, lunch menu, ELOP schedule, student highlight, and classroom updates as well as schoolwide articles. Every Sunday evening each family receives an email and phone message about the upcoming week's events and any other important information for families. Families can read the newsletter, listen to the Sunday call, or read the Sunday email in order to get the most up to date information about the school.	Parent communication 2 x per week through newsletter and all call	Communication practices are shifting from weekly to monthly newsletters for the 2025–26 school year, while Sunday all-calls remain unchanged.
3.6	Parent survey statistics for involvement including those who report that	93% of parents reported that they attended parent/teacher	A new baseline established in year 1 due to a new	The family survey was streamlined again in 2026 in	100% of parents attending parent/teacher	While family survey response data was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	they are parents of unduplicated students and students with disabilities.	conferences. 89% of parents reported that they are actively involved and 79% of parents reported that they frequently volunteer. No data to determine a baseline for parents of unduplicated students and students with disabilities at this time. Data will be reported at the end of year 1.	survey that was administered to all parties. 46% of families completed the survey. Per survey results 69% of parents reported they attended Back to School Night. 88% of parents reported they attended the Winter Show. 81% of parents reported that they attended Parent/Teacher conferences. 56% of parents reported that they attended Soup/Bingo Night. We had in attendance over 80 people that evening. 38% of parents reported that they have attended at least one PTO meeting. 31% of parents reported that they had attended at least one Educational Partners meetings.	order to it to be more user friendly for parents. Using the new data points 40% of families completed the survey. Per results. 84% of families who completed the survey stated they had attended Back to School Night and Open House. 84% of families who completed the survey stated they had attended P/T conferences. 36.8% of the parents who completed the survey were parents of SWD and 10.5% of parents who completed the survey were parents of EL students.	conferences. 100% of parents actively involved in different activities and 100% of parents reporting that they frequently volunteer.	established for students with disabilities (36.8%) and English learners (10.5%) to close the previous data gap, reported parent-teacher conference attendance decreased from 93% to 84%, alongside a shift to streamlined tracking via specific event attendance (84% for Back to School Night/Open House) rather than generalized volunteering and involvement metrics.
3.7	Student and parent survey data about feeling safe at school	On the 2024 annual climate survey students in grades on the	New baseline established in year one due to the	The student survey was streamlined again in 2026 in	100% of students and families feel safe at school.	Overall student safety satisfaction dropped to 61%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and being engaged and connected with others.	secondary survey 100% of students strongly agree and somewhat agree that school is a safe place. 71% of elementary students reported that they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree	revision of the survey. Students in grades 3-8 take the same survey. On the 2025 survey, 73% of the students who completed the survey marked that they feel safe at school most of the time and all of the time. 82% of the students feel that they are happy to be at Spencer Valley most of the time and all of the time. 82% of students stated that most of the time and all of the time they feel that they are part of the school. 91% of students marked that most of the time and all of the time that teacher and other adults at school care about them. 81% of parents strongly agree and agree that Spencer Valley is safe.	order to it to be more user friendly for students. On the 2026 survey, 61% of the students who completed the survey marked that they feel safe at school most of the time and all of the time. 56% of the students feel that they are happy to be at Spencer Valley most of the time and all of the time. 50% of students stated that most of the time and all of the time they feel that they are part of the school. 83% of students marked that most of the time and all of the time that teacher and other adults at school care about them. 95% of parents strongly agree and agree that Spencer Valley is safe. 79% of parents	100% of students and families feel connected to school.	(compared to 100% secondary and 71% elementary baselines), adult-student connections saw a notable improvement, with 83% of students now reporting that teachers and staff care about them (up from a 56% secondary baseline for available adult help). In tandem with establishing fresh student benchmarks for happiness (56%) and school belonging (50%), the current parent metrics reveal that 84% of surveyed families attended Back to School Night, Open House, and Parent/Teacher conferences (a slight drop from the 93% conference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they feel welcome at school.	88% of parents also shared that Spencer Valley cares about students. 81% of families strongly agree and agree that Spencer Valley welcomes parents.	also shared that Spencer Valley cares about students. 89% of families strongly agree and agree that Spencer Valley welcomes parents.		attendance baseline)
3.9	Provide training and continue implementation of Social Emotional Learning Strategies and Curriculum.	80% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 80% trained in Sources of Strength.	100% of teachers and administrators trained in Responsive Classroom. 100% of staff trained in PBIS, 100% of teachers implementing Sources of Strength and 80% trained in Restorative Practices.	No new trainings have been provided to staff. We continue with having 100% of teachers and administrators trained in Responsive Classroom. 100% of staff trained in PBIS, 100% of teachers implementing Sources of Strength and 80% trained in Restorative Practices.	100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of Strength with 100% implementation.	100% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 100% trained in Sources of Strength.

