



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Pasqual Valley Unified School District

CDS Code: 13632140000000

School Year: 2024-25

LEA contact information:

Katrina Johnson León

Superintendent

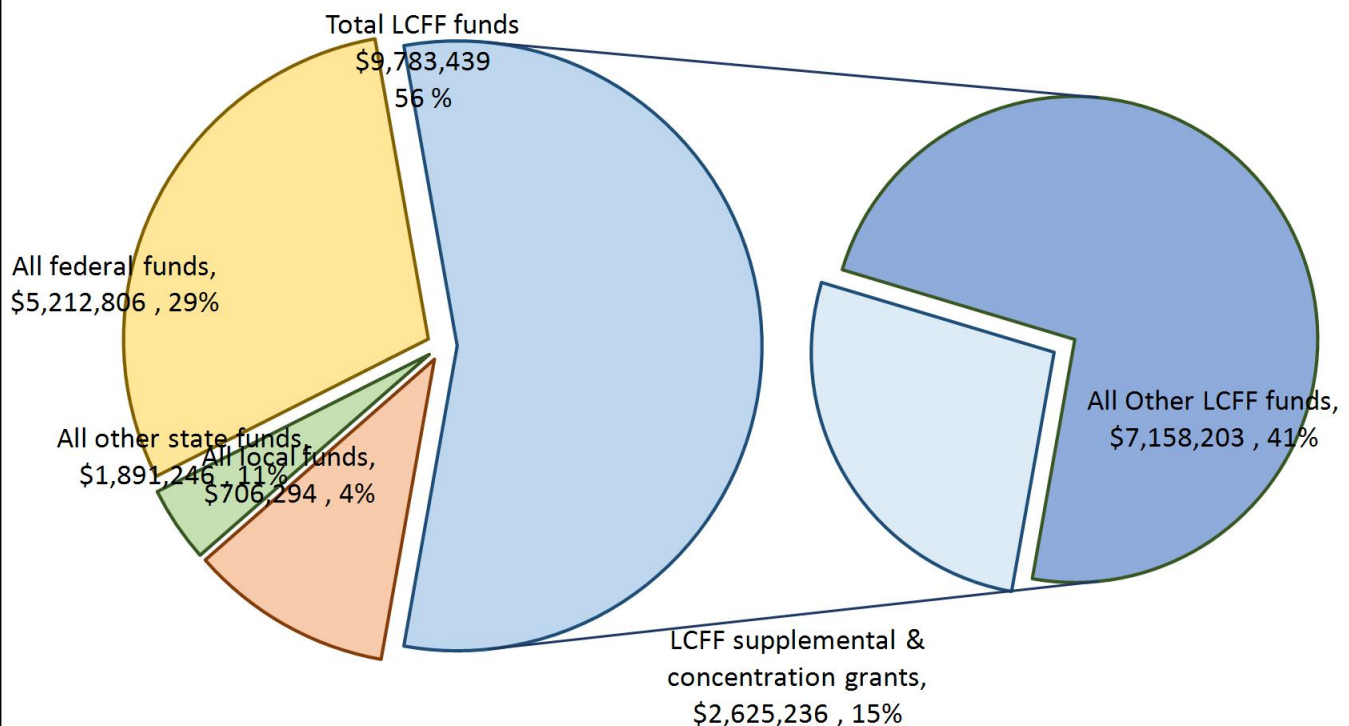
kleon@spvUSD.org

(760) 572-0222 x2088

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source



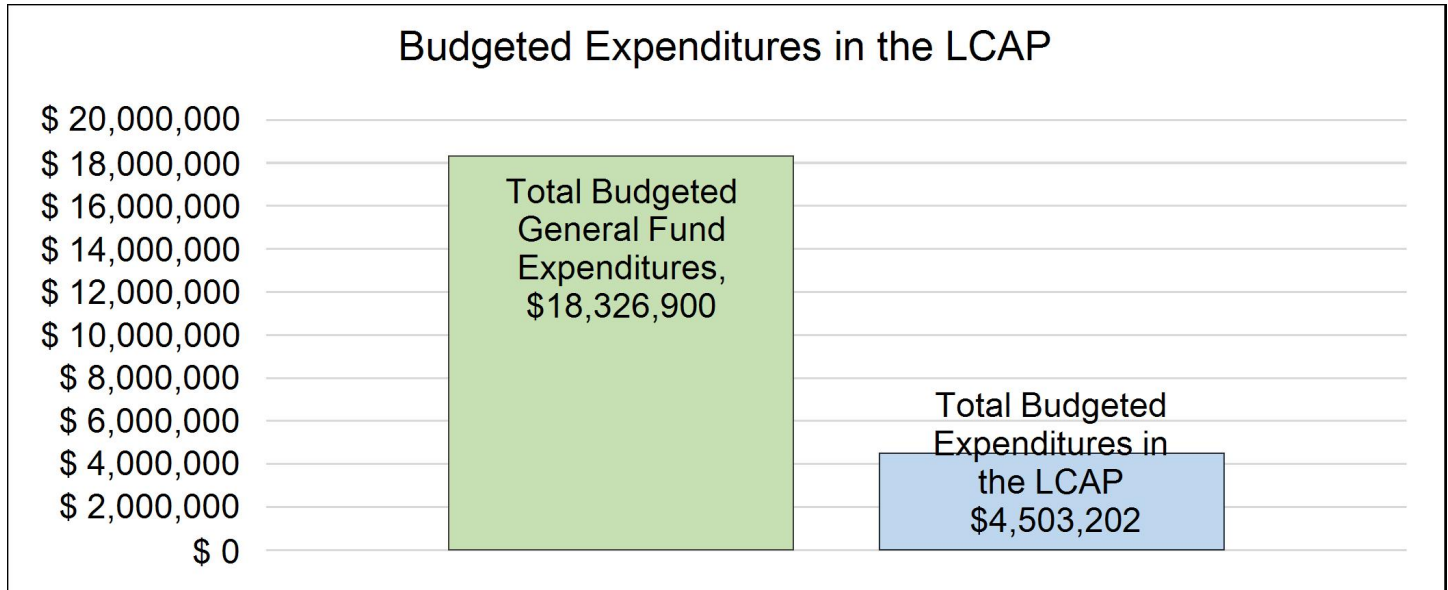
This chart shows the total general purpose revenue San Pasqual Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Pasqual Valley Unified School District is \$17,593,785, of which \$9,783,439 is Local Control Funding Formula (LCFF), \$1,891,246 is other state funds, \$706,294 is local funds, and \$5,212,806 is federal funds. Of the

\$9,783,439 in LCFF Funds, \$2,625,236 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 San Pasqual Valley Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Pasqual Valley Unified School District plans to spend \$18,326,900 for the 2024-25 school year. Of that amount, \$4,503,202 is tied to actions/services in the LCAP and \$13,823,698 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the 2024-25 school year, the District is projected to spend all of the Supplemental and Concentration funds allotted to them. The District uses the base LCFF funds to operate the schools employing approximately 120 staff including teachers, para professionals, administration, cafeteria workers, bus drivers, custodians, and grounds. The funds are also used to maintain facilities, grounds and transportation. In addition to the actions described in the LCAP, the District funds the following: a Preschool program with a certificated teacher and one paraprofessional, a WASC accredited continuation school with 2.0 FTE certificated teachers and a paraprofessional, an Adult Education program with a certificated teacher, an Agriculture program with a certificated teacher, low class sizes (<25) at every grade level, and educational field trips for every grade level.

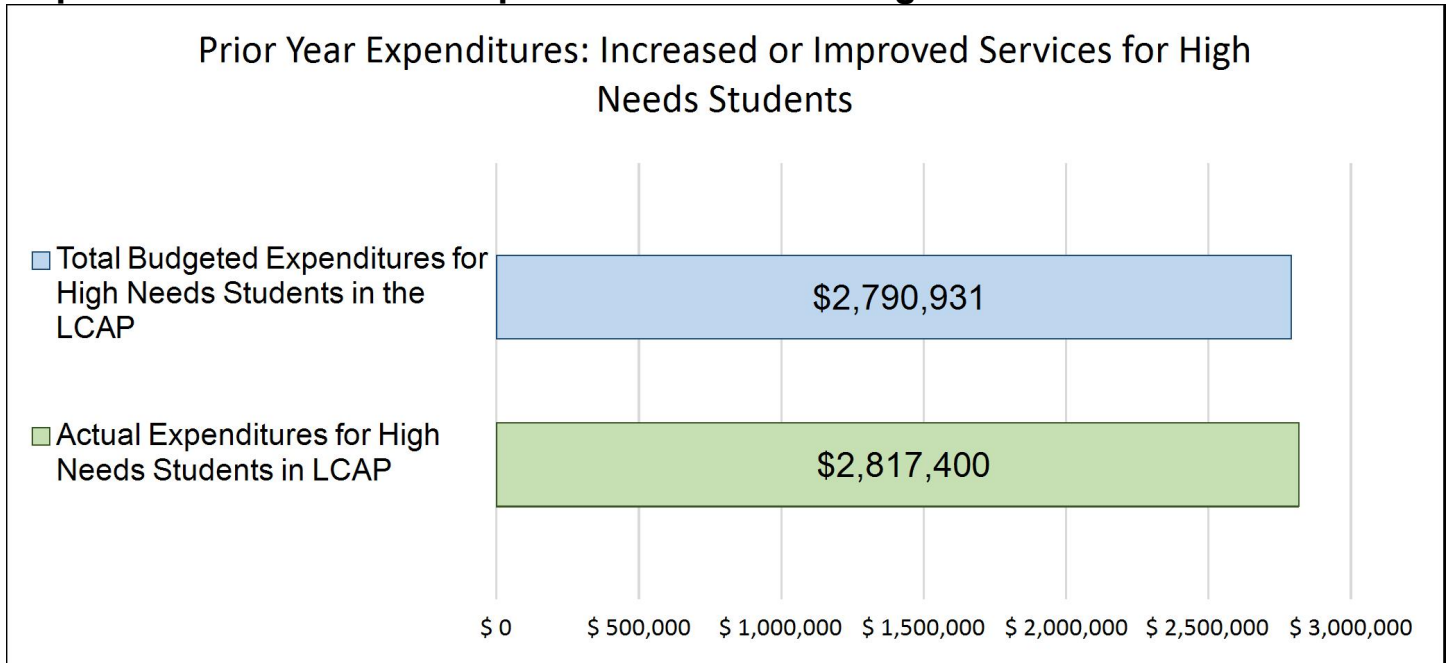
The District also completed the New High School gym, updated the Middle School gym with new roof, swamp coolers and updated bathrooms, and added a new Middle school staff restroom. We also replaced roofs on Building 302 (4 classrooms), Building 301 (HS Office, Library and Counseling Center), Elementary School Library, one Elementary wing (4 classrooms) and four Middle School classrooms. Bathrooms across the district were upgraded and now include touchless features. The Elementary received a new playground structure and one new bus and four new vans were purchased. These projects are largely being completed with State bond, ELOP and ESSER funding.

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

In 2024-25, San Pasqual Valley Unified School District is projecting it will receive \$2,625,236 based on the enrollment of foster youth, English learner, and low-income students. San Pasqual Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Pasqual Valley Unified School District plans to spend \$2,976,558 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, San Pasqual Valley Unified School District's LCAP budgeted \$2,790,931 for planned actions to increase or improve services for high needs students. San Pasqual Valley Unified School District actually spent \$2,817,400 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Pasqual Valley Unified School District	Katrina Johnson León Superintendent	kleon@spvUSD.org (760) 572-0222 x2088

Goals and Actions

Goal

Goal #	Description
1	<p>School Culture and Pupil Engagement: Attendance, Discipline, Social Emotional Learning (SEL) Goal 1 was developed to reduce chronic absenteeism and the number of referrals/discipline. Through increased incentives, monitoring, family/student check-ins, parent workshops, Outreach Consultant support, a focus on SEL, both absenteeism and discipline referrals will be reduced. The following metrics will improve due to attendance and behavior incentives, monitoring, family/student check-ins, parent workshops, Outreach Consultant support, and a focus on SEL:</p> <p>By Spring 2025, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 10%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 30 as measured by reports from Synergy and daily absence logs. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)</p> <p>By Spring 2025, San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement).</p> <p>Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement. Although we have been identified for CIM and will go through the process, the current director reviewed the documentation and discovered the issue . She is currently rectifying the situation.</p> <p>SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.</p> <p>Differentiated Assistance Eligibility: Priority 4 ELA/Math = SWD, SED, Hispanic, EL, American Indian ELPI = EL Priority 5 Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian Graduation Rate = SED Priority 8 College/Career Readiness = no identified populations Suspension Rate = Homeless, American Indian</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Attendance Rates</p> <p>Chronic Absenteeism</p> <p>Sources used: CALPADS California Dashboard DataQuest Tableau Public: https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators</p>	<p>Priority 5.</p> <p>Attendance Rates: 2019-2020: 92% (internal data)</p> <p>Using 2018-2019 attendance data is more accurate as it was the last full year of in-person instruction. According to the Dashboard, 21.3% of our students are considered chronically absent.</p> <p>Based on CALPADS, 2019-2020 data, 67.89% of our students are absent between 5% to 10% of the time district-wide. Chronic Absenteeism-Orange</p> <p>2019 Chronic Absenteeism Rate: 17.8% Foster: 0.0% Migrant: 4.7% EL: 8.8% Homeless: 16.9%</p>	<p>Priority 5.</p> <p>Attendance Rates: 2020-2021: 93% 2021-2022: 86% (internal data)</p> <p>2020-2021 According to Tableau Public, the chronic absenteeism rate went from 15% in 2019 to 19.4% in 2021. COVID impacted 2020 and 2021.</p> <p>2021 Chronic Absenteeism Rate: 0.2% (Tableau data does not have complete information) Foster: 0.0% Migrant: 0.0% EL: 0.0% Homeless: 0.0% SED: 0.2% SWD: 0.8% White: 0.0% Hispanic: 0.0% Two or more Races: 0.0%</p>	<p>Priority 5.</p> <p>Attendance Rates: 2021-2022: 86% 2022-2023: 87% (internal data)</p> <p>2021-2022 According to Tableau Public, the chronic absenteeism rate went from 19% in 2021 to 31.5% in 2022.</p> <p>2022 Chronic Absenteeism Rate: 31.5% Foster: 0.0% Migrant: 23.1% EL: 27.8% Homeless: 47.1% SED: 32.3% SWD: 33.6% White: 27.8% Hispanic: 27.2% Two or more Races: 21.7% American Indian: 36.9%</p>	<p>Priority 5.</p> <p>Attendance Rates: 2022-2023: 87% 2023-2024: 92% (internal data)</p> <p>Dashboard 2023 Chronic Absenteeism Rate: 43.5% Foster: 0.0% Migrant: --% EL: 39.2% Homeless: 62.5% SED: 44.5% SWD: 50.6% White: --% Hispanic: 40% Two or more Races: --% American Indian: 47.7%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data <p>DataQuest, 2023, Chronic Absenteeism</p>	<p>Priority 5.</p> <p>Attendance Rates, Desired Outcome: 2023-2024: 98% (internal data)</p> <p>For 2023-2024, the desired outcome is fewer than 8% of our students, district-wide, will be absent or chronically absent.</p> <p>Chronic Absenteeism Rate: 0.0% Foster: 0.0% Migrant: 0.0% EL: 0.0% Homeless: 0.0% SED: 0.0% SWD: 0.0% White: 0.0% Hispanic: 0.0% Two or more Races: 0.0% American Indian: 0.0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>SED: 18.2% SWD: 24.8% White: 9.5% Hispanic: 12.5% Two or more Races: 20% American Indian: 22.9%</p> <p>2020 Chronic Absenteeism Rate: Unavailable on Tableau</p>	American Indian: 0.3%	DataQuest, 2022, Chronic Absenteeism by site Elementary 43.1% Middle School 24.9% High School 24.4%	by site Elementary 51.6% Middle School 29.3% High School 27.9%	
Graduation	<p>Priority 5.</p> <p>Using 2018-2019 graduation data is more accurate. According to the Dashboard, 86.3% of our seniors graduated district-wide in 2018-2019.</p> <p>DataQuest details the 2019-2020 Four-Year Adjusted Cohort Graduation Rate as 74.6% with only 61.3% of our Native youth graduating and 88.5% of our Hispanic/Latino.</p>	<p>Per Tableau Public the SPVUSD Graduation data is: 2019: 81.1% compared to State: 84.5% 2020: 74.6% compared to State: 84.3% 2021: 75.9% compared to State: 83.6%</p> <p>Per Tableau Public the SPV HIGH SCHOOL Graduation data is: 2019: 93% compared to State: 84.5%</p>	<p>Per Tableau Public the SPV HIGH SCHOOL Graduation data is: 2022: 78.7% compared to State: 87%</p> <p>In 2022, the SPVUSD graduates student groups were the following: 93.3% were English Learners 78.3% were Socioeconomically Disadvantaged 95.5% were Hispanic/Latino</p>	<p>Dashboard Graduation data is: 2023: 79.5% compared to State: 86.2%</p> <p>In 2023, the SPVUSD graduates student groups were the following: 81.8% were English Learners 79.1% were Socioeconomically Disadvantaged 88.9% were Hispanic/Latino 66.7% were American Indian</p>	<p>For 2023-2024, the desired outcome is 95% of our seniors, district-wide, will graduate. The Four Year Adjusted Cohort Graduation Rate will be at least 85% for Native youth and 95% for Hispanic/Latino.</p>
Drop Out Rates					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sources used: California Dashboard DataQuest Tableau Public	<p>Graduation Rate - Green</p> <p>2020 Dropout Rates – District: 6.3% High School: 0% Continuation: 16%</p>	<p>2020: 94.7% compared to State: 84.3%</p> <p>2021: 84.4% compared to State: 83.6%</p> <p>In 2021, the SPVUSD graduates student groups were the following: 71.4% were English Learners 54.5% were Homeless Youth 73.3% were Students with Disabilities 75.9% were Socioeconomically Disadvantaged 75% were Hispanic/Latino 74.1% were American Indian</p> <p>2021 Dropout Rate: District: 9.3% High School: 9.4% Continuation: 9.1%</p>	<p>65% were American Indian</p> <p>2022 Dropout Rate: District: 10% High School: 10.6% Continuation: N/A</p>	<p>2023 Dropout Rate: District: 20.8% (several students from BM moved to the Adult School, COVID impacted their credit attainment) High School: 15.9% Continuation: --%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data 	
School Climate	Priority 6. School Climate. DataQuest, 2019-2020 data, suggests	Public Tableau has no recorded suspensions or expulsions for 2021.	Public Tableau has 6.9% rate for suspensions and 0% recorded expulsion for	Public Tableau has 7.4% rate for suspensions and 0% recorded expulsion for	The desired outcome for 2023-24 is a district-wide Suspension Rate of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions	district-wide Suspension Rate is 6.3%. Total NUMBER of Suspensions per Ethnicity are: American Indian 39 Hispanic/Latino 19 White 2	Per DataQuest there are no reported suspensions or expulsions in 2020-21. Per elementary internal data, 2021-22: 4% suspension rate for Elementary	2022, however there was one expulsion in the 2021-2022 school year. DataQuest, Suspension Rate, 2022 District 6.9% ES 4.4% MS 8.2% HS 8.6%	2023. Dashboard, Suspension Rate, 2023 District 7.2% ES 6.3% MS 9.3% HS 5.7%	under 3% to be in alignment with County and State numbers. From Tableau, Suspension Data: 0.0%
Expulsions	From Tableau, Suspension Data: 2020 6.3%	From Tableau, Suspension Data: 2021 0.2%	INTERNAL DATA, as of April 2023: ES - 6.9% MS - 6.7% HS - 9.2%	From Dashboard, Suspension Data: 2023 District 6.9% Migrant --% Homeless 13% English Learners 6.4% SED 7.5% SWD 5.3% White --% Hispanic 5.9% American Indian 8.3% Two or more races 8.7%	From Tableau, Expulsion Data: 0.0%
Sources used: Internal data DataQuest Dashboard Tableau Public	From Tableau, Expulsion Data: 2020 0.1%	From Tableau, Expulsion Data: 2021 0.0%	From Tableau, Suspension Data: 2022 6.9% Migrant 2.5% Homeless 2.9% English Learners 6.8% SED 7.0% SWD 10.3% White 5.6% Hispanic 5.7% American Indian 7.7% Two or more races 12.5%	<ul style="list-style-type: none"> -% means there are not enough students in the group to publish data 	
Attendance Efforts - LCAP Survey				From Tableau, Expulsion Data: 2023 0.0%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			From Tableau, Expulsion Data: 2022 0.0%	<p>LCAP Survey Results: SPVUSD is making a positive impact regarding attendance: Staff 76% Parents/Community 70% HS 78.1%, but 87.9% believe they should be rewarded for showing up to school</p> <p>Happy at School: MS 72.5% ES 86.8%</p> <p>School Culture Improved: Staff 80.7% some/yes</p> <p>Enough activities on campus: Staff 26.6% enough activities Parents/Community 60% want to see more activities HS 72.6% believe there are enough activities on campus 84% believe they are being prepared for post-secondary life</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>MS 54.1% 10% belong to clubs/many students recorded being involved in sports, Attends ASES 66%</p> <p>ES 50% believe there are enough activities on campus, 25.7% belong to clubs, 60% attend ASES</p>	
Parent Advisory Committees	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated, on average, 3 - Initial Implementation.</p> <p>SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District</p>	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated, on average, 3 - Initial Implementation.</p> <p>SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District</p>	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated a three (3) overall, which is Initial Implementation.</p> <p>SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District</p>	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated a three (3) overall, which is Initial Implementation.</p> <p>SPVUSD has four committees that have parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District</p>	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The desired outcome is to rate between 4 and 5 on the scale, indicating full implementation and sustainability.</p> <p>The desired outcome for 2023-2024: Double the number of parent/family/commun</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>CA Healthy Kids Survey</p> <p>Sources used: DIPAC, DELAC, SSC Participants LCAP/ELOG Surveys Response Numbers Internal data CA Healthy Kids Surveys</p>	<p>English Learner Advisory Committee (DELAC), and the School Site Council (SSC). DIPAC: 8-10 parents consistently DELAC: 4-6 parents consistently SSC: only members attend, generally no extra parent/community input We received the following responses: Parents and Community: 24 Parents and Community (Spanish): 4 Students, K-5: 34 Students, 6-8: 72 Students, 9-12: 91</p> <p>On the CA Healthy Kids Survey, 2020-2021: 73% of 5th graders Feel safe at school</p> <p>Middle School, CA Healthy Kids Survey, 2020-21:</p>	<p>English Learner Advisory Committee (DELAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. DIPAC: The 2021-2022 year has fluctuated consistently. Meetings have had from one to eight participants on any given evening. DELAC: Participants range from four through eight. Consistently, families have stated that there would be more participation if the meetings went back to in-person.</p> <p>On the CA Healthy Kids Survey, 2021-2022: Did not participate in survey.</p>	<p>English Learner Advisory Committee (DELAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. DIPAC: The 2022-2023 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening. DELAC: Participants range from one through six.</p> <p>On the CA Healthy Kids Survey, 2022-2023: Survey results not yet received (May 2023).</p> <p>On the LCAP Student Survey, 179 students responded. 78.5% of SPVUSD students feel safe.</p>	<p>English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. DIPAC: The 2023-2024 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening. On two occasions is was canceled due to lack of attendance. DELAC: Participants range from one through six. PAC: Very challenging to get parents to another meeting. We had student representation to discuss the LCAP. The suggestions were helpful and insightful especially around how</p>	<p>ity participants in each of the three committees DIPAC: 15 parents consistently DELAC: 10 parents consistently SSC: members attend with community input</p> <p>SPVUSD also sent out surveys to all stakeholders related to LCAP and ELOG. SPVUSD will increase the participant responses by : 25%</p> <p>On the CA Healthy Kids Survey, 2023-2024: 95% of 5th graders Feel safe at school</p> <p>Middle School, CA Healthy Kids Survey, 2020-21: 95% of students Perceive school as very safe or safe.</p> <p>At the high school level:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>85% of students Perceive school as very safe or safe.</p> <p>At the high school level, 65%- 73% of students Perceive school as very safe or safe.</p>	<p>On the LCAP Student Survey, 266 students responded. 81.6% of SPVUSD students feel safe.</p> <p>Families/Community rate the safety of the school: 95.7%</p> <p>Families/Community rate the efforts to increase student attendance: 91.3%</p> <p>Families/Community believe best support School Climate: Bullying prevention, restorative practices, positive behavior interventions, and SEL.</p>	<p>Families/Community rate the safety of the school: 75%</p> <p>Families/Community rate the efforts to increase student attendance: 68.8%, there was a significant decrease in family responses as our efforts to increase student attendance have been ramped up, not reduced.</p> <p>Families/Community shared that they would like training in understanding test requirements, SEL, homework guidance, nonviolent communication, and mental health.</p>	<p>we should be asking the questions on the LCAP survey.</p> <p>On the LCAP Student Survey:</p> <p>ES: 76 students responded.89.5% students feel safe/safe most of the time.</p> <p>MS: 99 students responded. 82.6% of students feel safe/safe most of the time.</p> <p>HS/BM: 107 students responded.87.8% students feel safe/safe most of the time.</p> <p>Family/Community LCAP Survey (13 responses):</p> <p>Safety of the school: 60%</p> <p>Attendance: 70% appreciate efforts to increase student attendance.</p> <p>Activities: 60% want to see more activities for students.</p>	<p>95% of students Perceive school as very safe or safe.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Believe teachers are providing engaging classroom instruction: 77% 85% believe we keep them informed on issues and events. 69% understand the graduation requirements.</p> <p>Family/community has requested workshops in SEL, homework help, testing requirements, and empowering students. Some of the workshops have already been offered by the Family and Guidance Coordinator, and Community Liaison.</p>	
<p>Program Outreach Student Involvement and engagement</p> <p>Internal Data will demonstrate increase in cultural events and participation in clubs, should also lead to</p>	<p>Priority 6. School Climate and Culture American Indian Program Coordinator - this position has been developed to support our indigenous population. The position will go for</p>	<p>---- HIRE---- American Indian Program Coordinator for the 2022-2023 school year as 60% of SPVUSD students have Native lineage and we aim to improve school</p>	<p>Adding Hispanic culture and traditions club, advisor to improve cultural history and knowledge as well as teach folklórico dance.</p>	<p>The American Indian Program Coordinator took a sabbatical for second semester. Strong Hearts is still operating, but the certificated staff member is seeking a replacement for the</p>	<p>Develop, and implement programs and plans around school climate, culture and engagement of Native American and Hispanic students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase in students taking Native American Studies and Mexican American History (with counselor guidance).	Board review in June 2022. SPVUSD hopes to hire by August 2022.	climate, culture, and engagement through the coordination of services and events.		2024-2025 school year. Cinco de Mayo celebration, district-wide, May 6, 2024.	

Goal Analysis

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

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

Fully Implemented - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.12, 1.15, 1.16, 1.18, 1.19, 1.22, 1.24, 1.25 were fully implemented as planned. Some successes we experienced were: Our Outreach Consultants were diligent about following up with SSTs, home visits, and monitoring to establish attendance goals and expectations with students and families. In 2023-2024 our P1 went up 9 points and our P2 went up 6 points over 2022-2023. This demonstrates success in our attendance efforts. The parent attendance training occurred with the Outreach Consultants one on one and then through Cafecito Chat reminders throughout the year. In School Restriction has been utilized to redirect, guide, and provide SEL lessons on a continuous basis. Our high school graduation requirements included an expectation on 90% plus attendance in order to participate in the ceremony resulting in students coming to Weekend Warrior (Saturday school).

