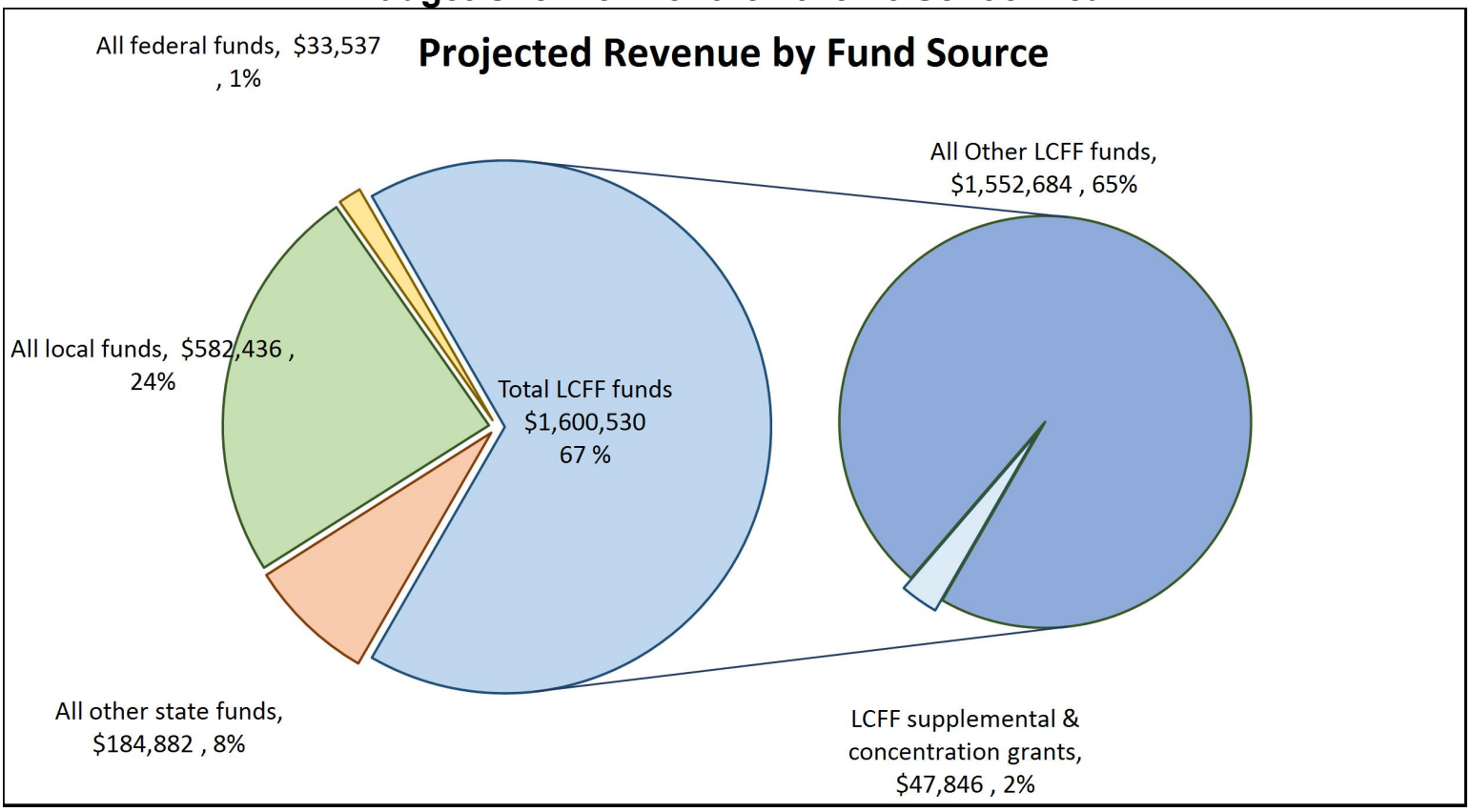
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Spencer Valley Elementary School District
CDS Code: 37 68403 0000000
School Year: 2025-26
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 2025-26 School Year

