

LCFF Budget Overview for Parents

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

CDS Code: 37-68403-0000000

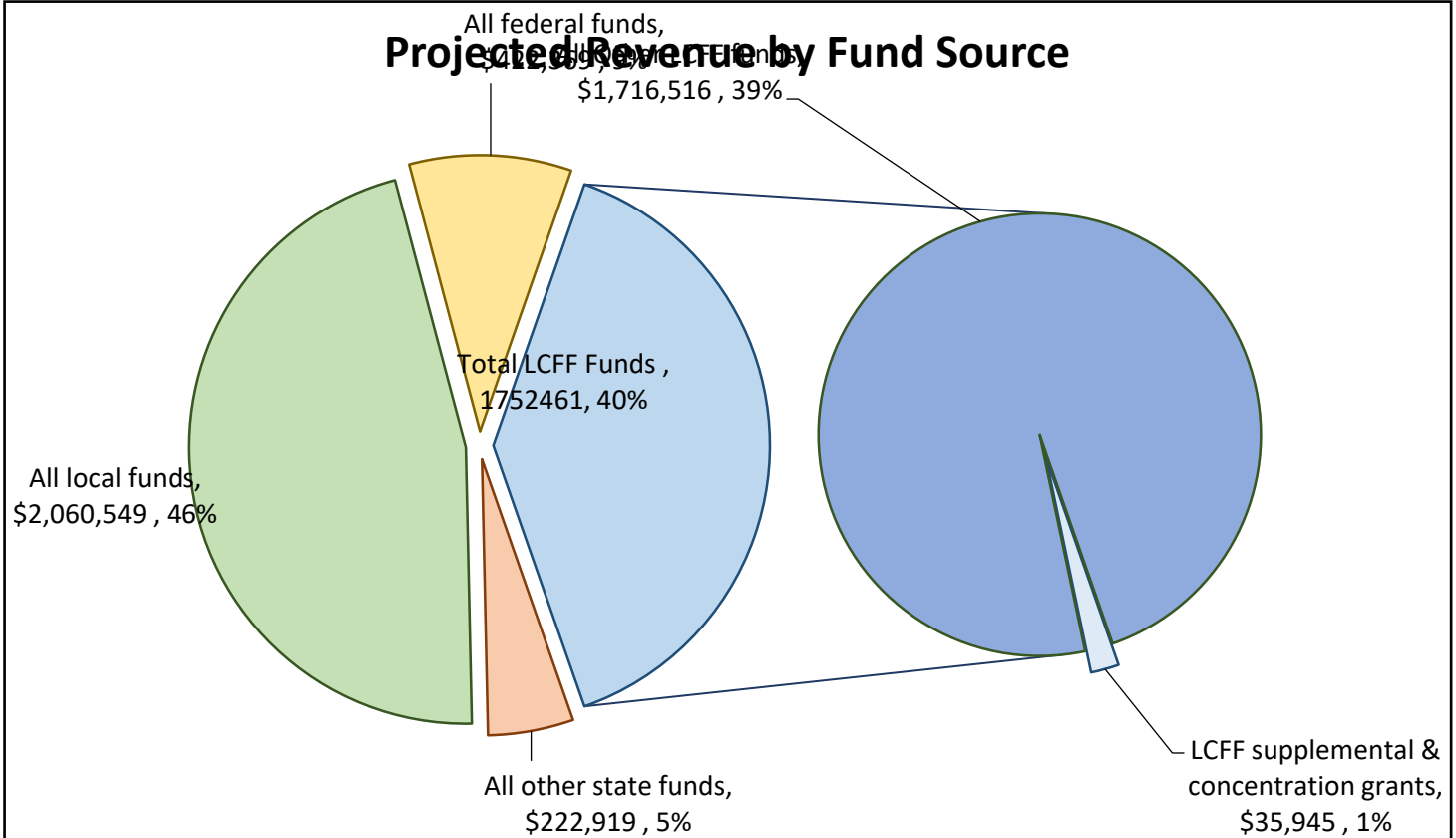
School Year: 2021 – 22

LEA contact information: Kathleen McKenzie, Ph.D., 760-765-0336, kathleen@svesd.net

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 2021 – 22 School Year

Projected Revenue by Fund Source

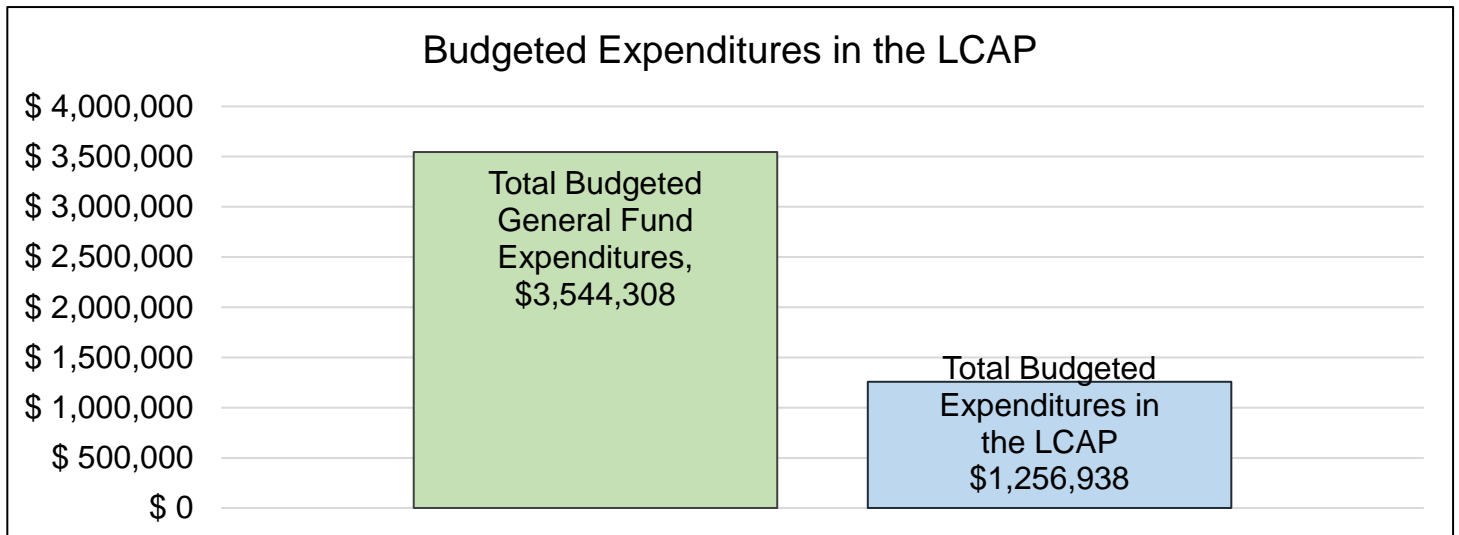


This chart shows the total general purpose revenue Spencer Valley School District expects to receive in the coming year from all sources.

The total revenue projected for Spencer Valley School District is \$4,458,298.00, of which \$1,752,461.00 is Local Control Funding Formula (LCFF), \$222,919.00 is other state funds, \$2,060,549.00 is local funds, and \$422,369.00 is federal funds. Of the \$1,752,461.00 in LCFF Funds, \$35,945.00 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 School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Spencer Valley School District plans to spend \$3,544,308.00 for the 2021 – 22 school year. Of that amount, \$1,256,938.00 is tied to actions/services in the LCAP and \$2,287,370.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