Partially Implemented - 1.11, 1.13, 1.17, 1.21, 1.23 were partially implemented as planned. Even though we faced challenges, we also experienced successes in: Everyday site administration received daily attendance data to monitor chronic situations. Students were required to have positive attendance to participate in some extracurricular activities and received incentives, especially at the Middle School. Students are encouraged to attend Saturday school for intervention and attendance, but there is limited participation. Although SEL Student and Parent Workshops were held, there was a small turnout and we are seeking to improve participation.

Not Implemented - 1.8, 1.14, 1.20 were not implemented as planned. We experienced the following challenges in implementation: The principals were building up the PeaceBuilders program, but did not implement the Student Ambassador Program. The SST Online system is meeting with resistance as additional training is needed and staff members feel the system itself is cumbersome. The quarterly meetings with law enforcement agencies did not happen, but frequent conversations with the SRO continue as we create a plan to include other agencies. Health class is being added on the master schedule for 2024-2025 through Edgenuity.

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

Ultimately, over the past three years there has been a slow return to normal after COVID. This seems like an excuse, but there was a significant impact on the way students and families interact post-COVID. Some are excited to be back to "normal" and others still feel compelled to stay safe and that means being extra cautious about gatherings. Some of our American Indian children and families, even staff members, wear the mask for protection. These educational partner concerns impact the school setting. Although our attendance is slowly improving, the data point does not show the effort going into getting students into seats. The incentive strategies principals are using are incredibly creative and are working. So, when we discuss implementing a planned action, and it partially happening, there are multiple variables for each action.

For Action 1.3, 1.7 there was a material difference of \$15,901 (1.3), \$50,104 (1.7) between the budgeted allocation and actual expenditures. This was due to a rise in staffing costs due to salary negotiations. For Action 1.11 there was a material difference of \$75,914 between budgeted and actual expenditures. This was due to the art teacher vacancy. All other actions and associated variances were small. For Actions 1.19, 1.22, 1.23, 1.24, and 1.25 there were material differences of \$142,000 (1.19), \$19,304 (1.22), \$48,202 (1.23), \$18,251 (1.24), and \$158,072 (1.25) between the budgeted allocations and actual expenditures. There are multiple explanations of the differences. Action 1.19 includes our health aide and CPR training to better support student needs. Action 1.22 includes the PE teacher and health class to focus on student health and safety. Action 1.23 was impacted by the employee vacating the position for one semester. Action 1.24 and 1.25 are also related to Action 1.22 supporting health, safety, and school climate across the district.

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

An examination of suspension rates (ORANGE on Dashboard) and expulsion rates shows a slight increase in suspension rates for all unduplicated pupil subgroups and no expulsions rate occurring (6.8% in 2022 to 7.2% in 2023 suspensions). This reflects the current post-COVID trend of escalated behaviors (primarily related to illegal substances). Students frequently have been found with Vape Pens. Teachers and administrators who state they believe our SEL lessons and staff supports (Outreach Consultants, School-based mental health specialist, Guidance and Family Coordinator daily SEL lessons at the elementary and middle school) are improving the overall environment and are effective, but do not show results quickly. The fully implemented effective Actions 1.12, 1.13, 1.15, 1.17, 1.18, are making incremental changes when we drill down the the individual student, thus effective.

Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.16, 1.19, 1.22, 1.24, 1.25 were effective and the successes we experienced were: Our Outreach Consultants were diligent about following up with SSTs, home visits, and monitoring to establish attendance goals and expectations with students and families. In 2023-2024 our P1 went up 9 points and our P2 went up 6 points over 2022-2023. This demonstrates success, effectiveness, in our attendance efforts. The parent attendance training occurred with the Outreach Consultants one on one and then through Cafecito Chat reminders throughout the year, which were extremely helpful and effective in getting students to school. In School Restriction has been utilized to redirect, guide, and provide SEL lessons on a continuous basis which has also been deemed effective. Our high school

graduation requirements included an expectation on 90% plus attendance in order to participate in the ceremony resulting in students coming to Weekend Warrior (Saturday school) and has helped improve attendance, therefore effective.

Actions 1.11, 1.13, 1.17, 1.21, 1.23, were partially implemented as planned, therefore partially effective. Even though we faced challenges, we also experienced successes in: Everyday site administration received daily attendance data to monitor chronic situations, which indicated partial effectiveness. This was helpful as the process consistently informed staff members to follow up on various student situations. Students were required to have positive attendance to participate in some extracurricular activities and received incentives, especially at the Middle School. Students are encouraged to attend Saturday school for intervention and attendance, but there is limited participation. This action was found to be effective even if not for the entire student body. For those who attend, it is extremely beneficial, and they benefit from small group instruction and support. Although SEL Student and Parent Workshops were held, there was a small turnout and we are seeking to improve participation. The low participation was partially effective as it was not as productive as hoped, but as we move forward, we will continue to do our outreach and provide student presentations and activities to encourage parent involvement.

An examination of positive school culture shows students perceive SPVUSD as safe. Students, staff, and community appreciate that we have a SRO and two campus security personnel (1.19). Students and families feel safer with a SRO present, therefore this action was deemed effective. The action that were not implemented; 1.8, 1.14, 1.20 were based on the principals building up the PeaceBuilders program, but did not implement the Student Ambassador Program, so this piece would be ineffective based on lack of implementation. The SST Online system is meeting with resistance as additional training is needed and staff members feel the system itself is cumbersome, therefore the software version would be considered ineffective, yet we did continue with the SST process, just not electronic. We will provide retraining in August 2024 to address the lack of familiarity with the SST Online system. The quarterly meetings with law enforcement agencies did not happen, but frequent conversations with the SRO continue as we create a plan to include other agencies, therefore partially effective as we have built the relationships, just not the process for staying engaged. Health class is being added on the master schedule for 2024-2025 through Edgenuity would be considered effective moving forward.

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.

In our 2022-2023 SPVUSD added 1.23 which supports Native American culture, academic intervention, and well-being. This position supported Native youth cultural awareness through events/activities to increase engagement in all areas, including SEL, academic, and personal development in the 2022-2023 year and we expected services to strengthen in 2023-2024, however our American Indian Coordinator was on sabbatical for one semester. All actions supporting attendance activities will continue as this area is our greatest challenge. Our students benefit from incentives, training, workshops for parents, outreach, etc.

In 2023-2024 the elementary was required to follow the SARB process after many years of not holding students and families accountable for attendance. By not holding students and parents accountable at the elementary level, it created a situation where attendance is not a priority as indicated by a 51.6% chronic absenteeism rate, versus 29.3% at the middle school.

Metrics and outcomes have been revised as needed to ensure coherence with the 2023 California Dashboard. We have utilized DataQuest, Graduation/Drop Out Rates, CALPADS, LCAP Survey data and Tableau Public to allow for comparison and growth as that is what we used when the Dashboard was inactive. Actions are updated and strengthened to meet the needs of students in all of our lowest performance indicators.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Educational Partner Involvement and Learning</p> <p>San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision making process as measured by a locally created parent survey. In order to achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets. We also extensively focus on student support services to enhance social emotional, mental health, and college and career access.</p> <p>SPVUSD was identified as needing support through Differentiated Assistance (DA) in 2019 for American Indian, Homeless, and SED. This support is provided by Imperial County Office of Education which focuses and systems improvement, data analysis, and goal setting.</p> <p>Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement. Although we have been identified for CIM and will go through the process, the current director reviewed the documentation and discovered the issue and is currently rectifying the situation.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3. Parental Involvement and Family Engagement.	Priority 3. Parental Involvement and Family Engagement.	Priority 3. Parental Involvement and Family Engagement.	Priority 3. Parental Involvement and Family Engagement.	Priority 3. Parental Involvement and Family Engagement.	The desired outcome for 2023-2024: Double the number of parent/family/communit
Parent/family Committees	SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner	2021-2022 Local Indicators: Annually, the Parent Engagement Reflection Tool will be revisited and calibrated with a team of educational	2022-2023 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners.	2023-2024 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners.	ity participants in each of the three committees DIPAC: Double participant rate. DELAC: Double participant rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Site Council	Advisory Committee (DELAC), and the School Site Council (SSC). DIPAC: 8-10 parents consistently DELAC: 4-6 parents consistently SSC: only members attend, generally no extra parent/community input Meeting are held monthly and concerns or ideas are shared with principals, superintendent, and other district personnel. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (1) and Homeless (16). SPVUSD also sent out surveys to all	partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is three point five (3.5) out of five (5) as SPVUSD is in initial implementation with some initiatives and revamping others. SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. Only members attend, generally no extra	Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is three (3) out of five (5) as SPVUSD is in initial implementation with some initiatives and revamping others. SPVUSD has three committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), and the School Site Council (SSC). SSC: attendance has remained steady throughout year. Only members attend, generally no extra parent/community input.	Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is three (3) out of (5) as SPVUSD is in initial implementation with some initiatives and revamping others. SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the School Site Council (SSC). SSC: attendance has remained steady throughout year. Only members attend, generally no extra	SSC: members attend with community input SPVUSD also sent out surveys to all stakeholders related to LCAP and ELOG. SPVUSD will increase the participant responses to : Parents and Community: Double participant rate. Students: Increase participation to 75% of student enrollment. Our desired outcome for the Cafecito Chats is increasing parent interaction by 10% as calculated by the number of parents attending the Chats. SPVUSD will continue to utilize Priority 3 Reflection Tool to analyze our implementation of state standards and share with the Board.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sources used: Reflection Tool data CALPADS Internal data and LCAP survey responses	<p>stakeholders related to LCAP and ELOG. We received the following responses: Parents and Community: 24 Parents and Community (Spanish): 4 Students, K-5: 34 Students, 6-8: 72 Students, 9-12: 91</p> <p>SPVUSD did not utilize Priority 3 Reflection Tool to analyze our implementation of state standards during the baseline year.</p>	<p>parent/community input Meeting are held monthly and concerns or ideas are shared. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (1) and Homeless (16). DIPAC: The 2021-2022 year has fluctuated consistently. Meetings have had from one to eight participants on any given evening. DELAC: Participants range from four through eight. Consistently, families have stated that there would be more participation if the meetings went back to in-person.</p>	<p>Meeting are held monthly, agenda is followed, and comments/suggestion s made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (0) and Homeless (19). DIPAC: The 2022-2023 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening. DELAC: Participants range from four through six. Consistently, families have stated that there would be more participation if the meetings went back to in-person.</p>	<p>parent/community input. Meeting are held monthly, agenda is followed, and comments/suggestion s made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities. Foster (0) and Homeless (19). DIPAC – District Indian Parent Advisory Committee – these meetings were held once a month. These meetings are a bridge for better communication and problem solving along with learning to work together and build positive relationships</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Families/Community LCAP Survey Results:</p> <p>Absenteeism: 91.3% satisfied with SPVUSD's efforts to increase student attendance.</p> <p>Safety of School: 95.7% rate school safe Enough activities on campus: 100%</p> <p>Believe SPVUSD provides engaging instruction: 52.2% most of the time 39.1% some of the time</p> <p>Believe SPVUSD keep families/community informed of events: 27.3% Highly informative 36.4% Informative 18.2% Not informative</p> <p>Understand STEM/CTE: 45.5% Yes</p>	<p>Community Advisory Committee (CAC): All educational partners are represented.</p> <p>Families/Community LCAP Survey Results:</p> <p>Safety of School: 78.5% rate school safe Enough activities on campus: 70%</p> <p>Believe SPVUSD provides engaging instruction: 70.8% most of the time 25% some of the time</p> <p>Believe SPVUSD keep families/community informed of events: 30.4% Highly informative 60.9% Informative 9.7% Not informative</p> <p>Workshops would be helpful in the following areas: How to parent at each stage 33.3%</p>	<p>with the parents and community. DIPAC: The 2022-2023 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening.</p> <p>DELAC: Participants range from four through six. Consistently, families have stated that there would be more participation if the meetings went back to in-person.</p> <p>Community Advisory Committee (CAC): All educational partners are represented.</p> <p>Families/Community LCAP Survey Results:</p> <p>Safety of School: 60% rate school safe Enough activities on campus: 60% want to see more</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>31.8% Understands some of it 22.7% No</p> <p>Understands HS Graduation requirements: 81% Yes 9.5% No 9.5% Some</p>	<p>Social emotional learning 29.2% Understanding testing requirements 8.3% How to help children at each level 4.2% Why attendance is important 4.2%</p>	<p>Believe SPVUSD provides engaging instruction: 77% most/some of the time</p> <p>Believe SPVUSD keep families/community informed of events: 85% Highly informative/Informative</p> <p>Workshops would be helpful in the following areas: Social emotional learning 75% Safe School Environment 87.5% Collaboration with Community (mental health, child welfare, juvenile justice) 87.5% Clubs and Activities Information 87.5% Positive Culture (bullying prevention) 75%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Parent Workshops/Learning Opportunities</p> <p>Community Liaison sessions</p> <p>Positive Traditional Parenting w/Teens</p> <p>Counseling Program Data Snapshot, K-8</p> <p>Counseling Program Data Snapshot, 9-12</p>	<p>K-12 Parenting Support Program: San Pasqual Parent Academic Course Engagement (SPPACE)</p> <p>Cafecito Chats SPVUSD counselors also hold Cafecito Chats with parents/family about mental health awareness/resiliency/ coping skills each month.</p> <p>Starting in 2021-2022, counselors will track how many parents participate in the virtual and in-person Cafecito Chats all designed around mental health and healthy living.</p>	<p>Hired Guidance and Family Coordinator (GFC) to develop SPPACE program/workshop topics for family learning opportunities in the 2022-2023 school year and beyond.</p> <p>From March - June 2022: College related session: Share information about college/CTE programs/certificates with all students, including those six parents GFC met individually. GFC provided a Scholarship Financial Literacy workshop (students learned how to manage scholarship money, and how it needs to be use by semester) College and Career Expos- 3 Students interview for college program: TRIO Student Support</p>	<p>Fully implement SPPACE program/workshop topics for family learning opportunities in the 2023-2022 school year and beyond.</p> <p>Community Liaison co-facilitated two sessions: Parenting/Literacy night, we present Positive Traditional Parenting for pre-k and Kinder parents. Traditional Parenting, lessons of the Storytelling and Lessons of the Cradleboard.</p> <p>Positive Traditional Parenting w/Teens Geared towards skills for a positive growth mindset, how to set and achieve goals, healthy relationships, being trauma informed and building leadership skills along with resiliency , our choices in parenting,</p>	<p>District Community Liaison provided / facilitated. And co-facilitated:</p> <p>Families discussed topics such as Bullying/ Cyber bullying / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is supporting and protecting our students in- person and online</p> <p>Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles.</p>	<p>Develop and implement high school counseling program that regularly infuses SEL lessons into the day. Utilize mental health professionals to assist in supporting and developing students' social skills and resiliency.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Cafecito, listed under Counseling Program Data</p> <p>CHAT Therapist</p> <p>Behavior Support</p>		<p>Services (8 students accepted), College Assistant Migrant Program (3 students accepted), AWC Ambassadors Program (2 students have interview on June 14, 2022). Higher Ed Week presentations via zoom and in-person AWC programs present 1:1 college and scholarship sessions with seniors College and University presentation: Juniors Two of our 9th graders accepted to the UCSD Academic Connection Summer program, allowing them to earn 6 college credits. Implemented the SPVHS Student Service Learning Program: community service. Since we started in March 2022, we have had 33 students participate.</p>	<p>Harmony in Traditional Child-Rearing</p> <p>Counseling Program Data Snapshot, K-8: First 100 days. Cafecito Chats: 3 Classroom Lessons: 253 Group Sessions: 173 Individual Sessions: 700 School Activities: 7 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, PeaceBuilder Assemblies</p> <p>Counseling Program Data Snapshot, 9-12: First 100 days. Classroom lesson: 4 Group Sessions: 26 Individual Sessions: 104 Cafecito Chats: 3 School Activities: 4</p> <p>CHAT Therapist provided 199 students support:</p>	<p>Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting.</p> <p>Coordinated the Quechan Language Preservation program to be able to come in and teach the language for our ASES middle school program.</p> <p>Coordinated the Quechan Language Preservation program to come and help with the pronunciation and meaning of our Kwatsaan words we have posted throughout the district.</p> <p>Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>School Based Mental Health Professional</p> <p>Sources used: Internal data</p>		<p>Community Liaison co-facilitated two sessions: Parenting/Literacy night, we present Positive Traditional Parenting for pre-k and Kinder parents. Traditional Parenting, lessons of the Storytelling and Lessons of the Cradleboard.</p> <p>Positive Traditional Parenting w/Teens Geared towards skills for a positive growth mindset, how to set and achieve goals, healthy relationships, being trauma informed and building leadership skills along with resiliency , our choices in parenting, Harmony in Traditional Child-Rearing</p> <p>Cafecito Chats are quarterly; due to low attendance in the beginning of the year, counselors created a</p>	<p>Ages 0-12: 26 students Ages 13-17: 173 Crisis counseling 45 sessions Individual/Family sessions 860 Referrals 1030 Case Management: 1,009</p> <p>Behavior Support Topics – anger management, social relationships, self-control, waiting, and toileting. stealing, drug education/prevention, schoolwide rule/expectation review, fighting, rule of 5 signatures, and transitioning, honesty and integrity, accountability, and responsibility.</p> <p>Elementary Regular basis total: 12 Called in for/check ins total: 25</p> <p>Middle School Regular basis total: 4</p>	<p>Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p> <p>School Based Mental Health Professional:</p> <p>Total # of High School students (9-12) served by: 87</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		recorded YouTube channel. 41 views. Counseling program highlight video has over 220 views.	<p>Called in for/check ins total: 13</p> <p>High School Regular basis total: 5</p> <p>District count (regular basis): 21 District count (called in for/check ins): 71 Total students district wide (both ongoing and check ins): 92</p> <p>School Based Mental Health Professional: September 2022-Current</p> <p>Students enrolled in SBMH services: 31 Native American students enrolled in SBMH services: 20 Students needing crisis team support/screen: 6 Students 5150: 1 Referrals to outside agency (IHS& ICBH): 10 CHAT referrals: 4 Students supported by SBMHS: 57 Outreach events: 6</p>	<p>Crisis intervention sessions: 28 Individual sessions (counseling, case management, brief mental health/emotional support): 241 Group sessions: 30 Referrals to outside agency (IHS& ICBH): 4 CHAT referrals: 3 Outreach events: 6 (1xmonthly) Mental Health Classroom lessons: 6 (1x monthly)</p> <p>Main Issues Addressed while providing direct services: Teen dating violence, family and household conflict, drug induced psychosis, drug related behavior, anxiety, depression, trauma related symptoms, coping/resiliency skills, safety planning related to self harm and suicidal thoughts.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Mental Health Classroom lessons: 5</p>	<p>Student Group Topics (# of Students in each group): Anger management, mental health education, stress management, value exploration, developmental assets, identifying cognitive distortions, healthy relationships, emotional regulation.</p> <p>Warrior Empowerment Group: 12 students</p> <p>Bill Manes Alternative Education Student Success Group: 11 students</p>	
<p>Guidance and Family Coordinator data</p> <p>AWC</p>	N/A	N/A	<p>Guidance and Family Coordinator data: College related session:</p> <ul style="list-style-type: none"> First Wednesday of the month- AWC Admission/Recruitment Coordinator comes to campus and meets with students. (Helps students with anything 	<p>Guidance and Family Coordinator data: Financial Aid</p> <ul style="list-style-type: none"> Parent Senior Night: FAFSA Update and FSAID November 2023- December 2023- 	<p>Continue to build and support students and families in college and career preparation leading to higher graduation rate, increased college admission and trade school aspirations, A-G completion.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Scholarship Financial Literacy			<p>related to admission process)</p> <ul style="list-style-type: none"> · AWC College Assistant Migrant Program Presentation (September 2022)-28 students · 27 students attended the SDSU Campus trip (September 2022) · AWC Student Support Services KEYS Program Presentation (September 2022) 28 students · AWC Junior and Senior Day (November 2022)29 students · AWC Admission Day (December 2022 and February 2023) 29 students completed admissions for AWC/ 21 registered for classes. · Steps to College Conference- Sacramento- February 2023- 8 students · AWC- Warrior to Matador Event (April 2023)- 21 students: 	<p>FAFSA Night</p> <ul style="list-style-type: none"> • February 2024 • March 2024 • May 2024 (Scheduled for May 8, 2024) <p>Scholarship Sessions / Presentations</p> <p>Scholarship Sessions with Guidance and Family Coordinator</p> <ul style="list-style-type: none"> • October 2023 through April 2024 <p>IVROP Scholarship Session</p> <ul style="list-style-type: none"> • February 2024 <p>Arizona Westen College Warrior to Matador Event</p> <ul style="list-style-type: none"> • April 2024- During the event two seniors won scholarship raffles. • 1st Scholarship Raffle \$300 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Prep: IVROP			Enrolled in AWC: American Indian (7), White (1), Hispanic (12) Selected Classes: American Indian (4), White (1), Hispanic (12)	<ul style="list-style-type: none"> 2nd Scholarship Raffle: AWC presidential Scholarship- scholarship will cover 2 years of tuition. 	
College and Career Expos			Scholarship Financial Literacy workshop: (students meet 1:1 with me to work on everything related to college and scholarships or I go into the college and career class to talk to them- Winterholler's class/ BM/ Duggan's English 12 class)	<p>Quechan Higher Student Presentation- Scholarship</p> <ul style="list-style-type: none"> May 2024 SPVHS Scholarship and Award Night May 2024 	
AWC Ambassadors Program			<ul style="list-style-type: none"> FSAID Night (IVC Financial Aid Coordinator participated in our senior night to help parents and students complete FSAID and talk about the FAFSA)- September 2022 – 17 students. Arizona Community Foundation Presentation December 2022 	<p>The total amount scholarship money is still pending.</p> <p>Workshops</p> <ul style="list-style-type: none"> I got a Scholarship, now what? A workshop will be conducted after the scholarship awards night in order to 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>UC Connections Summer Program</p> <p>SPVHS Student Service-Learning Program</p> <p>SPPACE Workshops organized by Guidance and Family Coordinator</p>			<ul style="list-style-type: none"> · IVROP Scholarship Workshop (January 2023) 16 students · AZ Community Foundation Cash for College- February 2023 (3 students attended) · FAFSA Night: Race to the Finish Line (February 2023) 3 students · SPVHS Local Scholarship Workshop (March 2023) 12 students applied. · Quechan Higher Ed Scholarship presentation: April 2023 · 1st Bank Yuma Financial Literacy (Juniors/Seniors)- May 11, 2023 · Workshop: I got a Scholarship, now what?: June 2, 2023 <p>Career Prep:</p> <ul style="list-style-type: none"> · IVROP Resume Workshop for Juniors and Seniors (February 2023) 53 students. 	<p>guide students on how to budget and used scholarship money wisely.</p> <p>Post Ed: College and Career Sessions</p> <ul style="list-style-type: none"> • Senior Seminar Session by Ms. Kenia (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) • September 2023 through April 2024 • San Diego State University RISE Program (Research, Innovation, Student Engagement) - Imperial Valley 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> · IVROP Senior Mock Interviews (April 2023) 22 seniors · IVROP Career Assessments for Freshman, Sophomores, and Juniors (May 2023) College and Career Expos · IVC College/University Day (September 2022) 42 students · Arizona Southwest Career and Trade Expo- 9th-12 (March 2023) · AWC Dream it, to be it Conference (March 2023) 8 students. · Warrior to Matador Event (April 2023) 21 students · SPVUSD Career Expo (May 2023) Students interview for college program: · TRIO Student Support Services (14 students applied and all have interviews) 	<ul style="list-style-type: none"> Program Introduction Presentation- August 2023- 34 students. SDSU RISE Student Meetings (Twice a month) <ul style="list-style-type: none"> • September 2023 through April 2024 – 22 student participants Grand Canyon University Presentation <ul style="list-style-type: none"> • August 2023 – 29 students Grand Canyon University Admissions Day <ul style="list-style-type: none"> • September 7, 2023 – 12 students Arizona Western College Admissions and Major Presentation <ul style="list-style-type: none"> • September 2023 – 27 students 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>May 2 and May 3, 2023)</p> <p>AWC Ambassadors Program</p> <ul style="list-style-type: none"> · 4 students applied (if student get selected, they will receive and email for an interview in June) <p>Higher Ed Week: September 2022(all grade levels) and May 2023 (Sophomores and Juniors)</p> <p>UC Connections Summer Program:</p> <ul style="list-style-type: none"> · 1 student got selected for the summer 2023 residential program (full scholarship) <p>SPVHS Student Service-Learning Program: Program continues to grow (community service)</p> <ul style="list-style-type: none"> · Family Resource Center Food Box Distribution (1st Wednesday of the month) 	<p>Arizona Western College Admission Rep Visit</p> <ul style="list-style-type: none"> • Once a month (September 2023 through April 2024) • Arizona Western College-College Assistant Migrant Program Presentation • September 2023 • Only 5 students qualify to apply for the program-acceptance into the program is still pending. <p>Arizona Western College- TRIO KEYS Program Presentation</p> <ul style="list-style-type: none"> • September 2023 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> · Yuma Childrens Festival (April 2023) · SPPACE Workshops <p>SPPACE Workshops (San Pasqual Parent Academic Course Engagement) Workshops where I only had parent attendance.</p> <ul style="list-style-type: none"> · KEYS to success: August/September 2022 · Financial Aid: How do I pay for it all? September 2022 · College Planning: Are you Ready for your Seniors to fly the nest- October 2022 · Reading With Warriors- February 2023 · Early Exploration: The Power of Music: April 2023 	<ul style="list-style-type: none"> • IVROP Resume Workshop • October 2023 • Arizona Western College: Junior and Senior Day • November 2023 – 38 students • Arizona Western College Admissions Day • December 2023- 35 students (all applied for admissions at AWC) <p>IVROP Mock Interviews (Seniors)</p> <ul style="list-style-type: none"> • February 2024 <p>SDSU RISE- Imperial Valley: Technology Nursing School of Nursing Tour (Brawley)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<ul style="list-style-type: none"> March 2024 – 6 students participated. <p>Arizona Western College Warrior to Matador Event</p> <ul style="list-style-type: none"> April 2024 18 students participated- all students were able to register for 2024 fall semester, and attended a resource fair, campus tour and presentations <ul style="list-style-type: none"> Hispanic 10 Native American 8 <p>Arizona Western College TRIO KEYS Advising Sessions for fall 2024.</p> <ul style="list-style-type: none"> May 2024 12 students have applied to the program and have 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>interview schedule for May 7, 2024</p> <ul style="list-style-type: none"> Career Expos / Higher Ed Week <p>Imperial Valley College- College and University Day</p> <ul style="list-style-type: none"> September 2023 – 42 students <p>Higher Ed Week I</p> <ul style="list-style-type: none"> September 2023- Juniors and Seniors <p>Arizona Western College Transfer and Career Expo</p> <ul style="list-style-type: none"> October 2023 <p>Arizona Southwest Career and Trade Expo (9th-12th)</p> <ul style="list-style-type: none"> March 2024 <p>SPVUSD Career Expo -April 2024- 9TH – 12TH</p> <p>Higher Ed Week II -</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>May 2024 – 9th- 12th</p> <p>Workshops SPPACE (San Pasqual Academic Course Engagement) Workshops</p> <ul style="list-style-type: none"> • KEYS to Success (August, September and January Sessions) • Financial Aid: How Do I pay for College- September 2023 • College Planning: Are you ready for your Senior to fly the nest? <p>Workshop in-progress</p> <ul style="list-style-type: none"> • Parenting Center (Collaboration with Mrs. Alvarez) • Technology Parent Meeting- 	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<div>January 2024</div> <ul style="list-style-type: none">• Cyber Bullying – February 2024• Understanding Parent Vue – April 2024• Overview Session + Understanding CalKids – May 2024 <div>Educational Opportunities for Students</div> <ul style="list-style-type: none">• Girl State-Summer 2024• Junior student will be attending Girl State 2024 <div>University California Connections Summer Program 2024</div> <ul style="list-style-type: none">• Sophomore student will be attending (Migrant	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>program will be funding female student to attend)</p> <ul style="list-style-type: none">• Cesar Chavez Leadership Conference 2024• UC Davis• 9 students <p>IVROP Career Technical Education Leadership Conference (Calexico-Ag students only)</p> <ul style="list-style-type: none">• October 2023- 6 students <p>Imperial Valley College Talent Search Program</p> <ul style="list-style-type: none">• 10 Senior Participants <p>SPVHS Student Service-Learning Program</p> <ul style="list-style-type: none">• Community Service- Food box	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>distribution or other events</p> <ul style="list-style-type: none"> • Number of students various each month from 3 to 9 students <p>Besides the 18 students registered and attending AWC in the fall, we have one student who will be attending Santa Monica Community College (Native American student).</p>	

Goal Analysis

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

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

Fully Implemented - Actions 2.2, 2.3, 2.5, 2.7 were fully implemented as planned. Some successes we experienced were: Orientation meetings occur each year and or Back to School night an ice cream social is held. This event is well received in the community and there are large numbers of participants. Families/community are provided with Parent Advisory information and dates at the beginning of each school year. The biggest win is the hiring of the Guidance and Family Coordinator, who has developed the SPPACE workshop/family learning plan, and was implemented in the 2022-2023 school year, with additional sessions planned for 2023-2024 and provided, then 2024-2025 should lead to a more specific focus, based on educational partner input. 2.7 The Guidance and Family Coordinator once again did incredible work providing students with college and career opportunities. She was instrumental in getting 18 students enrolled in classes for 2024-2025 at Arizona Western College.