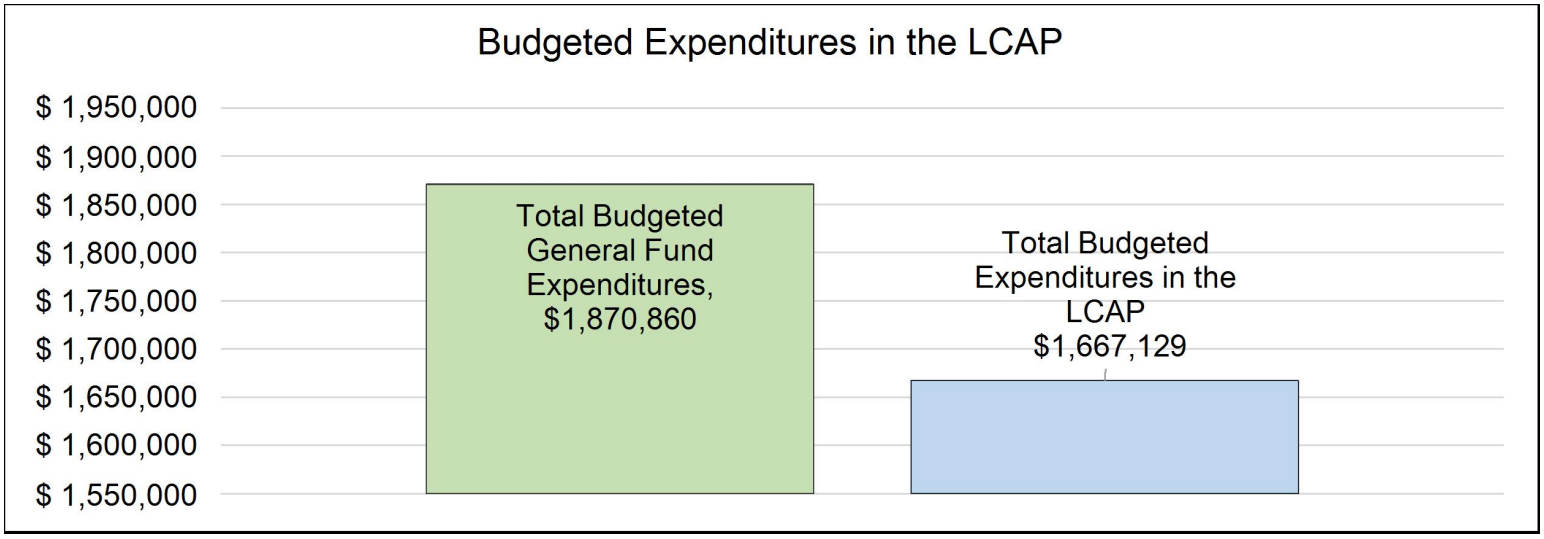


This chart shows the total general purpose revenue Spencer Valley Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Spencer Valley Elementary School District is $2,401,385, of which $1,600,530 is Local Control Funding Formula (LCFF), $184,882 is other state funds, $582,436 is local funds, and $33,537 is federal funds. Of the $1,600,530 in LCFF Funds, $47,846 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 2025-26. 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 $1870860 for the 2025-26 school year. Of that amount, $1,667,129 is tied to actions/services in the LCAP and $203731 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

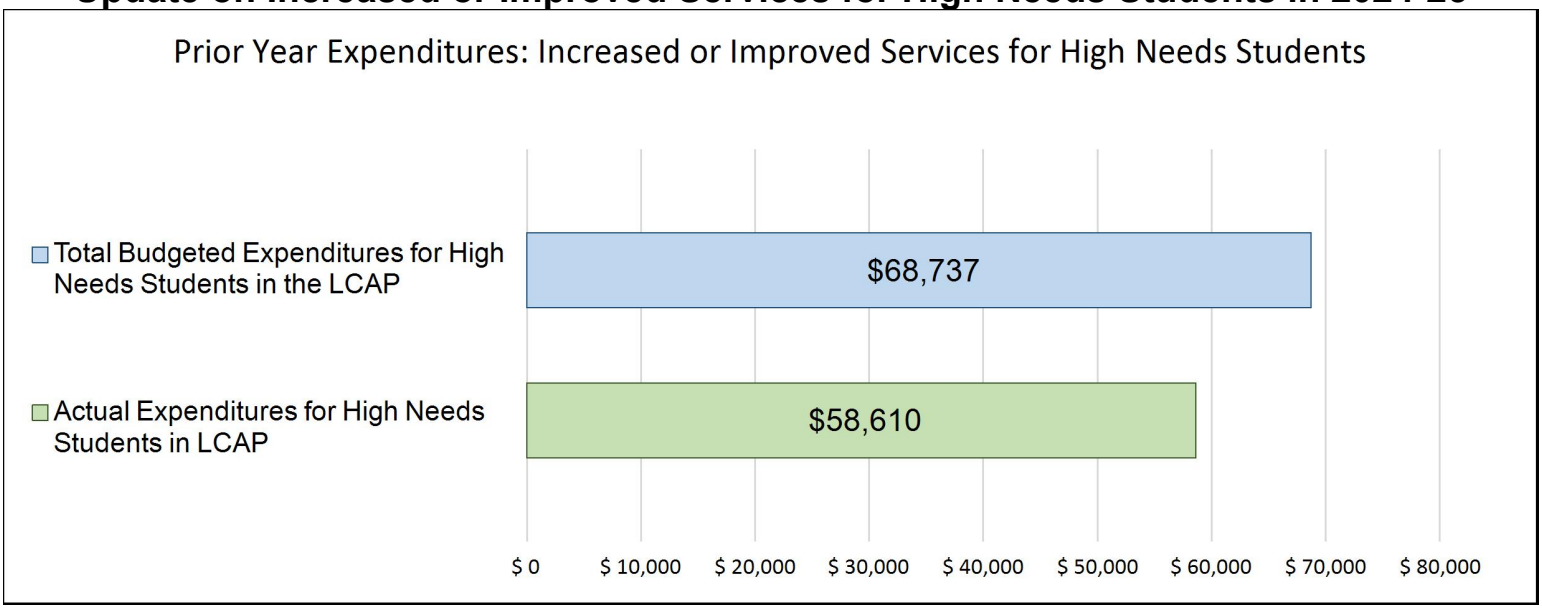
Legal, special education, and local preschool grant