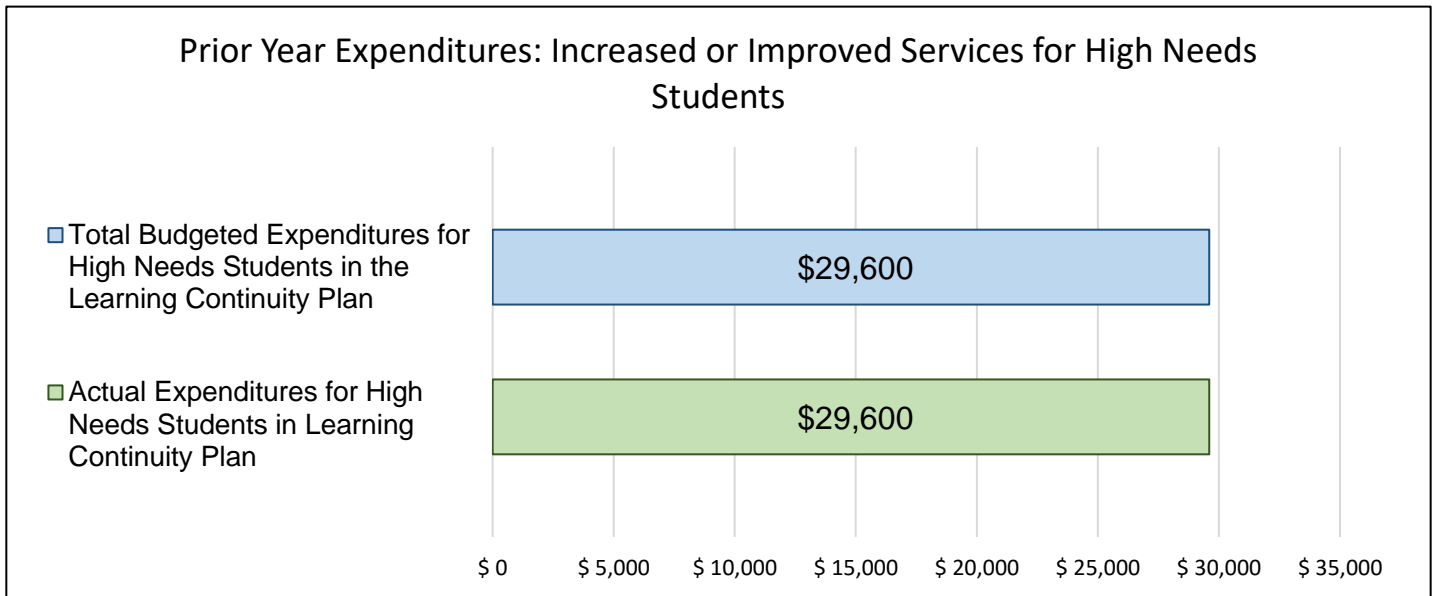
Special Education, Legal Expenditures

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Spencer Valley School District is projecting it will receive \$35,945.00 based on the enrollment of foster youth, English learner, and low-income students. Spencer Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Spencer Valley School District plans to spend \$35,945.00 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 2020 – 21



This chart compares what Spencer Valley School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Spencer Valley 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.

In 2020 – 21, Spencer Valley School District's Learning Continuity Plan budgeted \$29,600.00 for planned actions to increase or improve services for high needs students. Spencer Valley School District actually spent \$29,600.00 for actions to increase or improve services for high needs students in 2020 – 21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Basic Program 1A. Appropriately credentialed and assigned Certificated staff and Classified staff providing instruction and support to all students</p> <p>19-20 1A. Maintain Baseline - every pupil in the district sufficient access to standards-aligned instructional materials</p> <p>Baseline 100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials</p>	<p>Spencer Valley school maintained 100% fully credentialed and appropriately assigned teachers. Spencer Valley school maintained 100% access for students to standards aligned instructional materials. The District has been going through a multi-year review of materials for adoption. Spencer Valley staff used the adoption toolkit to evaluate Social Studies programs from the approved state list. Social Studies materials were on display at the district and during LCAP Parent Advisory meetings for parent evaluation and input during Fall and Winter period of the 2019-2020 school year. The staff in the lower grades began piloting units from a few programs. The district reached out to other middle schools in our region to collaborate on the middle school programs during that summer. The SDCOE vendor Science Fair was attended and science materials have been requested to have on site to begin the evaluation process to begin in 2019-2020. During the 2020-2021 school year, science materials were reviewed and staff participated in two Zoom presentations to further narrow down choices. While it was determined that Discovery Science was a robust program, the staff chose to look more closely at hands-on</p>

Expected	Actual
	programs. IN the meantime, Discovery is still available as staff plans to adopt a new program in the fall.
<p>Metric/Indicator 1B: Implementation of state standards in all content areas including English Learner students as measured by district indicators NWEA or other identified test, classroom observation tools, and ELPAC results</p> <p>19-20 1B. Maintain baseline</p> <p>Baseline 100% of Classrooms will implement state standards as measured by a classroom observation tool</p>	<p>100% of classrooms are implementing state standards in all content areas including in programs to support English Learner students as measured by classroom observation tools and staff developed rubrics, NWEA, ELPAC results, and student work portfolios. Classrooms remain at mixed levels of implementation at various core subjects; ELA is at full implementation and Mathematics is at full implementation and sustainability. Designated and Integrated ELD is in initial implementation, staff attention was devoted to individual student coursework planning, but more coaching is necessary for 21-22. Fortunately, the universal access afforded by WONDERS provides extension support for ELL students. Because of staff turn over, the process for choosing Next Generation Science and History Social Studies in the curriculum continue in exploration and research phases.</p>
<p>Metric/Indicator 1C. ELA - Scores on SBAC will be maintained Scores MATH – Scores on SBAC Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests</p> <p>19-20 Maintain or increase percentage of students growing in achievement according to CAASPP over the 2018-2019 performance. Site based leaders monitor individual student Physical Fitness progress</p> <p>Baseline 1C – ELA Baseline 1C – Math Baseline Baseline: 1C – ELA Baseline 1C – Math Baseline</p>	<p>NWEA scores from 18-19 were initially used as one of the measures to monitor student progress because they gave a more accurate picture of student achievement for the students who were newly enrolled to the district and captured the third grade achievement levels, as those students did not take the SBAC the previous year. This included newly enrolled students and 3rd grade. There are no 8th grade students enrolled this year. Information: Fall 2018:, RLA 78% MATH 58% Winter 2019: RLA 74% MATH 63% The most recent data: SBAC administered in 2020 has shown that 64% of students in grades 3-7 met or exceeded standards in Math; 85% met or exceeded standards in Reading. NWEA administered this year shows that students in grades K-2 averaged 20 points of growth in math and 21 points of growth in Reading. While the district has met its goal of increased achievement in reading, the performance of students as remained flat in mathematics.</p>

Expected	Actual
<p>83% of students tested in Spring 2017 were proficient or above, however in Fall of 2017, 53% of all students at achieving standards or better in ELA and 60% of all students at achieving standards or better in MATH when local measures for newly enrolled students and third grade achievement was added to the spring data set.</p> <p>Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.</p>	<p>The district may be considering a new testing tool for the 2021-2022 school year.</p> <p>Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.</p>
<p>Metric/Indicator English Learner language proficiency and progress toward redesignation</p> <p>19-20 Maintain progress based on MAP, local assessments and ELPAC performance.</p> <p>Baseline Currently, 66% of English Learner students were redesignated to fluent English proficient. 100% of enrolled English Learner students are maintaining progress toward English proficiency as measured by CELDT.</p>	<p>100% of enrolled English Learner students are maintaining progress toward English proficiency as measured by the 2019-20 ELPAC and the 2021 ELPAC. No English Learner students were redesignated for the 2019-20 and 2020-21 school years.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>District Collaboration with North Inland Special Education Local Planning Area (SELPA) to refine and improve the Student Study Team Process to support students with disabilities.</p>	<p>Salaries (1000, 2000), benefits (3000), Materials (4000), Operations (5000)</p> <p>LCFF 622,216</p>	<p>Salaries, Benefits, Materials & Operations LCFF 537,213</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries (1000,2000), benefits (3000), Operations (5000) EIA Resource 9010709 179319</p> <p>Salaries (1000,2000), benefits (3000), Books & Supplies (4000) CAVA Resource 9010200 69741</p> <p>Prof. Services (5800) SPED Resource 6500 25000</p> <p>Prof. Services (5800) Title II Resource 4035 1330</p> <p>Books & Supplies (4000) Lottery Resource 6300 2067</p> <p>Supplies (4000) Lottery Resource 1100 5800</p>	<p>Salaries, Benefits, Operations EIA Resource 9010709 171164</p> <p>Salaries, Benefits, Books & Supplies CAVA Resource 9010200 76,056</p> <p>Prof. Services SPED Resource 6500 19,710</p> <p>Professional Development Title II Resource 4035 885</p> <p>Books & Supplies Lottery Resource 6300 2,067</p> <p>Supplies Lottery Resource 1100 4,250</p>
<p>Continue to Implement In class coaching to develop robust Integrated and Designated ELD programs. Continue work begun with evaluating High Quality Assessments. Through dialog with professional development consultants from SDCOE, SV staff will participate in ongoing exploration throughout next year to examine and improve use of formative assessments to improve instruction.</p>	<p>Salaries (1000, 2000), benefits (3000) Prof Services (5800)</p> <p>LCFF S/C 29,629</p> <p>as reflected in Action 1, \$25000 Prof. Services (5800) EIA Resource 9010709</p>	<p>Salaries, Benefits, Prof Services LCFF S/C 29,629</p> <p>as reflected in Action 1, \$18,750 Prof. Services (5800) EIA Resource 9010709</p>
<p>1b) Provide ongoing staff development to increase implementation of a broad course of study and literacy development:</p> <ul style="list-style-type: none"> • Incorporate professional learning focused on implementation of CCSS, NGSS, arts, history and physical education. • Professional learning and collaboration regarding remediation, acceleration, and additional high leverage instructional practices to meet the needs of unduplicated student groups. • Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas, including TK-K Plan-Do-Review afternoon cycle. 	<p>Books and Supplies (4000) EIA Resource 9010709 500</p> <p>As reflected in Goal 1, Action 1: \$500, Prof Development (4300, 5300)</p> <p>LCFF</p> <p>As reflected in Goal 1, Action 1: \$1330, Prof Development (4300,</p>	<p>Books & Supplies - TK Plan-Do-Review EIA Resource 9010709 1,096</p> <p>As reflected in Goal 1, Action 1: \$10,457, Prof Development (4300, 5300) LCFF</p> <p>As reflected in Goal 1, Action 1: \$885, Prof Development (4300,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5300) Title II Resource 4035 As reflected in Goal 1, Action 1: \$3575, Salaries (1000), benefits (3000) EIA Resource 9010709	5300) Title II Resource 4035 As reflected in Goal 1, Action 1: \$0 EIA Resource 9010709
<ul style="list-style-type: none"> 1c) Provide in class coaching for staff to support implementation of Integrated and Differentiated instruction Establish a Positive Behavior Support Committee (PBIS), consisting of staff and parent members (pulled from LCAP PAC and SAC STAFF MEMBERS). This committee will meet 4 times per year to examine effectiveness of measures put in place to 1) positively support students and 2) ensure curriculum and instruction match student ability and overall student work samples reflect student achievement at a rate of 75% or more correct responses Purchase new Student Survey CORE reviewed and recommended for purchase by parents and board Spring of 2018	Salaries (1000), Benefits (3000) EIA Resource 9010709 15,340 As reflected in Goal 1, Action 1: \$969, Prof. Services (5000) LCFF As reflected in Goal 1, Action 1: \$3900, Salaries (1000), Benefits (3000), Professional Services (5800) EIA Resource 9010709	Salaries & Benefits EIA Resource 9010709 11,778 As reflected in Goal 1, Action 1: \$10,457, Prof. Services (5000) LCFF As reflected in Goal 1, Action 1: \$3900, Salaries (1000), Benefits (3000), Professional Services (5800) EIA Resource 9010709
a,b,d – Continue with emphasis on Social Studies, NGSS and VAPA c - Monitor implementation and solidify EL Placement and Redesignation Criteria	as reflected in Action 2, \$29,629 Salaries (1000, 2000), benefits (3000), Prof Services (5800) LCFF S/C 29629	as reflected in Action 2, \$29,629 Salaries (1000, 2000), benefits (3000), Prof Services (5800) LCFF S/C 29629