Goal Analysis [2025-26]

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

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

Spencer Valley has made strides in parent involvement and family engagement, but also realizes that adaptations need to be made and that challenges arise.

Successes:
Action 1:
Spencer Valley successfully engaged our family community this year, with nine parents noting in our survey that they had volunteered on campus, and twelve parents sharing that they participated in some way with our annual Shakespeare Play fundraiser. These parent contributions paired beautifully with our after-school events aimed at strengthening school-home connections. While our fall Family Movie Night was unfortunately canceled due to poor sign-up numbers, our other gatherings saw wonderful engagement, including 25 people who attended Soup and Bingo Night, and about 40 participants who joined us for Sip & Paint Night.
These engagement efforts were consistently backed by bilingual (English/Spanish) monthly newsletters and Sunday evening all-call messages and emails to ensure effective communication reached every household. Despite our small school size of 47 students, we had 19 parents who participated in the family engagement survey. The survey results highlighted a deeply positive perception among our households, with 84% of families agreeing that Spencer Valley is a supportive and inviting place to learn, 95% agreeing that the school is safe, and 89% feeling welcome on campus. On the student side, data collected from grades 3–8 revealed that 61% of students currently feel safe and 56% are happy to be at Spencer Valley. These student responses give us a clear baseline as we look ahead, allowing us to leverage our exceptionally strong family partnerships to further elevate and support the day-to-day happiness and sense of security for every child on campus.
Action 2:
Spencer Valley School participated in all the community events that were notated with the exception of the 4th of July Julian Parade.
Challenges:
Action 1:
Our shifted communication strategy has proven highly effective in maintaining strong ties with Spencer Valley families. Moving forward, the combination of comprehensive monthly newsletters, weekly phone check-ins, and a weekly email blast detailing upcoming events will serve as our primary outreach model. We formally transitioned tothe newsletter from one a week to a monthly distribution format for the past school year, we will carefully continue to monitor this shift to ensure our messaging remains as impactful and consistent as it has been.
This proactive communication directly supported strong attendance at our two major planned family events this past year. Although low initial sign-ups unfortunately required the cancellation of the fall family movie night, our overall community event attendance remained a clear area of strength. Looking ahead, our next growth opportunity will be leveraging this strong event turnout to increase parent participation in our Educational Partners meetings.
Action 3:
This school year, Spencer Valley continues to be faced the challenge of not being able to offer its own parent education classes, though resources for such classes, provided by other entities, were consistently shared with parents via email.

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

Action 1: Actual expenditures exceeded the budgeted amount due to necessary, one-time implementation costs for a upgraded website and messaging system. This modern infrastructure was fast-tracked to directly support our goal of increasing parent and community engagement.
Action 2: Spencer Valley participation in community events
Actual expenditures for community events were lower than budgeted because we did not secure guest speakers as originally planned. While the events proceeded without this component, the district is actively refining its outreach strategy for the upcoming year to identify and book

speakers that align with our community's interests. In addition, music classes were not provided this year because the school was unable to hire a music teacher after the previous teacher did not return. These factors resulted in less funds being expended.
Action 3: Parent enrichment and education experiences provided by Spencer Valley
While the school continued to offer enrichment opportunities where possible, staffing limitations and scheduling adjustments contributed to the overall variance between planned and actual expenditures.

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

Effective Strategies:
Action 1:
Spencer Valley successfully boosted participation in school events and outreach, with 83% of event attendees identified as parents.
Nine dedicated volunteers came out to support to the school, significantly aiding various initiatives.
Three well-attended after-school events—Soup/Bingo Night and Sip and Paint Night—provided valuable opportunities for families to connect with the school community.
Regular, once a month bilingual newsletters and Sunday evening all-calls and emails ensured that families remained well-informed and connected to school activities.
A parent/family survey, completed by 46% of families, revealed strong satisfaction, with 88% of parents agreeing the school cares about students, 81% finding it safe and welcoming. High attendance was also reported for key events such as the Winter Show and Parent/Teacher conferences.
Action 2:
Spencer Valley attended community events that were on the list except for one - 4th of July parade
Ineffective Strategies:
Action 3:
Spencer Valley did not provide opportunities for parent/family/community education provided directly through Spencer Valley School.