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Spencer Valley Elementary School District is projecting it will receive $47,846 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 $69,919 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 2024-25



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 2024-25, Spencer Valley Elementary School District's LCAP budgeted $68,737 for planned actions to increase or improve services for high needs students. Spencer Valley Elementary School District actually spent $58,610 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $10,127 had the following impact on Spencer Valley Elementary School District's ability to increase or improve services for high needs students:

The difference had no impact on student outcomes, as other certificated and classified staff were able to provide effective support for our EL and special education students.

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 [2025-26]

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.

Spencer Valley School blends the charm and personalized approach of a 19th-century schoolhouse with modern technology and a deep understanding of human potential to create a model school for the 21st century. Established in 1876, Spencer Valley is a one-school district located in the beautiful Wynola Valley, at the base of Volcan Mountain in northeast San Diego County, just outside the historic town of Julian. The district spans 9.9 square miles and serves a student population that typically ranges between 30 and 50 students in Transitional Kindergarten through 8th grade. In Fall 2023, we opened a new licensed preschool program, which now has 12 students enrolled. Currently, we have a total of 61 students, including preschoolers, and 16 dedicated staff members working with them throughout the day.

Our small size allows us to offer a unique educational experience with multi-grade classrooms and highly individualized instruction. Our team includes four full-time teachers, one full-time preschool teacher, a superintendent/principal, an assistant superintendent, a part-time classroom resource teacher, two full-time classroom aides, and a part-time technology aide. Staff members bring specialized training and credentials in early childhood education, special education, the arts, music, technology, gardening, and first aid/CPR. This diverse expertise supports a learning environment where students grow in independence, take responsibility for their learning and 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.

The school's unofficial motto, "Produce great people, the rest follows," is inspired by poet Walt Whitman, who was publishing during the same era in which our school was founded.

Reflections: Annual Performance

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

Due to Spencer Valley's small student population, most Dashboard indicators are not publicly reported. However, we remain committed to monitoring and improving student achievement through a combination of local measures and the available Dashboard data. These measures include the NWEA MAP Growth assessments in Reading and Math for all grade levels, as well as the California Assessment of Student Performance and Progress (CAASPP) for students in grades 3 through 8.

For the 2023–24 school year, 54.54% of students in grades 3–8 met or exceeded standards in both English Language Arts (ELA) and Math on the CAASPP. ELA scores were 24.8 points above the standard, reflecting a 1.5-point decrease from the prior year. On the local NWEA Reading assessment, 36% of students scored at or above grade level. Which highlights the need to explore what needs to be focused on in this subject area.

Chronic absenteeism increased by 15.7% from the previous school year with 20% of students being chronically absent.

While the CAASPP Math results showed 54.54% of students meeting or exceeding standards, the average score was 4.4 points below standard, with a 2.6-point decline compared to the previous year. NWEA Math data indicated that 45% of students scored at or above grade level, which continues to show a need for focus in this subject area.

Our English Learner (EL) and Special Education student subgroups continue to face academic challenges but are making progress. On the 2023–24 CAASPP, 85% of these students nearly met or met standards in ELA, and 62% nearly met, met or exceeded standards in Math. We continue identifying any needs in expanding targeted academic interventions, increase access to specialized instructional supports, and provide professional development for staff focused on meeting the diverse learning needs of these student populations.

During the school year all LREBG (Learning Recovery Emergency Block Grant) funds have been expended.

Spencer Valley remains committed to using data to drive instructional decisions and improve outcomes for all students, especially those requiring additional academic support.

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 February 18, March 4, April 22, and May 20. Additionally, parents took part in our annual LCAP/Climate Survey, while students and staff completed their respective climate surveys at the same time. Our Educational Partners play an integral role in the district's ongoing discussions and the development and implementation of the LCAP. They regularly meet to review and revise the LCAP, and valuable insights are gathered through our surveys, ensuring that key perspectives from parents, staff, and students are considered in our planning.
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 24-25 school year.
Teachers, classified staff and administrator	Staff attended staff meetings monthly where educational partners meetings data was shared and staff was able to participate and share input in the review and revision of the LCAP during these meetings. Those staff members who are unable to attend staff meetings are also able to participate via an online 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.