Partially Implemented -Actions 2.1, 2.4, 2.6 were partially implemented as planned. Even though we faced challenges, we also experienced successes in: When families/parents were present, we were able to gain insight from conversation. With the new district website switching over SPVUSD is still working to reformat and update, we did not develop the online calendar. All families are provided log in access at the beginning of every school year and provided training in the Synergy Parent Portal. In addition, SPV elementary school began training to do report cards on the Synergy system so that parent have current data/grade/attendance on their children. However, the elementary school did not provide report cards through Synergy in 2022-2023, organizing the documents and Synergy partnership in 2023-2024, and will be implemented in 2024-2025. The process was much more convoluted and time intensive than originally anticipated.

Not Implemented - NONE

For future LCAP development: Need to combine 2.1 and 2.6 as the purpose is the same, to encourage family feedback through surveys. 2.4 can be removed as this is a normal part of organizational preparation.

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

There were limited material differences in Goal 2. In the efforts to enhance and improve Synergy access and tools, Action 2.2, an additional \$652 was utilized. Action 2.6 was partially implemented, therefore limited resources were required. It was budgeted for \$1,000 but zero was expended. Other Actions in Goal 2 were considered minor variances in expenditures/percentages.

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

An examination of prior family/community training/workshops indicated there was a significant need to revisit items like graduation requirements, social emotional learning, post-secondary, etc. per the LCAP. In 2022-2023 SPVUSD hired for the Guidance and Family Coordinator for parent workshops and development. This person development the SPPACE program which is San Pasqual Parent Academic Course Engagement. The numbers were low, but participation, learning, and enjoyment occurred. Actions 2.2, 2.3, and 2.4 are effective, but still have room for improvement. SPVUSD provided families with a list of workshops offered for 2023-2024 on Back to School night for SPPACE and the Traditional Parenting classes. The attendance numbers varied, but participants appreciated the knowledge and information. Actions 2.2, 2.3, 2.5, 2.7 were fully implemented as planned and effective as evidenced by the successes experienced. Examples include: Orientation meetings occur each year and or Back to School night an ice cream social is held. This event is well received in the community and there are large numbers of participants. Families/community are provided with Parent Advisory information and dates at the beginning of each school year. The biggest win is the hiring of the Guidance and Family Coordinator, who has developed the SPPACE workshop/family learning plan, and was implemented in the 2022-2023 school year, sessions occurred in 2023-2024, then 2024-2025 should lead to a more specific focus, once again based on educational partner input. 2.7 The Guidance and Family Coordinator once again did incredible work providing students with college and career opportunities. She was instrumental in getting 18 students enrolled in classes for 2024-2025 at Arizona Western College.

SPVUSD developed a plan to enhance Action 2.1, 2.5, and 2.6 in order to achieve greater family/community participation in events across the district by working directly with the Guidance and Family Coordinator, the American Indian Program Coordinator, Special Education Director, ELD Coordinator, Athletic Director, ASB teacher, and site administration. To strengthen our community interaction and engagement, each time an adult family or community member volunteers in SPVUSD, the superintendent will send out the certificate and short letter. Actions 2.1, 2.4, 2.6 were partially implemented as planned. Even though we faced challenges, we also experienced successes and would consider them effective, for instance: When families/parents were present, we were able to gain insight from conversation. With the new district website switching over SPVUSD is still working to reformat and updates, we did not develop the online calendar so although that was effort was ineffective, we have already started the process for 2024-2025. All families are provided log in access at the beginning of every school year and provided training in the Synergy Parent Portal. This effort has been effective, the elementary school did not provide report cards through Synergy in 2022-2023, organizing the documents and Synergy partnership in 2023-2024, and will be implemented in 2024-2025. The process was much more convoluted and time intensive than originally anticipated, so it would be deemed ineffective. Working with Synergy, we are ready to go for the 2024-2025 school year. Then elementary parents will be able to grades, not just attendance.

Action 2.7 The Family and Guidance Coordinator was extremely effective and positive for students in career and college attainment. Arizona Western College has interacted with our students five times and resulted in 18 students participating and registering for 2024 fall semester, and attended a resource fair, campus tour and presentations. -Hispanic 10 -Native American 8. Scholarship Financial Literacy workshops were held discussing access to funding including FSAID, FAFSA, Race to the Finish Line, Community Foundation presentation, etc. Career prep from IVROP was provided three times. Students attended five college and career expos. Students participate in Student Service-Learning events.

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.

In our 2023-2024 LCAP, SPVUSD stated there would be coordination of activities through the hiring of, Action 2.7, a Guidance and Family Coordinator and the community educational partners. The goal to enhance our parent/family workshops/classes to increase educational partners participation was partially successful, all we need is more participation. There were five SPPACE workshops throughout the year. To assist families in understanding the school environment, proactive parenting, and supportive measures at home to support academic development we will ramp up our efforts to advertise and encourage family participation. We will measure success through participation and pre/post surveys of SPPACE workshops. Metrics and outcomes have been revised slightly to ensure coherence with the 2023 California Dashboard through the use of DataQuest and narratives from the LCAP surveys to allow for comparison and growth strategies, such as streamlining the team who provides input and coordination of pre/post surveys. To improve our results in 2024-2025, we will send out Catapult messages to all families one week prior to the workshop date, share on social media, and remind families when they visit the school site offices.

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

Goals and Actions

Goal

Goal #	Description
3	<p>Student Achievement</p> <p>In the 2023-2024 ALL STUDENT groups of San Pasqual Valley Unified School District will progress each year on the California School Dashboard. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)</p> <p>San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator. San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR	Priority 4 – Pupil Achievement	Priority 4 – Pupil Achievement	Priority 4 – Pupil Achievement	Priority 4 – Pupil Achievement	Priority 4 – Pupil Achievement
CAASPP	Implementing STAR testing across district as a baseline during the 2021-2022 school year.	Implemented STAR testing in district as a baseline during the 2021-2022 school year.	STAR testing across district. In progress.	STAR testing across district. In progress.	STAR testing will allow SPVUSD to self-monitor and strengthen instruction throughout district based on student data.
ELA	<p>During the 2020-2021 school year no students were redesignated (RFEP).</p> <p>Dashboard: ELA - Red, 54.6 points below standard</p>	<p>CAASPP, 2020-2021, All Students ELA 49.01% Met or Exceeded Math 33.76% Met or Exceeded</p> <p>CAASPP IFEP/EO</p>	<p>CAASPP, 2021-2022, All Students ELA 25.2% Met or Exceeded Math 7.1% Met or Exceeded</p> <p>CAASPP RFEP ELA 69.2% Met or Exceeded</p>	<p>CAASPP, 2022-2023, All Students ELA 23.02% Met or Exceeded Math 5.61% Met or Exceeded</p> <p>Elementary School: ELA 16.4% Met or Exceeded</p>	<p>Dashboards: By 2023-2024, our ELA and Math will indicate YELLOW and 65% English Learner Progress</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math	Math - Red 98.4 points below standard English Learner Progress - 41.7% making progress toward English Language proficiency	ELA 55.89% Met or Exceeded Math 38.44% Met or Exceeded	Math 38.5% Met or Exceeded CAASPP Students with Disability ELA 0% Met or Exceeded Math 0% Met or Exceeded	Math 6.8% Met or Exceeded Middle School: ELA 22.9% Met or Exceeded Math 2.3% Met or Exceeded	DataQuest: District ELA: 65% Met or Exceeded Standard District Math: 58% Met or Exceeded Standard
CAASPP Science	DataQuest, CAASPP, 2018-2019: District ELA: 51.50% Met or Exceeded Standard	CAASPP Students with Disability ELA 15.48% Met or Exceeded Math 10.79% Met or Exceeded	CAASPP Homeless ELA 7.1% Met or Exceeded Math 0% Met or Exceeded	High School: ELA 37.5% Met or Exceeded Math 12.1% Met or Exceeded	Whereas, Students with disability: District ELA: 50% Met or Exceeded Standard District Math: 45% Met or Exceeded Standard
CAST California Science Test	District Math: 39.73% Met or Exceeded Standard	CAASPP Homeless ELA 29.64% Met or Exceeded Math 16.02% Met or Exceeded	CAASPP Migrant ELA 36% Met or Exceeded Math 20% Met or Exceeded	CAASPP RFEP ELA ---% Met or Exceeded Math ---% Met or Exceeded	Homeless: District ELA: 60% Met or Exceeded Standard District Math: 50% Met or Exceeded Standard
ELPAC	Whereas, Students with disability: District ELA: 16.35% Met or Exceeded Standard District Math: 12.61% Met or Exceeded Standard	CAASPP Migrant ELA 25.14% Met or Exceeded Math 12.62% Met or Exceeded	English Language Proficiency, Summative ELPAC 2021-2022: % Proficient Summative: 14.6% Level 1: 36.5% Level 2: 27.01% Level 3: 21.9% Level 4: 14.6%	CAASPP Students with Disability ELA 3.7% Met or Exceeded Math 0% Met or Exceeded	Migrant: District ELA: 60% Met or Exceeded Standard District Math: 50% Met or Exceeded Standard
EAP	Homeless: District ELA: 32.86% Met or Exceeded Standard District Math: 22.69% Met or Exceeded Standard	English Language Proficiency 2020-2021: 20.27% Proficient Summative: 13.98% Level 1: 19.79% Level 2: 32.57% Level 3: 33.66% Level 4: 13.98%	CAST California Science Test	CAASPP Homeless ELA 23.8% Met or Exceeded Math 9.1% Met or Exceeded CAASPP EL	Foster: Monitor number of students and needs based on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source used: Dashboard CAST DataQuest CALPADS RFEP CAASSP- ELPAC.CDE.CA. GOV	<p>Migrant: District ELA: 30.01% Met or Exceeded Standard District Math: 21.58% Met or Exceeded Standard</p> <p>Foster: Currently, one student. Additional support and intervention provided. Outreach immediate upon enrollment to connect with services.</p> <p>2019 ELPAC Well Developed Rate: SPVUSD: 9.9% Elementary: 8.2% Middle School: 15.4% High School: 8.9%</p>	<p>CAASPP Science, 2020-2021: 28.78% Met or Exceeded (district) 7.81%, SWD (district) 29.74%, 5th grade 27.02% 8th grade 34.81%, 10th grade 31.49% 11th grade 27.54% 12th grade</p> <p>2020 ELPAC Well Developed Rate: Unavailable.</p> <p>2021 ELPAC Well Developed Rate: SPVUSD: 11.5% Elementary: 4.2% Middle School: 20.5% High School: 9.3%</p>	<p>Standard Met or Exceeded: District 7.2% Middle School 10% Elementary 7.1% High School 2.6%</p> <p>CAA - fewer than 10 tested, DATA SUPPRESSED</p> <p>2022 ELPAC Well Developed Rate: SPVUSD: 14.6% Elementary: 8% Middle School: 16.7% High School: 20.4%</p> <p>EAP College Ready Rate: English District: 19.6% High School: 20%</p> <p>EAP College Ready Rate: Math District: 2.2% High School: 2.5%</p>	<p>ELA 9.1% Met or Exceeded Math 1.8% Met or Exceeded</p> <p>CAASPP SED ELA 22.6% Met or Exceeded Math 5.28% Met or Exceeded</p> <p>American Indian ELA 26.3% Met or Exceeded Math 6.16% Met or Exceeded 11th grade - 55.55% Met or Exceeded in ELA 11th grade - 23.08% Met or Exceeded in Math</p> <p>Hispanic ELA 17.9% Met or Exceeded Math 4.1% Met or Exceeded 11th grade - 31.58% Met or Exceeded in ELA 11th grade - 5.26% Met or Exceeded in Math</p>	<p>circumstance, provide intervention/support.</p> <p>ELPAC Well Developed Rate: SPVUSD: 40% Elementary: 40% Middle School: 40% High School: 40%</p> <p>CAST California Science Test Standard Met or Exceeded: District 7.2%</p> <p>EAP College Ready Rate: English District: 40%</p> <p>EAP College Ready Rate: Math District: 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>English Lang Proficiency, Summative ELPAC 2022-2023: 7.94% Proficient Summative: 14.6% Level 1: 35.71% Level 2: 30.16% Level 3: 26.19% Level 4: 7.94%</p> <p>CAST California Science Test Standard Met or Exceeded: District 8.3% Elementary 9.4% Middle School 7.5% High School 8.3%</p> <p>CAA - fewer than 10 tested, DATA SUPPRESSED</p> <p>2023 ELPAC Well Developed Rate: SPVUSD: 7.9% Elementary: 2.1% Middle School: 14.3% High School: 10.3%</p> <p>EAP College Ready Rate: English District: 15.9% High School: 12.5%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				EAP College Ready Rate: Math District: 2.8% High School: 3.0%	
CTE Completers	Priority 8 – Other Outcomes CALPADS, 2020-2021 : CTE Completers, 7 in Agriscience, 1 non-completer Work-Based Learning - 0 students	Priority 8 – Other Outcomes 2021-2022 CTE Completers, 12 in Agri-science Work-Based Learning - 3 students	Priority 8 – Other Outcomes 2022-2023 CTE Completers, 12 seniors in Agri-science, 1 in progress, six (6) juniors Attended AWC Ag Summit: 5 Work-Based Learning - 6 students	Priority 8 – Other Outcomes 2023 - 2024 CTE Completers, 6 seniors in Agri-science, 4 in progress, 19 juniors in progress Attended AWC Ag Summit: 5 Work-Based Learning - 10 students, 1 pending	CALPADS, 2023: CTE Completers, 25 in Agriscience Work-Based Learning - 25 students Add additional pathway.
Dual Enrollment student #					Dual Enrollment, completed in 2023: Increase by double the 2021-2022 enrollment numbers.
CCI	Dual Enrollment, completed in 2020-2021: 9 students in Eng 101 7 students in Eng 102	Dual Enrollment, completed in 2021-2022: 14 students in Eng 101 12 students in Eng 102	Dual Enrollment, completed in 2022-2023: 11 students in Eng 101 11 students in Eng 102 12 students in ART 101 10 students in Art History 141	Dual Enrollment, completed in 2023 - 2024: 16 students in Eng 101 12 students in Eng 102 18 students in Art History 142 8 students in Math 151	Dashboard, CCI: 2023, 40% of SPVUSD graduates are Prepared on the College/Career Indicator.
A-G	Dashboard: 2019, 7.8% of SPVUSD graduates are Prepared on the College/Career Indicator and all are Socioeconomically disadvantaged.	Dashboard: 2020-2021, 2021-2022 NOT UPDATED. Prepared on the College/Career Indicator and all are Socioeconomically disadvantaged.	Dashboard: CCI NOT REPORTED in 2022	Per DataQuest:	Desired Outcomes A-G: 50% of students will meet A-G criteria
AP	A-G: % of students who met A-G Criteria	A-G:	Per DataQuest:		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	2018 22.9% 2019 18.6% 2020 23.4%	12.8% of students who met A-G Criteria 2021 28.5%	One Native student meeting UC/CSU requirements Four Hispanic students meeting UC/CSU requirements	3 Native students meeting UC/CSU requirements 3 Hispanic students meeting UC/CSU requirements	50% of students were CTE completers and met A-G Criteria
Dropout Rate	0% of students were CTE completers and met A-G Criteria	2.5% of students were CTE completers and met A-G Criteria	12.8% of students were CTE completers and met A-G Criteria - Dashboard: CCI NOT REPORTED in 2022	5% of students were CTE completers and met A-G	AP Tests/Passing Rates: SPVUSD believes students benefit more from dual enrollment courses than Advanced Placement. As a result, the elimination of US History will occur and only AP Art classes will continue on a limited basis.
Middle School Promotion Rates	AP Tests/Passing Rates: 2020-2021 AP US History 30% of students tested. 100% scored a 1. 0% scored a 3 or better.	AP Tests/Passing Rates: 2021-2022 AP US History, AP exams, results not yet received. 85% of class tested. Results not yet received.	AP Tests/Passing Rates: 2022 AP US History passed 0/10	2023 AP US History, AP exams, test and results not yet received.	2023 Graduation Rate: 2023: 79.5% compared to State: 86.2%
Source used: Dashboard, College/Career CALPADS - CTE DataQuest Tableau Public https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-	AP Art and Design, 2020-2021: 28% of students tested. 50% scored a 3. 50% scored a 2.	AP Art and Design, 2021-2022: 75% of class tested. Results not yet received.	2023 AP US History, AP exams, test and results not yet received.	In 2023, the SPVUSD graduates student groups were the following: 81.8% were English Learners 79.1% were Socioeconomically Disadvantaged 88.9% were Hispanic/Latino 66.7% were American Indian	Desired Outcome for AP Art courses is 50% passage rate, scoring 3 or better, for students taking the AP Art exam.
	Public, Tableau, Graduation Rate SPVUSD: 2018 63.6% (district, overall) 83% (high school) 6.3% (continuation) 2019	2021 Graduation Rate: 75.9% (district, overall) 84.4% (high school) 63.6% (continuation) 2021 Dropout Rate: District: 9.3% High School: 9.4% Continuation: 9.1%	2022 Graduation Rate: 76% (district, overall) (60.9% Native, 95.5% Hispanic) 78.7% (high school) N/A (continuation)		Graduation Rate, Desired Outcome: 85% (district, overall) 95% (high school) 75% (continuation) Dropout Rate: District: 0% High School: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
12Indicators/CAK-12Indicators	<p>81.10% (district, overall) 84.5% (high school) No Data (continuation)</p> <p>2020 74.6% (district, overall) 84.3% (high school) 44% (continuation)</p> <p>2020 Dropout Rates – District: 6.3% High School: 0% Continuation: 16%</p> <p>Middle School Graduation/Promotion Rates, 2019-2020: Dropout Rate: 0% Promotion Rate: 98.1%</p>	<p>Middle School Graduation/Promotion Rates, 2020-2021: Dropout Rate: 1.78% Promotion Rate: 98.1%</p> <p>Middle School Graduation/Promotion Rates, 2021-2022: Dropout Rate: 0% Promotion: 100%</p>	<p>2022 Dropout Rate: District: 10% High School: 10.6% Continuation: N/A</p> <p>Middle School Graduation/Promotion Rates, 2021-2022: Dropout Rate: 0% Promotion: 100%</p>	<p>2023 Dropout Rate: District: 20.8% High School: 15.9% Continuation:--%</p> <p>Middle School Graduation/Promotion Rates, 2022-2023: Dropout Rate:---% Promotion Rate:---%</p>	<p>Continuation: 0%</p> <p>Middle School Graduation/Promotion Rates: Dropout Rate: 0% Promotion: 100%</p>
<p>Implementation of state board adopted academic content and performance standards for all students.</p> <p>Programs and services will enable English learners to access the Common</p>	<p>Priority 2 - Implementation of State Standards All school sites are teaching Board approved standards based curriculum. Access is provided to all students. ELD is provided to students as needed and</p>	<p>Priority 2 - Implementation of State Standards All school sites are teaching Board approved standards based curriculum. Access is provided to all students. ELD is provided to students as needed and</p>	<p>Priority 2 - Implementation of State Standards All school sites are teaching Board approved standards based curriculum. Access is provided to all students. ELD is provided to students as needed and</p>	<p>Priority 2 - Implementation of State Standards All school sites are teaching Board approved standards based curriculum. Access is provided to all students. ELD is provided to students as needed and</p>	<p>Board approved, Standards based curriculum being taught in all schools.</p> <p>RFEP: 15% of students receiving ELD support will be redesignated each year, through 2023-2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	required in all grade levels to support and encourage English language proficiency. RFEP numbers should rise due to fidelity of instruction and programming.	required in all grade levels to support and encourage English language proficiency. Curriculum at elementary, including intervention support through IXL, Freckles, pull-out program.	required in all grade levels to support and encourage English language proficiency. Priority 2 overall score was three (3). Curriculum at elementary, including intervention support through IXL, Freckles, pull-out program.	required in all grade levels to support and encourage English language proficiency. Priority 2 overall score was three (3). Curriculum at elementary, including intervention support through IXL, Freckles, pull-out program.	Biliteracy Seal student qualifications.
RFEP	<p>Adoption of standards based curriculum will continue in the 2021-2022 school year at the elementary level.</p> <p>2020 SPVUSD did not utilize Priority 2 Reflection Tool to analyze our implementation of state standards.</p> <p>SPVUSD RFEP: 2019-2020 9.8%</p>	<p>SPVUSD utilizes Priority 2 Reflection Tool to analyze our implementation of state standards. Results from this reflection are shared with the Board in June 2022 and reported through the Dashboard in Fall 2022.</p> <p>SPVUSD RFEP: 0%, Zero students redesignated during the 2020-2021 school year RFEP - 3 students in 2021-2022</p>	<p>SPVUSD utilizes Priority 2 Reflection Tool to analyze our implementation of state standards. Results from this reflection are shared with the Board in June 2023 and reported through the Dashboard in Fall 2023.</p> <p>SPVUSD RFEP: RFEP - 3 students in 2021-2022 2022-2023: 4 students</p> <p>English Learner Supports: Supports students to become English proficient.</p>	<p>SPVUSD utilizes Priority 2 Reflection Tool to analyze our implementation of state standards. Results from this reflection are shared with the Board in June and reported through the Dashboard in Fall.</p> <p>SPVUSD RFEP: RFEP - 3 students in 2021-2022 2022-2023: 4 students</p> <p>English Learner Supports: Supports students to become English proficient. Differentiated strategies for students</p>	<p>Elementary School - English Learner Plan that includes a District Wide Monitoring System.</p> <p>SPVUSD will continue to utilize Priority 2 Reflection Tool to analyze our implementation of state standards and share results with the Board.</p> <p>SPVUSD RFEP: 40% redesignation rate</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Differentiated strategies for students identified as potential Long-Term English Learners Targeted interventions for Long-Term English Learners Increase percent of English Learners making progress toward English language proficiency	identified as potential Long-Term English Learners Targeted interventions for Long-Term English Learners Increase percent of English Learners making progress toward English language proficiency	
Priority 1 – Basic Conditions	Priority 1 – Basic Conditions	Priority 1 – Basic Conditions	Priority 1 – Basic Conditions	Priority 1 – Basic Conditions	Priority 1 – Basic Conditions
Conditions and Climate	Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.	Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.	Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.	Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.	Desired Outcome: Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.
Instructional Materials access	Dashboard - 2018-19 MIs-Assignments = 0 Percent of students without access to instructional materials = 0	2021-2022 No Williams findings. Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review	2022-2023 No Williams findings. Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review	Science- Vacancy= Misassignment Sped Director holds teaching credential, enrolled in an administrative program.	Percent of students without access to instructional materials = 0
Teachers Fully credentialed STP PIP	Instances where facilities did not meet the "good repair" = 1, since fixed.	Percent of students without access to	Percent of students without access to	2023-2024	Instances where facilities did not meet the "good repair" = 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Administrators Counselors Psychologist	<p>2019-2020 48 teachers: 47 fully credentialed teachers 1 STP five administrators, three counselors, and a psychologist</p> <p>2020-2021 49 teachers: 47 fully credentialed teachers 1 STP 1 PIP five administrators, three counselors, and a psychologist</p>	<p>instructional materials = 0</p> <p>2021-2022 50 teachers: 48 fully credentialed teachers 1 STP 1 PIP</p> <p>five administrators, two counselors, and a psychologist</p>	<p>instructional materials = 0</p> <p>2022-2023 49 teachers: 48 fully credentialed teachers 1 PIP</p> <p>five administrators, three counselors, and a psychologist</p>	<p>49 teachers (includes 3 counselors, 1 psychologist) 49 fully credentialed teachers 5- Admin</p> <p>54 total certificated staff</p> <p>2023-2024- No Williams findings. Textbooks and Instructional Material - 0 complaints Sufficient instructional materials and access per Williams review Percent of students without access to instructional materials = 0</p>	<p>48 teachers: 48 fully credentialed teachers</p> <p>five administrators, three counselors, and a psychologist</p>
SPVUSD utilizes Priority 7 Reflection Tool High School - Curriculum, Master	SPVUSD utilizes Priority 7 Reflection Tool to analyze students' access to a Broad Course of Study.	SPVUSD utilizes Priority 7 Reflection Tool to analyze students' access to a Broad Course of Study. Results from this reflection are shared with the Board	SPVUSD utilizes Priority 7 Reflection Tool to analyze students' access to a Broad Course of Study. Results from this reflection are shared with the Board	SPVUSD utilizes Priority 7 Reflection Tool to analyze students' access to a Broad Course of Study. Results from this reflection are shared with the Board	<p>SPVUSD utilizes Priority 7 Reflection Tool</p> <p>High School Dual Enrollment, completed in 2023:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schedule redesign, 4x4 block, leading to 320 credits in four years, with dual enrollment option.	2021-2022: Dual Enrollment with Arizona Western College Art History English 101, 102 Welding, four courses over 4 terms will = Welding Certification for entry level work 2019-2020, 2020-2021	in June 2022 and reported through the Dashboard in Fall 2022.	in June 2023 and reported through the Dashboard in Fall 2023.	in June 2023 and reported through the Dashboard in Fall 2023.	Increase by double the 2021-2022 enrollment numbers.
Middle School - Electives added to schedule	High School has adopted Science and Math curriculum. 2021-2022	2021-2022: Dual Enrollment with Arizona Western College: Art History English 101, 102 Welding	Priority 7 – Course Access 2022-2023: Dual Enrollment with Arizona Western College: Art History, Art 101 English 101, 102	Priority 7 – Course Access 2023-2024: Dual Enrollment with Arizona Western College: Art History, Art 101 English 101, 102	Middle School will have partnerships with Arizona Western College and/or Imperial Valley College for student college and career. PBL fully implemented with rubrics for standards based assessments.
Elementary School - Redesign.	Middle School has adopted Social Science curriculum. Journalism, Marketing, Photography, and Yearbook.	Middle School implemented Social Science curriculum. Journalism, Marketing, Photography, and Yearbook.	Middle School - Electives during 2022-2023: Creative writing, consumer math, yearbook, art, computer technology, music, Cultures Around the World.	Middle School - Electives during 2023-2024: Creative writing, consumer math, yearbook, art, computer technology, music, Cultures Around the World.	
Bill Manes - complete overhaul of expectations and direction.	Elementary will begin process for Social Science curriculum.	Elementary will begin process for Social Science curriculum.	Elementary selected for Social Science curriculum, which is Studies Weekly for K-1 McGraw Hill Impact. Also purchased for summer program is Summer Scholars for ELA, Math, and STEM.	2023-2024 Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual	Elementary will use College/Career exploratory curriculum to engage students in critical thinking regarding future opportunities.
	Bill Manes Alternative High School - complete revamp, use	Bill Manes Alternative High School - Curriculum aligned with high school. Full			Bill Manes Alternative High School - will have partnerships with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Community Day School (CDS) Adult School	of approved standards based curriculum. Full support for reintroduction to High School campus for graduation. CDS - use of approved standards based curriculum. Adult School - Presently offer diploma	support for reintroduction to High School campus for graduation. CDS - use of approved standards based curriculum. Adult School - Presently offer diploma	2022-2023 Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual Learning Plans to stay informed and encouraged to move forward. Bill Manes received a six-year WASC accreditation with a three year review, good until 2029. CDS - use of approved standards based curriculum. Adult School - Presently offer diploma Imperial Valley College provides workshops to students who are ready to graduate to prepare	Learning Plans to stay informed and encouraged to move forward. Bill Manes received a six-year WASC accreditation with a three year review, good until 2029. Adult School - Presently offer diploma Imperial Valley College provides workshops to students who are ready to graduate to prepare them for post-secondary or the workforce.	Arizona Western College and/or Imperial Valley College for student college and career. CDS - use of approved standards based curriculum. Adult School - will have partnerships with Arizona Western College and/or Imperial Valley College for student college and career.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			them for post-secondary or the workforce.		
Elementary STAR CAASPP	Priority 4 – Pupil Achievement STAR testing was not a consideration in 2020-2021. CAASPP - not given.	Priority 4 – Pupil Achievement STAR testing 3rd grade - 12th adopted. 2020-2021 CAASPP Reading: % at or near standard Grade 3 31.25% Grade 4 43.48% Grade 5 37.74% All Grades 38.17% Writing: % at or near standard Grade 3 68.75% Grade 4 58.70% Grade 5 62.26% All Grades 62.60% Math: % at or near standard Grade 3 68.75% Grade 4 58.70% Grade 5 62.26% All Grades 62.60%	Priority 4 – Pupil Achievement STAR testing 3rd grade - 12th adopted and implemented and in progress. 2021-2022 CAASPP Reading: % at or near standard Grade 3 55% Grade 4 53.13% Grade 5 40.48% All Grades 49.12% Writing: % at or near standard Grade 3 42.5% Grade 4 28.13% Grade 5 28.57% All Grades 33.34% Math: % at or near standard Grade 3 35% Grade 4 25.01% Grade 5 11.9% All Grades 23.69%	Priority 4 – Pupil Achievement STAR testing 3rd grade - 12th implemented and in progress. 2022-2023 CAASPP Reading: % at or near standard Grade 3 57.62% Grade 4 45.24% Grade 5 62.52% All Grades 50.86% Writing: % at or near standard Grade 3 26.9% Grade 4 47.62% Grade 5 56.25% All Grades 42.25% Math: % at or near standard Grade 3 34.89% Grade 4 40.47% Grade 5 15.63% All Grades 31.62%	CAASPP Reading: % at standard All Grades 60% Writing: % at standard All Grades 60% Math: % at standard All Grades 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School STAR CAASPP	Priority 4 - Pupil Achievement STAR testing was not a consideration in 2020-2021. CAASPP - not given.	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th adopted. 2020-2021 CAASPP Reading: % at or near standard Grade 6 51.28% Grade 7 44.44% Grade 8 53.85% All Grades 49.24% Writing: % at or near standard Grade 6 63.33% Grade 7 35.85% Grade 8 50.00% All Grades 39.23% Math: % at/near standard Grade 6 2.7% 16.22% Grade 7 5.45% 18.18% Grade 8 0.0 19.05% All Grades 2.99% 17.91%	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th adopted and implemented and in progress. 2021-2022 CAASPP Reading: at or near standard Grade 6 40.38% Grade 7 64.10% Grade 8 39.44% All Grades 45.68% Writing: % at or near standard Grade 6 43.14% Grade 7 46.15% Grade 8 42.86% All Grades 43.75% Math: % at/near standard Problem Solving Grade 6 27.45% Grade 7 46.15% Grade 8 35.72% Communicating Reason	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th implemented and in progress. 2022-2023 Reading: at or near standard Grade 6 36.36% Grade 7 57.45% Grade 8 60% Writing: % at or near standard Grade 6 38.64% Grade 7 40.43% Grade 8 42.50% Math: % at/near standard Problem Solving Grade 6 25% Grade 7 35.42% Grade 8 40% Communicating Reason	CAASPP Reading: % at or near standard All Grades 60% Writing: % at or near standard All Grades 60% Math: % at/near standard All Grades 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Grade 6 45.10% Grade 7 64.10% Grade 8 35.74%	Grade 6 38.64% Grade 7 43.75% Grade 8 52.5%	
High School and Bill Manes Alternative STAR CAASPP	Priority 4 - Pupil Achievement STAR testing was not a consideration in 2020-2021. CAASPP	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th adopted. 2020-2021 CAASPP Reading: % at or near standard Grade 11 No data. Writing: % at or near standard Grade 11 No data. Math: % at/near standard Grade 11 No data. Not a significant number of students tested.	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th adopted and implemented and in progress. 2021-2022 CAASPP Grade 11 Reading: % at or near standard 57.50% Writing: % at or near standard 75% Listening: % at or near standard 75% Research/Inquiry: % at or near standard 83.5% Math: % at or near standard 32.5%	Priority 4 - Pupil Achievement STAR testing 3rd grade - 12th implemented and in progress. 2022-2023 CAASPP Grade 11 Reading: % at or near standard 81.81% Writing: % at or near standard 72.73% Listening: % at or near standard 77.28% Research/Inquiry: % at or near standard 86.36% Math: % at or near standard 23.33%	CAASPP Reading: % at or near standard All Grades 60% Writing: % at or near standard All Grades 60% Math: % at/near standard All Grades 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Wide CAASPP	CAASPP - 2019-2020 No Data.	CAASPP - 2020-2021 DISTRICT WIDE:Standard Met or Exceeded: Mathematics - 3.01% RFEP no data Migrant 0% SED 3.31% English Learners 1.69% Homeless no data Students with Disabilities 0.0% Hispanic 2.75% American Indian 3.52% Female 4.23% Male 1.62% English Language Arts - 15.97% RFEP no data Migrant no data SED 15.9% English Learners 6.9% Homeless no data Students with Disabilities 2.08%	CAASPP - 2021-2022 DISTRICT WIDE:Standard Met or Exceeded: Mathematics - 7.12% RFEP 38.5% Migrant 20% SED 6.8% English Learners 1.5% Homeless 0.0% Students with Disabilities 0.0% Hispanic 8.6% American Indian 5.5% Female 7.8% Male 6.3% English Language Arts RFEP 69.2% Migrant 36% SED 23.6% English Learners 9% Homeless 7.1% Students with Disabilities 0.0% Two or More Races 41.7% Hispanic 20.7%%	CAASPP - 2022-2023 DISTRICT WIDE:Standard Met or Exceeded: Mathematics - 5.61% RFEP --% Migrant --% SED 5.28% English Learners 1.82% Homeless 9.10% Students with Disabilities 0% Two or More Races -- % Hispanic 4.1% American Indian 6.16% Female 5.96% Male 5.23% English Language Arts - 23.02% RFEP --% Migrant --% SED 22.60% English Learners 9.09% Homeless 23.81%	CAASPP - 2021-2022 DISTRICT WIDE:Standard Met or Exceeded: Mathematics - 60% English Language Arts - 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Hispanic 21.10% American Indian 12.14% Female 18.71% Male 12.91%	American Indian 28.3% Female 29.7% Male 19.4%	Students with Disabilities 0% Two or More Races -- % Hispanic 17.88% American Indian 26.32% Female 29.87% Male 37.96%	