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID and meeting the needs of students, the special education teacher did not attend full days and only came to campus when she needed to in order to provide services to IEP students. Due to this the money budgeted for salaries for this teacher was lower than what was originally budgeted since her time on campus was less. Due to the change of instructional time and the restraints due to COVID during the school year, administration and teachers determined that a new Science adoption would be postponed until 21-22. Professional Development budget was originally set for \$500, but due to the change in circumstances of the pandemic the PD budget was increased in order to meet the needs of teachers and staff to deliver appropriate instruction through distance learning and in person learning throughout the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The biggest challenge at Spencer Valley Elementary School District comes from the difficulty we have as a small rural school in retaining staff. The reality of long commutes from residential communities closer to the city contributes to decisions teachers make about moving to more conveniently located school districts. This means that there is an annual turnover in staff. This year, two teachers will be leaving as has happened in past years. Every initiative, whether it is academic, SEL or behavioral relies heavily on professional development. Unfortunately, training that teachers receive during the year leaves with them when they relocate, so the district is constantly playing "catch up" when new teachers join staff. We will address this issue in the coming year by pairing new staff members with veteran teachers.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2a Basic Services 19-20 2a. Continue as above Baseline Site "Good" or better on the FIT tool and maintain water quality standards within the CCR	Target was met for the 2020-2021 school year as "Good" or better and was reported on the FIT. Water Systems Management to complete testing and reports. This year the facility has received extensive physical inspection due to the expansion and creation of an annex.
Metric/Indicator 2b Schoolwide - and all student groups will achieve and maintain a 94% or above attendance rate 19-20 2b. Maintain 94% or above Baseline Currently 95%	While school-wide attendance has been reported at 94%, it should be noted that two or three families account for a disproportionate number of absences generally. Data shows that only four students were responsible for 25% of the absences. With an enrollment of just 32 students, attendance rates are volatile. For example, just one student accounted for 23 days of absence due to Covid. In general, students who were absent were able to access the classroom through CANVAS and Zoom so that physical absences from school were less disruptive to children who were absent. Once again, the ability for teachers to communicate daily with parents and to provide support materials, extended lessons and on-line options mitigated the impact of absences.
Metric/Indicator	Using the PBIS Student Survey, the following represents the mean responses resulting from the 2020 administration:

Expected	Actual
<p>2c. Student survey - Currently 90% of students feel they are safe at school, 80% say they feel that can resolve their own problems most of the time by themselves.</p> <p>19-20</p> <p>2c. Maintain percentage at or above the baseline</p> <p>Baseline</p> <p>Currently 90% feel safe at school</p>	<p>(Four point rubric) Always = 4 Often = 3 Sometimes = 2 Never = 1</p> <p>1. I like school 3.0 2 I feel like I do well in school 3.1 3 My school wants me to do well. 3.4 4 My school has clear rules for behavior. 3.7 5 Teachers treat me with respect. 3.7 6 Good behavior is noticed at my school. 3.3 7 I get along with other students. 3.4 8 I feel safe at school. 3.6</p> <p>9 Students treat each other well. 3.5 10 There is an adult at my school who will help me if I need it. 3.6 11 Students in my class behave so that teachers can teach. 3.0</p> <p>A eview of the individual responses substantiates that 90% of the students feel safe at school.</p>
<p>Metric/Indicator</p> <p>2d. Pupil suspension and expulsion rates will be maintained</p>	<p>There have been no suspensions or expulsions. 0%</p>

Expected	Actual
<p>19-20 2d. Maintain baseline</p> <p>Baseline Currently 0%</p>	
<p>Metric/Indicator 2e. 100% of students referred and who qualified for services by Vista Hill received services, Counselor also work with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness</p> <p>19-20 2e. Maintain baseline</p> <p>Baseline Currently 100%</p>	<p>100% of students referred and who qualify for services by Vista Hill receive those services. Additionally, all students have access to the school psychologist.</p>
<p>Metric/Indicator 2f. Provide courses in Restorative Practices for staff</p> <p>19-20 2f. Maintain 18 - 19; 19-20</p> <p>Baseline 2f. 1 staff member trained</p>	<p>With an average 40% turnover in staff, all professional development needs to be revisited on an annual basis. To that end, staff meetings provided opportunity to have "mini workshops" in Restorative Practices and PBIS. "Morning Circle" did not occur due to COVID because students were limited to interactions just within their 8-student cohort. Much of the PBIS/Restorative Practice language and conversation that typically would happen before class begins at the Circle did not happen in large group and therefore may have been somewhat diluted in its whole school impact.</p> <p>Student norms and expectations were adhered to, and an emphasis continued to be placed upon building strong relationships and resilience.</p> <p>New staff members joining SVESD will receive the two day training in the coming year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2a) Continue	Vista Hill Counseling (5800) LCFF 4,250	Vista Hill Counseling 5800: Professional/Consulting Services And Operating Expenditures LCFF 4,160
2b) Implement a school wide system that promotes increased student attendance and positive student behavior. <ul style="list-style-type: none"> • 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 enrichment activities • Restorative Practices training and implementation • Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules • Provide training and implementation for Positive Behavior Support in Schools (PBIS) • Provide resources to maintain safe and healthy environments within the classrooms and grounds 	Salaries (1000), Benefits (3000) LCFF 103,127 Books and Supplies (4000) EIA Resource 9010709 1,500 Salaries (2000), Benefits (3000) CAVA Resource 9010200 1,092	Salaries and Benefits, Maintenance/Repairs LCFF 111,294 Books and Supplies EIA 0 Salaries & Benefits CAVA Resource 9010200 0
2c) Provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> • Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives. 	Salary (1000), Benefits (3000) Federal Funds 12,933 Professional Services (5800) LCFF 1,000	Salary & Benefits Federal Funds 15,638 Professional Services LCFF 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district had a long-term substitute available for three months who was able to provide an additional level of interaction with students and families. She worked with any student who had been out absent to make sure all learning gaps were addressed. She additionally supported all English Language Learners both in the classroom and in small pull-out groups. The summer program was established to heighten student engagement and provide an opportunity for students who had been confined to cohorts to finally engage with the other students in the school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The inability to provide a daily "Morning Circle" resulted in fewer opportunities to discuss with the entire school the elements of PBIS and Restorative Practice. Nonetheless, within the four cohorts teachers were able to emphasize expectations, respect and relationships. A success would be the ability of staff to actually engage with parents more regularly due to the fact that staff greeted each family daily and had a few moments during temperature checks (Covid) to chat.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The district will utilize multiple methods of communication to promote participation in school activities; and maintain high-level of opportunities (classroom, school- wide meetings, and survey offerings) to participate in a high level of decision making.</p> <p>19-20 Maintain</p> <p>Baseline 100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls, fliers, email, website), and LCAP and Site Advisory Council meetings.</p>	<p>With so much going on this year because of Covid-19 protocols, SVESD increased the frequency of all communications with parents. Clearly, the original plan of a more vibrant engagement with parents in the classroom, at school-wide meetings and through participation in school activities was not possible due to Covid guidance.</p> <p>Since the more formal models of parent engagement and participation were not possible, much of the communication happened electronically, via text, email and phone calls. The most significant mode of communication was face to face (masked) each morning and afternoon as parents arrived to drop off or pick up their children. Each family was greeted at the car in the morning. During the process of checking temperatures and unloading students, teachers and administrators had the chance to exchange a few words. This also included soliciting input for the LCAP and other initiatives that were being organized.</p> <p>Ultimately, we did host two events that included all families. The first event was to celebrate the flag-raising at the new annex building. This event allowed for us to provide a history of the district as well as a glimpse of the new facility under construction. During the event all social distancing protocols were adhered to. Held outside, it allowed for the students to sing for the parents (while wearing masks).</p>