Educational Partner(s)	Process for Engagement
North Inland SELPA Director	Collaborated with SELPA director on May 15, 2025 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.

Throughout the year, Spencer Valley engaged parents, community members, staff, and students in our Educational Partner meetings, held both in person and via our annual survey. Monthly meetings had consistent participation, with an average of four attendees who reviewed the current LCAP and offered valuable feedback on proposed updates. Despite these efforts, parent and community engagement remains a challenge, with limited in-person or virtual attendance at these meetings.

In collaboration with the Community Engagement Initiative, Spencer Valley has created a CEI team that has begun working to explore new, meaningful ways to welcome families onto campus and foster a stronger sense of connection. Feedback from parents consistently reflects appreciation for the school's overall program. Some parents noted that while the small school setting offers a nurturing environment for younger students, it presents limitations in providing extracurricular opportunities for upper grade students, who often seek a more traditional middle school experience similar to that of larger districts.

In response to the valuable feedback about providing extracurricular opportunities and in an effort to expand opportunities for students, Spencer Valley has partnered with Amazing Athletes to introduce a weekly after-school sports program. This partnership, which began during the 2024–25 school year, will continue into 2025–26 and aims to enrich the student experience through increased access to physical activities and team sports.

Staff continue to focus on improving support for English Learners and have identified mathematics (Goal #1, Action 1.1) as a priority area for growth, based on recent CAASPP performance data.

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	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.	
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 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.		85% of students will be proficient in Math as measured by the SBAC scores.	21.8 point difference in points below the standard with a decrease of students below the standard. The difference of 7.54 % of students at or above grade level.
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.		85% of students will be proficient in ELA as measured by the SBAC scores.	12.46% drop in students at or above grade level, with a 1.4-point baseline decline to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						24.8 points above standard.
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.		75% of special education population will be proficient in ELA and Math as measured by the SBAC scores.	Significant academic improvement for special education students: 28% fewer not meeting ELA standards, and 17% fewer not meeting Math standards.
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.		85% of students in both ELA and Math will score at or above in NWEA assessments.	For ELA, 100% of EL students nearly met standards, a major jump from the 27% scoring low at baseline. In Math, 75% of students nearly met standards, a big improvement from 33% scoring low at baseline.
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 Math portion of CAASPP.		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), and 62% met, nearly met, or exceeded Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						standards (from 67% not meeting).
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.		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.	The percentage of EL students scoring in the moderately developed and well-developed range decreased by 5%, while those in the somewhat developed range increased by 5%. For SBAC, EL students not meeting standards decreased 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	There has been no change from the baseline
1.10	English Learner Reclassification Rate	0% of EL students reclassified	14% of students reclassified		20% of students reclassified	14% difference of students reclassified

Goal Analysis [2024-25]

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 two full days of professional development during Spencer Valley School's in-service days.
One day focused on trauma-informed practices, and the other covered Childhood First Aid.
Both sessions were highly successful, directly addressing current student needs and staff's expressed interest in these topics.
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 14 students.
We've successfully hired assistants to support English Learner (EL) students and students with disabilities under the supervision of the special education teacher.
Most of our curriculum materials are aligned with Common Core Standards and California's instructional frameworks.
In all classrooms, students are regularly placed in smaller groups for instruction to better support individual learning needs.
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.
Our teachers found it difficult to fully meet the needs of EL students who spoke no English within their regular classrooms.
Consistent participation in after-school tutoring and extra support for EL students was a struggle, as they did not consistently stay for these programs.
A major setback was our inability to find a qualified bilingual aide during this school year, which limited our capacity to provide additional in-school support for our EL students.
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
There were two primary factors that contributed to material differences between budgeted expenditures and estimated actual expenditures for this goal: Vacant Bilingual Liaison/Assistant Position - The position for a bilingual liaison/assistant was posted and recruitment efforts were ongoing throughout the school year; however, we were
unable to successfully fill the position. As a result, the funds allocated for salary and benefits associated with this role remained unspent. This vacancy impacted the budgeted versus actual expenditures significantly, as the position was budgeted for the full year but remained vacant.
Action 2: Professional Development and Teacher Collaboration
Reduced Professional Development Costs - while professional development remained a priority, actual expenditures were approximately half of 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 - We observed a 7.54% increase in students at or above grade level, demonstrating the positive impact of implementing state standards across all content areas. This resulted in a significant 21.8-point gain from our baseline, bringing us to just 4.4 points below standard.
Action 1: Significant Academic Improvement for Special Education Students - Special education students showed remarkable progress, with a 28% decrease in those not meeting ELA standards and a 17% decrease in those not meeting Math standards.
Action 1: Strong Gains for English Learner (EL) Students - In ELA, 100% of EL students nearly met standards, a substantial jump from the 27% who scored low at baseline. In Math, 75% of EL students nearly met standards, a significant improvement from 33% scoring low at baseline. Fluency Development for EL Students (Action 1): The
percentage of EL students scoring in the moderately developed and well-developed range decreased by 5%, while those in the somewhat developed range increased by 5%. This indicates a shift in the distribution of language proficiency levels. EL students demonstrated strong improvements on the SBAC assessment, with those not
meeting standards decreasing by 50% in Math and 25% in ELA. targeted tutoring and interventions by decreasing the student-to-teacher ratio.