Goal Analysis

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

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

ADDED-Independent Study 3.9

Fully Implemented - Actions 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.24, 3.25 were fully implemented as planned. Some successes we experienced were: (3.1) ICOE training occurred as scheduled throughout the district for Thinking Maps, standards and lesson design(3.2) aligning our high school course catalog to increase A-G offerings, align CTE, and redesign the master schedule for the high school. At the elementary and middle school levels SPVUSD was able to implement IXL testing to calibrate sites and assessment tools. (3.8) SPVUSD has a TEC team to implement team suggestions districtwide. (3.10) Additional math teacher at the high school continues to allow for additional intervention and course offerings. (3.11) SPVUSD has a clear English Learner Plan supporting our ELL/Migrant students. (3.14) A counselor was hired for 2023-2024 and worked closely with the Guidance and Family Coordinator to provide college and career attainment and direction. (3.16) Teachers did provide 1:1 afterschool tutoring. (3.17) The alternative ed site, Bill Manes, has created individualized plans supporting student efforts to move back to the main campus, SPVHS. Bill Manes did go through the WASC accreditation process in 2022-2023 and received a six year, three year review. (3.19/3.21) SPVHS added an Education Pathway in 2023-2024, and we increased our dual credit opportunities through AWC by double. IVC partnership was counted on for STEAM, FAFSA, and other college and career workshops. (3.23) All staff are still being trained on AG/high school graduation requirements as SPVUSD needs all staff members to understand for the sake of sharing information with educational partners. (3.18/3.24) Middle school students are tasked with considering their high school/College and Career Readiness through development of an annual plan/revision. Families/community are also being instructed on what it takes to graduate from high school. (3.25) Director of IT was hired in 2022-2023. Huge strides have been made. Fewer tech complaints, systems operating efficiently, trouble shooting occurring as needed.

Partially Implemented - Actions , 3.6, 3.22, 3.23 were partially implemented as planned. Even though we faced challenges, we also experienced successes in: (3.3) PBL is not a priority as outlined in the action. All sites are now focused on the STEM component, which allows for some project based learning.(3.6) There was a request for increased drug and behavior management training, which was supplied. Then workshops in SEL, restorative practices as requested by staff. (3.22) Students are using the Get Focused, Stay Focused curriculum and Building a Bridge, but not with fidelity. SPVUSD is planning a more comprehensive approach for making this happen in 2023-2024. (3.23) A-G, graduation rate information was sent out, but a workshop was not held. This is an area of improvement.

Not Implemented - Actions 3.5, 3.15, 3.20 were not implemented as planned. We experienced the following challenges in implementation: (3.5) Principal calibration walkthroughs did not occur. However, moving into 2024-2025, with prior planning and with a new administrative team this will be a priority. (3.15) Exit surveys were not yet utilized. This will be a practice moving forward as we need to determine why students leave SPVUSD for Yuma schools, other than due to an actual household moves. (3.20) PSAT will be a focus for better testing rates moving forward.

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

For Action 3.3, there is a material difference of \$1,796 between the budgeted expenditures and estimated actual expenditures as STEM/STEAM activities/events were more expensive.

For Action 3.9, there was a material difference of \$18,812 between the budgeted expenditures and estimated actual expenditures. This difference was due to credit recovery program usage.

For Action 3.10, there was a material difference of \$16,094 between the budgeted expenditures and estimated actual expenditures. We expended more dollars due to an increase for costs associated with a third math teacher at the high school and the use of a consultant to assist with assuring our A-G courses were approved and ready to be did not require as much time.

For Action 3.12, there was not a material difference between the budgeted expenditures and estimated actual expenditures.

For Action 3.14 there was a material difference of \$18,313 between the budgeted expenditures and estimated actual expenditures. These costs were related to additional services and salary increases.

Across Goal 3 there were minor variances in expenditures, however they were not detailed in this section due to the minute material differences.

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

Actions 3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.24, 3.25 are considered effective: (3.1) ICOE training occurred as scheduled throughout the district for Thinking Maps, standards and lesson design(3.2) aligning our high school course catalog to increase A-G offerings, align CTE, and redesign the master schedule for the high school. At the elementary and middle school levels SPVUSD was able to implement IXL testing to calibrate sites and assessment tools. (3.8) SPVUSD has a TEC team to implement team suggestions districtwide. (3.10) Additional math teacher at the high school continues to allow for additional intervention and course offerings. (3.11) SPVUSD has a clear English Learner Plan supporting our ELL/Migrant students. (3.14) A counselor was hired for 2023-2024 and worked closely with the Guidance and Family Coordinator to provide college and career attainment and direction. (3.16) Teachers did provide 1:1 afterschool tutoring. (3.17) The alternative ed site, Bill Manes, has created individualized plans supporting student efforts to move back to the main campus, SPVHS. Bill Manes did go through the WASC accreditation process in 2022-2023 and received a six year, three year review. (3.19/3.21) SPVHS added an Education Pathway in 2023-2024, and we increased our dual credit opportunities through AWC by double. IVC partnership was counted on for STEAM, FAFSA, and other college and career workshops. (3.23) All staff are still being trained on AG/high school graduation requirements as SPVUSD needs all staff members to understand for the sake of sharing information with educational partners. (3.18/3.24) Middle school students are tasked with considering their high school/College and Career Readiness through development of an annual plan/revision. Families/community are also being instructed on what it takes to graduate from high school. (3.25) Director of IT was hired in 2022-2023. Huge strides have been made. Fewer tech complaints, systems operating efficiently, trouble shooting occurring as needed.

This data coupled with educational partner feedback from teachers and administrators who state they believe SPVHS needs to improve communication/training/enrollment in coursework regarding A-G, dual enrollment, and high school graduation requirements indicates we now (2023-2024) have the systems in place to improve and support students in A-G/dual enrollment/graduation requirements, demonstrates that Actions 3.2, 3.3, 3.8, 3.9, 3.10, 3.12, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.22, 3.23. 3.24, 3.25 will be effective with full implementation and fidelity. We see improvements in students who completed A-G and CTE at 20.4% (2023). 13% were approaching prepared on the College/Career indicator. Based on CTE completion rates we have increased the number of students finishing the pathway compared to previous years which indicates effective action. Dual enrollment increased by 40% for English 101 and doubled for English 102. SPVHS also added two AWC dual enrollment courses, Art History and Art 101, so these actions were definitely effective. We added additional A-G electives which will raise the A-G completion rate in the future strengthening this goal/action. As the course catalog has been developed we are adhering and focusing on all courses resulting in A-G recognition which will also continue to strengthen our program/action.

(3.8) SPVUSD did form a TEC team, suggestions district-wide to aid employees in the quick resolution of tech issues including access to software/basic tech issues/and for improved student/family/community HELPDESK access whether in school or at home. (3.12) The ASES program extends learning opportunities and has been operating for several years. SPVUSD has added a Quechan Language component to the ASES schedule and so far it has been appreciated by families and students. An examination of English Language Learner reclassification rates shows our students benefitted from utilizing a common assessment throughout SPVUSD. By adding STAR from 3rd grade through 12th grade as a measure of English Language Development, we will continue to be able to reclassify more students. In 2022-2023, but particularly by 2023-2024, this effort will demonstrate that Actions 3.4,3.7,3.10, 3.11, 3.13, and 3.16 are effective. For instance, IXL (3.4) at the Middle School will be eliminated in favor of Freckles, however there will be an increase in progress monitoring and data chats. Additional training will occur for (3.7) as there is not full adherence to the standards in a way in which all educational partners are continuously referring to them or identifying them during instruction.

Actions 3.6, 3.22, 3.23 were partially implemented as planned and in process of being strengthened. Even though we faced challenges, we were also reasonably effective: (3.3) PBL is not a priority as outlined in the action. All sites are now focused on the STEM component, which allows for some project based learning.(3.6) There was a request for increased drug and behavior management training, which was supplied and also reasonably effective. The action is enhanced and strengthened by adding workshops in SEL, restorative practices as requested by staff to redirect and understand student behaviors. (3.22) Students are using the Get Focused, Stay Focused curriculum and Building a Bridge, but not with fidelity. This is an action which needs to be strengthened through fidelity to adopted curriculum and master schedule design. (3.23) A-G, graduation rate information was sent out, but a workshop was not held. This is an action that needs to be strengthened with follow through and planning development.

Actions 3.5, 3.15, 3.16, 3.20, 3.25 were not implemented as planned and will need to be strengthened or completely revamped for 2024-2025. We experienced the following challenges in implementation and will be strengthened through planning in advance, more short survey opportunities and distribution: (3.5) Principal calibration walkthroughs did not occur, therefore ineffective. However, moving into 2024-2025, and with a settled administrative team this will be a priority. (3.15) Exit surveys were not utilized in 2023-2024.

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.

SPVUSD has moved forward with the goals set, actions outlined, and metrics with slight tuning as needed to enhance student achievement results. There is significant testing occurring at all sites, Middle School moved away from IXL in 2023-2024 to focus on STAR, Freckles, and CAASPP. This will allow for more instruction. Data chats and progress monitoring were ongoing. Elementary and Middle students are doing very well in Reading, however their writing scores have dropped. In 2023-2024, there were additional opportunities to practice writing, across the campuses weekly. At the high school level, we are continued to build up our college and career academic opportunities. There were more CTE pathway completers in 2023, than 2022, and we expect to continue that trend. Across the district there has been fidelity to standards based instruction, data chats, and assessments informing instruction. Actions 3.5, 3.15, 3.16, 3.20, 3.25 will be strengthened for 2024-25.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Pasqual Valley Unified School District	Katrina Johnson León Superintendent	kleon@spvUSD.org (760) 572-0222 x2088

Plan Summary [2024-25]

General Information

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

San Pasqual Valley Unified School District is located in the town of Winterhaven, CA. It is in the southeast corner of CA and borders both Arizona and Mexico. Winterhaven is located across the Colorado River from Yuma, AZ. The District encompasses an area of approximately 60 square miles featuring a primarily rural agricultural area in the Imperial Valley. The District serves two primary student groups: Native American and Latino Hispanic. The main tribe serviced is the Quechan Tribe. The school is surrounded by the Fort Yuma Indian Reservation. The District operates an elementary school, middle school, high school, community day school, continuation high school, adult education program, and a preschool for 591 students. SPVUSD's demographics is as follows based on 2022-2023 Enrollment Data, pulled from DataQuest: 87% SED, 22% EL, .0% Foster, and 18.3% Students with Disabilities, 6% Migrant, 8% Homeless, and 92.5% free and reduced-price meal rate. Bill Manes is our Alternative Education school that has qualified for Equity multiplier funding to implement evidence based supports and services.

The Districts' remote location presents many issues regarding services. The District provides wrap-around services such as eye glasses, food, clothing, transportation, and more. Our community is an impoverished area. The unduplicated count for San Pasqual Valley Unified School District is 94%. Many of our students live in trailers or homes that are owned by the Tribe. Our homeless student numbers have increased since the closing of one of the major Trailer Parks in the areas in 2016, and with the lack of housing available in the community. However, in Spring 2023, the Sleepy Hollow trailer park operated by the Quechan Tribe reopened and we are hopeful that will increase our enrollment. We often transport homeless students either across state lines, or up to one hour away from the District for healthcare or educational supports. Many of our students ride the bus for an hour or more daily. One hundred percent of our students are offered transportation by District from home to school.

San Pasqual Valley Unified School District is unique in what it offers to our students and our community. We employ a wide support system for both students and families. We employ three outreach consultants, a full-time school psychologist, two elementary/middle school

counselors, a middle school/high school counselor, a Student Behavior Alternative Discipline Specialist, two campus security officers and one school resource officer who is contracted through the Imperial County Sheriff's Office. We have behavioral health services through the CHAT program for students and behavioral health services for both parents and student through Imperial County Behavioral Health. SPVUSD also offers a monthly food distribution and clothing closet for our community. Students in our District are often at least an hour from the doctor and have no transportation. We offer transportation to and from doctor's appointments. Our team conducts home visits to chronically absent students to assist in whatever way necessary to bring students to school. Our CARE and Student Study Teams meets regularly to discuss ways to support the community and our students.

We are in partnership with the Quechan Tribe and work with them to support attendance and academic achievement among our Native American population. We have a DIPAC (District Indian Parent Advisory Committee) that meets monthly to discuss the needs of Native American students. SPVUSD also works closely with our English Learner Population through our DELAC (District English Learner Advisory Committee) and MPAC (Migrant Parent Advisory Committee) who also meet monthly. Currently, 22% of our students are English Learners and Fluent English Proficient.

Academics are important at San Pasqual since our students score among the lowest in the County on the state-wide assessments; however, our students experience many forms of trauma and social emotional wellness is also a focus. Administrators and staff work together to create a learning environment that focuses on the needs of the individual students. Intervention is a regular part of the school day and also is implemented in the after-school program. We are using the most current standards aligned textbooks and are in the second year of Project Based Learning on all three campuses. Our Board also is involved in the Project Based Learning as our students present their projects to the School Board at regularly scheduled meetings. We have also focused professional development on the areas of math and science, trauma informed practices, and school safety.

The high school will be moving to a block schedule in order to allow for increased course offerings at the school site and through Arizona Western College two days per week. The goal is to not only expose students to college courses and opportunities, but also to allow for job shadowing, internships, and work experience credits. Moving to a block schedule best supports SPVUSD's college and career goals.

Differentiated Assistance Eligibility:

Priority 4

ELA/Math = SWD, SED, Hispanic, EL, American Indian

ELPI = EL

Priority 5

Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian

Graduation Rate = SED

Priority 8

College/Career Readiness = no identified populations

Suspension Rate = Homeless, American Indian

Reflections: Annual Performance

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

Reflection: We have work to do, but we are beginning to see pockets of incremental improvements.

Priority 4

ELA/Math = SWD, SED, Hispanic, EL, American Indian

ELPI = EL

ELA: SPVUSD received the Red designation for All students and the following student groups: EL, SED, SWD, American Indian and Hispanic students. Out of 281 students tested, American Indians went down 1.9 points whereas our English Learners (57) went down 11.9 points. However, our Homeless population (20) went up by 58.2 points. We have implemented Thinking Maps across the district to increase critical thinking and writing.

Math: SPVUSD received the Red designation for All students and the following student groups: SED, American Indian and Hispanic students. Out of 281 students tested, American Indians went down 4.0 points. However, our Homeless population (21) went up by 56.1 points. EL (Orange) went up 3 points, SWD (Orange) went up 5.6 points. Math achievement as a district looks like we have improved in all but two areas, American Indian and Hispanic (which is a majority of our population). However, when you dive into school site specific information, the discrepancies are clear. We are placing a single subject math teacher at the Middle School to increase understanding of math concepts and achievement.

SWD: Received Red designations in ELA and absenteeism. Received Orange in Math, Yellow in suspension rate.

EL/ELPI: Out of the 111 students English Learners tested, SPVUSD went down 22.5 points from the previous year, resulting in Red on the Dashboard. SPVUSD is adding a ELD course at the high school and strengthening, through coaching, the program at the middle school.

Priority 5

Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian

Graduation Rate = SED

Attendance: In 2023-2024, we went up 9 points on the P1 and 6 points on P2, which means there has been improved attendance across the district. Each site has made tremendous strides encouraging, holding accountable, and offering incentives for attending school. A basic systems change occurred at the elementary as the site had never followed through with the SARB process. On the Dashboard it indicates Red for all student groups for 2022-2023 data. This will significantly improve when the 2023-2024 data is available on the Dashboard.

Graduation Rate: District: 64.8%, this rate does not demonstrate the improvement that has been made, incrementally, over the past three years. Due to the small size of our alternative high school, sometimes we have zero graduates/seniors and then sometimes we have a couple. Either way, the graduation rate at the alternative site, devalues the improvements being made at our high school campus. Red level

for All students and the SED student group. EL went down by 18.3 points. All other categories do not show a color designation.

Priority 6

Suspension Rate: All students are designated as Orange (.4 improvement). Two yellow groups, EL and SWD. Two Orange groups, Hispanic and SED. The Red groups are at the Elementary site for all students and the SED and American Indian student groups. SPVUSD is working on aligning, collaborating, calibrating, and being consistent in practices at all school sites.

Priority 8:

Other Pupil Outcomes - Other student outcomes mean the measurement of student performance in some specific, required areas of study. This includes classes for physical education, the arts, career technical training and foreign languages.

College/Career Readiness = no identified populations

Broad Course of Study: 20.4% out of 54 students. SED 19.2% (52 students), EL 16.7%, 13% American Indian, 22.7% Hispanic
We have partnered with Arizona Western College to provide dual enrollment credit opportunities for art and English. The high school has also increased the number of CTE offerings, now with two pathways. One in Agriculture and the other in Education.
2023-2024 is the first year students attained the Seal of Biliteracy (four HS students).

Student Groups:

Foster: only 1 student, therefore Dashboard does not show leveling.

Homeless: Red in Suspension Rate and absenteeism.

American Indian: Red indicator in ELA, Math, Suspension Rate, Absenteeism.

Hispanic: Red Indicator in ELA, Math, Absenteeism. Orange in Suspension Rate.

White: No color, but increased suspension by .3 points.

Two or More Races: No color, but decreased suspensions by 2.4 points.

School Site data from the 2023 CA School Dashboard:

Elementary

- Chronic Absenteeism red for all students and the following student groups: American Indian, Hispanic, SWD, and SED.
- Red for ELs on the ELPI.
- Suspension red for all students and the following student groups: American Indian and SED.
- ELA red for all students and the following student groups: American Indian and SED

Middle

- Chronic Absenteeism reds for all students and the following student groups: Hispanic, SWD, and SED.

- ELA reds for all students and the following student groups: American Indian, Hispanic, SWD and SED
- Math reds for all students and the following student groups: American Indian, Hispanic, and SED

High

- Red for ELs on the ELPI
- Math red for all students and the SED student group.

Reflections: Technical Assistance

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

SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education (ICOE) which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education. This collaboration includes reviewing data, identifying challenges or barriers to success, and determining our next steps. In 2024-2025, ICOE will also provide one "coach" per site to problem-solve and determine the best practices to tackling the next big item. This is done in collaboration with the other school sites and district so that we remain/become aligned, collaborative, calibrated, and consistent. We continue to work toward enhancing and increasing the achievement of all students. Over the past three years we have pockets of improvement based on the work being done at each site. We are anticipating some real growth in Chronic Absenteeism for all student groups, increased graduation rate for all student groups, and an increase in College/Career Readiness for all student groups once the 2023-2024 data is detailed on the California Schools Dashboard.

Differentiated Assistance Eligibility:

Priority 4

ELA/Math = SWD, SED, Hispanic, EL, American Indian

ELPI = EL

Priority 5

Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian

Graduation Rate = SED

Priority 8

College/Career Readiness = no identified populations

Priority 6

Suspension Rate = Homeless, American Indian

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.

San Pasqual Valley Elementary School, SPV Middle 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.

SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses on systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.

Differentiated Assistance Eligibility:

Priority 4
ELA/Math = SWD, SED, Hispanic, EL, American Indian
ELPI = EL

Priority 5
Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian
Graduation Rate = SED

Priority 8
College/Career Readiness = no identified populations
Suspension Rate = Homeless, American Indian

Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.

The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. The California School Dashboard (Dashboard) is used to determine schools eligible for Comprehensive Support and Improvement (CSI).

Schools eligible for CSI may qualify for support under the following categories at the ALL STUDENTS level:

Low Graduation Rate
Low Performing

The following school sites for San Pasqual Valley Unified School District met the criteria for CSI support under the following categories.

LOW GRADUATION RATE- n/a

LOW PERFORMING-

San Pasqual Valley Elementary

San Pasqual Middle School

The Differentiated Assistance Team at ICOE will integrate CSI support throughout all sites within the eligible Differentiated Assistance District.

The LEA will support the implementation of evidence based interventions such as IXL Learning, curriculum embedded interventions, small group interventions with paraprofessionals, after-school tutoring interventions, etc. In order to be successful with this endeavor, the District has provided devices for all staff at the elementary site including paraprofessionals. Currently, the CSI Plan for the Elementary School is their School Plan for Student Achievement (SPSA). The SPSA plan is developed specifically by the school site and stakeholders to benefit the students of the school site. The goal of stakeholder participation is to highlight needs and develop educational goals for student achievement.