Expected	Actual
	The second event was the promotion ceremony. This was also staged outdoors and with adherence to social distancing and mask-wearing protocols.
<p>Metric/Indicator Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.</p> <p>19-20 Maintain</p> <p>Baseline Continue to ensure 100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.</p>	100% of students were enrolled in a broad course of study measured by attendance and adherence to the master schedule and the daily and weekly classroom schedules.
<p>Metric/Indicator Middle school dropout rate</p> <p>19-20 Maintain</p> <p>Baseline Continue to ensure middle school dropout rate stays at 0%</p>	Maintained 0% dropout rate
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Reduce rate of chronic absenteeism based on established state definition</p> <p>Baseline Decrease chronic absenteeism rate based on state definition and 2017-2018 baseline data.</p>	<p>The 2019 CA Dashboard data shows 28.3% for the chronic absenteeism local indicator for Spencer Valley Elementary School District. While the district maintained its excellent attendance rate for the 20-21 school year, it was determined that the students with chronic absenteeism had indeed been ill this year. For example, one student had Covid. Nonetheless, the district made every effort to provide a safe and clean environment so that families felt comfortable sending their students for in-person instruction daily. We closed the in-person instruction for just one week in early spring due to a potential positive exposure to Covid. During this week all students maintained contact with the school and their teachers using CANVAS and Zoom.</p> <p>It should also be noted that some students are out due to religious holidays; one faith has ten such days.</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3a) Provide students opportunities to participate in service learning to connect school to the broader community.</p> <ul style="list-style-type: none"> Service Learning Opportunities Holiday Winter Program Giving 	Donations from SVEA	Donations from SVEA
<p>3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:</p> <ul style="list-style-type: none"> Increased digital literacy and student technology access to provide acceleration and enrichment opportunities as well as opportunities to explore career pathways. Providing connections with local high school and industry sector to increase student understanding of secondary and post-secondary options, including: Guest speakers Increase or maintain existing community partnerships - Collaboration with SVEA Student study experiences outside of school to provide enrichment and acceleration opportunities. Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach Build intentional partnerships with local high school and community to focus on career exploration and development. 	<p>Memberships (5300) Transfer to JUHSD (7281) Prof. Services (5800), Salary (1000), Benefits (3000) Materials (4000), Equipment (6400)</p> <p>LCFF 14,532</p> <p>Salaries (1000), benefits (3000), Materials (4000), Services & Other operating (5000), Equipment (6400) EIA Resource 9010709 99,822</p> <p>Books and Supplies (4000) Lottery Resource 1100 400</p> <p>Books and Supplies (4000) Locally Defined 1500</p> <p>Supplies (4000), Equipment (6400) CAVA Resource 9010200 9,000</p>	<p>Memberships, Materials & Supplies, Equipment, Prof. Services LCFF 12,584</p> <p>Salaries & Benefits, Prof Services, Materials & Supplies EIA Resource 9010709 59,900</p> <p>Supplies Lottery Resource 1100 400</p> <p>Supplies - Art Program Locally Defined 0</p> <p>Supplies & Equipment CAVA Resource 9010200 0</p>
3c) Parent-School Communication	Salary (1000), Benefits (3000)	Salary & Benefits Federal Funds 2,060

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Communicate results of parent needs survey to Spencer Valley Educational Association (SVEA) in order to facilitate partnerships with entities supporting Spencer Valley students' after school enrichment. 	Federal Funds 2,060 Memberships (5300) LCFF 300	Memberships - Website LCFF 2430

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While we were focusing on reducing absenteeism in general, we also focused on providing auxiliary support to those students who were absent and scheduled our long term certificated substitute teacher to work on closing gaps that may have emerged with students who had missed school.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Clearly the greatest challenge was pursuing a goal that so heavily depended on our ability to connect with one another. Family and community partnerships are not easily forged nor sustained via zoom. The original goal was focused on providing a vibrant level of participation and engagement between the school and our partners. Many of the traditions of the school district, such as the Shakespeare Play and picnics could not take place due to social distancing protocols. Only two events were held, although those would be considered successes due to the 100% participation of parents.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Rigor - ensures or supports quality of instruction, materials, training/coaching</p> <ul style="list-style-type: none"> • Develop a robust Integrated and Designated ELD Program via coaching and Professional Development • Monitor ELD placement and redesignation • Continue emphasis on Social Studies, NGSS and VAPA • Professional Development on implementation of instructional practices relevant to a broad course of study, 	29,600	29,600	Yes
<p>Responsibility - safety+COVID-19 requirements & accountability-CANVAS</p> <ul style="list-style-type: none"> • follow-ups for reengagement with trained staff • supplies to maintain a safe and healthy environment when staff and students return to in-person • additional custodial and lunch hours for safety • purchase student survey - CORE • upgrade water system • complete parking lot safety upgrade 	40,000	40,800	No
<p>Relationships - SEL for students, families and staff, follow-up tutoring, HS helper (EIA funds)</p> <ul style="list-style-type: none"> • Positive Behavior Intervention Services (PBIS), Counseling, Restorative Practices, Teaching Tolerance, Rachel's Challenge, 	17,947	17,947	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<ul style="list-style-type: none"> • Parent meetings, education and conferences • Enrichment Activities for students to connect with the community 			
Base Program - certificated and classified staffing, Professional Development; Common Core materials, class size reduction (LCFF and EIA funds)	801,500	829,260	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

For the most part Spencer Valley was able to pursue the actions above with a degree of success, although certain aspects were modified or adapted to take place within the Covid-19 protocol environment. Professional development, for example, was limited in terms of attendance at conferences and regularly scheduled trainings. Nonetheless, we were able to optimize our E3 (Educator Effectiveness and Evaluation) training this year which allowed us to focus on quality instruction and what it should look like. While we were unable to have in-person coaching for designated ELD, we did take advantage of using a trained BTSA provider to extend her support beyond the two new teachers and to work with veteran teachers as well.

We completed the parking lot safety upgrade, but we were unable to upgrade the water system this year.