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

Based on our reflections and analysis of engagement data, Spencer Valley will refine its family and community engagement strategies for the coming year. We've seen positive trends in volunteer numbers and attendance at family events, signaling a strong desire for connection within our community.
Action 1:
We're transitioned from twice-weekly newsletters to a monthly format. The new monthly newsletter featured personalized highlights of classrooms, students, and staff to deepen community connection. We maintained the consistency of weekly Sunday evening bilingual calls and emails.
We will continue to offer engaging after-hours events like Soup/Bingo Night and Sip & Paint Night building on their proven success in fostering family involvement.
We will continue increase our efforts to track and report volunteer engagement and event attendance, using these as key indicators of success for our engagement initiatives.
We will maintain our continued emphasis on Responsive Classroom and Social-Emotional Learning (SEL) programs to further strengthen our school culture and relationships across the entire school community.

Action 3:
We will look at developing educational opportunities for families and our community based on their needs.
While our core goal and metrics for family and community engagement remain consistent, these adjustments are designed to build upon our successes and ensure even more meaningful connections in the upcoming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Develop additional opportunities for parental and community involvement	Parent-School Communication regularly through newsletters and all calls. Formation of a Spencer Valley PTO that will meet regularly. Communicate results of LCAP survey results out to families, SVEA, and community in order to facilitate partnerships	$40,946.00	No
3.2	Spencer Valley participation in community events	Spencer Valley School to participate in more Julian community events Julian Pathways 4th of July parade Daffodil show Wildflower show	$22,186.00	No
3.3	Parent enrichment and education experiences provided by Spencer Valley	Provide activities to support parents through Spencer Valley such as parenting classes, drug prevention education, monthly meetings, etc.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	100% of students who are referred for counseling or therapy services provided by Vista Hill and/or school psychologist receive services.	100% of those students referred were provided services through Vista Hill and/or school psychologist.	For the 24-25 school year, counseling services were provided through an intern social worker and through a community based organization if needed. 100% of students who were identified as needing this	For the 25-26 school year, counseling services were provided through an intern social worker and through a community based organization if needed. 100% of students who were identified as needing this	100% continue to receive services and providing more services to all students.	There is no change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			resource received services.	resource received services.		
4.2	Full implementation of Sources of Strength, a social emotional curriculum in all grade levels as shown by peer mediation documents, classroom plans, and schoolwide participation in activities.	30% implementation of Sources of Strength	100% of classrooms implemented Sources of Strength and schoolwide campaigns were implemented during the 24-25 school year.	100% of classrooms implemented Sources of Strength and schoolwide campaigns were implemented during the 25-26 school year.	100% implementation of Sources of Strength	Sources of Strength implementation in classrooms significantly increased by 70 percentage points, from 30% to 100%.
4.3	implementation of peer mediation through the documentation of peer mediation.	0% of peer mediation	0% of peer mediation was provided, but training for 6th - 8th grade students was provided for Sources of Strength and schoolwide campaigns created and implemented by middle school students was implemented.	6th - 8th grade students was provided for Sources of Strength and schoolwide campaigns created and implemented by middle school students was implemented.	100% of students actively engaged in peer mediation each year	While peer mediation remained at 0%, progress was made with Sources of Strength training for 6th–8th grade students and student-led schoolwide campaigns.
4.4	Document the number of students who participate in the afterschool enrichment programs and in activities that support physical health and well being through sign in sheets	26% of students participate in the afterschool enrichment programs	48% of students participate in the afterschool enrichment programs.	70% of students participate in the afterschool enrichment program at least once a week.	50% of students to participate in the afterschool enrichment programs	Afterschool enrichment participation increased 44%
4.5	Measure students' capacity for empathy	New LCAP survey to be developed. Current	The new LCAP survey is the same	A new LCAP survey was again	100% of students show the capacity	The 2026 streamlined survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and perspective taking by observing interactions with peers, their ability to understand and their willingness to support and validate others' emotions through survey results	2024 survey results reported that 38% of elementary students marked that students often treat each other well with 0% reporting that they always treat each other well. The secondary survey reported that 80% of students believe that the behaviors in their class allow the teacher to teach.	survey for all students in grades 3rd through 8th. 100% of students reported most of the time or all of the time they are nice to other students. 82% of students reported that Spencer Valley School teaches students to care about each other and treat each other with respect.	administered in 2026 to make it more streamlined for staff, students, & parents. 72% of students reported most of the time or all of the time they are respectful and nice to other students. 94% of students reported that Spencer Valley School teaches students to care about each other and treat each other with respect.	for empathy and perspective taking through the new LCAP survey to be administered the first time 24-25 and then every year after.	reveals a major positive shift in school climate, with student peer respect increasing by 34 percentage points—rising to 72% of students reporting that peers are respectful and nice most of the time, up from the 2024 baseline of 38%. Furthermore, the new data establishes a strong benchmark for character education, showing that 94% of students agree Spencer Valley actively teaches them to care about and respect one another.
4.6	Student and parent survey data about feeling safe at school and being engaged and connected with others.	On the 2024 annual climate survey students in grades on the secondary survey 100% of students strongly agree and somewhat agree that school is a safe place. 71% of elementary students reported that	New baseline established year 1 due to a new survey. On the 2025 survey, 73% of students reported feeling safe at school most or all of the time, compared to	Another survey was created and was more streamlined for staff, students, and families in 2026. 61% of students reported feeling safe at school most or all of the	100% of students and families feel safe at school. 100% of students and families feel connected to school.	Compared to the baseline, student safety perception (now reported as a single overall group at 61%) dropped by 39 percentage points relative to the secondary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		they often and always feel safe at school. 96% of parents somewhat and strongly agree that their student feels safe at school. 56% of secondary students reported always and often that there is an adult at my school who will help me if I need it. 93% of of elementary students reported always and often. 100% of staff responded strongly agree and somewhat agree that they feel connected to the teachers at school. 86% of parents reported that they strongly agree and somewhat agree that staff at the school communicate well with parents. 93% of parents reported that they strongly agree and somewhat agree that they feel welcome at school.	2024's baseline of 100% of secondary and 71% of elementary students feeling safe. 82% of students now feel happy to be at Spencer Valley and that they are part of the school, while 91% believe teachers and other adults care about them. For parents, 81% agree Spencer Valley is safe. 88% of parents believe the school cares about students, and 81% of families feel welcomed. Direct current year comparisons for other specific questions from the baseline survey are not available due to the survey revision	time, 56% of students feel happy to be at Spencer Valley and 50% feel that they are part of the school. 83% of students believe that the adults at school care about them. For parents, 95% agree that Spencer Valley is safe. 79% of parents believe that the school cares about students, and 89% feel welcomed.		baseline (100%) and 10 percentage points relative to the elementary baseline (71%). Adult-student connections rose to 83%, representing a 27 percentage point increase over secondary baseline (56%) but a 10 percentage point decrease compared to elementary baseline (93%). Parent safety fell slightly by 1 percentage point (from 96% to 95%), and parents feeling welcomed dropped by 4 percentage points (from 93% to 89%). Additionally, new 2026 benchmarks were established for student happiness (56%), school belonging (50%), and parent perception of school care (79%).