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 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.
Continuing the search for a bilingual Spanish assistant to better support our EL students - we have found this person and they will begin with us in the fall of 2025.
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.

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.	$83,759.00	Yes
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.	$5,802.00	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	$1,231,158.00	No

Action #	Title	Description	Total Funds	Contributing
		e) Small group instruction to reduce class size, provide tutoring and interventions by decreasing student/teacher ratio		

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.		0% students chronically absent	Chronic absenteeism increased by 15.7% to 20%.
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 dropped out of school		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
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 communicate well with parents.	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.		100% of students feel safe at school and being engaged with others.	Student safety increased by 2 percentage points compared to the elementary baseline, while parent welcome decreased by 12 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	The suspension rate increased by 0.02 percentage points, from 0% at baseline.
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		10 different enrichment experiences for the school year that are new to students each year.	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.		30% of Enrichment experiences being provided from outside resources.	baseline maintained
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		100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of	Responsive Classroom and Sources of Strength training for teachers and administrators each increased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.		Strength with 100% implementation.	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	The suspension rate increased by 0.02 percentage points, from 0% at baseline.
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.		Attendance rate of 95% or higher will be maintained.	The attendance rate improved by 1.1 percentage points, rising from 93.2% at baseline to 94.3%.

Goal Analysis [2024-25]

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. Furthermore, all classrooms implemented the "Sources of Strength" program, with three 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%.
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.

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 lower than budgeted due to reduced transportation needs. Although funds were allocated to provide busing for field trips, most trips this year took place at locations within walking distance or very close to the school. As a result, transportation costs were minimal, resulting in cost savings without compromising the quality or frequency of enrichment experiences offered to students.

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. While academic indicators haven't yet shown marked improvement, the foundation laid through these SEL and
community-building efforts is promising for addressing the root causes of disengagement and absenteeism.
Areas of Ineffectiveness:
Action 1: Creating a Culture of Engagement
Despite initial signs of improvement in the current year due to increased family outreach and engagement, the previous year's chronic absenteeism rate was a significant concern at 20%, representing a 15.7% increase from the year prior. This disruption significantly impacted student learning.
This high absenteeism rate may have contributed to a decline in state assessment scores, with a 1.5-point drop in ELA and a 2.6-point drop in math.
Action 2: Enrichment Activities
Chronic absenteeism significantly impacted 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.

As a result of reflecting on practices, Spencer Valley has made adjustments to actions supporting this goal for the coming year.
Formal Integration and Expansion of the House System: The House System has proven highly effective in fostering school spirit, enhancing student engagement, and encouraging regular attendance. Observations and feedback indicate that students feel a stronger sense of belonging and increased motivation to be present on campus and
in classrooms. In response, we will further embed the House System into schoolwide activities and student recognition programs, aiming to increase participation and cultivate an even more positive school culture.
Stronger Emphasis on Attendance Actions: While our overarching goal and metrics remain consistent, we will place a stronger emphasis on attendance-related actions. This includes implementing targeted supports for chronically absent students and increasing our monitoring of engagement data.
Holistic Approach to Student Success: We will more closely align social-emotional learning (SEL) strategies and community-building efforts, such as Sources of Strength and Responsive Classroom, with our academic supports. This ensures a more holistic approach to student success in the coming year.
Emphasis on EL reclassification percentages.

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	$77,870.00	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.	$48,591.00	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.		4 parent volunteers throughout each year	Parent volunteers significantly increased from 1 to 9, contributing approximately 297 hours of support.
3.2	All parent attendance, including parent	15% of parents attend school events,	11% of parents attend school		100% parent attendance at	Parents attending meetings declined

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.		school events, meetings, and activities.	4% and 25% who participated in family activities were families of unduplicated students.
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		50% parent participation in Educational Partner meetings	Parent participation in the total number of parents being participants increased by 70% , rising from 13% to 83%
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.		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 70 attendees at key events like Soup and Bingo Night and Glow Night.
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		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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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.			
3.6	Parent survey statistics for involvement including those who report that they are parents of unduplicated students and students with disabilities.	93% of parents reported that they attended parent/teacher conferences. 89% of parents reported that they are actively involved and 79% of parents reported that they frequently volunteer. No data to determine a baseline for parents of unduplicated students and students with disabilities at this time. Data will be reported at the end of year 1.	A new baseline established in year 1 due to a new 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.		100% of parents attending parent/teacher conferences. 100% of parents actively involved in different activities and 100% of parents reporting that they frequently volunteer.	New baseline established due to a new survey.