The following is a summary of the resource inequities identified in the Needs Assessment conducted with the Comprehensive Support and Improvement (CSI) Team made up of representatives from both classified and certificated staff:

- * Not all staff can participate in Friday professional development due to scheduling conflicts with IEP and SST meetings.

- *We now use STAR, IXL and DIBELS to determine intervention groups and instructional needs of students. IABs are also used in grade 3-5 for determining progress toward grade level standards in reading and math.

- *All classes provide SEL instruction each morning, we are beginning to incorporate SEL throughout the school day as well.

- * There is a need for all staff and administration to come together to implement a consistent discipline plan school wide as our suspension rates have fluctuated. (2024-25 continued implementation and revisions as needed.)

The CSI Team will prioritize the remaining inequities and narrow the focus by prioritizing the needs. Meetings occur weekly to address the assessment and data inequity which will drive classroom instruction. The PDSA Cycle (Plan Do Study Act) is being utilized for needs assessment.

San Pasqual Valley Elementary and San Pasqual Valley Unified School District strive to involve parents and staff in decision making. The District implements the use of surveys through Survey Monkey, Google Forms and Empathy Surveys to collect and analyze data from all stakeholders. These surveys are sent via social media and the District's web page (www.spvUSD.org). The site principal will hold meetings like Donuts with Dear Ones monthly to elicit feedback from stakeholders (parents/guardians) and feedback is also received through attendance at the DELAC/MPAC (District English Language Advisory Council/Migrant Parent Advisory Council) meetings as well as the DIPAC (District Indian Parent Advisory) meetings and School Site Council meetings. Data from surveys has included data regarding the use of assessments, parents feedback regarding learning, parent/family needs for internet, general services, profession development needs, needs for social emotional support, and other needs expressed by the educational partners.

As there was a need for current and timely data that could be used to drive instruction in the classroom and implement evidence-based interventions, we began using IXL online diagnostic and individualized student intervention plans. The team felt that the data provided was more useful in determining the needs of the students, and the program was one that aligned to both the site goals and the District goals. IXL Learning provides a real-time diagnostic assessment of each individual student in the key strands of Language Arts and Math, with Science and Social Studies incorporated in many of the lessons. IXL allows the teachers to monitor progress and provide timely intervention based on the student's personalized action plan. Teachers can easily differentiate instruction for each student utilizing this plan. The staff has also chosen to collect data through the use of the Interim Assessment Blocks (IABs) in grades 3-5. This data will provide timely data that identifies students who are meeting standards, and those that need more support in meeting standards. We are working towards using STAR Reading and Math Assessments district wide. We are working towards giving the STAR test three times per year to assess student growth starting in grade 3.

Monitoring and Evaluating Effectiveness

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

The LEA will continue to monitor and evaluate the implementation and effectiveness of the plan. The Superintendent will meet with the Principal discuss the plan and the level at which it is being implemented, including specific markers indicating growth (10%) improvement. Plans for continued growth, identified student need, and/or needs for professional development will be discussed. The team will also meet on an ongoing basis, at least monthly, to discuss the implementation of the plan, review, and revise as needs arise. The Data and Support staff will provide ongoing data reports to the Superintendent in order to allow the LEA to make informed, collaborative decisions regarding progress and future plans. The LEA will collect data regarding attendance, engagement, academic progress, discipline and chronic absenteeism. The District will review the results from the most current California Healthy Kids survey. All survey data gathered by the site will be presented to the District for further analysis and support. The LEA will also participate in educational partner meetings to hear first hand the concerns of the site, staff, and students. By attending these meetings, the District is forming a partnership with stakeholders and establishing a two-way communication system that allows the District to be in the know regarding progress and areas of growth. The LEA will monitor and evaluate the implementation of supports provided to staff such as IXL training, Next Generation Science training, and all other trainings offered to the site via Imperial County Office of Education related learning, instructional practice, Special Education, Social Emotional Learning, and English Language Learners, to determine the impact these professional development opportunities have had on staff and student achievement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
DELAC, DIPAC, PAC, SSC	Meetings to share district/site information and receive input from educational partners/families/students.
CAC, SELPA	Meetings to discuss information and trends regarding Special Education. SWD events or field trip opportunities at the county. Feedback is requested throughout the year, but definitely before the LCAP is developed.
Quechan Indian Tribe	Superintendent shares weekly district happenings with Tribal Council. Feedback is occasionally provided. Provide Tribal Council Impact Aide Report once complete. Tribal Council is encouraged to complete the Community and Family LCAP survey.
Associated Student Body (student leadership)/students	Provide information and ideas about events or what is needed in the district. SPVUSD also gathers feedback from students during the Career Fair each year to gauge areas of need and support.
SPTA and CSEA (Employee bargaining units)	Monthly meetings to discuss needs, wants, and to troubleshoot with a proactive partnership lens. Employees are encouraged to complete staff specific LCAP surveys for input in all goal areas.
LCAP surveys/general surveys	Surveys are distributed to families/community (in Spanish as well), students, employees to gather information and feedback on school culture, educational partnerships, professional development, academic achievement, social emotional support, and family focused workshops. These surveys are shared in the office and on social media for easy access. Surveys are distributed and completed by teachers, principals and other administrators, staff, families, parents, students, community members.

Educational Partner(s)	Process for Engagement
Families and Community, general	Families and community who are not on the various committees are encouraged through Facebook, Catapult calls home, and in the office of each school to provide feedback regarding LCAP goals on the Community and Family LCAP surveys. These surveys are also in Spanish.

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

Throughout the school year, SPVUSD has gathered input from educational partners during School Site Council, DELAC, DIPAC, CAC, PAC and surveys. Parents with students receiving Special Education services, English Language Learners, Homeless, and other subgroups participated in the surveys and conversations. The surveys requested feedback regarding Goals 1 -3. All educational partners indicated how they thought we were progressing and changes or tweaks they would prefer to see in action. For instance, parents really wanted more support when it came to homework. So, after seeing the LCAP survey results, we implemented two workshops for parents and families to better support their children when assigned homework. In addition, there has been consideration of eliminating homework as SPVUSD and parents have expressed the benefit versus just assigning reading 20 - 30 minutes as a nightly goal. Research varies based on the lens they are using. Parents suggested homework is stressful, not helpful. There was information gathered that indicated SPVUSD needed to consider one campus security at each school site. We have moved forward with this request. SPVUSD will add two campus security personnel in place of the SRO (Goal 2). This will allow all sites to be serviced by a campus security and at the high school, there will be two. The input educational partners provided through surveys is as follows:

Students and parents, in feedback, suggested they would like to have a music program in SPVUSD. Although SPVUSD agrees, we had the music teacher position posted for several years and it resulted in zero qualified applicants. So, we moved that funding toward an additional art teacher (Goal 3). The teacher has been hired for the 2024-2025 school year.

All educational partners, staff members, both classified and certificated, parents, family, community, and students completed LCAP surveys comments:

Spring 2024 Survey results for 2024-2025 LCAP development:

How well does the school keep you informed on issues, upcoming events, and encouraging you to become involved?

Informative/Encouraging 80%

Informative, but not encouraging 6%

Not Informative/not encouraging 14%

For the most part, our educational partners are kept informed. SPVUSD would like to engage 100% of our partners and we will continue to discover how best to inform all.

Families/Community LCAP Survey Results:

Safety of School: 60% rate school safe - we are now adding two campus security in place of the SRO so that each site can be serviced.

Enough activities on campus: 60% want to see more - athletics are available from 7th - 12th grade, PE is available K-5. ASES is also an afterschool option, K-8. Then at the high school there are clubs, and events through ASB.

Believe SPVUSD provides engaging instruction:
77% most/some of the time

Believe SPVUSD keep families/community informed of events:
85% Highly informative/Informative

Workshops would be helpful in the following areas:

Social emotional learning 75%

Safe School Environment 87.5%

Collaboration with Community (mental health, child welfare, juvenile justice) 87.5%

Clubs and Activities Information 87.5%

Positive Culture (bullying prevention) 75%

Classified and certificated staff requests regarding Professional Development, Survey Comments:

There was a request to have training for Rule of 5, drug prevention/awareness, and some responses included "get our input," but then there isn't specific information shared.

Educational partners, teachers:

"Kagan was a great training that can help with this. Maybe offer it to more staff members." This training occurred in August 2023.

Thinking Maps training will occur at the Middle School during the 2024-2025 school year.

CPI, CPR, and data cycle sessions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
1	<p data-bbox="201 110 1556 142">School Culture and Pupil Engagement: Attendance, Discipline, Social Emotional Learning (SEL)</p> <p data-bbox="201 183 1604 362">Goal 1 was developed to reduce chronic absenteeism and the number of referrals/discipline. Through increased incentives, monitoring, family/student check-ins, parent workshops, Outreach Consultant support, a focus on SEL, both absenteeism and discipline referrals will be reduced. The following metrics will improve due to attendance and behavior incentives, monitoring, family/student check-ins, parent workshops, Outreach Consultant support, and a focus on SEL:</p> <p data-bbox="201 402 1587 618">By Spring 2025, the percentage of students who are chronically absent, missing partial days, tardy more than 30 minutes, and students who miss before or after a weekend and/or holiday will be decreased by 10%. The average number of students absent per day will decrease by 30 and the total number of days missed by chronically absent students will decrease by 30 as measured by reports from Synergy and daily absence logs. (State Priorities 3 – Parent Involvement and 5 Pupil Engagement)</p> <p data-bbox="201 659 1610 837">By Spring 2025, San Pasqual Valley Unified School District will create a positive, safe, nurturing environment as evidenced by reduced number of referrals related to school violence, bullying, harassment, and drug use, distribution, and possession thereby decreasing suspension and expulsions and increasing student attendance and reporting of incidents. (State Priorities 6 – School Climate and 3 – Parent Involvement).</p> <p data-bbox="201 878 1593 1019">SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses and systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.</p> <p data-bbox="201 1060 1304 1425">Differentiated Assistance Eligibility: Priority 4 ELA/Math = SWD, SED, Hispanic, EL, American Indian ELPI = EL Priority 5 Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian Graduation Rate = SED Priority 8 College/Career Readiness = no identified populations Suspension Rate = Homeless, American Indian</p> <p data-bbox="201 1466 1436 1528">Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.</p>	Broad Goal

Goal #	Description	Type of Goal
	<p>The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California’s ESSA State Plan. The California School Dashboard (Dashboard) is used to determine schools eligible for Comprehensive Support and Improvement (CSI).</p> <p>Schools eligible for CSI may qualify for support under the following categories at the ALL STUDENTS level: Low Graduation Rate Low Performing</p> <p>The following school sites for San Pasqual Valley Unified School District met the criteria for CSI support under the following categories.</p> <p>LOW GRADUATION RATE- n/a LOW PERFORMING- San Pasqual Valley Elementary San Pasqual Middle School The Differentiated Assistance Team at ICOE will integrate CSI support throughout all sites within the eligible Differentiated Assistance District.</p>	

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to reduce chronic absenteeism and discipline through improved school culture and pupil engagement. To achieve this goal, SPVUSD will increase incentives, attendance monitoring, family/student check-ins, parent workshops, provide Outreach Consultant support, and an increased focus on SEL.

Through the implementation of these actions, we anticipate that we will improve chronic attendance, discipline related referrals, while increasing the SEL lessons to enhance school culture. Through the above-mentioned actions and improvement of these metrics, we will achieve the goal of reducing the current data which identifies a challenge with chronically absent students (Dashboard, 43.5% in 2022-2023). This directly impacts their classroom success and student achievement. As we want our students to perform better and reach their potential, SPVUSD has to get them on-site for instruction. Additionally, SPVUSD counselors and mental health professionals have lessons, strategies,

and workshops to support our SPVUSD students. We are focused on the Tier 3 students first, and then down the MTSS pyramid. Coping skills toolbox, dimensions of wellness, healthy relationships, teambuilding and movement therapy, in addition to motivational music and social skills activities will be addressed throughout the year as we must focus on the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Attendance Rate %</p> <p>Chronic Absenteeism Rate %</p> <p>Sources used: CALPADS California Dashboard DataQuest Tableau Public: https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators</p>	<p>Priority 5.</p> <p>2023-24 Attendance Rate 92%</p> <p>Dashboard 2023 Chronic Absenteeism Rate: 43.5% Foster: 0.0% Migrant: --% EL: 39.2% Homeless: 62.5% SED: 44.5% SWD: 50.6% White: --% Hispanic: 40% Two or more Races: --% American Indian: 47.7%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data <p>DataQuest, 2023,</p>			<p>Priority 5.</p> <p>Attendance Rate: 95% or higher</p> <p>Chronic Absenteeism Rate: under 10% Under 10% for all groups: Foster Migrant EL Homeless SED SWD White Hispanic Two or more Races American Indian</p> <p>DataQuest, 2023, Chronic Absenteeism by site Elementary under 10% Middle School under 10%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chronic Absenteeism by site Elementary 51.6% Middle School 29.3% High School 27.9%			High School under 10%	
1.2	<p>Graduation Rate %</p> <p>Drop Out Rate %</p> <p>Sources used: California Dashboard DataQuest Tableau Public</p>	<p>Dashboard Graduation data is: 2023: 79.5% compared to State: 86.2%</p> <p>In 2023, the SPVUSD graduates student groups were the following: 81.8% were English Learners 79.1% were Socioeconomically Disadvantaged 88.9% were Hispanic/Latino 66.7% were American Indian</p> <p>2023 Dropout Rate: District: 20.8% High School: 15.9% Continuation:--%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data 			<p>Dashboard Graduation Rate, 2027 High School - above 95% Continuation - above 80%</p> <p>SPVUSD graduates student groups: 90% or higher English Learners Socioeconomically Disadvantaged Hispanic/Latino American Indian SWD</p> <p>2027 Dropout Rate: Under 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	School Climate	<p>Priority 6: School Climate (Engagement) Public Tableau has 7.4% rate for suspensions and 0% recorded expulsion for 2023.</p> <p>Dashboard, Suspension Rate, 2023 District 7.2% ES 6.3% MS 9.3% HS 5.7%</p> <p>From Dashboard, Suspension Data: 2023 District 6.9% Migrant --% Homeless 13% English Learners 6.4% SED 7.5% SWD 5.3% White --% Hispanic 5.9% American Indian 8.3% Two or more races 8.7%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data <p>From Tableau,</p>			<p>Priority 6: School Climate (Engagement) Dashboard, Suspension Rate District not to exceed 5%</p> <p>Dashboard, Suspension Data Under 5% per group: Migrant Homeless English Learners SED SWD White Hispanic American Indian Two or more races</p> <p>LCAP Survey Results: SPVUSD is making a positive impact regarding attendance: All educational partners: 85%</p> <p>School culture: 85%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Expulsion Data: 2023 0.0%</p> <p>LCAP Survey Results: SPVUSD is making a positive impact regarding attendance: Staff 76% Parents/Community 70% HS 78.1%, but 87.9% believe they should be rewarded for showing up to school</p> <p>Happy at School: MS 72.5% ES 86.8%</p> <p>School Culture Improved: Staff 80.7% some/yes</p> <p>Enough activities on campus: Staff 26.6% enough activities Parents/Community 60% want to see more activities HS 72.6% believe there are enough activities on campus 84% believe they are being prepared for post-secondary life</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>MS 54.1% 10% belong to clubs/many students recorded being involved in sports, Attends ASES 66%</p> <p>ES 50% believe there are enough activities on campus, 25.7% belong to clubs, 60% attend ASES</p>				
1.4	<p>Parent Advisory Committees Number of participants per meeting</p> <p>Priority 3 Parent and Family Engagement Reflection Tool Scores (scale of 1-5 with 5 the highest level of engagement)</p> <p>LCAP Survey %</p>	<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement. The district rated a three (3) overall, which is Initial Implementation.</p> <p>SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory</p>			<p>Priority 3. Parental Involvement and Family Engagement.</p> <p>SPVUSD utilizes Priority 3 Reflection Tool to analyze Parental Involvement and Family Engagement.</p> <p>District Indian Parent Advisory Committee (DIPAC)</p> <p>District English Learner Advisory Committee (DELAC)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>CA Healthy Kids Survey % when available</p> <p>Sources used: DIPAC, DELAC, SSC Participants LCAP/ELOG Surveys Response Numbers Internal data CA Healthy Kids Surveys</p>	<p>Committee (PAC), and the School Site Council (SSC).</p> <p>SSC: attendance has remained steady throughout year.</p> <p>DIPAC: The 2023-2024 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening. On two occasions is was canceled due to lack of attendance.</p> <p>DELAC: Participants range from one through six.</p> <p>PAC: Very challenging to get parents to another meeting. We had student representation to discuss the LCAP. The suggestions were helpful and insightful especially around how we should be asking the questions on the LCAP survey.</p>			<p>Parent Advisory Committee (PAC)</p> <p>School Site Council (SSC).</p> <p>SSC: Goal 15 participants per meeting.</p> <p>DIPAC: Goal 10 participants per meeting.</p> <p>DELAC: Goal 10 participants per meeting</p> <p>PAC: Goal 10 participants per meeting</p> <p>CAC: Goal five parents per meeting</p> <p>On the LCAP Student Survey:</p> <p>Students feel safe: Goal 90%</p> <p>Family/Community LCAP Survey (13 responses): Safety of the school: Goal 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>On the LCAP Student Survey:</p> <p>ES: 76 students responded.89.5% students feel safe/safe most of the time.</p> <p>MS: 99 students responded. 82.6% of students feel safe/safe most of the time.</p> <p>HS/BM: 107 students responded.87.8% students feel safe/safe most of the time.</p> <p>Family/Community LCAP Survey (13 responses): Safety of the school: 60% Attendance: 70% appreciate efforts to increase student attendance. Activities: 60% want to see more activities for students. Believe teachers are providing engaging classroom instruction: 77% 85% believe we keep them informed on issues and events.</p>			<p>Attendance: 85%</p> <p>Believe teachers are providing engaging classroom instruction: Goal 90%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>69% understand the graduation requirements.</p> <p>Family/community has requested workshops in SEL, homework help, testing requirements, and empowering students. Some of the workshops have already been offered by the Family and Guidance Coordinator, and Community Liaison.</p>				
1.5	<p>Program Outreach Student Involvement and engagement</p> <p>Internal Data will demonstrate increase in number of cultural events and participation in clubs, should also lead to increase in students taking Native American Studies and Mexican American History (with counselor guidance).</p>	<p>The American Indian Program Coordinator took a sabbatical for second semester. Strong Hearts is still operating, but the certificated staff member is seeking a replacement for the 2024-2025 school year. Cinco de Mayo celebration, district-wide, May 6, 2024.</p>			<p>Two districtwide cultural events, including Indigenous Bird Dancing Celebration each October and Cinco de Mayo Celebration each May.</p> <p>Document number of students taking Native American Studies/Mexican American History in high school and the success of the courses from a student survey.</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	(Priority 5) Chronic Absenteeism Site Attendance Mini-grants, Date Review, Attendance Committee	1.1 Award Attendance Incentive Mini-grants to sites at the rate of \$2,000 per site. Sites will be required to submit a plan to improve attendance including activities for students and a budget that shows that they have reviewed the data from the previous year and adjusted their plan. Sites will also be required to address Monday absences. Sites will also hold a parent meetings to reveal their attendance plan to parents. Administration will meet with staff monthly to review the attendance data for the site. Attendance data is placed in a Google document for all secretaries to access and keep current so that daily attendance rate is available at all times. Sites will review their mini-grant and provide an update on the goals to the District office quarterly. Data will include Monday/Friday absences, overall attendance, and improvement. This data will be shared with all site stakeholders not only the Attendance Committee. (Priority 5, Chronic Absenteeism) These efforts have shown improvement across the LEA and will be utilized to continue to improve for	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		chronic absenteeism rates for all students, which includes EL, HOM, SED, SWD, AI, and HI.		
1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	1.2 A team of paraprofessionals and support staff will continue to be provided to assist sites, particularly Elementary and Middle, with truancy and chronic absenteeism, can include SARB meetings. This includes Outreach Consultants, attendance clerks, and affiliated staff. (Priority 5, Chronic Absenteeism) These efforts have shown improvement across the LEA and will be utilized to continue to improve for chronic absenteeism rates for all unduplicated students, including those who are EL, HOM, SED, SWD, AI, and HI.	\$166,662.00	Yes
1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	1.3 Quarterly family trainings will be held to discuss the importance of attendance and the effects poor attendance has on success in school and beyond. To include electronic signature accessibility for families who have limited transportation or paperwork does not arrive in a timely manner. These are facilitated by counselors, Guidance and Family Coordinator, Community Liaison, or the site administrators. (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement. As more students attend school, Pupil Achievement will increase. These efforts have shown improvement across the LEA and will be utilized to continue to improve for chronic absenteeism rates for all unduplicated students, including those who are EL, HOM, SED, SWD, AI, and HI.	\$1,850.00	Yes
1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	1.4 Students who are tardy and or absent will make up seat time missed after school and during Saturday School (Weekend Warrior, Weekend Wildcat). These efforts are additional to enhance learning and recover attendance. (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement. These efforts have shown improvement across the LEA and will be utilized to continue to improve for chronic absenteeism rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI. As more students attend school, chronic absenteeism will decrease, credit attainment for high school students will increase, resulting in a higher graduation rate.	\$15,364.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	1.5 Cost of support team and the associated costs for activities provided: Sites will target parents regarding attendance and how to communicate with the school at every opportunity. The first opportunity will be the Parent Dinner or Ice Cream Social at the beginning of the year. Other opportunities include back-to-school night, parent conferences, parent events, etc. District/Site personnel will make positive home visits or meet students at bus stops to talk about attendance. Additionally, the Support Team will plan and implement at least four (4) parent meetings specifically for attendance. (Priority 4 and 5) Family and Community Engagement and Pupil Achievement. These efforts have shown improvement across the LEA and will be utilized to continue to improve Family and Community Engagement and Pupil Achievement for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI. As more students attend school, Pupil Achievement will increase.	\$321,227.00	Yes
1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	1.6 Extra Curricular Activity Eligibility Requirements will include attendance. Students must be in attendance with a rate of 90% to participate in any and all extracurricular activities, including sports and field trips. (Priority 5) Chronic Absenteeism. These efforts have shown improvement across the LEA and will be utilized to continue to improve for chronic absenteeism rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI. As more students attend school, chronic absenteeism will decrease, credit attainment for high school students will increase, resulting in a higher graduation rate.	\$675,322.00	Yes
1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance	1.7 To ensure that all students can regularly and safely attend school, transportation is provided to all students. The District contributes an additional \$149,292 from Supplemental and Concentration to cover costs for after school activities and additional "white" fleet runs for students. (Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement). This action is utilized for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	\$686,822.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	1.8 For the 2023-2024 school year, continued support of art teacher and expansion of art offerings to better support our students development. This can include drama at the high school, and affiliated courses to enhance visual and performing arts opportunities. (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. This action is utilized for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI. Visual and performing arts are essential to the growth and development of mind and body. This action encourages students to consider the world around them in a different way and improves engagement and achievement.	\$278,206.00	Yes
1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	1.9 Elementary/MS Counselor to address the social emotional needs of the students, provide small group and 1:1 counseling, academic support, post-secondary guidance, and work with students on meeting grade level appropriate targets, determining intervention, graduation progress checks, A-G completion, and College and Career Readiness. (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI..	\$304,479.00	Yes
1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Peace Builders or similar program	1.10 PeaceBuilders or similar program will continue. All three sites received grant funding to implement safety and health initiatives across the district to supplement PeaceBuilders or similar program and build a safe climate/school culture where bullying/behaviors are unwelcome. (Priority 5 and 6) Pupil Engagement and School Climate (Engagement). This action supports efforts at developing a positive school climate, reduce discipline referrals/suspensions, and enhance positive interactions within the district for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	\$5,000.00	Yes
1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and	1.11 The SST Online System will be utilized to document students who are at-risk of school behavior due to achievement disparities, behavioral concerns, or lack of engagement in the educational setting. Students who are Foster Youth or Homeless Youth will be assessed by the CARE team upon entry into the sites, however it is utilized for any unduplicated student in need of support, which includes EL, HOM, SED, SWD, AI, and HI.	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	School Climate (Engagement) SST Online System	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement)		
1.12	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) In-School Restriction and Intervention	1.12 As a result of student need, SPVUSD counselors and mental health professionals have developed SEL support throughout the district. This SEL support is focused on the Tier 2/3 students first, and then we set up a direct flow of interventions for students that have been out of school suspended. Staff will have put together behavior plans and interventions. Accountability when best practices are not being implemented for high-risk students. This will require heavy counselor, mental and behavioral health, and general site support. (Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement). This action is utilized for any unduplicated student in need of support, which includes EL, HOM, SED, SWD, AI, and HI.	\$132,008.00	Yes
1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL Student and Parent Workshops to Avoid Behavioral Action	1.13 SEL staff support. Student and parent workshops will be conducted to help parents understand how SPVUSD's counseling and support personnel can provide intervention in social emotional learning/mental health, School's Discipline Policy, Education Code regarding Suspensions and Expulsion, why students get suspended and expelled, and how to prevent it. A portion of these workshops will address teen suicide and the red flags associated with teen suicide. These meetings will be held at least at the beginning of each semester. SPVUSD increased mental health support to provide additional services to students. (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) This action is utilized for any unduplicated student in need of support, which includes EL, HOM, SED, SWD, AI, and HI. Because we expect that all students and student groups will benefit, however, these actions are provided LEA-wide.	\$169,330.00	Yes
1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Support Teams	1.14 A support team of Outreach Consultants, Counselors, Behavior Intervention Specialists, and the CHAT program will work with small groups of students and/or individuals to provide counseling and support, behavioral interventions and lessons. These members will also be part of a team that collaborates with COST, SST Teams, IEP Teams, CARE Teams, etc. Special attention will be paid to the needs of Foster Youth, giving them	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		priority in services. The support team will provide professional development for sites on the long-term goals and strategies for improving social-emotional health. (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) This action is utilized for any unduplicated student in need of support, which includes EL, HOM, SED, SWD, AI, and HI.		
1.15	Safety and Security	1.15 Campus Security personnel will work to support student needs, prevent problems from occurring, and intervene as early as possible when students are outside of the classroom. These efforts are ongoing and are also supported by the district health aide, in addition to trainers of training development for CPR and trauma-informed de-escalation training for our educational professionals. Increasing Campus Security by two individuals in 2024-2025 and will remove the SRO position.	\$232,008.00	No
1.16	(Priority 4 and 7) Pupil Achievement and Course Access Cultural diversity and empowerment	1.16 Additional culturally sensitive activities and courses (Mexican American History, Native American Studies) will be planned that reflect the cultural traditions and customs of all students. This connectivity to culture is empowering for students. (Priority 4 and 7) Pupil Achievement and Course Access. This action is utilized for all students, which include EL, HOM, SED, SWD, AI, and HI.	\$19,280.00	No
1.17	(Priority 4 and 7) Pupil Achievement and Course Access Health, Wellness, and Safety	1.17 Health Class will continue to be a part of the master schedule on both the middle and high school campus. This class will teach skills related to HIV/AIDS awareness, comprehensive sexual education, and positive life choices. Physical education courses/sections occur across the district to encourage positive health and wellness. (Priority 4 and 7) Pupil Achievement and Course Access. This action is utilized for all students, which include EL, HOM, SED, SWD, AI, and HI. Because we expect that all students and student groups will benefit, however, these actions are provided LEA-wide.	\$17,403.00	No
1.18	(Priority 4, 5, 6, and 7) Pupil	American Indian Program Coordinator was hired to improve cultural awareness, academic performance, and parent involvement as well as	\$83,289.00	No