Goal Analysis [2025-26]

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

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

The 2025-26 school year saw largely successful implementation of actions aimed at fostering students' social-emotional well-being, with strong alignment between our plans and actual outcomes.
Successes:
Action 1:
The Sources of Strength program was fully implemented in all classrooms, with powerful schoolwide campaigns led by trained middle school students. This initiative successfully reinforced key social-emotional learning (SEL) themes. Training for all 3-8 grade students happened at the start of the school year.
Although formal peer mediation was not implemented as initially planned, the training and leadership opportunities provided to 6th–8th grade students through Sources of Strength and through leadership opportunities through Houses effectively fulfilled the intended purpose of peer support and student empowerment.
After-school enrichment programs saw even stronger engagement from the prior year, with 64% participation, providing with more than half of our students with access to valuable additional engagement opportunities.
Action 2:
Student survey data indicated a meaningful impact on well-being: 83% of students reported feeling cared for by teachers and staff, 50% reported feeling happy and included at school, and 61% reported feeling safe most or all of the time. Additionally, 77% of students indicated they treat others kindly, and 82% agreed the school teaches
respect and empathy.
Parent survey results affirmed these positive outcomes, with 79% stating the school cares about students, and parents agreeing the environment is both safe 95% and welcoming 89%.
Action 3:
Counseling services were effectively delivered, utilizing both an intern social worker and a community-based organization. This ensured that 100% of students identified as needing support received timely services.
Challenges:
Action 1:
While student leadership through Sources of Strength provided similar benefits, the absence of a formally implemented peer mediation program represents a missed opportunity from initial plans.