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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. 88% of parents also shared that Spencer Valley cares about students. 81% of families strongly agree and agree that Spencer Valley welcomes parents.			
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		100% of all staff trained in Responsive Classroom, PBIS, Restorative Practices, and Sources of Strength with	100% staff trained in Responsive Classroom, 100% staff trained in PBIS, 80% trained in Restorative Practices, 100% trained in Sources of Strength.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sources of Strength and 80% trained in Restorative Practices.		100% implementation.	

Goal Analysis [2024-25]

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 nine volunteers who collectively contributed approximately 297 hours during the 2024–25 school year. Three volunteers supported classrooms directly, while the remaining six assisted with specific events, significantly bolstering school capacity.
Three well-attended after-school events were hosted, strengthening school-home connections. These included a highly successful Soup/Bingo Night in February (over 80 attendees), Glow Night in April, and Movie Night in May, all fostering positive interactions between families and the school.
Strong family engagement was supported through consistent communication via bilingual (English/Spanish) weekly newsletters and Sunday evening all-call messages, ensuring information reached all families effectively.
Despite the small school size of 44 students and 35 families, 46% participation in the family engagement survey was achieved, providing valuable insights into family perceptions.
Survey results highlighted high levels of parent involvement in critical school activities, with 69% attending Back to School Night, 88% attending the Winter Show, and 81% participating in Parent/Teacher conferences.
Student survey data (grades 3–8) revealed a positive school climate, with 73% of students feeling safe at school most or all of the time, 82% feeling happy to be at school, and 91% feeling that adults at school care about them.
Parent responses corroborated the positive climate, with 81% agreeing Spencer Valley is safe, 88% feeling the school cares about students, and 81% saying the school is welcoming.
Action 2:
Spencer Valley School participated in all the community events that were notated, and won first place in the 4th of July Julian Parade.
Challenges:
Action 1:
While overall community event attendance was strong, there remains room for growth in participation in Educational Partners and PTO meetings.

Although a strength, the weekly newsletter format will shift to monthly distribution for the 2025-26 school year, requiring careful monitoring to ensure continued communication effectiveness.
Action 3:
This school year, Spencer Valley 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 2: Spencer Valley participation in community events
There were material differences between budgeted and actual expenditures due to changes in program implementation and staffing challenges during the school year. While some planned services and activities were delivered as expected, other components were either reduced or not implemented. Art instruction, which was intended to occur regularly each Friday, was offered inconsistently across classrooms. As a result, expenditures related to art instruction were lower than anticipated. Additionally, music classes were not provided this year because the school was unable to hire a music teacher after the previous teacher did not return. Since no music instruction occurred, the funds allocated for this purpose remained largely unspent. These factors resulted in less funds being used.
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 contributed approximately 297 hours of support to the school, significantly aiding various initiatives.
Three well-attended after-school events—Soup/Bingo Night (attracting over 80 attendees), Glow Night, and Movie Night—provided valuable opportunities for families to connect with the school community.
Regular, twice-weekly bilingual newsletters and Sunday evening all-calls 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 (88%) and Parent/Teacher conferences (81%).
Action 2:
Spencer Valley 100% attended community events that were on the list
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 transitioning from twice-weekly newsletters to a monthly format. The new monthly newsletter will feature personalized highlights of classrooms, students, and staff to deepen community connection. We will maintain the consistency of weekly Sunday evening bilingual calls.
We will continue to offer engaging after-hours events like Soup/Bingo Night, Glow Night, and Movie Night, building on their proven success in fostering family involvement.
We will 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	$39,563.00	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	$19,964.00	No

Action #	Title	Description	Total Funds	Contributing
		Wildflower show		
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		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.			
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% 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.		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.		50% of students to participate in the afterschool enrichment programs	Afterschool enrichment participation increased by 22 percentage points, rising from 26% to 48%.
4.5	Measure students' capacity for empathy	New LCAP survey to be developed. Current	The new LCAP survey is the same		100% of students show the capacity	Student perception of being nice to

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.		for empathy and perspective taking through the new LCAP survey to be administered the first time 24-25 and then every year after.	others dramatically increased from a baseline of 38% to 100% in 2024–25.
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 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	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 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		100% of students and families feel safe at school. 100% of students and families feel connected to school.	New baseline established due to a new survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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			

Goal Analysis [2024-25]

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 2024–25 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.
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 effectively fulfilled the intended purpose of peer support and student empowerment.