Action #	Title	Description	Total Funds	Contributing
	Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. Focused on American Indian students.	establish Native culture awareness across district and provide tutoring. This position will result in increased traditional classes and instructional support and college and career guidance. (Priority 4, 5, 6, and 7) Pupil Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. This action is utilized for most student groups, which include EL, HOM, SED, SWD, AI, and HI.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
2	<p data-bbox="201 110 856 142">Educational Partner Involvement and Learning</p> <p data-bbox="201 183 1606 467">San Pasqual Valley Unified School District will increase parent involvement where parent input is needed in the decision-making process as measured by a locally created parent survey. To achieve maximum responses to the survey, they will be distributed at parent conferences, IEPs, SSTs, SARBs, DELAC/MPAC (District English Language Advisory Committee/Migrant Parent Advisory Committee), CAC (Community Advisory Committee, PAC (Parent Advisory Committee), DIPAC (District Indian Parent Advisory Committee) and in all registration packets. We also extensively focus on student support services to enhance social emotional, mental health, and college and career access.</p> <p data-bbox="201 508 1591 654">SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses and systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.</p> <p data-bbox="201 695 1302 1060"> Differentiated Assistance Eligibility: Priority 4 ELA/Math = SWD, SED, Hispanic, EL, American Indian ELPI = EL Priority 5 Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian Graduation Rate = SED Priority 8 College/Career Readiness = no identified populations Suspension Rate = Homeless, American Indian </p> <p data-bbox="201 1101 1434 1166">Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.</p> <p data-bbox="201 1206 1600 1385">The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. The California School Dashboard (Dashboard) is used to determine schools eligible for Comprehensive Support and Improvement (CSI).</p> <p data-bbox="201 1425 1449 1528">Schools eligible for CSI may qualify for support under the following categories at the ALL STUDENTS level: Low Graduation Rate</p>	Broad Goal

Goal #	Description	Type of Goal
	<p>Low Performing</p> <p>The following school sites for San Pasqual Valley Unified School District met the criteria for CSI support under the following categories.</p> <p>LOW GRADUATION RATE- n/a LOW PERFORMING- San Pasqual Valley Elementary San Pasqual Middle School The Differentiated Assistance Team at ICOE will integrate CSI support throughout all sites within the eligible Differentiated Assistance District.</p>	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An examination of previous family/community discussions/surveys/outreach indicated there was a significant need to enhance family/community, educational partner knowledge like graduation requirements, student expectations, FAFSA, etc. per the LCAP surveys. This information coupled feedback from educational partners who state they believe there needs to be more communication and information about expectations/resources supports the need to hire a Guidance and Family Coordinator. By increasing communication opportunities, via ParentLink/Catapult, Synergy Portal, SPPACE workshops/training, pre/post event surveys, they will give SPVUSD and educational partners opportunities to truly work together in the best interest of the students we serve. SPVUSD will be able to engage more with families/community, understand their needs/wants more quickly, and then respond while engaging them and our students in the educational process. SPVUSD will increase the number of workshops/engagement opportunities offered to educational partners, increase the number of parents/families accessing Synergy Portal to monitor their children's progress (grades, attendance, and notices to parents), and supporting the parent groups DELAC, DIPAC, SSC in reflective decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 3. Parental Involvement and Family Engagement Self Reflection Tool	Priority 3. Parental Involvement and Family Engagement. Rated 3 out of 5.			Priority 3. Parental Involvement and Family	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Parent/family Committees participant numbers</p> <ul style="list-style-type: none"> School Site Council DIPAC DELAC CAC <p>Families/Community LCAP Survey Results %</p> <p>Sources used: Reflection Tool data CALPADS Internal data and LCAP survey responses</p>	<p>2023-2024 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's</p> <p>Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is three out of five as SPVUSD is in initial implementation with some initiatives and revamping others.</p> <p>SPVUSD has four committees that has parent/families as members. The District Indian Parent Advisory Committee (DIPAC), the District English Learner Advisory Committee (DELAC), Parent Advisory Committee (PAC) and the School Site Council (SSC).</p>			<p>Engagement. Rate 4 out of 5.</p> <p>2023-2024 Local Indicators: Annually, the Parent Engagement Reflection Tool is revisited and calibrated with educational partners. Progress on this tool will be presented to the Board every year and also be included in the Dashboard's Local Indicators. This Year's Score on Building Partnerships for Student Outcomes is four out of five.</p> <p>Double the 2023-2024 family participation rate at the following meetings: PAC SSC DIPA DELAC</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>SSC: attendance has remained steady throughout year. Only members attend, generally no extra parent/community input.</p> <p>Meetings are held monthly, agenda is followed, and comments/suggestions made. Every year parents are encouraged to join the groups and/or participate in meetings. The Special Education Department reaches out to parents/families to encourage participation in events and activities.</p> <p>Foster (0) and Homeless (19).</p> <p>DIPAC – District Indian Parent Advisory Committee – these meetings were held once a month these meetings are a bridge for better communication and problem solving along with learning to work together and build</p>			<p>Community Advisory Committee (CAC):</p> <p>Families/Community LCAP Survey Results:</p> <p>Safety of School: 85% rate school safe Enough activities on campus: 85% want to see more</p> <p>Believe SPVUSD provides engaging instruction: 77% most/some of the time</p> <p>Believe SPVUSD keep families/community informed of events: 85% Highly informative/Informative</p> <p>Workshops are based on educational partner needs as detailed in the LCAP surveys or conversations at</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>positive relationships with the parents and community. DIPAC: The 2022-2023 year has fluctuated consistently. Meetings have had from one to ten participants on any given evening.</p> <p>DELAC: Participants range from four through six. Consistently, families have stated that there would be more participation if the meetings went back to in-person.</p> <p>Community Advisory Committee (CAC): All educational partners are represented.</p> <p>Families/Community LCAP Survey Results:</p> <p>Safety of School: 60% rate school safe Enough activities on campus: 60% want to see more</p> <p>Believe SPVUSD provides engaging instruction:</p>			PAC, CAC, DIPAC, DELAC	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>77% most/some of the time</p> <p>Believe SPVUSD keep families/community informed of events: 85% Highly informative/Informative</p> <p>Workshops would be helpful in the following areas: Social emotional learning 75% Safe School Environment 87.5% Collaboration with Community (mental health, child welfare, juvenile justice) 87.5% Clubs and Activities Information 87.5% Positive Culture (bullying prevention) 75%</p>				
2.2	<p>Parent Workshops/Learning Opportunities Session Agendas and number of sessions as applicable:</p> <ul style="list-style-type: none"> Community Liaison sessions 	<p>Priority 3: Family Engagement Priority 6: School Climate</p> <p>District Community Liaison provided / facilitated. And co-facilitated:</p>			<p>Priority 3: Family Engagement Priority 6: School Climate</p> <p>District Community Liaison provided / facilitated. And co-facilitated:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> Positive Traditional Parenting w/Teens Counseling Program Data Snapshot, K-8 Counseling Program Data Snapshot, 9-12 Cafecito, listed under Counseling Program Data CHAT Therapist Behavior Support School Based Mental Health Professional <p>Sources used: Internal data</p>	<p>Families discussed topics such as Bullying/ Cyber bullying / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is supporting and protecting our students in- person and online</p> <p>Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles.</p> <p>Elementary Positive Traditional Parenting: Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting.</p> <p>Coordinated the Quechan Language</p>			<p>Families discussed topics such as Bullying/ Cyber bullying / Technology awareness and safeguards/ how to access our parent Vue, how SPVUSD is supporting and protecting our students in- person and online</p> <p>Middle School Positive Traditional Parenting focused on: The four ways of connecting Emotional/ Spiritual/ Mental, Physical & supporting a vision for our youth, “seeing it, Creating it, Living it” also Positive Decision making –“ You are the creator of your own story.” And Conflict Resolution Principles.</p> <p>Elementary Positive Traditional Parenting:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Preservation program to be able to come in and teach the language for our ASES middle school program.</p> <p>Coordinated the Quechan Language Preservation program to come and help with the pronunciation and meaning of our Kwatsaan words we have posted throughout the district.</p> <p>Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT</p>			<p>Traditional Behavior Management- Lessons of Mother Nature- Praise in Traditional Parenting – Choices of parenting.</p> <p>Coordinated the Quechan Language Preservation program to be able to come in and teach the language for our ASES middle school program.</p> <p>Coordinated the Quechan Language Preservation program to come and help with the pronunciation and meaning of our Kwatsaan words we have posted throughout the district.</p> <p>Counseling Program Data Snapshot, PK-12:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p> <p>School Based Mental Health Professional:</p> <p>Total # of High School students (9-12) served by: 87 Crisis intervention sessions: 28 Individual sessions (counseling, case management, brief mental health/emotional support): 241 Group sessions: 30 Referrals to outside agency (IHS& ICBH): 4 CHAT referrals: 3 Outreach events: 6 (1xmonthly) Mental Health Classroom lessons: 6 (1x monthly)</p> <p>Main Issues Addressed while providing direct services: Teen dating</p>			<p>First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>violence, family and household conflict, drug induced psychosis, drug related behavior, anxiety, depression, trauma related symptoms, coping/resiliency skills, safety planning related to self harm and suicidal thoughts.</p> <p>Student Group Topics (# of Students in each group): Anger management, mental health education, stress management, value exploration, developmental assets, identifying cognitive distortions, healthy relationships, emotional regulation.</p> <p>Warrior Empowerment Group: 12 students</p> <p>Bill Manes Alternative Education Student Success Group: 11 students</p>			<p>School Based Mental Health Professional:</p> <p>Warrior Empowerment Group</p> <p>Bill Manes Alternative Education Student Success Group</p>	
2.3	Guidance and Family Coordinator data regarding session agendas and number of	<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School</p>			<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>participants:</p> <ul style="list-style-type: none"> • AWC • Scholarship Financial Literacy • Career Prep: IVROP • College and Career Expos • AWC Ambassadors Program • UC Connections Summer Program 	<p>Climate (Engagement) Priority 7: Course Access (Conditions of Learning)</p> <p>Guidance and Family Coordinator data:</p> <p>Financial Aid</p> <ul style="list-style-type: none"> • Parent Senior Night: FAFSA Update and FSAID • November 2023- • December 2023- <p>FAFSA Night</p> <ul style="list-style-type: none"> • February 2024 • March 2024 • May 2024 (Scheduled for May 8, 2024) <p>Scholarship Sessions / Presentations</p> <p>Scholarship Sessions with Guidance and Family Coordinator</p> <ul style="list-style-type: none"> • October 2023 through April 2024 <p>IVROP Scholarship Session</p> <ul style="list-style-type: none"> • February 2024 <p>Arizona Westen College</p>			<p>Climate (Engagement) Priority 7: Course Access (Conditions of Learning)</p> <p>Financial Aid Parent Senior Night: FAFSA Update and FSAID - Goal - 5 workshops per year</p> <p>Scholarship Sessions / Presentations</p> <p>Scholarship Sessions: Continue</p> <ul style="list-style-type: none"> • IVROP Scholarsh ip Session • Quechan Higher Student Presentati on- Scholarsh ip <p>Workshops</p> <ul style="list-style-type: none"> • I got a Scholarsh 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> SPVHS Student Service-Learning Program SPPACE Workshops organized by Guidance and Family Coordinator 	<p>Warrior to Matador Event</p> <ul style="list-style-type: none"> April 2024- During the event two seniors won scholarship raffles. 1st Scholarship Raffle \$300 2nd Scholarship Raffle: AWC presidential Scholarship-scholarship will cover 2 years of tuition. <p>Quechan Higher Student Presentation-Scholarship</p> <ul style="list-style-type: none"> May 2024 SPVHS Scholarship and Award Night May 2024 <p>The total amount scholarship money is still pending.</p> <p>Workshops</p> <ul style="list-style-type: none"> I got a Scholarship, now what? 			<p>ip, now what?</p> <p>Continue to build workshop options based on educational partner need.</p> <p>Post Ed: College and Career Sessions (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) - Continue</p> <p>Continue:</p> <ul style="list-style-type: none"> Community College and four-year university presentations - Continue Arizona Western College Admissions Day IVROP Mock Interviews (Seniors) SDSU RISE- 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> A workshop will be conducted after the scholarship awards night in order to guide students on how to budget and used scholarship money wisely. <p>Post Ed: College and Career Sessions</p> <ul style="list-style-type: none"> Senior Seminar Session by Ms. Kenia (Sessions regarding Post-Ed, scholarships, FAFSA, etc.) September 2023 through April 2024 San Diego State University RISE Program (Research, Innovation, Student Engagement)- Imperial Valley <p>Program Introduction Presentation- August</p>			<p>Imperial Valley</p> <ul style="list-style-type: none"> Arizona Westen College Warrior to Matador Event Imperial Valley College- College and University Day Arizona Southwest Career and Trade Expo <p>SPVUSD Career Expo</p> <p>Workshops</p> <p>SPPACE (San Pasqual Academic Course Engagement)</p> <p>Workshops</p> <ul style="list-style-type: none"> KEYS to Success Financial Aid: How Do I pay for College- 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>2023- 34 students. SDSU RISE Student Meetings (Twice a month)</p> <ul style="list-style-type: none"> September 2023 through April 2024 – 22 student participants <p>Grand Canyon University Presentation</p> <ul style="list-style-type: none"> August 2023 – 29 students <p>Grand Canyon University Presentation Admissions Day</p> <ul style="list-style-type: none"> September 7, 2023 – 12 students <p>Arizona Western College Admissions and Major Presentation</p> <ul style="list-style-type: none"> September 2023 – 27 students <p>Arizona Western College Admission Rep Visit</p> <ul style="list-style-type: none"> Once a month (September 2023 through April 2024) 			<ul style="list-style-type: none"> College Planning: Are you ready for your Senior to fly the nest? <p>Workshop- Continue to build based on survey needs:</p> <ul style="list-style-type: none"> Parenting Center Technology Parent Cyber Bullying Understanding Parent Vue Overview Session + Understanding CalKids – <p>Continue:</p> <ul style="list-style-type: none"> Educational Opportunities for Students University California 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Arizona Western College-College Assistant Migrant Program Presentation • September 2023 • Only 5 students qualify to apply for the program-acceptance into the program is still pending. <p>Arizona Western College- TRIO KEYS Program Presentation</p> <ul style="list-style-type: none"> • September 2023 • IVROP Resume Workshop • October 2023 • Arizona Western College: Junior and Senior Day • November 2023 – 38 students 			<p>Connections</p> <ul style="list-style-type: none"> • Cesar Chavez Leadership Conference • IVROP Career Technical Education Leadership Conference • Imperial Valley College Talent Search Program <p>SPVHS Student Service-Learning Program Goal- develop comprehensive plan to encourage and access service learning.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Arizona Western College Admissions Day December 2023- 35 students (all applied for admissions at AWC) <p>IVROP Mock Interviews (Seniors)</p> <ul style="list-style-type: none"> February 2024 <p>SDSU RISE- Imperial Valley: Technology Nursing School of Nursing Tour (Brawley)</p> <ul style="list-style-type: none"> March 2024 – 6 students participated. <p>Arizona Western College Warrior to Matador Event</p> <ul style="list-style-type: none"> April 2024 18 students participated- all students were able to register for 2024 fall semester, and attended a resource fair, 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>campus tour and presentations.</p> <ul style="list-style-type: none"> • Hispanic 10 • Native American 8 <p>Arizona Western College TRIO KEYS Advising Sessions for fall 2024.</p> <ul style="list-style-type: none"> • May 2024 • 12 students have applied to the program and have interview schedule for May 7, 2024 • Career Expos / Higher Ed Week <p>Imperial Valley College-College and University Day</p> <ul style="list-style-type: none"> • September 2023 – 42 students <p>Higher Ed Week I</p> <ul style="list-style-type: none"> • September 2023- Juniors and Seniors <p>Arizona Western</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>College Transfer and Career Expo</p> <ul style="list-style-type: none"> October 2023 <p>Arizona Southwest Career and Trade Expo (9th-12th)</p> <ul style="list-style-type: none"> March 2024 <p>SPVUSD Career Expo - April 2024- 9TH – 12TH</p> <p>Higher Ed Week II - May 2024 – 9th- 12th</p> <p>Priority 3: Parental Involvement (Engagement) Workshops</p> <p>SPPACE (San Pasqual Academic Course Engagement) Workshops</p> <ul style="list-style-type: none"> KEYS to Success (August, September and January Sessions) Financial Aid: How Do I pay for College- September 2023 College Planning: Are you ready for 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>your Senior to fly the nest?</p> <p>Workshop in- progress</p> <ul style="list-style-type: none"> • Parenting Center (Collaboration with Mrs. Alvarez) • Technology Parent Meeting- January 2024 • Cyber Bullying – February 2024 • Understanding Parent Vue – April 2024 • Overview Session + Understanding CalKids – May 2024 <p>Educational Opportunities for Students</p> <ul style="list-style-type: none"> • Girl State- Summer 2024 • Junior student will be attending Girl State 2024 <p>University California</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Connections Summer Program 2024</p> <ul style="list-style-type: none"> Sophomore student will be attending (Migrant program will be funding female student to attend) Cesar Chavez Leadership Conference 2024 UC Davis 9 students <p>IVROP Career Technical Education Leadership Conference (Calexico- Ag students only)</p> <ul style="list-style-type: none"> October 2023- 6 students <p>Imperial Valley College Talent Search Program</p> <ul style="list-style-type: none"> 10 Senior Participants <p>SPVHS Student Service-Learning Program</p> <ul style="list-style-type: none"> Community Service- Food box distribution or other events 				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none">Number of students various each month from 3 to 9 students <p>Besides the 18 students registered and attending AWC in the fall, we have one student who will be attending Santa Monica Community College (Native American student).</p>				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Pre/Post Parent Surveys (Priority 3 and 6)	2.1 A pre and post survey will be administered to parents. The survey will contain questions regarding opportunities to participate in the decision-making process. A narrative will be written based on the survey and provide guidance for decision-making moving forward. Parents surveys will be distributed at many events such as football games, Peace Builder picnic, fall festival, etc. We will look at offering incentives for returning the survey. (Priority 3 and 6) The purpose of the surveys will include prompts related to sense of safety and school connectedness as related to climate, equity, family and community for all student groups, including AI and HOM.	\$1,000.00	No
2.2	Synergy Parent Portal (Priority 3 and 5)	2.2 Implement the Parent Portal included with Synergy to communicate grades, attendance, and notices to parents. The portal will be available to parents of students in grades K-12. This increases access for parents to monitor student achievement and attendance. (Priority 5) This will provide access for family/parental involvement related to student attendance, chronic absenteeism, and pupil achievement in all student groups including AI, EL, HI, HOM, SED, SWD.	\$10,652.00	No
2.3	Pre-Meeting and Orientation Packet for New Families (Priority 3, 5, and 6)	2.3 An orientation packet for all parents will be created that includes important information for new parents to the site and/or District. A meeting will be held prior to the Ice Cream social for any parent that wants to attend, but focus will be on parents of students who are new. (Priority 3, 5, and 6) Parents will be offered tours of the campus. For 2024-2025 preparation SPVUSD initiates a Kinder Round Up to allow for staffing and parent/family introductions to the school. This practice encourages family and student school connectedness, discussions about attendance, processes and procedures for all student groups including AI, EL, HI, HOM, SED, SWD.	\$1,500.00	No
2.5	District-wide Calendar and new website through	2.5 A District-wide calendar of events/meetings will be created and distributed monthly to parents. This calendar will include all events and meetings for the site and the District. It will be color coordinated by site.	\$6,636.00	No

Action #	Title	Description	Total Funds	Contributing
	Catapult (Priority 3, 5, and 6)	This calendar will be posted on social media and the District's website. (Priority 3, 5, and 6) This practice encourages family and student school connectedness, increased involvement in committees, school activities and events. This increases opportunities for all student groups and families, including AI, EL, HI, HOM, SED, SWD to be more involved.		
2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	2.7 Fully implement parent/family workshop/learning opportunities (SPPACE) to increase educational partners participation. This is in addition to the support provided by other district staff to assist families in understanding the school environment, proactive parenting, and supportive measures at home to support academic development. (Priority 3, 4, 5, and 6) This role inspires and supports families/parents in the workshops and various learning opportunities to improve and increase family/parent involvement. This role also supports students through support in graduating and post-secondary guidance. The role provides A-G transcript oversight for timely graduation, FAFSA/scholarship workshops, field trips to college, etc. all in an effort to promote graduation and post-secondary attainment. This increases opportunities for all student groups and families, including AI, EL, HI, HOM, SED, SWD to be graduate on time and pursue post-secondary education/training.	\$85,091.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
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Goal #	Description	Type of Goal
3	<p data-bbox="201 110 506 142">Student Achievement</p> <p data-bbox="201 183 1602 289">In the 2024-2025 ALL STUDENT groups of San Pasqual Valley Unified School District will progress each year on the California School Dashboard. (State Priorities 4 – Pupil Achievement, 8 – Other Outcomes, 2 - Implementation of State Standards, 1 – Basic Conditions, and 7 – Course Access)</p> <p data-bbox="201 329 1602 548">San Pasqual Valley Unified School District will graduate students who are college and career ready, meet the A-G requirements, and meet at least one (1) other College and Career Readiness Indicator. This includes 10% of our senior class earning the Seal of Biliteracy. San Pasqual Valley Unified School District promote 8th grade students by preparing students for high school by providing a challenging and rigorous curriculum. SPVMS will provide college and career related curriculum through Get Focused, Stay Focused.</p> <p data-bbox="201 589 1591 727">SPVUSD was identified as needing support through Differentiated Assistance (DA). This support is provided by Imperial County Office of Education which focuses and systems improvement, data analysis, and goal setting. SPVUSD is currently working with the Imperial County Office of Education.</p> <p data-bbox="201 768 982 1133"> Differentiated Assistance Eligibility: Priority 4 ELA/Math = SWD, SED, Hispanic, EL, American Indian ELPI = EL Priority 5 Chronic Absenteeism = SWD, SED, Homeless, Hispanic, EL, American Indian Graduation Rate = SED Priority 8 College/Career Readiness = no identified populations Suspension Rate = Homeless, American Indian </p> <p data-bbox="201 1174 1434 1239">Compliance and Improvement Monitoring (CIM) for Late IEPs/Initial Assessments or No Improvement.</p> <p data-bbox="201 1279 1602 1458">The Every Student Succeeds Act (ESSA) requires the California Department of Education (CDE) to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California’s ESSA State Plan. The California School Dashboard (Dashboard) is used to determine schools eligible for Comprehensive Support and Improvement (CSI).</p>	Broad Goal