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

Action 1: SEL curriculum and implementation
There was a material difference between budgeted and actual expenditures due to an increase in funds provided by the COPES grant which supports salaries & benefits tied to staff responsible for SEL implementation.
Action 2: LCAP survey

There was a material difference between budgeted and actual expenditures due to an increase in funds provided by the COPES grant which supports salaries & benefits tied to staff responsible for development of the LCAP survey.
Action 3: Providing more mental health services for students
There was a material difference between budgeted and actual expenditures due to a change in how student mental health services were delivered during the school year. The district originally budgeted funds for counseling services through Vista Hill. However, instead of contracting with Vista Hill, the school benefited from the support of a social work intern who provided services at no cost. This intern was able to deliver many of the same supports that were anticipated under the Vista Hill contract. As a result, actual expenditures were significantly lower than budgeted. While the delivery method changed, students still had access to essential mental health support, and the goal of increasing social-emotional support on campus was maintained.

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

Effective Strategies and Outcomes:
Action 1:
The Sources of Strength program was fully implemented in all classrooms, complemented by student-led schoolwide campaigns, which significantly contributed to a positive campus culture.
Although formal peer mediation was not implemented, middle school students were trained and took on active leadership roles in promoting SEL messages, effectively supporting the overarching goal of peer connection and emotional development. Older students were also given the opportunity to be leaders during House meetings and House activities.
Action 2:
Student survey results demonstrated success, with 83% of students reporting feeling cared for by school staff, 56% expressing happiness and inclusion, and 61% feeling safe at school most or all of the time.
77% of students indicated they are kind to others.
Parent feedback aligned with these positive outcomes, with 79% acknowledging the school's care for students and 95% affirming that the environment is safe and 89% feel that the school is welcoming.
Action 3:
Counseling services were successfully provided to 100% of students identified as needing support, ensuring they received appropriate care through an intern social worker or referrals to a community-based organization.
Ineffective Strategies and Outcomes:
Action 1:
While student leadership initiatives were effective, there remains room for growth in implementing formal peer mediation.
The data suggests a clear opportunity to expand student participation in enrichment activities, which will serve as a vital tool to further enhance overall engagement and personal development. This need is underscored by our recent student survey, which reveals that third through eighth graders are looking to feel more included, safe, and welcome on campus. Because the percentages in these critical areas have decreased compared to the prior year's data, intentionally designing and scaling these enrichment programs will be a key strategy for reversing this trend and rebuilding a stronger sense of security and belonging among our students.

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

Based on reflections from the 2024–25 school year, Spencer Valley will make targeted adjustments to further strengthen student social-emotional well-being. While our counseling services and the Sources of Strength program were highly effective, we identified a few areas for growth.
Action 1:
The implementation of the Houses and the accompanying system of leadership roles within them continues to be an area needing deliberate work. To strengthen this framework, we are looking to add comprehensive training at the start of the school year for all house leaders. This focused onboarding will help them learn how to effectively facilitate meetings, collaborate with one another, and work together to make democratic decisions, thereby enhancing peer leadership opportunities and complementing our existing social-emotional learning (SEL) initiatives.
Although 64% of students participated in after-school enrichment programs, we aim to increase this number by expanding offerings that integrate SEL skill-building with student interests.
While the overarching goal remains unchanged, we will revise our target outcomes to track growth in students' perceived safety and belonging over time.

These changes reflect our continued commitment to ensuring all students have access to the support systems and experiences they need to develop resilience, build positive relationships, and thrive both personally and academically.
For the the actions of 4.1 and 4.2 the planned expenditures are reduced because the action has been substantially completed. As implementation shifts from development to ongoing maintenance, less Superintendent time is needed to support this action. Accordingly, personnel costs are reduced while the intended outcomes continue to be maintained.

LREBG funding increase and added to action 4.3 due to utilizing LREBG funds for this action item.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	SEL and strategy implementation across the campus. PBIS training and implementation for staff and students. Sources of Strength training for staff and students with full implementation in classrooms and beyond. Responsive Classroom training for all staff members. Restorative Practices training for all staff.	$2,700.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Development of a new LCAP survey	New survey to be developed during the 24-25 school year with first implementation in the 24-25 school year and then each year thereafter.	$2,500.00	No
4.3	Providing more mental health services for students. (LREBG)	Providing Vista Hill counseling services, ERMHS counseling services and school psychologist services. Looking at other ways to create ways to add additional mental health services for students. (LREBG)	$20,309.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students will participate in learning in environments that are safe, clean, and well-maintained.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