After-school enrichment programs saw strong engagement, with 48% participation, providing nearly half of our students with access to valuable additional engagement opportunities.
Action 2:
Student survey data indicated a meaningful impact on well-being: 91% of students reported feeling cared for by teachers and staff, 82% reported feeling happy and included at school, and 73% reported feeling safe most or all of the time. Additionally, 100% of students indicated they treat others kindly, and 82% agreed the school teaches
respect and empathy.
Parent survey results affirmed these positive outcomes, with 88% stating the school cares about students, and 81% agreeing the environment is both safe and welcoming.
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 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.
Action 2:
Student survey results demonstrated success, with 91% of students reporting feeling cared for by school staff, 82% expressing happiness and inclusion, and 73% feeling safe at school most or all of the time.

100% of students indicated they are kind to others, and 82% agreed that Spencer Valley teaches respect and empathy, highlighting successful character development.
Parent feedback aligned with these positive outcomes, with 88% acknowledging the school's care for students and 81% affirming that the environment is safe and 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 there is room for increased student participation in enrichment activities to further enhance engagement and development.

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 absence of a formal peer mediation program highlighted a gap in direct conflict resolution and peer leadership opportunities. As a result, we plan to implement a structured peer mediation program for 6th–8th grade students in the coming year to complement our existing social-emotional learning (SEL) initiatives.
Although 48% 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 include peer mediation participation and 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.

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.	$6,200.00	No
4.2	Development of a new LCAP survey	New survey to be developed during the 24-25 school year with first implementation in the 24-25 school year and then each year thereafter.	$6,000.00	No
4.3	Providing more mental health services for students.	Providing Vista Hill counseling services, ERMHS counseling services and school psychologist services. Looking at other ways to create ways to add additional mental health services for students.	$19,946.00	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 staff and families agree that Spencer Valley has well maintained buildings and grounds.	Staff agreement on well-maintained buildings and grounds increased by 52%. 30% increase in reporting the school is neat and clean. This was reported by students and not families due to the revision of the survey.
5.2	Facility Inspection Tool (FIT) results	Current FIT results are exemplary	Current FIT results are Good		The FIT results will be exemplary	The Facility Inspection Tool (FIT) rating declined from Exemplary at

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						baseline to Good, indicating minor areas now require attention.
5.3	Number 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.	Staff trained in active shooter response and other safety procedures decreased 12.5%, due to two mid-year hires not completing the required training.
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	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		100% of staff, students, and families feel safe and connected at school.	Staff safety remained at 100%, as did their trust in adults and belief in administrative care. Student safety, however, dropped by 21 percentage points to 73%, though their happiness and belonging rose by 18 percentage points to 82%, with 91% feeling adults care. Family perceptions also declined, with welcome decreasing by 12

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		welcome at Spencer Valley.	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% 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.			percentage points to 81%, and child safety by 15 percentage points to 81%.

Goal Analysis [2024-25]

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:
Action 1:

Our efforts to maintain a clean and comfortable learning environment were highly successful, with 100% of students and 90% of staff agreeing the school building meets these standards.
Staff agreement on well-maintained buildings and grounds substantially increased from 38% to 90%, and 100% of students now report the school is neat and clean, with family agreement at baseline at 71%.
Action 3:
Emergency drills are performed yearly
Staff safety remained at 100%, as did their trust in other adults on campus and their belief in administrative care.
Challenges:
Action 3:
Student perception of safety dropped by 21 percentage points to 73%.
Family perception of feeling welcomed by the school decreased by 12 percentage points to 81%.
While student safety perception declined, their happiness and sense of belonging rose by 18 percentage points to 82%, and 91% of students reported feeling that adults at school care about them.
Staff trained in active shooter response and other safety procedures decreased from 100% at baseline, due to two mid-year hires not completing the required training.

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. Painting Project: Funds had been budgeted for a painting project during the current year; however, the work was completed in the 2023–24 school year instead. As a result, no expenditures were made for painting in the current year, creating a variance between the budgeted and actual costs. Repairs and Maintenance: The school experienced fewer repair needs than in previous years. Consequently, only about half 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:
Action 2:
Survey results show that 90% of staff agree or strongly agree that the school building is clean and comfortable, and 100% of students affirm that the school is neat and clean, indicating successful facility maintenance efforts.
Action 3:
The school successfully conducted 100% of all scheduled emergency drills, reinforcing a robust culture of safety preparedness.

100% of staff reported feeling safe, trusting other adults on campus, and believing that school leadership prioritizes their mental health and well-being.
Ineffective Strategies and Outcomes:
Action 3:
A minor gap occurred where two new staff members did not receive live safety trainings during their onboarding, though they were provided with the school's safety plan. This highlights a need for more consistent onboarding processes for critical safety information.
While most students feel supported, 73% report feeling safe and close to an adult, indicating there is room for growth in fostering deeper individual connections and enhancing overall perceptions of emotional safety among 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 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:
We identified a gap in our onboarding process. Two staff members hired mid-year didn't receive in-person active shooter or safety trainings. Moving forward, Spencer Valley will implement an updated onboarding checklist that includes mandatory safety orientation sessions for all new hires, ensuring comprehensive and timely training regardless of start date.