With regards to SEL, we embarked on a year of monthly meetings focused on MTSS; the psychologist and superintendent participated in monthly zoom meetings resulting in the development of a MTSS handbook. Staff and students took the PBIS survey, This provided some baseline data for the SEL initiative which will be continued next year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Students and staff quickly and agreeably adjusted to the protocols put in place which allowed us to keep the school open. Indeed, the academic program continued to operate successfully, although many activities, such as teaming students for projects, performances and so on, were avoided. Overall parents were very happy that their students were able to participate as fully as they could while other districts only chose to use distance learning. The greatest challenge was faced by the youngest students. Our kindergarteners and first graders missed some very important social development because of the limitations on contact and the inability to see the teacher's facial expressions.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Rigor - Continuity of Instruction, Access to Devices and Connectivity, Professional Development, Support for Students (Base) <ul style="list-style-type: none"> • See instructional expenses in previous section • Continuing to look for options for improved connectivity for all families • Develop digital literacy, including arts education and career pathways and partnerships • Support for Students with Unique Needs - see in-person learning in previous section 	50,000	25,680	No
Responsibility - Pupil Participation and Progress (EIA and Base funds) <ul style="list-style-type: none"> • develop schoolwide system to improve attendance 	5,000	0	No
Relationships - Staff Roles and Responsibilities <ul style="list-style-type: none"> • staff check-in and individual support and referral • in person services if student has exceptional needs or qualifies for special education services that require in-person meetings 	3,788	3,788	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Distance Learning provided substantial support during the end of the 19-20 school year. While we began the 20-21 school year in Distance Learning, we were able to resume in-person education on September 28, 2020, and quickly resumed in-person learning with protocols in place. Due to the small size of the school, teachers and staff communicated daily with all families, whether they were on campus or distance learning. Budgeted funds were not spent separately, but pupil participation and progress were tracked by teachers and staff. All families were fully connected and parents were so grateful their students were able to attend for the majority of the school year, that attendance was not an issue. Due to in-person learning for all students the need for devices and connectivity

was diminished and not needed for some students at all. The amount budgeted for these funds was not needed due to the return to in-person learning of all students that occurred in September.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of instruction was adequate, although art and music were not included. All students had their own school-issued laptop as well as full connectivity at home. access to devices at home. Using CANVAS students were able to connect with one another through lessons. Staff were trained in using Canvas during June of the prior school year in order to be ready for the fall. Teachers were paid extra into June in order to become more familiar with CANVAS and to attend the SDCOE CANVAS training that was offered. The staff had been trained at the end of the prior school year and with the help of the part-time tech support person at the school, the distance learning model evolved during the period it was in use. Teachers were paid for extra time to dig into and review CANVAS in order to get it set up for distance learning at the start of the school year. Staff members were responsible for all aspects of their regular assignments, such as attendance, lesson design, and assessment. Students who had typically been receiving additional support during regular in-person instruction were prioritized upon return to school. The greatest challenge of distance learning was with kindergarten and first grade, both in terms of navigating technology and in the loss of social-emotional bonding that happens in person with the teacher and peers. Distance learning for all students was a challenge. The determination to become resourceful with space at Spencer Valley was due to the challenges that occurred with families during distance learning. Students spent the first month at home learning virtually and then came back to full time in-person learning on September 28th. Classrooms were separated and each teacher had a different space to teach from instead of just the 2 classrooms that had been used previously. The superintendent's office became the 6, 7, and 8 grade classroom and the creative arts room became home for our 2nd and 3rd graders. Students were broken up into cohorts for recess and lunch instead of holding a whole campus lunch and recess with all students together. Masks were worn and 6 ft of distancing was followed for the year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional assessment tools or time spent developing assessments <ul style="list-style-type: none">• improve use of formative assessments• monitor student academic progress with work checkers	8450	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

With students returning to in-person instruction on September 28, 2020, we chose to use the NWEA assessment battery that we had previously been using. Initially the plan was to purchase iReady.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil learning loss resulted from the March 13, 2020, closure which extended through the end of that school year. Although Spencer Valley was able to equip all students with a device and connectivity, the initial stages of distance learning were clumsy and halting. Therefore, when students returned to in-person learning in September, the teachers were mindful of the gaps and focused on making sure that foundational skills that would have been taught in the spring were delivered at the outset in the fall. Additionally, our SAI teacher was assigned to work with individual students who had fallen more noticeably behind. Through pull-out and push-in strategies, a fourth of the students received extra support with either the SAI teacher or our long term substitute who is credentialed.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

With our small school size (31 students total) social-emotional well-being is rapidly addressed should problems arise. The staff was included in multiple discussions at staff meetings this year as we developed our Multi-Tiered Systems of Support (MTSS) Handbook. This included a review of the PBIS Tiered Behavioral Framework. The school psychologist, teaching staff and leadership met to discuss each student in detail using the Student Study Team format and documentation. Because each staff member knows the name of each student, talking about individual students was not a complicated process involving multiple schedules, but became a more holistic approach to keeping an eye out for potential concerns about student well-being. In addition, it should be noted that teachers interact almost daily with the parents of their students.

The greatest challenge came in assessing the well-being of students who were new to the school, such as the kindergarteners. Without a baseline, it was difficult determining if a student was presenting in an unusual way. This same group of students also struggled the most with mask-wearing and social distancing which are so foreign to our youngest learners.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We were not able to invite our usual parent volunteers to the school, nor were we able to host the numerous family events for which the school is known. Nonetheless, our small size, which includes a teacher student ratio of 1:8, allows teachers to have ample opportunity to interact with parents, both on the phone and in person. Every child is driven to school and picked up by a parent. Teachers would take the temperatures of the children when they arrived in the morning while the student was still in the parent's car. This provided daily school-parent contact. In fact, this additional step which continues today as part of our Covid-19 protocol, actually guarantees us an additional avenue to communicate with parents. This was also a time when the interim superintendent would elicit stakeholder input for the LCAP and other initiatives. Additionally, we had two outdoor events for parents where we incorporated distance seating and all guests wore masks.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We were able to feed every student as we have in past years since we had in-person learning. As a side note, we needed to provide four different lunch schedules so that students only had lunch with their regular cohort of 8 students. Each child sat alone at a six foot picnic table.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Building an Annex - Capability to improve nutrition program. More opportunities to mitigate learning loss and enrich for social and emotional well being, ability to hold in person classes without enlisting office space.	500,000	500,000	No
Mental Health and Social and Emotional Well-Being	PBIS, Restorative Practices, Partnership with SDCOE Equity Department to provide support for Spencer Valley's equity team to learn, explore, and lead through issues of equity.	2,000	2,000	No
Pupil Engagement and Outreach	Purchase of technology and hotspots to support: (Federal funds) Conduct Parent Survey to support after school enrichment activities Parent Professional Development and Conferences Service learning opportunities Career and College Options	17,213	7,197	No
School Nutrition	Additional costs of providing food to families during the pandemic.	1,800	1,800	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We were not able to offer service learning opportunities nor were we able to host parent professional development or conferences due to the pandemic. Our partnership with SDCOE focused on expanding our awareness and use of MTSS (Multi-Tiered System of Support). We have made great progress in the construction of the annex, which will include expanded kitchen facilities, multi-purpose space and additional classrooms.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Spencer Valley School District was open for in-person learning five days per week during 2020-2021. Therefore our goals and actions in the 2021-2024 LCAP are reflective of a typical school year's progress. Nonetheless, we did reflect back on the spring of 2020 to better prepare the school for potential periods when distance learning might be required. For example, there are days when the school is closed due to high winds and the related fire danger, as well as during snow accumulation. The facility of staff to prepare and present lessons and assignments via CANVAS has improved markedly and therefore staff will be better prepared in the future to offer distance instruction during emergency circumstances.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