According to Educational Partner feedback, through conversations and surveys, concerns have been expressed about needing to increase cleanliness of areas on campus inside and outside as well as the maintenance of the old school site. Educational partners also communicated concerns with safety.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Staff and family survey results for well maintained building and grounds	38% of staff strongly agree that Spencer Valley has well maintained buildings and grounds. 71% of families reported that they strongly agree that Spencer Valley has well maintained buildings and grounds.	90% of the staff strongly agree and agree that the school building is clean and comfortable. 100% of students shared that the school building is neat and clean.	100% of the staff strongly agree and agree that the school building is clean and comfortable. 78% of students shared that the school building is neat and clean.	100% of staff and families agree that Spencer Valley has well maintained buildings and grounds.	Staff satisfaction regarding school cleanliness and comfort rising to 100% (up 62% for staff) and 78% of students reporting that the building is neat and clean, which is an increase of 7%.
5.2	Facility Inspection Tool (FIT) results	Current FIT results are exemplary	Current FIT results are Good	Current FIT results are exemplary	The FIT results will be exemplary	The Facility Inspection Tool (FIT) rating remains at Exemplary due to improvements that have been made.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Number of emergency drills performed	100% of emergency drills performed	100% of emergency drills performed.	100% of emergency drills performed.	100% of emergency drills performed	There is no change from the baseline.
5.4	Staff trainings in active shooter response and other safety trainings.	100% of staff trained in active shooter response and other safety trainings.	87.5%% of staff trained in active shooter response and other safety trainings.	100% of staff trained in active shooter response and other safety trainings.	100% of staff trained in active shooter response and other safety trainings.	There is no change from the baseline.
5.5	Student, staff and family connectedness and feelings of safety as measured by annual survey.	100% of staff somewhat and strongly agree that they feel connected to the teachers and staff at school. 100% of staff somewhat and strongly agree that they feel safe at school. 94% of students somewhat and strongly agree that they feel safe at school. 64% of students somewhat and strongly agree that they like school. 96% of families somewhat and strongly agree that their child feels safe at school. 93% of parents somewhat and strongly agree that they feel welcome at Spencer Valley.	Per 2025 survey results, 100% of staff trust other adults at Spencer Valley school. 100% of staff feel safe at school. 100% of staff believe that the administration at the school care about the staff's well-being and mental health. 73% of students share that they feel close to an adult at school. 82% report that they are happy to be at Spencer Valley. 82% feel like they are a part of Spencer Valley. 91% report that teachers and other adults care about them. And 73%	Per 2026 survey results, 92% of staff trust other adults at Spencer Valley school. 83% of staff feel safe at school. 100% of staff believe that Spencer Valley is a good place to work and learn. 83% of students share that they feel close to an adult at school. 56% report that they are happy to be at Spencer Valley. 50% feel like they are a part of Spencer Valley. 83% report that teachers and other adults care about them. And 61% report that they feel safe at school.	100% of staff, students, and families feel safe and connected at school.	Compared to the baseline data, overall safety perceptions declined across all groups: staff safety dropped by 17 percentage points (from 100% to 83%), student safety decreased by 33 percentage points (from 94% to 61%), and parent safety fell by 1 percentage point (from 96% to 95%). Students liking/feeling happy at school dropped by 8 percentage points (from 64% to 56%), while parents feeling welcomed decreased by 4 percentage points (from 93% to 89%). In contrast,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			report that they feel safe at school. 81% of parents report that they feel welcomed at Spencer Valley. 81% feel that their students feel safe at school. 88% of parents reported that Spencer Valley cares about students and 88% shared that Spencer Valley was a positive in their child's life.	89% of parents report that they feel welcomed at Spencer Valley. 95% feel that their students feel safe at school. 89% of parents reported that Spencer Valley cares about students.		staff connectedness remained high at 100%, maintaining a strong baseline alongside a new 100% benchmark for staff viewing the school as a great place to work and learn. Additionally, 83% of students reported feeling close to and cared for by an adult at school.

Goal Analysis [2025-26]

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

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

Successes and Challenges: Under Action 1, efforts to maintain a clean and comfortable learning environment yielded high satisfaction, with 100% of staff, 95% of parents, and 78% of students agreeing the facilities are clean and well-maintained—reflecting a substantial multi-year increase in staff agreement due to recent renovations. Under Action 2, the school achieved an "Exemplary" rating on the annual Facility Inspection Tool (FIT), confirming optimal facility conditions. Under Action 3, annual emergency drills were completed as planned, and staff safety remained strong at 83%. However, a key challenge under Action 3 was a 12 percentage point drop in student safety perceptions, decreasing from 73% to 61%, which identifies a clear area for targeted support.