While no changes have been made to the overarching goal, these refinements to our metrics and actions will allow us to better monitor onboarding practices and enhance student perceptions of safety and connectedness, aiming to increase these outcomes across all student groups.

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 e. Work with Caltrans/SANDAG about road safety options	$56,124.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	$63,652.00	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.	$3,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$47,846	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.090%	0.000%	$0.00	3.090%

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.

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 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	$1,548,482	$47,846	3.090%	0.000%	3.090%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,372,158.00	$95,353.00	$173,556.00	$26,062.00	$1,667,129.00	$1,261,779.00	$405,350.00

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	$83,759.00	$0.00	$69,919.00	$13,840.00	$0.00	$0.00	$83,759.00	0
1	1.2	Professional Development and Teacher Collaboration	All	No				Ongoing	$4,135.00	$1,667.00	$1,300.00	$0.00	$4,135.00	$367.00	$5,802.00	
1	1.3	Base Program	All	No				Ongoing	$944,520.00	$286,638.00	$1,078,125.00	$11,500.00	$141,533.00		$1,231,158.00	
2	2.1	Creating a culture of engagement	All	No			All Schools	Ongoing	$69,095.00	$8,775.00	$52,175.00	$2,500.00	$0.00	$23,195.00	$77,870.00	
2	2.2	Enrichment activities	All	No			All Schools	Ongoing	$39,691.00	$8,900.00	$2,800.00	$45,791.00	$0.00	$0.00	$48,591.00	
3	3.1	Develop additional opportunities for parental and community involvement	All	No			All Schools	Ongoing	$36,263.00	$3,300.00	$39,563.00	$0.00	$0.00	$0.00	$39,563.00	
3	3.2	Spencer Valley participation in community events	All	No			All Schools	Ongoing	$9,164.00	$10,800.00	$800.00	$15,976.00	$3,188.00	$0.00	$19,964.00	
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	$6,000.00	$200.00	$0.00	$0.00	$6,200.00	$0.00	$6,200.00	
4	4.2	Development of a new LCAP survey	All	No			All Schools	Ongoing	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00	
4	4.3	Providing more mental health services for students.	All	No			All Schools	Ongoing	$0.00	$19,946.00	$4,200.00	$3,246.00	$12,500.00	$0.00	$19,946.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.1	Base Program: Well Maintained Facilities	All	No			All Schools	Ongoing	$0.00	$56,124.00	$56,124.00	$0.00	$0.00	$0.00	$56,124.00	
5	5.2	Basic Program: Clean Facilities	All	No			All Schools	Ongoing	$57,652.00	$6,000.00	$63,652.00	$0.00	$0.00	$0.00	$63,652.00	
5	5.3	Basic Program: School Safety	All	No			All Schools	Ongoing	$3,000.00	$500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	

2025-26 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
$1,548,482	$47,846	3.090%	0.000%	3.090%	$69,919.00	0.000%	4.515 %	**Total:**	$69,919.00
								LEA-wide Total:	$69,919.00
								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	$69,919.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,628,519.00	$1,417,596.00

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	$95,235.00	$82,056
1	**1.2**	Professional Development and Teacher Collaboration	No	$12,089.00	$5,324
1	**1.3**	Base Program	No	$1,147,070.00	$1,110,077
2	**2.1**	Creating a culture of engagement	No	$70,404.00	$78,473
2	**2.2**	Enrichment activities	No	$8,500.00	$4,428
3	**3.1**	Develop additional opportunities for parental and community involvement	No	$40,962.00	$41,058
3	**3.2**	Spencer Valley participation in community events	No	$14,423.00	$3,923
3	**3.3**	Parent enrichment and education experiences provided by Spencer Valley	No	$3,100.00	$2,600
4	**4.1**	SEL curriculum and strategy implementation across all areas of Spencer Valley campus.	No	$6,200.00	$6,694
4	**4.2**	Development of a new LCAP survey	No	$6,000.00	$6,000
4	**4.3**	Providing more mental health services for students.	No	$20,246.00	$15,392

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	$136,200.00	$24,295
5	**5.2**	Basic Program: Clean Facilities	No	$64,590.00	$33,826
5	**5.3**	Basic Program: School Safety	No	$3,500.00	$3,450

2024-25 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)
$46,006	$68,737.00	$58,610.00	$10,127.00	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	$68,737.00	$58,610	0	0

2024-25 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)
$46,006	$46,006	0%	100.000%	$58,610.00	0.000%	127.396%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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).

California Department of Education
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