While the school provided a full year(2020-2021) of in-person instruction to each child five days per week, staff was mindful to ensure that English language learners had additional support. The inability to interact without masks may have slowed down language acquisition to some degree since the typical visual and facial cues, as well as conversation in general, had been reduced. ELLs were provided additional one-on-one tutoring using existing staff. The support included daily interventions and individualized digital homework. In September, these target students will be reassessed to further inform decisions about accelerating their progress toward reclassification.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The pupil engagement component was the action that was most impacted by the past year's special circumstances. While the school maintained in-person instruction and addressed academics using methods that have been successful in the past, the ability to provide service learning opportunities did not exist. Clearly, such a plan depended on linking students with others to expand their sense of service, school-to-career awareness and empathy. Such connections were impossible during Covid. These plans will be restored in the coming school year. The after-school enrichment programs were curtailed, again because of Covid. Nonetheless, parents were asked what modifications they would like to see moving forward and they contributed to the design of the summer enrichment program. This project-based program is attended by 70% of the students and focuses on art, writing and reading through gardening and outdoor activities. Parents will be registered for parent conferences in the coming year. The parents felt they would rather attend parenting conferences in person than to attend the classes via Zoom, enabling them to make connections in real time with real people.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Spencer Valley School District had an enrollment of 32 students during the 2020-2021 school year. With four full-time teachers, as well as support staff, the learning experience at SVESD is quite different from that in other school districts. Not only does the school provide individualized instruction for each student, the teacher:student ratio of 1:8 allows each teacher to truly get to know the students in her class and really refine the delivery of instruction based on assessment, observation, and interaction with the student. Teachers and the principal also had daily access to the parents of each child when they arrived at school and therefore have had more daily input, conversation and engagement than at any other year. This happened because each child had a temperature check before they stepped out of the car. IN other words either the classroom teacher or the principal was able to approach te care daily, speak with the parent while also using a infrared thermometer. Teachers received information specific to the child and family and also provided updates to the parents regarding student progress, assignments and expectations. While engagement as always been strong a SVESD, this daly "check-in" created a ew level of communication that further bolstered support for student learning. The newly created LCAP, therefore, reflects the result of a continuous communication loop with the parents during the course of the year. IN particular there was a desire for more enrichment and this has been written into the new plan.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,232,087.00	1,091,943.00
CAVA Resource 9010200	79,833.00	76,056.00
EIA	0.00	0.00
EIA Resource 9010709	296,481.00	243,938.00
Federal Funds	14,993.00	17,698.00
LCFF	745,425.00	667,681.00
LCFF S/C	59,258.00	59,258.00
Locally Defined	1,500.00	0.00
Lottery Resource 1100	6,200.00	4,650.00
Lottery Resource 6300	2,067.00	2,067.00
SPED Resource 6500	25,000.00	19,710.00
Title II Resource 4035	1,330.00	885.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,232,087.00	1,091,943.00
	1,232,087.00	1,087,783.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	4,160.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,232,087.00	1,091,943.00
	CAVA Resource 9010200	79,833.00	76,056.00
	EIA	0.00	0.00
	EIA Resource 9010709	296,481.00	243,938.00
	Federal Funds	14,993.00	17,698.00
	LCFF	745,425.00	663,521.00
	LCFF S/C	59,258.00	59,258.00
	Locally Defined	1,500.00	0.00
	Lottery Resource 1100	6,200.00	4,650.00
	Lottery Resource 6300	2,067.00	2,067.00
	SPED Resource 6500	25,000.00	19,710.00
	Title II Resource 4035	1,330.00	885.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	4,160.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	980,571.00	883,477.00
Goal 2	123,902.00	131,092.00
Goal 3	127,614.00	77,374.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$889,047.00	\$917,607.00
Distance Learning Program	\$58,788.00	\$29,468.00
Pupil Learning Loss	\$8,450.00	
Additional Actions and Plan Requirements	\$521,013.00	\$510,997.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,477,298.00	\$1,458,072.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$859,447.00	\$888,007.00
Distance Learning Program	\$58,788.00	\$29,468.00
Pupil Learning Loss	\$8,450.00	
Additional Actions and Plan Requirements	\$521,013.00	\$510,997.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,447,698.00	\$1,428,472.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$29,600.00	\$29,600.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$29,600.00	\$29,600.00



Local Control 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 [2021-22]

General Information

A description of the LEA, its schools, and its students.

Spencer Valley School blends the traditional values and personalized environment of the 19th century schoolhouse with current technology, and understanding of human potential to create a model school for the 21st century. We have been educating students since 1876.

A one--school district, with multi-grade grade classrooms, Spencer Valley Elementary is nestled in Wynola Valley at the foot of Volcan Mountain, in northeast San Diego County, near the historic town of Julian. The 9.9 square mile school district consists of one school, with 13 part and full time staff, and a student population that fluctuates between 30 and 45 Transitional Kindergarten through 8th grade students in any given year.

Staff members hold specialized credentials, certificates and/or have expertise and training in early childhood (TK), resource specialist, the arts, first aid/CPR, music, technology, and gardening. With a student population of 32 and a staff of 2 full--time teachers, a teacher/administrator, 2 classroom support teachers, one part--time classroom resource teacher, one part time classroom support aide, technology aide, parent volunteers, and peer tutors; students receive needed individualized instruction tailored to their needs. This unique environment enables students to gain independence and develop responsibility for their own learning, behavior, and the school community.

Our Mission:

Spencer Valley School is a public elementary school, which provides a comprehensive education, in a safe, nurturing environment. Students develop the high academic skills, creativity, self- confidence and resourcefulness necessary to approach life with optimism, live it with integrity, and to make a positive difference in the world.

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

Reflections: Successes

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

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

Nonetheless, we used local measures to measure student achievement. These performance tasks included authentic work samples.

Successes were seen in grade 2 where 100% of students met expectation by June 2021. This group had only 25% meeting expectations in August 2020. In writing, the 2nd grade students moved from 50% partially meeting expectations to 75%. In third grade 50% were meeting expectations in June, while none was meeting expectations in August. Similarly 50% met expectations in the math performance test in June; 0% had met expectations in August.

100% of kindergarteners exceeded expectations in math by May 2021.

83% of First graders met expectations in writing; First graders went from 57% meeting expectation in August to 67% meeting expectations in June for math.

Second graders rose from 25% to 100% meeting expectations in math over the course of the year.

Third graders went from 0% to 50% meeting or exceeding in math and writing.

Fourth graders went from 25% to 100% Meeting or Exceeding expectations in math;

Fifth grade writing went from 50% Meeting or exceeding (August 2020) to 75% Meeting or Exceeding in May 2021; in math this group went from 25% to 50% meeting or exceeding.

Reflections: Identified Need

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

There is no dashboard data available for this group.

This year created some unusual challenges in accurately assessing students. Using authentic work samples and rubrics, the following areas of concern arose:

Only 50% of the kindergarten students met expectations in writing; this was the same number who met expectations at the beginning of the year.

Although 83% of 1st graders met expectations in writing, this score did not change over the course of the year.

None of the second graders tested met expectations in writing.

Third graders scored at 50% proficiency in both math and writing.

Only 33% of fourth graders assessed met or exceeded expectations in mathematics; they scored similarly in writing.

It is important to note that with a total school population of only 32 students, scores can vary widely from each administration. For that reason, staff discusses each child in depth with one another to create a Student Success Profile. This approach is similar to an SST and helps identify gaps through teacher anecdotal records, observations, classroom assessments and conversation with parents.

During the 2019 administration of SBAC school-wide averages reflected 65% of all students who took the SBAC were at or above level in Reading Language Arts and 60% of the students were at or above level in Math. 25% of the students are near level for both RLA and Math. When examining local measures performance gaps did emerge in both Reading Language Arts and Math (see Goal 1 Action 1d).

The school's greatest challenge remains Chronic Absenteeism. 13% of the students were chronically absent for 18-19 school year (defined as students who are absent 10% or more of the instructional days they were enrolled). This was only a 1% improvement over the 17-18 school year. For 19-20 we calculated the chronic absenteeism rate at 10%. This figure was based on the fact that we had only 122 days of classes before the county schools were shut down due to Covid. While distance learning was initiated shortly thereafter, we chose to focus on the student absentee rate associated with the actual in class days and our ten percent rate was designated as 13 absences.

Efforts were made to improve chronic absenteeism and tardy rates by increasing parent and student awareness, and awarding incentives. The interventions had a positive result this year with the supported groups of students who were identified from the previous year. The chronic absenteeism rate, however, remained about the same. The administration, office staff, and teachers continue to work with a small number of families whose absences account for about 1/3 of the total absences school-wide.

LCAP Highlights

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

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

Due to Covid-19, many of these activities needed to be modified or reduced in scale. Nonetheless, we were able to proceed with providing students the Spencer alley experience by assigning students to one of four cohorts so that interactions - rather than activities - were limited.

In fact, the organization of the school day, and the strict adherence to Covid protocols, are highlights in their own way because they allowed for our students to continue their learning in their familiar environment while supported in-person by their regular teachers and support staff.

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

Academic improvement in RLA and Math

Access to the core curriculum through enrichment

Reduced class sizes to increase access to the core standards

One to one support

Homework Hour

Peer Tutoring

Counseling

Carefully aligned virtual learning option to be used for snow days, wind days, or the one week school was closed due to Covid-19.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools identified for Comprehensive School Improvement. We have just one school.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Our students arrive every morning accompanied by a parent, and they are met by a parent every day at dismissal. With only 31 students currently, it has been easy to speak with each family and discuss elements of the school program in detail. The interim Superintendent/Principal, the Assistant Superintendent and the classroom teachers interact daily with parents as they drop off their students. In fact, this year has actually provided a more immediate venue for collecting input and having meaningful conversations with parents because a staff member takes the student temperatures while the student is still in the car. Basically, parents know that they will be on campus a few minutes each morning as part of this protocol. With that in mind, they often initiate conversations that inform our decisions. Additionally, the interim superintendent used survey prompt questions to elicit specific feedback regarding the instructional program and possible summer program. Spanish speaking parents were either met in person or called by phone and spoke to these same questions in Spanish with the Spanish-speaking interim superintendent. Also, at the beginning of the school year before the interim superintendent took over, the superintendent met with families on July 14, July 28, August 20, and September 8 to discuss the opening of school, as well as, thoughts and ideas on designing the LCAP moving forward. Also, a stakeholder meeting was held on May 12, 2020 in order to elicit more feedback from our parents about reopening school.

A summary of the feedback provided by specific stakeholder groups.