Goal #	Description	Type of Goal
	<p>Schools eligible for CSI may qualify for support under the following categories at the ALL STUDENTS level: Low Graduation Rate Low Performing</p> <p>The following school sites for San Pasqual Valley Unified School District met the criteria for CSI support under the following categories.</p> <p>LOW GRADUATION RATE- n/a LOW PERFORMING- San Pasqual Valley Elementary San Pasqual Middle School The Differentiated Assistance Team at ICOE will integrate CSI support throughout all sites within the eligible Differentiated Assistance District.</p>	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SPVUSD strives to have all students reach their greatest potential and be well-equipped to move forward upon high school graduation in either college, career, or both. By establishing a CTE pathway, Agricultural Science, and teaming with AWC for classes SPVUSD is providing the opportunity for students to think outside of high school and plan for their adult futures. IVC will also provide concurrent/articulated/dual enrollment opportunities for students interested in pursuing college and career after high school. Moving into 2024-2025 SPVUSD will have a focus on, English, Math, English Language Learners in the area of mathematics, and Special Populations. To this end, we have included actions that cover academics, social/emotional assistance, attendance, safety, curriculum, and college and career readiness. Homeless and Foster youth are provided transportation as needed, as well as access to a clothing closet, and SPVUSD verifies there is no food insecurity in their current situations. SPVUSD continues to monitor and support all student groups throughout the school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	<p>CAASPP</p> <ul style="list-style-type: none"> • ELA and Math % met or exceeded standard per district, site, and student group • CAST California Science Test % met or exceeded standard per district and site • EAP ELA and Math % college ready <p>Source used: Dashboard CAST DataQuest CALPADS RFEP CAASSP- ELPAC.CDE.CA. GOV</p>	<p>Priority 4 – Pupil Achievement</p> <p>CAASPP, 2022-2023, All Students ELA 23.02% Met or Exceeded Math 5.61% Met or Exceeded</p> <p>Elementary School: ELA 16.4% Met or Exceeded Math 6.8% Met or Exceeded</p> <p>Middle School: ELA 22.9% Met or Exceeded Math 2.3% Met or Exceeded</p> <p>High School: ELA 37.5% Met or Exceeded Math 12.1% Met or Exceeded</p> <p>CAASPP RFEP 5% in 2020</p> <p>CAASPP Students with Disability ELA 3.7% Met or Exceeded</p>			<p>Priority 4 – Pupil Achievement</p> <p>CAASPP, 2022-2023, All Students ELA 40% Met or Exceeded Math 40% Met or Exceeded</p> <p>Elementary School: ELA 40% Met or Exceeded Math 40% Met or Exceeded</p> <p>Middle School: ELA 40% Met or Exceeded Math 40% Met or Exceeded</p> <p>High School: ELA 70% Met or Exceeded Math 40% Met or Exceeded</p> <p>CAASPP RFEP - 35%</p> <p>CAASPP Students with Disability ELA 30% Met or Exceeded</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math 0% Met or Exceeded CAASPP Homeless ELA 23.8% Met or Exceeded Math 9.1% Met or Exceeded CAASPP EL ELA 9.1% Met or Exceeded Math 1.8% Met or Exceeded CAASPP SED ELA 22.6% Met or Exceeded Math 5.28% Met or Exceeded American Indian ELA 26.3% Met or Exceeded Math 6.16% Met or Exceeded 11th grade - 55.55% Met or Exceeded in ELA 11th grade - 23.08% Met or Exceeded in Math Hispanic ELA 17.9% Met or Exceeded			Math 30% Met or Exceeded CAASPP Homeless ELA 40% Met or Exceeded Math 40% Met or Exceeded CAASPP EL ELA 40% Met or Exceeded Math 40% Met or Exceeded CAASPP SED ELA 40% Met or Exceeded Math 40% Met or Exceeded American Indian ELA 40% Met or Exceeded Math 40% Met or Exceeded 11th grade - 80% Met or Exceeded in ELA 11th grade - 40% Met or Exceeded in Math Hispanic ELA 40% Met or Exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Math 4.1% Met or Exceeded 11th grade - 31.58% Met or Exceeded in ELA 11th grade - 5.26% Met or Exceeded in Math</p> <p>CAST California Science Test Standard Met or Exceeded: District 8.3% Elementary 9.4% Middle School 7.5% High School 8.3%</p> <p>CAA - fewer than 10 tested, DATA SUPPRESSED</p> <p>EAP College Ready Rate: English District: 15.9% High School: 12.5%</p> <p>EAP College Ready Rate: Math District: 2.8% High School: 3.0%</p>			<p>Math 40% Met or Exceeded 11th grade - 80% Met or Exceeded in ELA 11th grade - 40% Met or Exceeded in Math</p> <p>CAST California Science Test Standard Met or Exceeded: District 20% Elementary 30% Middle School 30% High School 30%</p> <p>CAA - fewer than 10 tested - 30 % proficiency</p> <p>EAP College Ready Rate: English District: 40% High School: 40%</p> <p>EAP College Ready Rate: Math District: 40% High School: 40%</p>	
3.2	Number of CTE Completers	Priority 4 and 5 – Student Achievement and Engagement			Priority 4 and 5 – Student	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of Dual Enrollment	2023 - 2024			Achievement and Engagement 2026-2027	
	CCI % prepared	CCI % prepared 20.4%			CCI % prepared 45%	
	Number meeting A-G requirements	CTE Completers, 6 seniors in Agri-science, 4 in progress, 19 juniors in progress Attended AWC Ag Summit: 5			CTE Completers 15 seniors in Agri-science 10 seniors in Education	
	% meeting both A-G and CTE completion requirements	Work-Based Learning - 10 students, 1 pending			Work-Based Learning - 25 students	
	% earning an AP exam score of 3 or higher	Dual Enrollment, completed in 2023 - 2024: 16 students in Eng 101 12 students in Eng 102 18 students in Art History 142			Dual Enrollment, completed: 25 students in Eng 101 25 students in Eng 102	
	High School Graduation Rate %	8 students in Math 151			30 students in Art History 142 20 students in Math 151	
	Dropout Rate %	Per DataQuest: 3 Native students meeting UC/CSU requirements 3 Hispanic students meeting UC/CSU requirements			Add two more AWC/IVC courses by 2027.	
	Middle School Promotion Rate %					
	Middle School Dropout Rate %	5% of students were CTE completers and met A-G			40% of students are CTE completers and meet A-G	
		2023 AP US History, AP exams, test and				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source used: Dashboard, College/Career CALPADS - CTE DataQuest Tableau Public https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators	<p>results not yet received.</p> <p>2023 Graduation Rate: 2023: 79.5% compared to State: 86.2%</p> <p>In 2023, the SPVUSD graduates student groups were the following: 81.8% were English Learners 79.1% were Socioeconomically Disadvantaged 88.9% were Hispanic/Latino 66.7% were American Indian</p> <p>2023 Dropout Rate: District: 20.8% High School: 15.9% Continuation:--%</p> <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data <p>Middle School Graduation/Promotion Rates, 2022-2023: Dropout Rate: 0%</p>			2027 Graduation Rate: 95% or above 2027 Dropout Rate: District: under 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Promotion Rate:98.68%				
3.3	<p>Implementation of state board adopted academic content and performance standards for all students.</p> <p>Programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.</p> <ul style="list-style-type: none"> • Reclassification Fluent English Proficient (RFEP) number and % • English Learners Progress Indicator (ELPI) • ELPAC % Proficient • ELPAC Well developed rate 	<p>RFEP - 2021-2022: 3 students (2.29%) 2022-2023: 4 students (2.9%) 2023-2024: 2 students (1.58%)</p> <p>ELPI - 2023-2024: Unavailable</p> <p>English Lang Proficiency, Summative ELPAC 2022-2023: 7.94% Proficient Summative: 14.6% Level 1: 35.71% Level 2: 30.16% Level 3: 26.19% Level 4: 7.94%</p> <p>2023 ELPAC Well Developed Rate: SPVUSD: 7.9% Elementary: 2.1% Middle School: 14.3% High School: 10.3%</p>			<p>2027 RFEP - 25% ELPI - 25%</p> <p>English Lang Proficiency, Summative ELPAC 2027: 25% Proficient Summative: 25% Level 1: 40% Level 2: 50% Level 3: 60% Level 4: 70%</p> <p>2027 ELPAC Well Developed Rate: SPVUSD: 20% Elementary: 20% Middle School: 20% High School: 20%</p>	
3.4	Priority 1 – Basic Conditions	Priority 1 – Basic Conditions			Priority 1 – Basic Conditions	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Teachers</p> <ul style="list-style-type: none"> number fully credentialed number misassigned <p>Instructional Materials</p> <ul style="list-style-type: none"> number of complaints percentage without access <p>Administrators Counselors Psychologist</p> <p>Williams Act</p>	<p>2023-2024</p> <p>Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.</p> <p>Science- Vacancy= Misassignment</p> <p>Sped Director holds teaching credential, enrolled in an administrative program.</p> <p>49 teachers (includes 3 counselors, 1 psychologist) 49 fully credentialed teachers 5- Admin</p> <p>54 total certificated staff</p> <p>2023-2024- No Williams findings. Textbooks and Instructional Material - 0 complaints</p> <p>Sufficient instructional materials and access per Williams review</p> <p>Percent of students without access to</p>			<p>Teachers are appropriately assigned in the subject areas and for the pupils they are teaching.</p> <p>Zero Misassignments</p> <p>2027</p> <p>51 certificated staff (includes 3 counselors, 1 psychologist) 51 fully credentialed teachers 5- Admin</p> <p>60 total certificated staff</p> <p>2027 No Williams findings. Textbooks and Instructional Material Zero complaints</p> <p>Sufficient instructional materials and</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>instructional materials = 0%</p> <p>Facilities are maintained and in good repair. SPVES 98.95%</p>			<p>access per Williams review</p> <p>Percent of students without access to instructional materials = 0</p> <p>Facilities are maintained and in good repair. SPVES 100%</p>	
3.5	<p>SPVUSD utilizes Priority 7 Course Access Reflection Tool reported to board and CA School Dashboard Annually</p> <p>High School - Curriculum, Master Schedule redesign, 4x4 block, leading to 320 credits in four years, with dual enrollment option.</p> <p>Middle School - Electives added to schedule</p> <p>Elementary School - Redesign.</p>	<p>2023-2024</p> <p>Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual Learning Plans to stay informed and encouraged to move forward. High School teachers provide core instruction for BM students, one core area per period. Teacher has been assigned to BM to provide instruction, guidance, and</p>			<p>2027</p> <p>Bill Manes Alternative High School - Curriculum aligned with high school. Full support for reintroduction to High School campus for graduation. Students have Individual Learning Plans to stay informed and encouraged to move forward.</p> <p>Bill Manes received a six-year WASC accreditation with</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Bill Manes - complete overhaul of expectations and direction.</p> <p>Community Day School (CDS)</p> <p>Adult School</p>	<p>monitoring of success of students.</p> <p>Bill Manes received a six-year WASC accreditation with a three-year review, good until 2029.</p>			<p>a three-year review, good until 2029.</p> <p>GOAL: In 2027 student population will be under 10 students with all graduating on-time. There will be one or fewer students moving to the Adult School on an annual basis.</p>	
3.6	<p>Elementary</p> <p>CAASPP % at or near standard for reading, writing, math</p>	<p>Priority 4 – Pupil Achievement</p> <p>2022-2023 CAASPP Reading: % at or near standard</p> <p>Grade 3 57.62%</p> <p>Grade 4 45.24%</p> <p>Grade 5 62.52%</p> <p>All Grades 50.86%</p> <p>Writing: % at or near standard</p> <p>Grade 3 26.9%</p> <p>Grade 4 47.62%</p> <p>Grade 5 56.25%</p> <p>All Grades 42.25%</p> <p>Math: % at or near standard</p> <p>Grade 3 34.89%</p>			<p>Priority 4 – Pupil Achievement</p> <p>2027 CAASPP Reading: % at or near standard</p> <p>Grade 3 75%</p> <p>Grade 4 80%</p> <p>Grade 5 85%</p> <p>All Grades 80%</p> <p>Writing: % at or near standard</p> <p>Grade 3 75%</p> <p>Grade 4 80%</p> <p>Grade 5 85%</p> <p>All Grades 80%</p> <p>Math: % at or near standard</p> <p>Grade 3 50%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 4 40.47% Grade 5 15.63% All Grades 31.62%			Grade 4 60% Grade 5 60% All Grades 58%	
3.7	Middle School CAASPP % at or near standard for reading, writing, math, communicating reasoning	Priority 4 - Pupil Achievement 2022-2023 Reading: at or near standard Grade 6 36.36% Grade 7 57.45% Grade 8 60% Writing: % at or near standard Grade 6 38.64% Grade 7 40.43% Grade 8 42.50% Math: % at/near standard Problem Solving Grade 6 25% Grade 7 35.42% Grade 8 40% Communicating Reason Grade 6 38.64% Grade 7 43.75% Grade 8 52.5%			Priority 4 - Pupil Achievement 2027 Reading: at or near standard Grade 6 75% Grade 7 80% Grade 8 80% Writing: % at or near standard Grade 6 75% Grade 7 80% Grade 8 80% Math: % at/near standard Problem Solving Grade 6 50% Grade 7 55% Grade 8 60% Communicating Reason Grade 6 50% Grade 7 60% Grade 8 70%	
3.8	High School and Bill Manes Alternative	Priority 4 - Pupil Achievement 2022-2023 CAASPP			Priority 4 - Pupil Achievement 2027 CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP % at or near standard for reading, writing, listening, research/inquiry math	Grade 11 Reading: % at or near standard 81.81% Writing: % at or near standard 72.73% Listening: % at or near standard 77.28% Research/Inquiry: % at or near standard 86.36% Math: % at or near standard 23.33%			Grade 11 Reading: % at or near standard 90% Writing: % at or near standard 85% Listening: % at or near standard 85% Research/Inquiry: % at or near standard 90% Math: % at or near standard 50%	
3.9	District Wide CAASPP %standard met or exceeded	CAASPP - 2022-2023 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 5.61% RFEP --% Migrant --% SED 5.28% English Learners 1.82% Homeless 9.10% Students with Disabilities 0% Two or More Races --% Hispanic 4.1% American Indian 6.16%			CAASPP - 2027 DISTRICT WIDE: Standard Met or Exceeded: Mathematics - 40% Migrant --% SED 40% English Learners 40% Homeless 40% Students with Disabilities 30% Two or More Races 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Female 5.96% Male 5.23% English Language Arts - 23.02% RFEP --% Migrant --% SED 22.60% English Learners 9.09% Homeless 23.81% Students with Disabilities 0% Two or More Races --% Hispanic 17.88% American Indian 26.32% Female 29.87% Male 37.96% <ul style="list-style-type: none"> -% means there are not enough students in the group to publish data 			Hispanic 40% American Indian 40% Female 40% Male 40% English Language Arts - 23.02% Migrant 40% SED 40% English Learners 40% Homeless 40% Students with Disabilities 30% Two or More Races 40% Hispanic 40% American Indian 40% Female 70% Male 70%	
3.10	STAR High School Star Reading Star Reading Proficiency Rate (District Benchmark) Benchmark 4	STAR High School Star Reading 123 students assessed. Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 14.6%			STAR High School Star Reading Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Proficiency Rate (State Benchmark) Benchmark 4	(18 of 123 students scored at or above the minimum district benchmark proficiency level).			Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Reading Current Student Growth Percentile (SGP) Fall to Spring	Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2023-2024- 30.1% (37 of 123 students estimated to score at or above the proficiency benchmark on the Reading state test).			Star Reading Current Student Growth Percentile (SGP) Fall to Spring 85%	
	High School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4	Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 69.2% (74 of 107 students scored at or above typical growth (35th current SGP) from Fall to the given test period).			High School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Math Proficiency Rate (State Benchmark) Benchmark 4	High School Star Math 114 students assessed.			Star Math Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Math Current Student Growth Percentile (SGP)	Star Math Proficiency Rate (District Benchmark)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Fall to Spring	<p>Benchmark 4 2023-2024- 31.6% (36 of 114 students scored at or above the minimum district benchmark proficiency level)</p> <p>Star Math Proficiency Rate (State Benchmark)</p> <p>Benchmark 4 2023-2024- 1.8% (2 of 114 students estimated to score at or above proficiency benchmark on the Math state test)</p> <p>Star Math Current Student Growth Percentile (SGP)</p> <p>Fall to Spring 2023-2024- 80.4% (78 of 97 students scored at or above typical growth (35th current SGP) from Fall to the given test period)</p> <p>.</p>			Star Math Current Student Growth Percentile (SGP) Fall to Spring 90%	
3.11	STAR Middle School-	<p>STAR</p> <p>Middle School- Reading 121 students assessed.</p>			<p>STAR</p> <p>Middle School-</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Proficiency Rate (District Benchmark) Benchmark 4	Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2023-2024- 8.3% (10 of 121 students scored at or above the minimum district benchmark proficiency level).			Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Reading Proficiency Rate (State Benchmark) Benchmark 4	Star Reading Proficiency Rate (State Benchmark)			Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Reading Current Student Growth Percentile (SGP) Fall to Spring	Benchmark 4 2023-2024- 11.6% (14 of 121 students estimated to score at or above the proficiency benchmark on the Reading state test).			Star Reading Current Student Growth Percentile (SGP) Fall to Spring 85%	
	Middle School Star Math					
	Star Math Proficiency Rate (District Benchmark) Benchmark 4	Star Reading Current Student Growth Percentile (SGP) Fall to Spring 2023-2024- 66.4% (75 of 113 students scored at or above typical growth (35th current SGP) from Fall to the given test period).			Middle School Star Math Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 50%	
	Star Math Proficiency Rate (State Benchmark)					

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Benchmark 4</p> <p>Star Math Current Student Growth Percentile (SGP)</p> <p>Fall to Spring</p>	<p>This is up 28% from Fall to Spring 2022-2023</p> <p>Middle School Star Math- 116 students assessed</p> <p>Star Math Proficiency Rate (District Benchmark)</p> <p>Benchmark 4 2023-2024- 6.9% (8 of 116 students scored at or above the minimum district benchmark proficiency level)</p> <p>Star Math Proficiency Rate (State Benchmark)</p> <p>Benchmark 4 2023-2024- 1.7% (2 of 116 students estimated to score at or above proficiency benchmark on the Math state test)</p> <p>Star Math Current Student Growth Percentile (SGP)</p>			<p>Star Math Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 50%</p> <p>Star Math Current Student Growth Percentile (SGP) Fall to Spring 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Fall to Spring 2023-2024- 52.3% (57 of 109 students scored at or above typical growth (35th current SGP) from Fall to the given test period).</p> <p>This is down 1% from Fall to Spring 2022-2023</p>				
3.12	<p>STAR - Elementary School</p> <p>Elementary Star Reading- 151 students assessed.</p> <p>Star Reading Proficiency Rate (District Benchmark)</p> <p>Benchmark 4</p> <p>Star Reading Proficiency Rate (State Benchmark)</p> <p>Benchmark 4</p>	<p>STAR - Elementary School</p> <p>Elementary Star Reading- 151 students assessed.</p> <p>Star Reading Proficiency Rate (District Benchmark)</p> <p>Benchmark 4 2023-2024- 18.5% (28 of 151 students scored at or above the minimum district benchmark proficiency level).</p> <p>Star Reading Proficiency Rate (State Benchmark)</p>			<p>STAR - Elementary School</p> <p>Elementary Star Reading-</p> <p>Star Reading Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50%</p> <p>Star Reading Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%</p> <p>Star Reading Current Student</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Star Reading Current Student Growth Percentile (SGP) Fall to Spring	Benchmark 4 2023-2024 15.2% (23 of 151 students estimated to score at or above the proficiency benchmark on the Reading state test).			Growth Percentile (SGP) Fall to Spring 85%	
	Elementary Star Math- 179 students assessed.	Star Reading Current Student Growth Percentile (SGP)			Elementary Star Math- Star Math Proficiency Rate (District Benchmark) Benchmark 4 2026-2027 - 50%	
	Star Math Proficiency Rate (District Benchmark)	Fall to Spring 2023-2024- 58.6% (58 of 99 students scored at or above typical growth (35th current SGP) from Fall to the given test period).			Star Math Proficiency Rate (State Benchmark) Benchmark 4 2026-2027 - 50%	
	Benchmark 4					
	Star Math Proficiency Rate (State Benchmark)	This is up 14% from Fall to Spring 2022-2023			Star Math Current Student Growth Percentile (SGP) Fall to Spring 85%	
	Benchmark 4	Elementary Star Math- 179 students assessed.				
	Star Math Current Student Growth Percentile (SGP)	Star Math Proficiency Rate (District Benchmark)				
	Fall to Spring	Benchmark 4 2023-2024- 26.8% (48 of 179 students scored at or above the minimum district				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>benchmark proficiency level)</p> <p>Star Math Proficiency Rate (State Benchmark)</p> <p>Benchmark 4 2023-2024- 12.3% (22 of 179 students estimated to score at or above proficiency benchmark on the Math state test)</p> <p>Star Math Current Student Growth Percentile (SGP)</p> <p>Fall to Spring 2023-2024- 55.2% (64 of 116 students scored at or above typical growth (35th current SGP) from Fall to the given test period)</p> <p>This is up 5% from Fall to Spring 2022-2023</p>				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	(Priority 6) Build Capacity Instructional Strategies Training by ICOE	3.1 Supplemental training in instructional strategies and behavior management to provide engaging, relevant, best practices instruction for student achievement for paraprofessionals, classroom support personnel, and teachers who have a paraprofessional in their classrooms. These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all students, which includes EL, HOM, SED, SWD, AI, and HI.	\$15,000.00	No
3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes High School Course Audit Review HS Math, ELA, ELD coaching	3.2 Contract for high school course audit review and master schedule design which allows students to enroll in A-G approved courses throughout their high school career. High School Math, ELA, and ELD Departments will receive coaching and lesson study for certificated staff and ELD paraprofessionals. (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes This action will positively impact student achievement rates and course access for all students, which includes EL, HOM, SED, SWD, AI, and HI.	\$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM	3.3 The Middle School Staff and newly added teams from the Elementary and High School will continue to implement STEM related projects and workshops. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level. These activities increase access to STEM for unduplicated students. (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes This action will be implemented LEA wide therefore increasing STEM activity for all students, including EL, HOM, SED, SWD, AI, and HI.	\$10,000.00	Yes
3.4	(Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes Assessment and Data Tool for Students	3.4 IXL/STAR will be utilized to close the gaps in achievement and enrich those students who are performing at or above standard. IXL will be utilized during the instructional day and after school. STAR will be utilized grades 3-12 for district assessment and calibration. This will enable students to be progress monitored, support instructional design, and for RFEP opportunities for EL/LTEL students, ultimately improving instruction for all students at all sites, particularly the Elementary and High School sites, including HOM, SED, SWD, AI, and HI. (Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes	\$25,000.00	No
3.5	(Priority 4 and 6) Pupil Achievement, Build Capacity Principal Calibration Walkthroughs	3.5 Administration will conduct Principal Calibration Walkthroughs to identify needs of the District in regards to materials and staff development. SPVUSD will look for consistency in implementation of curriculum and instruction. (Priority 4 and 6) Pupil Achievement, Build Capacity This will enable admin to support instructional design and pedagogy, ultimately improving pupil achievement for all students, including EL, HOM, SED, SWD, AI, and HI.	\$1,500.00	No
3.6	(Priority 4 and 6) Pupil Achievement, Build Capacity Professional Development ELA, Math	3.6 Targeted Feedback to staff leads to improved student outcomes, Data Driven Instruction and Coaching, Personal Reflective Practices - conversational capacity, to support effective, open, and constructive dialogue with colleagues. (Priority 4 and 6) Pupil Achievement, Build Capacity These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all students, which includes EL, HOM, SED, SWD, AI, and HI. Utilizing data-informed strategies, teachers will plan and implement actions to enhance	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		student achievement in Mathematics and English Language Arts. Recognize and articulate the value of data-driven instruction, Interpret and analyze data reports within their content areas, Develop and plan actionable steps to enhance student achievement based on data analysis.		
3.8	(Priority 1 and 7) Educational Technology Committee	3.8 An Educational Technology Committee has been formed to review the technology plan. The Director of IT is lead on the committee, each site has 2 representatives, and 2 classified employees will serve as representatives. This committee will meet at least once per quarter to discuss District needs and to review and revise the District IT Plan. Ongoing. (Priority 1 and 7) This action allows staff to meet and problem solve various access and opportunity concerns for students and the adults in SPVUSD. Will demonstrate improved technological access across the LEA.	\$500.00	No
3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	3.9 Summer school will be offered for students at risk of retention, EL/Migrant students, and students requiring credit recovery. Priority will be given to Foster and Homeless youth and then to unduplicated students. Independent Study has been approved to provide additional credit recovery options. (Priority 4, 5, 7, and 8) ISR provides an opportunity to refocus on positive behavior, and completing necessary class/course requirements, intervention support.	\$89,976.00	Yes
3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	3.10 Master Schedules will reflect scheduled intervention periods for students who are at risk of not meeting standards. Data will be reviewed and instruction will be modified based on data. Additional Math Teacher added at the Middle School to implement standards based, core instruction across 6th - 8th grades to meet unduplicated student needs.	\$126,198.00	Yes
3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	3.11 The ELL/Migrant TOSA, portion of salary, will lead a team of teachers and support staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System. The ELL/Migrant TOSA will provide additional support for staff to identify students at risk of not	\$164,889.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>meeting standards and will document and implement interventions to meet that need (SST). Provide professional development for English Learners teachers and support language acquisition to refine their language acquisition program to better instruction English Learners and LTELs. Additional support of Middle School teacher supporting EL students, specifically in math related support has been added to the master schedule.</p> <p>Lexia app will be introduced and utilized K-8 allowing for individualized leveled language acquisition support.</p> <p>Targeted instruction in ELD sections focusing on ELPAC domains. ELD professional development, K-12, in August 2024 to enhance instructional program.</p>		
3.12	(Priority 4, 5, and 7) ASES/ After school tutoring	3.12 After school tutoring will be offered to students who are identified as HOM, Foster, SED, SWD, English Language Learners and students enrolled in ASES. (Priority 4, 5, and 7) Additional after-school tutoring will be offered based on the needs of the students at each site. These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all students, which includes EL, HOM, SED, SWD, AI, and HI.	\$211,342.00	No
3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	3.13 USA Learns will be utilized for students who are in the beginning stages of English Development and/or newcomers to improve oral language proficiency. (Priority 4 and 7) Para-professionals providing interventions and push-in support. EL students also provided access to Lexia app for K-8 language acquisition.	\$129,479.00	Yes
3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	3.14 Guidance counselor will work with Freshman, Sophomores and Juniors at risk of failure due to grades or other circumstances, Foster Youth, and Homeless Youth. (Priority 4 and 5) Counselor will meet with them at least once per quarter to assess their progress and their need for intervention and resources. Supported by Guidance and Family Coordinator. These efforts will demonstrate improvement across the LEA	\$76,254.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.		
3.15	(Priority 5 and 6) Exit Surveys - Survey Monkey	3.15 Exit surveys will be conducted on parents who are withdrawing their students in the 8th grade to attend school in Yuma or elsewhere. (Priority 5 and 6) The same survey will be conducted for parents withdrawing their students between 9th and 10th grade. The purpose will be to identify reasons why students are not staying at San Pasqual to graduate.	\$250.00	No
3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	3.18 Beginning in Grade 6, students will create a 7-year plan for high school graduation and College and Career Readiness. This plan will be guided by the MS/HS Counselors and will be revisited yearly at the beginning of each semester. Parent training will be held to inform parents of high school graduation requirements as early as 6th grade. (Priority 3, 4, and 5) Focus will be on the impact of MS on HS graduation. These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	\$31,773.00	Yes
3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	3.19 The Master Schedule will reflect classes needed for meeting the College and Career Readiness Indicators. It will reflect courses that meet the A-G requirements. (Priority 4, 7, and 8) Courses will be articulated/dual enrolled/concurrent with Arizona Western College (AWC) and Imperial Valley College (IVC) to support student goals for career certification or college credit attainment. Two Career Technical Education pathways are offered in agriculture and education. College and Career Activities will be held throughout the school year. The ES/MS Counselor and MS/HS Guidance Counselor will create a list of events that will occur District Wide. These events will include career days, Higher Ed Week, College Week, etc. These activities will span TK-12. Ongoing. The education pathway will continue in 2024-2025. These efforts will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all students, which includes EL, HOM, SED, SWD, AI, and HI.	\$68,181.00	No

Action #	Title	Description	Total Funds	Contributing
3.20	(Priority 4 and 8) PSAT	3.20 Students will be offered the opportunity to take the PSAT10, PSAT11, and the SAT. (Priority 4 and 8) Prep classes, fee waivers, and transportation will be offered to remove any barriers students may encounter in preparation for post-secondary opportunities. These efforts will demonstrate improvement and will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	\$500.00	Yes
3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	3.22 The High School, "Get Focused, Stay Focused", and Middle School, "Building a Bridge", will implement the curriculum. (Priority 5 and 8) HS Seniors will be required to complete EverFi, a 9-module program regarding financial literacy. These efforts will demonstrate improvement across the will be utilized to continue to improve student achievement rates for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	\$1,500.00	Yes
3.24	(Priority 4, 5, 7, and 8) CTE Classes at the High School or AWC/IVC	3.24 Additional Support will be provided to students through support after school and during the school day in both content area and CTE Classes. (Priority 4, 5, 7, and 8) Tutoring cost included previously. This action will demonstrate improvement across the LEA and will be utilized to continue to improve student achievement rates for all students, which includes EL, HOM, SED, SWD, AI, and HI.	\$2,500.00	No
3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	3.25 Director of Technology & Applications, hired during 2022-2023 school year. (Priority 1, 5, and 8) Continues to support student and district technology access across the district. This action supports the LEA and will be utilized to continue for all unduplicated students, including those that are EL, HOM, SED, SWD, AI, and HI.	\$141,690.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Within three years, all students, and particularly low-income and EL students, at Bill Manes will demonstrate increased credit recovery opportunities and timely graduation as measured by graduation rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

SPVUSD created a single goal for the Equity Multiplier for Bill Manes focused on increased graduation rates at the alternative education site. The addition of a multiple subject teacher to be on-site during the day will allow consistency of programming for students. This will benefit students by having a teacher who can focus on credit recovery coursework at the 9th grade level as many alternative education students have credit deficiencies from their freshman year of high school. This teacher will also monitor and encourage students to follow their individualized education/graduation plan with frequent conversations, updates, and edits as required. Students will still receive core instruction from math, English, social science, and science teachers who come for one period a day to instruct 10th-12th grade course requirements.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3: Parental Involvement (Engagement) Internal data, to include participation numbers/percentages for: Engagement/attendance at SSTs, Parent Teacher Conferences, IEP's,	Bill Manes enrollment fluctuated between 12 and 18 students throughout the 2023-2024 school year. Parent/family involvement was...75% of the families/parents were present at the SSTs and 90% attended the IEP's			Priority 3: Parental Involvement (Engagement) 95% of BM families will attend Engagement/attendance at SSTs, Parent Teacher Conferences, IEP's, other	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	other student-centered events.				student-centered events.	
4.2	(Priority 5) Graduation Rate %	<p>2023 Graduation Rate: No performance color on California Dashboard, however, will use local data.</p> <p>2024 Senior graduates: 1 student out of 4. (25%) 2 will come back as 5th year seniors in 2024-2025 1 will move to Adult Ed in 2024-2025 Local data.</p>			<p>2027: Graduation Rate: Green California Dashboard</p> <p>2027 Senior graduates: 75% will graduate on time. Local data.</p>	
4.3						

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	(Priority 4, 5, 7, and 8) Bill Manes Teacher	An Additional Multiple Subject teacher to provide increased support to students in credit recovery and individualized education plan monitoring while providing instruction in 9th grade level course recovery.	\$153,541.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$2,625,236	\$345,469