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

Action 1: Base Program: well maintained facilities
There were material differences between budgeted and actual expenditures for this goal due to changes in facilities-related spending and staffing during the school year. Repairs and Maintenance: Maintenance of the water system & well resulted in less expenditures than in

previous years. In addition, fewer repairs were needed across the district. Consequently, only about sixty percent of the budgeted amount for general repairs was spent, leading to additional cost savings in this area.
Action 2: Basic Program; clean facilities
Custodial Staffing: A staffing change also contributed to reduced expenditures. The custodian who started the year resigned, and the individual hired to replace them had a lower salary and did not opt to take district health insurance. This resulted in lower-than-expected costs for salary and benefits. Together, these factors led to actual expenditures coming in below the budgeted amount, while still maintaining necessary operations and facilities upkeep.

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

Effective Strategies and Outcomes: Facility maintenance efforts proved highly effective across multiple actions: Action 2 saw 100% of staff agree that the school building is clean, comfortable, and well-maintained, while Action 1 achieved a 100% staff satisfaction rate regarding cleanliness and comfort (up from 38% for general maintenance) alongside 78% of students reporting the building is neat and clean (shifting away from the previous 71% family baseline). Under Action 3, safety preparation was fully executed with 100% of scheduled emergency drills completed and 100% of staff trained in active shooter protocols. Ineffective Strategies and Outcomes: Under Action 3, student safety perception dropped to 61%, underscoring an urgent need to deepen social-emotional learning frameworks, enhance House leadership training, and cultivate more inclusive, predictable classroom environments where every student feels secure.

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

Based on reflections from prior implementation and valuable stakeholder feedback, we're making several targeted adjustments to our actions and metrics to ensure students learn in environments that are safe, clean, and well-maintained.
Action 3:
Student survey data (grades 3–8) revealed that the percentage of students feeling safe declined to 61%, and only 56% reported feeling happy at school. This clear downward trend in feelings of safety, inclusion, and welcome drove the decision to implement early-year House leadership training and more tightly integrate SEL with academic supports.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Base Program: Well Maintained Facilities	Updated facilities by: a. repainting of the inside of the building b. tree trimming and removal of trees done yearly for the safety of the students and families c. addition of a new school sign at the drive entrance d. updated bathrooms	$58,062.00	No

Action #	Title	Description	Total Funds	Contributing
		e. Work with Caltrans/SANDAG about road safety options f. Upgrade water tank		
5.2	Basic Program: Clean Facilities	Facilities are kept clean for the safety of all through establishing common cleaning protocols and schedules.	$63,974.00	No
5.3	Basic Program: School Safety	School safety drills are completed each year by following the designated schedule of drills to be performed. Staff trained in the necessary drills and protocols for emergency situations as per school safety plan.	$3,250.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$72461	$2262

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
4.753%	0.000%	$0.00	4.753%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Provide effective supports for EL and special education students. **Need:** Through reviewing CAASPP data, 67% of EL and special education students scored below in Math. 56% of EL and special education students scored below in ELA. Continuing extra academic support to EL students and providing professional learning to classroom	Due to our small district size and single-campus structure, Spencer Valley will implement LEA-wide (Local Educational Agency) strategies to support our English Learner (EL) and special education students; for us, LEA-wide and schoolwide initiatives are one and the same. With a very small percentage of EL and special education students, we're committed to providing them with additional academic supports both inside and outside the classroom to foster their growth effectively.	We will monitor the effectiveness of services provided to EL and special education students by reviewing NWEA and CAASPP assessment data in both ELA and Math. Our NWEA data for EL students shows strong performance in ELA, with 100% nearly meeting

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers and specialists to meet the academic needs of ELs **Scope:** LEA-wide		standards and 0% scoring low or below. In Math, 75% of EL students nearly met standards, though 25% scored low or below. On the CAASPP (SBAC) assessment, 25% of EL students did not meet standards for Math and 25% did not meet for ELA.

Limited Actions

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

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

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

NA

Additional Concentration Grant Funding

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

The school will use the approximately $2,200 in additional concentration grant add-on funding to increase staff capacity to provide direct services to students, with a focus on foster youth, English learners, and low-income students. Given the limited amount of funding available, the allocation is not sufficient to hire an additional full-time or part-time employee. Instead, the funds will be used to provide additional compensated hours for existing staff and/or temporary support personnel to deliver direct student services beyond their regular assignments. These services may include targeted academic intervention, tutoring, small-group instruction, student supervision and support, and other

direct services designed to address identified student needs. This approach allows the school to use the available allocation to increase the amount of staff time devoted directly to high-need students. Goal 1/Action 1

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1/6
Staff-to-student ratio of certificated staff providing direct services to students	NA	1/9