Parents uniformly appreciate the existing program at Spencer Valley. While some parents shared their thoughts that the school's size - which is a tremendous advantage for younger children - may not accommodate extra-curricular activities in the upper grades as is currently available at larger districts. While this issue can not be addressed realistically (there are only 8 students total in grades 6-8) to match the wide range of options. The staff is making extra efforts to provide opportunities to exercise creativity, leadership and empathy. Staff and parents also shared feedback on adding enrichment opportunities through music and art classes and to return to offering the Shakespeare play in the spring. Parents expressed concern with social emotional wellness since students were not able to get out as much as they normally were able to do due to the pandemic. School safety was a theme across all stakeholder meetings due to COVID-19. Student input has included requesting more outdoor time, field trips and performance opportunities such as dance. Teachers have requested that we continue with the E3 (Evaluator Effectiveness and Evaluation Project) so that a process is in place to support teacher growth and training. Additionally, teachers are looking forward to choosing Next Generation science materials. Teachers also shared the challenge of changing the school setting with cohorts and how students would not get the full advantage of all working, playing, and being together.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Spencer Valley will continue to emphasize individualized learning and instruction to further accelerate the learning of students for whom an achievement gap has been identified. Parents shared overall support of returning to in-person learning as soon as possible. Parents also shared concerns about social emotional wellness of students and due to this a goal was devised around the implementation of social emotional learning strategies, PBIS, and fully developing an MTSS process. Parent input was also taken into consideration in developing

more enrichment programming such as expanding the after-school tutoring and homework support and develop programming for music, art and drama. An enrichment summer school program will be offered in June/July 2021 due to feedback that was received from families as well as thoughts from staff on campus.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal speaks to our commitment to the previous years's state priorities focusing on conditions of learning (priorities 1,2) and pupil outcomes (priorities 4,8). The metrics used to measure and report our progress on this goal are valued by our parents and teachers and define the basic foundation of the school's mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Program 1A. Appropriately credentialed and assigned Certificated staff and Classified staff providing instruction and support to all students	100% fully credentialed and appropriately assigned teachers, 100% access for students to standards aligned instructional materials				100% fully credentialed and appropriately assigned teachers, 100% access for students to standards-aligned instructional materials.
1B. Implementation of state standards in all content areas including English Learner students as measured by district indicators NWEA or other identified test, classroom observation	100% of Classrooms will implement state standards as measured by a classroom observation tool.				100% of classrooms will implement state standards as measured by classroom observation tools, NWEA and ELPAC results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
tools, and ELPAC results					
1C. ELA - Scores on SBAC will be maintained Scores MATH – Scores on SBAC Percentage of students scoring in the Healthy Fit Zone as measured by the California Physical Fitness Tests	<p>We have no current SBAC scores.</p> <p>NWEA scores from 18-19:</p> <p>RLA 74% proficient Math 63% proficient</p> <p>1C – ELA Baseline 1C – Math Baseline Baseline:</p> <p>1C – ELA Baseline 1C – Math Baseline</p> <p>83% of students tested in Spring 2017 were proficient or above, however in Fall of 2017, 53% of all students at achieving standards or better in ELA and 60% of all students at achieving standards or better in MATH when local measures for newly enrolled students and third grade achievement was added to the spring data set.</p> <p>Data for the HEALTHY FIT ZONE is not publicly reported due to student group size of less than 10 due to privacy issues.</p>				<p>85% of students will be proficient in both math and ELA as measured by SBAC scores. Students in grade TK-2 will demonstrate 85% proficiency on publisher and locally produced assessments, as well as through alternative performance metrics and activities.</p> <p>Although data for HEALTHY FIT ZONE will not be available, teachers will work with SPARKS program to advance student health and well-being.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner language proficiency and progress toward redesignation	<p>Currently, 66% of English Learner students were redesignated to fluent English proficient. 100% of enrolled English Learner students are maintaining progress toward English proficiency as measured by ELPAC. Students were not tested in 2020 on ELPAC. In 2021 100% of EL students were tested on ELPAC. 71% of these students have another ELPAC score to compare. 80% of the students with more than one years worth of scores increased their ELPAC score from the prior assessment. 29% of students took the assessment for the first time. 43% of these students took the SBAC and 100% of them made</p>				<p>100% of English Learner students will demonstrate appropriate annual progress as measured by ELPAC. 75% of ELL students will be re-designated to fluent English proficient annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	progress in ELA and Math.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Identify and effectively support students with disabilities	District Collaboration with North Inland Special Education Local Planning Area (SELPA) to refine and improve the Student Study Team Process to support students with disabilities.	\$5,000.00	No
2	Develop effective ELL Support model	<p>Continue to Implement In class coaching to develop robust Integrated and Designated ELD programs. Specialized teacher to provide more EL instruction outside integrated and designated EL support. This specialized EL instruction will be programming outside the regular programmed EL instruction that is provided by the classroom teacher in order to close achievement gaps and provide accelerated EL instruction for the English Learner population at SVEDS. EL student population is the low income population at SVESD.</p> <p>Provide after school EL support for EL students.</p> <p>Monitor implementation and solidify EL Placement and Redesignation Criteria</p> <p>Continue work begun with evaluating High Quality Assessments. Through dialog with professional development consultants from SDCOE, SV staff will participate in ongoing exploration throughout next year to examine and improve use of formative assessments to improve instruction.</p>	\$35,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development and teacher collaboration	<p>Provide ongoing staff development to increase implementation of a broad course of study and literacy development:</p> <ul style="list-style-type: none"> • Incorporate professional learning focused on implementation of CCSS, NGSS, arts, history and physical education. • Professional learning and collaboration regarding remediation, acceleration, and additional high leverage instructional practices to meet the needs of unduplicated student groups. • Secure additional materials, supplies, and technology in support of the delivery of high quality instruction in all subject areas, including TK--K Plan--Do--Review afternoon cycle. 	\$3,628.00	No
4	Focus on integrated differentiated instruction	<p>Provide in class coaching for staff to support implementation of Integrated and Differentiated instruction</p> <p>Establish a Positive Behavior Support Committee (PBIS), consisting of staff and parent members (pulled from LCAP PAC and SAC STAFF MEMBERS). This committee will meet 4 times per year to examine effectiveness of measures put in place to 1) positively support students and 2) ensure curriculum and instruction match student ability and overall student work samples reflect student achievement at a rate of 75% or more correct responses.</p> <p>Purchase new Student Survey CORE reviewed and recommended for purchase by parents and board Spring of 2018.</p>	\$17,256.00	No
5	Develop a curriculum review team	<p>Establish quarterly review meetings to discuss effectiveness of adopted materials and review new programs that would further support student learning. Continue with emphasis on Social Studies, NGSS and VAPA.</p> <p>Monitor implementation and solidify EL placement and redesignation criteria.</p>	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	Base Program	a) Appropriately assigned certificated staff (ration 24:1) and classified staff providing instruction to all students, including ELs with emphasis on RLA 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 (formative and summative) e) Remediation acceleration group to reduce class size, provide interventions, small group instruction, RTI and interactive web learning by decreasing student/teacher ratio f) Provide Peer Educators and Tutors (in class)	\$983,847.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2a Basic Services	Site “Good” or better on the FIT tool and maintain water quality standards within the CCR				GOOD or better on the FIT tool. Expansion to new annex must also maintain water quality standards.
2b Schoolwide - and all student groups will achieve and maintain a 94% or above attendance rate	Currently 95%				Attendance rate of 96% or higher will be maintained.
2c. Student survey - Currently 90% of students feel they are safe at school, 80% say they feel that can resolve their own problems most of the time by themselves.	Currently 90% feel safe at school				Student survey will demonstrate that 100% of students feel they are safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2d. Pupil suspension and expulsion rates will be maintained	Currently 0%				There will be no suspensions or expulsions. Restorative practices will mediate student issues.
2e. 100% of students referred and who qualified for services by Vista Hill received services, Counselor also work with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness	Currently 100%				100% of students referred and who qualify for services by Vista Hill will receive services, Counselor works with EL, LI, and FY parents and students on social/emotional needs and pathways to college and career readiness
2f. Provide courses in Restorative Practices for staff	2f. 1 staff member trained				All certificated staff trained on Restorative Practices.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Regularly inspect facility condition and annex construction	2a) Adhere to FIT, as well as all DSA requirements and state inspection protocols necessary to open the new building.	\$17,290.00	No
2	Create a culture of engagement	2b) Implement a school wide system that promotes increased student attendance and positive student behavior. <ul style="list-style-type: none"> Internal and external communication to monitor attendance (phone calls, letters, and staff outreach) Parent education and conferences Student outreach 	\$111,003.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Increase campus culture and connectedness through enrichment activities • Restorative Practices training and implementation • Revisit Rachel's Challenge precepts frequently/include the process in PBIS cycle of revisiting rules • Provide training and implementation for Positive Behavior Support in Schools (PBIS) • Provide resources to maintain safe and healthy environments within the classrooms and grounds 		
3	Expand multicultural learning opportunities	2c) Provide programs and enrichment activities that promote tolerance <ul style="list-style-type: none"> • Choose/coordinate at least 2 speakers or activities that will promote tolerance and understanding of global and individual perspectives. 	\$1,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Spencer Valley School offers a unique opportunity for small class sizes and one on one instructional opportunities for students. Enrollment has dropped due to the pandemic. Creating more school family community partnerships and look to involve the community more in Spencer Valley, the hope is that word spreads and that Spencer Valley will be able to add more students to rosters at every grade level. At the end of the 20-21 school year, Spencer Valley had a total of 30 students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The district will utilize multiple methods of communication to promote participation in school activities; and maintain high-level of opportunities (classroom, school-wide meetings, and survey offerings) to participate in a high level of decision making.	100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls, fliers, email, website), and LCAP and Site Advisory Council meetings.				100% of school events will promote parent participation that include programs for all students - including unduplicated pupils and students with exceptional needs utilizing multiple methods of communication (phone calls, fliers, email, website), and LCAP and Site Advisory Council meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of study including in programs for unduplicated pupils and individuals with exceptional needs.	100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.				100% of students are enrolled in a broad course of study as measured by master schedule and daily/weekly schedule.
Middle school dropout rate	Continue to ensure middle school dropout rate stays at 0%				Dropout rate is 0%
Chronic Absenteeism	2019 CA Dashboard chronic absenteeism rate was 28.3%. Decrease chronic absenteeism rate based on state definition and 2019 baseline data.				Chronic absenteeism reduced by 50% over baseline reported from the 2019 CA Dashboard.
Enrichment Program participation	70% of students are registered for summer enrichment 2021				Increase summer enrichment participation each year to 80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Develop service-learning opportunities for students	3a) Provide students opportunities to participate in service learning to connect school to the broader community. <ul style="list-style-type: none"> • Service Learning Opportunities • Holiday Winter Program Giving 	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	Expand access to enrichment and acceleration activities	<p>3b) Develop digital literacy and increased access to technology to engage students in a broad course of academic study and to incorporate opportunities to explore college and career:</p> <ul style="list-style-type: none"> Increased digital literacy and student technology access to provide acceleration and enrichment opportunities as well as opportunities to explore career pathways. Providing connections with local high school and industry sector to increase student understanding of secondary and post-secondary options, including: Guest speakers Increase or maintain existing community partnerships - Collaboration with SVEA Student study experiences outside of school to provide enrichment and acceleration opportunities. Arts integration learning experiences including visual and performing arts productions (Shakespeare production) and outreach. Build intentional partnerships with local high school and community to focus on career exploration and development. 	\$58,313.00	No
3	Develop additional opportunities for parental involvement	<p>3c) Parent-School Communication</p> <ul style="list-style-type: none"> Communicate results of parent needs survey to Spencer Valley Educational Association (SVEA) in order to facilitate partnerships with entities supporting Spencer Valley students' after school enrichment. <p>Explore opportunities to offer classes to parents (parenting, ESL)</p>	\$4,656.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be trained in MTSS	<p>1) All teachers have been introduced to MTSS Handbook created for SVESD. (5 out of 5 teachers during 20-21 school year)</p> <p>2) The new handbook will be shared with new teachers (4 out of 5 are new teachers for 21-22 school year).</p> <p>2) Teachers will review and work with administration on implementing the process and procedures outlined in the MTSS Handbook. The process will start the 21-22 school year.</p>				Teachers will fully incorporate the MTSS Handbook recommendations to support student learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3) PBIS training will occur during the 21-22 school year as part of the MTSS process.				
100% of teachers will respond to the Self Assessment of MTSS Survey	Survey to be administered in September 2021				Teachers use Self Assessment (SAM) annually to refine and improve the MTSS Handbook
PBIS School Climate Survey	<p>2020 school-wide Student Survey Results:</p> <p>(Four point rubric) Always = 4 Often = 3 Sometimes = 2 Never = 1</p> <p>1. I like school 3.0</p> <p>2 I feel like I do well in school 3.1</p> <p>3 My school wants me to do well. 3.4</p> <p>4 My school has clear rules for behavior. 3.7</p>				Average scores will rise annually as the school further supports a healthy and inclusive culture culture.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>5 Teachers treat me with respect. 3.7</p> <p>6 Good behavior is noticed at my school. 3.3</p> <p>7 I get along with other students. 3.4</p> <p>8 I feel safe at school. 3.6</p> <p>9 Students treat each other well. 3.5</p> <p>10 There is an adult at my school who will help me if I need it. 3.6</p> <p>11 Students in my class behave so that teachers can teach. 3.0</p> <p>A climate survey was given to staff and</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students. 11 staff members completed the survey. 100% of staff responded somewhat agree and strongly agree to being supported by others at school and responded that they get along well with other staff members. 100% responded somewhat agree and strongly agree that they feel like they are an important part of the school. 100% of staff responded somewhat agree and strongly agree that they enjoy working in teams and that they fit in among staff. 100% of staff responded somewhat agree and strongly agree that they feel connected to the teachers the school.</p> <p>80% Middle school students responded that they somewhat agree that they like school. 100% middle school students</p>				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>responded somewhat agree and strongly agree that they feel safe at school and that there is an adult at school that they can talk with if they need help.</p> <p>100% elementary students responded sometimes, often, and always that they like school.</p> <p>80% of elementary students responded that they always feel safe at school, while 20% responded that they sometimes feel safe.</p> <p>100% of elementary students responded always, sometimes, and often that there is an adult at the school who will help if help is needed.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development focusing on SEL	The district will provide trainings in various areas to support this goal, including: Restorative Practices Trauma-Informed Behavior Multi-tiered systems of support	\$7,690.00	No
2	Administration of Surveys to students, parents and staff	Use available surveys, such as PBIS Climate Survey, SAM and others to collect data that can inform decisions leading to improved social-emotional learning.	\$10,310.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.3%	35945

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Currently six students are identified as English Learners. These students also fall into the category of low-income. We have no foster youth. Our entire student population is just 32 students. After a review of the data from assessments, teacher anecdotal records and observations, and discussion with each of the families, it was clear that the English Learners struggled initially when the school went to distance learning in March 2020. Because language learners are best supported by constant engagement and practice, the model did not meet their needs. Fortunately we were able to return to in-person learning in September 2020 and this improved things for the target group. Nonetheless, the day was shortened by an hour during the academic, so they did not receive as many minutes as they could have.

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

We are adding an extended school year (3 weeks) which will provide these students with ELD instruction daily (1 hour) as well as full integration for 3 hours of additional project-based activities with non-ELL students. The project-based learning will be comprised of student teams with the ELL students paired up with the non-ELL students.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$841,756.00	\$278,315.00	\$98,524.00	\$38,343.00	\$1,256,938.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$903,964.00	\$352,974.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Identify and effectively support students with disabilities	\$5,000.00				\$5,000.00
1	2	English Learners Low Income	Develop effective ELL Support model	\$35,945.00				\$35,945.00
1	3	All	Professional Development and teacher collaboration	\$1,300.00	\$1,100.00		\$1,228.00	\$3,628.00
1	4	All Students with Disabilities English Learners, Unduplicated Students	Focus on integrated differentiated instruction		\$17,256.00			\$17,256.00
1	5	All	Develop a curriculum review team	\$1,000.00				\$1,000.00
1	6	All	Base Program	\$670,364.00	\$226,802.00	\$86,681.00		\$983,847.00
2	1	All	Regularly inspect facility condition and annex construction	\$17,290.00				\$17,290.00
2	2	All	Create a culture of engagement	\$92,045.00	\$1,200.00	\$1,143.00	\$16,615.00	\$111,003.00
2	3	All	Expand multicultural learning opportunities	\$1,000.00				\$1,000.00
3	1	All	Develop service-learning opportunities for students					\$0.00
3	2	All	Expand access to enrichment and acceleration activities	\$15,656.00	\$31,957.00	\$10,700.00		\$58,313.00
3	3	All	Develop additional opportunities for parental involvement	\$2,156.00			\$2,500.00	\$4,656.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	Staff Development focusing on SEL				\$7,690.00	\$7,690.00
4	2	All	Administration of Surveys to students, parents and staff				\$10,310.00	\$10,310.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$35,945.00	\$35,945.00
LEA-wide Total:	\$35,945.00	\$35,945.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$35,945.00	\$35,945.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Develop effective ELL Support model	LEA-wide Schoolwide	English Learners Low Income	All Schools Specific Schools: Spencer Valley Elementary School	\$35,945.00	\$35,945.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		