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,524,585	72461	4.753%	0.000%	4.753%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$875,925.00	$140,859.00	$62,233.00	$25,709.00	$1,104,726.00	$912,406.00	$192,320.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide effective supports for EL and special education students.	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$98,658.00	$0.00	$77,948.00	$20,710.00	$0.00	$0.00	$98,658.00	0
1	1.2	Professional Development and Teacher Collaboration	All	No				Ongoing	$4,135.00	$2,170.00	$1,300.00	$0.00	$4,135.00	$870.00	$6,305.00	
1	1.3	Base Program	All	No				Ongoing	$568,402.00	$54,845.00	$567,155.00	$14,000.00	$42,092.00	$0.00	$623,247.00	
2	2.1	Creating a culture of engagement	All	No			All Schools	Ongoing	$64,745.00	$10,794.00	$55,700.00	$2,500.00	$0.00	$17,339.00	$75,539.00	
2	2.2	Enrichment activities	All	No			All Schools	Ongoing	$59,450.00	$22,600.00	$2,800.00	$79,250.00	$0.00	$0.00	$82,050.00	
3	3.1	Develop additional opportunities for parental and community involvement	All	No			All Schools	Ongoing	$37,446.00	$3,500.00	$40,946.00	$0.00	$0.00	$0.00	$40,946.00	
3	3.2	Spencer Valley participation in community events	All	No			All Schools	Ongoing	$11,096.00	$11,090.00	$590.00	$18,290.00	$3,306.00	$0.00	$22,186.00	
3	3.3	Parent enrichment and education experiences provided by Spencer Valley	All	No			All Schools	Ongoing	$2,500.00	$2,500.00	$0.00	$2,500.00	$0.00	$2,500.00	$5,000.00	
4	4.1	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	All	No			All Schools	Ongoing	$2,500.00	$200.00	$0.00	$0.00	$200.00	$2,500.00	$2,700.00	
4	4.2	Development of a new LCAP survey	All	No			All Schools	Ongoing	$2,500.00	$0.00	$0.00	$0.00	$0.00	$2,500.00	$2,500.00	
4	4.3	Providing more mental health services for students. (LREBG)	All	No			All Schools	Ongoing	$0.00	$20,309.00	$4,200.00	$3,609.00	$12,500.00	$0.00	$20,309.00	
5	5.1	Base Program: Well Maintained Facilities	All	No			All Schools	Ongoing	$0.00	$58,062.00	$58,062.00	$0.00	$0.00	$0.00	$58,062.00	
5	5.2	Basic Program: Clean Facilities	All	No			All Schools	Ongoing	$57,974.00	$6,000.00	$63,974.00	$0.00	$0.00	$0.00	$63,974.00	
5	5.3	Basic Program: School Safety	All	No			All Schools	Ongoing	$3,000.00	$250.00	$3,250.00	$0.00	$0.00	$0.00	$3,250.00	

2026-27 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
$1,524,585	72461	4.753%	0.000%	4.753%	$77,948.00	0.000%	5.113 %	**Total:**	$77,948.00
								LEA-wide Total:	$77,948.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Provide effective supports for EL and special education students.	Yes	LEA-wide	English Learners	All Schools	$77,948.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,667,129.00	$1,634,441.00

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**	Provide effective supports for EL and special education students.	Yes	$83,759.00	$93,775
1	**1.2**	Professional Development and Teacher Collaboration	No	$5,802.00	$5,043
1	**1.3**	Base Program	No	$1,231,158.00	$1,201,112
2	**2.1**	Creating a culture of engagement	No	$77,870.00	$82,155
2	**2.2**	Enrichment activities	No	$48,591.00	$80,545
3	**3.1**	Develop additional opportunities for parental and community involvement	No	$39,563.00	$42,965
3	**3.2**	Spencer Valley participation in community events	No	$19,964.00	$14,965
3	**3.3**	Parent enrichment and education experiences provided by Spencer Valley	No	$5,000.00	$2,500
4	**4.1**	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	No	$6,200.00	$9,000
4	**4.2**	Development of a new LCAP survey	No	$6,000.00	$9,000
4	**4.3**	Providing more mental health services for students.	No	$19,946.00	$17,355

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)
5	**5.1**	Base Program: Well Maintained Facilities	No	$56,124.00	$34,038
5	**5.2**	Basic Program: Clean Facilities	No	$63,652.00	$38,488
5	**5.3**	Basic Program: School Safety	No	$3,500.00	$3,500

2025-26 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)
$49,249	$69,919.00	$69,708.00	$211.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Provide effective supports for EL and special education students.	Yes	$69,919.00	$69,708	0	0

2025-26 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)
$1,547,135	$49,249	0%	3.183%	$69,708.00	0.000%	4.506%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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