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.682%	0.000%	\$0.00	39.682%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: (Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support</p> <p>Need: In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate for all students. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation, as well as create a school climate that emphasizes the importance of attendance. If students are not in school, they cannot learn. Through this action, we have incentivized, motivated, informed, and held accountable</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>44.5% respectively. Although these actions were developed with the unduplicated students in mind, this is a LEA wide need as our student groups in the Red category were American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>Scope: LEA-wide</p>	<p>individuals not attending or not bringing their children to school.</p> <p>We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	
1.3	<p>Action: (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training</p> <p>Need: Family and student engagement needs to increase across the district. Students' chronic absenteeism is 43.5%. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and 44.5% respectively. SPVUSD, despite creative endeavors, is challenged by lack of involvement of family partners.</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs and conditions of our low-income and EL students, SPVUSD hired a position to engage and develop workshops specifically for families (SPPACE). In addition, we have a Community Liaison who will provide Traditional Parenting classes to our Indigenous/American Indian families.</p> <p>These efforts are made with the intention of increasing family engagement, thus increasing student attendance, engagement, and achievement for our unduplicated student groups. We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of these students and their families. These efforts</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	
1.4	<p>Action: (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)</p> <p>Need: In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and 44.5% respectively. Student Groups in the Red category are American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color."</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will provide Saturday School which allows students to make up absences, complete classwork, homework, or tests that were missed during the regular school week. This activity encourages students to improve absenteeism, attend classes, and complete studies in a timely manner.</p> <p>We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Student grades, attendance record, Dashboard, DataQuest, CAASPP, STAR</p> <p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>
1.5	<p>Action: (Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will hold family and community events to encourage educational partner communication including a</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Family and student engagement needs to increase across the district. Students' chronic absenteeism is 43.5%. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and 44.5% respectively. SPVUSD, despite creative endeavors, is challenged by lack of involvement of family partners.</p> <p>Scope: LEA-wide</p>	<p>Back to School Parent Dinner, Ice Cream Social, parent-teacher conferences, family workshops, and traditional parenting classes.</p> <p>We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>
1.6	<p>Action: (Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity</p> <p>Need: In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and 44.5% respectively. Student Groups in the Red category were American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>Scope:</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will implement an attendance participation rate expectation of 90% or higher creating a school climate that emphasizes the importance of attendance. This impacts students involvement in extracurricular activities such as sports, field trips, dances, etc. This action is not intended to be punitive, but instead motivate students to engage in the many, varied supports offered to assist with attendance and academic achievement.</p> <p>We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.	
1.7	<p>Action: (Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance</p> <p>Need: In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate. ELs, Homeless, and low-income students had chronic absenteeism rates of 39.2%, 62.5%, and 44.5% respectively. Student Groups in the Red category were American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. The rural nature of our community can impact communication and transportation access for our families.</p> <p>Scope: LEA-wide</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will provide access to reliable transportation to increase the likelihood our students will arrive to school, and on time. Our transportation department supports all students, including students who are experiencing homelessness and foster situations.</p> <p>We expect that the chronic absenteeism rates and therefore the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness and Family Engagement</p>
1.8	<p>Action: (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will implement art and/or music courses/programs across the district for personal growth and academic development. Students are motivated in different ways, and some need the arts to be</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>1.3 School Climate Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color." Additionally, feedback from students and families have indicated a high interest in the arts.</p> <p>Scope: LEA-wide</p>	<p>engaged. Having two art teachers allow us to expand mindsets and opportunities, but also encourages students to take dual enrollment art classes through Arizona Western College. For the district, it supports the California School Dashboard College/Career indicator and the School Climate Indicator.</p> <p>We expect that the academic achievement rates, including CCI, for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>1.4 School Connectedness and Family Engagement</p> <p>3.2 College Career Indicator, Dual Enrollment numbers</p>
1.9	<p>Action: (Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career</p> <p>Need: Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will provide our students with needed mental health support, coping strategies, information on suicide and bullying prevention, etc. This is an ongoing need and requires personal, counselling opportunities, and case management to address needs. In addition, TK-8 students require more college and career information to make informed choices moving forward.</p> <p>We expect that the academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase</p>	<p>Internal data - Counselors, mental health professionals</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p> <p>School Based Mental Health Professional:</p> <p>Total # of High School students (9-12) served by: 87 Crisis intervention sessions: 28 Individual sessions (counseling, case management, brief mental health/emotional support): 241 Group sessions: 30 Referrals to outside agency (IHS& ICBH): 4 CHAT referrals: 3 Outreach events: 6 (1xmonthly) Mental Health Classroom lessons: 6 (1x monthly)</p> <p>Scope: Schoolwide</p>	<p>significantly as the actions are designed to meet the needs most associated with school connectedness and engagement challenges of these students and their families. Including the SEL component in our district, MTSS tiered support and resources availability, will promote academic engagement, leading to an increase in student achievement, and access to increased levels of course access. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	<p>Action: (Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Peace Builders or similar program</p> <p>Need: In 2023, the California School Dashboard indicated students at the elementary were suspended at a rate of 6.3%, an increase over 2022 of 1.8%. There were two groups in the Red category: American Indian and SED.</p> <p>Scope: Schoolwide</p>	<p>In order to address these needs and conditions of our low-income students, we will increase the sensitivity and social emotional responses students have for one another in order to decrease suspension/referral rates. We will increase awareness of positive behavior and the benefits of a human-based approach.</p> <p>We expect that the referral and suspension rates will decrease and therefore the academic achievement rates will increase for low-income students, including Homeless and Foster Youth students and our American Indian students, as the actions are designed to meet the needs most associated with school connectedness and the mental health needs of our unduplicated students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Internal data - Counselors, mental health professionals</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>
1.11	<p>Action: (Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System</p> <p>Need: SST Online System is utilized to maintain records and accurately and frequently track progress of SST process for all student groups across the district.</p> <p>Scope:</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will</p> <p>Utilizing one system for SST progress monitoring and record keeping allows all staff members on the team to know next steps, and plan accordingly. It also prevents students from falling through the proverbial cracks as the system is reminding and monitoring efforts to support students. Ongoing support for students experiencing homelessness or in foster care. These efforts will show improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Homeless numbers, foster</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.12	<p>Action: (Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) In-School Restriction and Intervention</p> <p>Need: Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p> <p>In 2023, the California School Dashboard indicated students at the elementary were suspended at a rate of 6.3%, an increase over 2022 of 1.8%. There were two groups in the Red category: American Indian and SED.</p>	<p>In order to address these needs and conditions of our low-income and EL students, we will</p> <p>In-School Restriction is utilized as an opportunity for restorative practices and redirection through conversation, strategies, and the use of Suite 360. Based on the data, our students need mental health support, coping strategies, information on suicide and bullying prevention, etc. This is an ongoing need and requires personal, counselling opportunities, and case management to address needs. In addition, TK-8 students require more college and career information to make informed choices moving forward. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Suspension/referral data</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>There were three groups in the Yellow category: EL, Hispanic, and SWD. Students at the middle school were suspended at a rate of 9.3%, an increase over 2022 of 1.1%. There were ZERO groups in the Red category. There were two groups in the Orange category: American Indian and SED. There was one group in the Green category: Hispanic, SWD.</p> <p>Scope: LEA-wide</p>		
1.13	<p>Action: (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL Student and Parent Workshops to Avoid Behavioral Action</p> <p>Need: Counseling Program Data Snapshot, PK-12: First 100 days. Cafecito Chats: 2 Classroom Lessons: 277 Group Sessions: 172 Individual Sessions: 1,180 School Activities: 5 Higher Ed Week, Suicide prevention, bullying prevention, Kindness Week, CTE Camp, Updated Peace Corners</p> <p>The information below is for July 1, 2023 to March 31, 2024, CHAT Therapist provided 69 students support: Ages 0-12: 7 students</p>	<p>In order to address these needs and conditions of our unduplicated students, we will provide services based on data indicating needs. Our students need mental health support, coping strategies, information on suicide and bullying prevention, etc. This is an ongoing need and requires personal, counselling opportunities, and case management to address needs. In addition, TK-8 students require more college and career information to make informed choices moving forward.</p> <p>The Family and Guidance Coordinator and Community Liaison will provide SPAACE family workshops as well as Indigenous Traditional Parenting classes to support families and students in SEL, positive behavior, and engagement in the educational environment.</p> <p>We expect that the academic achievement rates, including CCI, for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated</p>	<p>Internal data - Suspensions, referrals Internal data - Counselors, mental health professionals 1:1 group sessions</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Ages 13-17: 62 Crisis counseling 26 sessions Individual/Family sessions 234 Referrals 414 Case Management: 610</p> <p>In 2023, the California School Dashboard indicated students at the elementary were suspended at a rate of 6.3%, an increase over 2022 of 1.8%. There were two groups in the Red category: American Indian and SED. There were three groups in the Yellow category: EL, Hispanic, and SWD. Students at the middle school were suspended at a rate of 9.3%, an increase over 2022 of 1.1%. There were ZERO groups in the Red category. There were two groups in the Orange category: American Indian and SED. There was one group in the Green category: Hispanic, SWD.</p> <p>Scope: LEA-wide</p>	<p>with school connectedness, through parent workshops, and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI. improve significantly as the actions are designed to meet the needs most associated with school connectedness and attendance challenges of our unduplicated students and their families. Because we expect that all students and student groups will benefit these actions are provided LEA-wide.</p>	
1.14	<p>Action: (Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Support Teams</p> <p>Need: The need is based on student achievement or challenges, as well as the limited number of families who participate in DIPAC, DELAC, Migrant, CAC, PAC, etc. The goal is to re-engage families and students in their</p>	<p>In order to address these needs and conditions of our homeless and foster youth, each school site has a support team comprised of a counselor, Outreach Consultant, principal, teachers, Director of Special Education, Community Liaison, and other support personnel to engage families and students in their education, re-engage families and students in their education and involvement in student COST, SST, IEPs, CARE meetings in order to continuously engage foster and homeless students so they feel supported and the site meets their unique needs.</p>	<p>Internal data - Counselors, mental health professionals 1:1 group sessions Family and Guidance Coordinator, Community Liaison family participants at workshops</p> <p>1.3 School Climate Data (Suspension, Expulsion, and Survey rates)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>education and involvement in student COST, SST, IEPs, CARE. To continuously engage foster and homeless so students feel supported, and the site meets their unique needs.</p> <p>Scope: LEA-wide</p>	<p>We expect that student engagement and school climate increases with the influence of personnel focused on COST, SST, IEPs, and CARE support mechanisms as part of our MTSS model. Academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness, engagement, of students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>1.4 School Connectedness and Family Engagement</p> <p>2.2 School Climate Data (Supports including Counseling, CHAT Therapist, SBMH Specialist, Cafecitos)</p>
3.3	<p>Action: (Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red</p>	<p>The Middle School Staff, the Elementary, and High School will continue to implement STEM related projects and workshops. These STEM projects will occur in STEM classes, ASES, and in math/science classes at the High School Level. These activities increase access to STEM for students to support STEM/CTE related opportunities post-secondary. The high school presently has FFA, Computers and Robotics. The Middle School has STEM within the curriculum, and they have a computer class. At the middle school level credentialing makes it challenging to offer STEM specific classes. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p> <p>We expect that the academic achievement rates, including CCI, for low-income and English</p>	<p>Student grades, attendance record, Dashboard, DataQuest, CAASPP, STAR</p> <p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>category, the other student groups fall into the "No Performance Color."</p> <p>Scope: LEA-wide</p>	<p>learners, including Homeless and Foster Youth students, will increase significantly as the actions are designed to meet the needs most associated with school connectedness and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	
3.9	<p>Action: (Priority 4, 5, 7, and 8) Credit Recovery, Intervention</p> <p>Need: In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate. Student Groups in the Red category were American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color." In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and</p>	<p>The reality is that COVID hit our students the hardest. At the middle school and high school levels students have been particularly impacted and require intervention and credit recovery for the attainment of skills and to meet graduation requirements. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p> <p>We expect that the academic achievement rates, including CCI, course access, graduation rates, and attendance rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with student achievement and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Student grades, attendance record, Dashboard, DataQuest, CAASPP, STAR</p> <p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math</p> <p>1.4 School Connectedness</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>White. For the SED group 19.2% were considered Low.</p> <p>Scope: Schoolwide</p>		
3.10	<p>Action: (Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. At the Middle School, our math students are performing in the Red category for American Indian, Hispanic, SED, and SWD. All other groups are under the "No Performance Level."</p> <p>Scope: Schoolwide</p>	<p>To improve College/Career Indicator, math scores at the middle school, and the graduation rate, we are strengthening our math instruction at the middle school to have a single subject math teacher. Then we are implementing support courses within the master schedule at the high school, in addition to tutoring and intervention throughout the day. The Middle School Single Subject Math teacher position has been added specifically to address the low math achievement demonstrate across the Middle School campus. Breathing a new math focus into the master schedule for SPVUSD's 6th - 8th grades is necessary to raise achievement levels and prepare students for high school math success.</p> <p>We expect that the academic achievement rates, including CCI, course access, and graduation rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with achievement and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>3.1 & 3.9 Academic Achievement CAASPP Math</p> <p>3.2 College Career Indicator</p> <p>3.4 Teacher Quality</p> <p>3.7 Academic Achievement STAR Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.14	<p>Action: (Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. . In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color."</p> <p>Scope: Schoolwide</p>	<p>The Guidance Counselor check-ins allow the student and counselor to review progress, needs, challenges, etc. This is a required part of the Guidance Counselor's duties as the goal is to be a friendly face, guiding force, and to raise our graduation rate because we catch concerns in a timely manner, and this leads to more of our students being considered as "prepared" on the College/Career indicator on the Dashboard.</p> <p>We expect that the academic achievement rates, including CCI, course access, and graduation rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with achievement and engagement challenges of these students and their families. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 & 3.9 Academic Achievement CAASPP ELA & Math</p> <p>3.2 College Career Indicator</p> <p>3.4 Teacher Quality</p> <p>3.7 Academic Achievement STAR ELA & Math</p>
3.18	<p>Action: (Priority 3, 4, and 5) Grade 6 College and Career graduation plan</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for</p>	<p>Guiding students on College and Career planning during middle school allows students to imagine bigger and think long-term. This focus will also increase College and Career indicators as our middle school students become high school students. They will understand the credit system, A-G courses, academic requirements, post-secondary acceptance guidelines and expectations. These efforts have shown improvement across the LEA and will be utilized to</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 & 3.9 Academic Achievement CAASPP ELA & Math</p> <p>3.2 College Career Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color."</p> <p>Scope: Schoolwide</p>	<p>continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p> <p>We expect that the academic achievement rates, including CCI, course access, and graduation rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with achievement and engagement challenges of these students and their families. This action will encourage SMART goals, planning ahead, thinking of their futures, graduation, and post-secondary opportunities. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>3.4 Teacher Quality</p> <p>3.7 Academic Achievement STAR ELA & Math</p>
3.20	<p>Action: (Priority 4 and 8) PSAT</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. . In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically</p>	<p>Having students take the PSAT allows them to imagine bigger and think long-term. This focus will also increase College and Career indicator. They will also receive information on the credit system, A-G courses, academic requirements, post-secondary acceptance guidelines and expectations.</p> <p>We expect that the academic achievement rates, including CCI, course access, and graduation rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with achievement and engagement of these students and their families. This action will encourage planning ahead, thinking of their futures,</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 & 3.9 Academic Achievement CAASPP ELA & Math</p> <p>3.2 College Career Indicator</p> <p>3.4 Teacher Quality</p> <p>3.7 Academic Achievement STAR ELA & Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color."</p> <p>Scope: Schoolwide</p>	<p>graduation, and post-secondary opportunities. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	
3.22	<p>Action: (Priority 5 and 8) Curriculum, Get Focused, Stay Focused</p> <p>Need: In 2023, the California School Dashboard College/Career indicator showed that only 20.4% of our students are considered prepared. Our SED group showed as Low versus the "No Performance Level" for American Indian, English Learners, Hispanic, Homeless, Two or More Races, SWD, and White. For the SED group 19.2% were considered Low. In addition, the district graduation rate is 64.8% and the high school graduation rate is 79.5%. Socioeconomically Disadvantaged students fall in the Red category, the other student groups fall into the "No Performance Color." In 2023, the California School Dashboard indicated the LEA had a 43.5% chronically absent rate. Student Groups in the Red category were American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities.</p> <p>Scope:</p>	<p>This curriculum allows students to focus on goal development, short-term/long-term goals, how to achieve your goals, step by step, and looking at post-secondary options. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p> <p>We expect that the academic achievement rates, including CCI, course access, and graduation rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the needs most associated with achievement and engagement challenges of these students and their families. This action will encourage SMART goals, planning ahead, thinking of their futures, graduation, and post-secondary opportunities. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 & 3.9 Academic Achievement CAASPP ELA & Math</p> <p>3.2 College Career Indicator</p> <p>3.4 Teacher Quality</p> <p>3.7 Academic Achievement STAR ELA & Math</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.25	<p>Action: (Priority 1, 5, and 8) 3.25 Director of Technology & Applications</p> <p>Need: All groups need access to technology across the district. CAASPP testing ELPAC testing STAR testing Synergy use Daily operations CALPADS SEIS CalSAAS Escape</p> <p>Additionally, staff, students, and families have requested assistance with the analysis of this data and data visualization tools to ensure timely and accurate access in order to provide timely and accurate feedback and intervention, specifically for our unduplicated students to get them or keep them on track and successfully meeting outcomes.</p> <p>Scope: LEA-wide</p>	<p>Whether it is sending an email to staff members, testing students, interacting with parents, utilizing the student information system to track student information, like grades, attendance, and discipline, technology is required. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p> <p>We expect that student engagement, CCI, academic achievement rates for low-income and English learners, including Homeless and Foster Youth students, will improve significantly as the actions are designed to meet the technological needs associated with achievement and engagement challenges of these students and their families. This action will encourage. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, SWD, AI, and HI.</p>	<p>Synergy use, Daily operations, CALPADS, SEIS, CalSAAS, Escape</p> <p>1.1 including Local - P1, P2 data for Attendance Rates and Chronic Absenteeism Rates</p> <p>3.1 & 3.9 Academic Achievement CAASPP ELA & Math</p> <p>3.2 College Career Indicator</p> <p>3.7 Academic Achievement STAR ELA & Math</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.11	<p>Action: (Priority 4 and 7) Additional EL/LTEL Support Services</p> <p>Need: In 2023, the California School Dashboard indicated there were 111 EL Students in the district. 26.1% were making progress toward English language proficiency. This was a decline from 2022 by 22.5%. In addition, in 2023, 21.8% students progressed at least one ELPI level, 4.5% maintained ELPI level 4. 49.1% maintained ELPI levels 1, 2L, 2H, 3L, and 3H.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>In addition to the LEA and school-wide actions listed above, SPVUSD will also be providing two targeted actions to focus on English Learners, Actions 3.11 Additional EL Services and 3.13 Web-based Instructional Support for ELs.</p> <p>To meet the needs of EL Students, the ELL/Migrant TOSA, portion of salary, will lead a team of teachers and support staff who meet quarterly to develop an English Learner Plan that includes a District Wide Monitoring System. The ELL/Migrant TOSA will provide additional support for staff to identify students at risk of not meeting standards and will document and implement interventions to meet that need (SST), will provide professional development for English Learners teachers and support language acquisition to refine their language acquisition program. These additional EL Services will provide support in the attainment of redesignation (RFEP), and increased achievement in coursework, including an improvement in high school graduation requirements (College and Career Indicators, CTE pathway completion). These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL.</p>	<p>3.3 ELPI, ELPAC, RFEP rates</p> <p>3.1 Academic Achievement CAASPP ELA and Math, STAR</p>
3.13	<p>Action: (Priority 4 and 7)</p>	<p>To meet the needs of EL students, a web-based option for instructional support for English Language Learners will be provided.</p>	<p>3.3 ELPI, ELPAC, RFEP rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Web-based/Instructional support for English Language Learners</p> <p>Need: In 2023, the California School Dashboard indicated there were 111 EL Students in the district. 26.1% were making progress toward English language proficiency. This was a decline from 2022 by 22.5%. In addition, in 2023, 21.8% students progressed at least one ELPI level, 4.5% maintained ELPI level 4. 49.1% maintained ELPI levels 1, 2L, 2H, 3L, and 3H.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>It is the collective efforts of the LEA and school-wide actions and limited in scope actions combined that quantitatively ensure SPVUSD is meeting its minimum proportionality percentage and its increase and improving services requirement for the 2024-2025 school year. These efforts have shown improvement across the LEA and will be utilized to continue to improve for all unduplicated students, which includes EL, HOM, SED, and SWD.</p>	<p>3.1 Academic Achievement CAASPP ELA and Math, STAR</p>

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

Not Applicable

Additional Concentration Grant Funding

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

SPVUSD's School Based Mental Health Specialist, Guidance and Family Coordinator, Special Education paraprofessional, additional hours for librarians, and a van driver was instrumental in the 2023-2024 school year. These positions were developed to provide enhanced mental health intervention and support, college and career guidance, family workshops, direct support to Students with Disabilities in the classroom, additional hours for librarians allowed for more 1:1 student support and services, and then a van driver for student related transportation needs. We anticipate they will continue to improve and support student academics and SEL, mental health situations and will be maintained using this funding.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,615,669	2,625,236	39.682%	0.000%	39.682%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,302,968.00	\$795,730.00	\$27,000.00	\$377,504.00	\$4,503,202.00	\$3,702,085.00	\$801,117.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	(Priority 5) Chronic Absenteeism Site Attendance Mini-grants, Date Review, Attendance Committee	All	No			All Schools TK-12	2024-25	\$0.00	\$6,000.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00
1	1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-25	\$166,662.00	\$0.00	\$166,662.00	\$0.00	\$0.00	\$0.00	\$166,662.00	\$0.00
1	1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-25	\$0.00	\$1,850.00	\$1,850.00	\$0.00	\$0.00	\$0.00	\$1,850.00	\$0.00
1	1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	2024-25	\$12,864.00	\$2,500.00	\$15,364.00	\$0.00	\$0.00	\$0.00	\$15,364.00	\$0.00
1	1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$319,227.00	\$2,000.00	\$295,525.00	\$0.00	\$0.00	\$25,702.00	\$321,227.00	\$0.00
1	1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Middle School, High School Bill Manes	2024-25	\$448,053.00	\$227,269.00	\$675,322.00	\$0.00	\$0.00	\$0.00	\$675,322.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							6-12									
1	1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	2024-25	\$503,574.00	\$183,248.00	\$686,822.00	\$0.00	\$0.00	\$0.00	\$686,822.00	\$0.00
1	1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$268,206.00	\$10,000.00	\$178,931.00	\$99,275.00	\$0.00	\$0.00	\$278,206.00	\$0.00
1	1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	2024-25	\$284,479.00	\$20,000.00	\$174,732.00	\$0.00	\$0.00	\$129,747.00	\$304,479.00	\$0.00
1	1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Peace Builders or similar program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	2024-25	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$0.00
1	1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00
1	1.12	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement) In-School Restriction and Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$132,008.00	\$0.00	\$82,008.00	\$50,000.00	\$0.00	\$0.00	\$132,008.00	\$0.00
1	1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$169,330.00	\$84,510.00	\$84,820.00	\$0.00	\$0.00	\$169,330.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		SEL Student and Parent Workshops to Avoid Behavioral Action														
1	1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Support Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25	\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00
1	1.15	Safety and Security	All	No			All Schools	2024-25	\$232,008.00	\$0.00	\$232,008.00	\$0.00	\$0.00	\$0.00	\$232,008.00	\$0.00
1	1.16	(Priority 4 and 7) Pupil Achievement and Course Access Cultural diversity and empowerment	All	No			All Schools	2024-25	\$16,780.00	\$2,500.00	\$14,280.00	\$0.00	\$0.00	\$5,000.00	\$19,280.00	\$0.00
1	1.17	(Priority 4 and 7) Pupil Achievement and Course Access Health, Wellness, and Safety	All	No			Specific Schools: Middle School and High School 6-12	2024-25	\$14,903.00	\$2,500.00	\$17,403.00	\$0.00	\$0.00	\$0.00	\$17,403.00	\$0.00
1	1.18	(Priority 4, 5, 6, and 7) Pupil Achievement, Pupil Engagement, School Climate (Engagement) and Course Access. Focused on American Indian students.	All American Indian Students	No			All Schools	2024-25	\$83,289.00	\$0.00	\$0.00	\$33,316.00	\$0.00	\$49,973.00	\$83,289.00	\$0.00
2	2.1	Pre/Post Parent Surveys (Priority 3 and 6)	All	No			All Schools	2024-25	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$0.00
2	2.2	Synergy Parent Portal (Priority 3 and 5)	All	No			All Schools	2024-25	\$0.00	\$10,652.00	\$10,652.00	\$0.00	\$0.00	\$0.00	\$10,652.00	\$0.00
2	2.3	Pre-Meeting and Orientation Packet for New Families (Priority 3, 5, and 6)	All	No			All Schools	2024-25	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00
2	2.5	District-wide Calendar and new website through Catapult (Priority 3, 5, and 6)	All	No			All Schools	2024-25	\$0.00	\$6,636.00	\$6,636.00	\$0.00	\$0.00	\$0.00	\$6,636.00	\$0.00
2	2.7	Guidance & Family Coordinator (Priority 3, 4, 5, and 6)	All	No			All Schools	2024-25	\$85,091.00	\$0.00	\$0.00	\$85,091.00	\$0.00	\$0.00	\$85,091.00	\$0.00
3	3.1	(Priority 6) Build Capacity	All	No			All Schools	2024-25	\$0.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$15,000.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Instructional Strategies Training by ICOE														
3	3.2	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes High School Course Audit Review HS Math, ELA, ELD coaching	All	No			Specific Schools: High School	2024-25	\$1,000.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$3,500.00	\$0.00
3	3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	2024-25	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00
3	3.4	(Priority 4 and 8) Pupil Achievement, Other Pupil Outcomes Assessment and Data Tool for Students	All	No			Specific Schools: Elementary and Middle School	2024-25	\$0.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00	\$0.00
3	3.5	(Priority 4 and 6) Pupil Achievement, Build Capacity Principal Calibration Walkthroughs	All	No			All Schools	2024-25	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00	\$0.00
3	3.6	(Priority 4 and 6) Pupil Achievement, Build Capacity Professional Development ELA, Math	All	No			All Schools	2024-25	\$15,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00	\$0.00
3	3.8	(Priority 1 and 7) Educational Technology Committee	All	No			All Schools	2024-25	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00
3	3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2024-25	\$84,976.00	\$5,000.00	\$31,021.00	\$0.00	\$0.00	\$58,955.00	\$89,976.00	\$0.00
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	2024-25	\$125,698.00	\$500.00	\$126,198.00	\$0.00	\$0.00	\$0.00	\$126,198.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: District-wide	2024-25	\$164,889.00	\$0.00	\$164,889.00	\$0.00	\$0.00	\$0.00	\$164,889.00	\$0.00
3	3.12	(Priority 4, 5, and 7) ASES/ After school tutoring	All	No			Specific Schools: SPV Elementary & Middle School	2024-25	\$161,960.00	\$49,382.00	\$0.00	\$211,342.00	\$0.00	\$0.00	\$211,342.00	\$0.00
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25	\$129,479.00	\$0.00	\$129,479.00	\$0.00	\$0.00	\$0.00	\$129,479.00	\$0.00
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2024-25	\$76,254.00	\$0.00	\$38,127.00	\$0.00	\$0.00	\$38,127.00	\$76,254.00	\$0.00
3	3.15	(Priority 5 and 6) Exit Surveys - Survey Monkey	All	No				2024-25	\$0.00	\$250.00	\$250.00	\$0.00	\$0.00	\$0.00	\$250.00	\$0.00
3	3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	2024-25	\$31,773.00	\$0.00	\$31,773.00	\$0.00	\$0.00	\$0.00	\$31,773.00	\$0.00
3	3.19	(Priority 4, 7, and 8) College and Career Goals and Activities	All	No			All Schools	2024-25	\$38,681.00	\$29,500.00	\$41,181.00	\$0.00	\$27,000.00	\$0.00	\$68,181.00	\$0.00
3	3.20	(Priority 4 and 8) PSAT	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	2024-25	\$0.00	\$500.00	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00
3	3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPV Middle & High	2024-25	\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
3	3.24	(Priority 4, 5, 7, and 8) CTE Classes at the High School or AWC/IVC	All	No				2024-25	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00
3	3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	2024-25	\$141,690.00	\$0.00	\$70,845.00	\$70,845.00	\$0.00	\$0.00	\$141,690.00	\$0.00
4	4.1	(Priority 4, 5, 7, and 8) Bill Manes Teacher	All	No			Specific Schools: Bill Manes Alternative Education		\$153,541.00	\$0.00	\$0.00	\$153,541.00	\$0.00	\$0.00	\$153,541.00	\$0.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,615,669	2,625,236	39.682%	0.000%	39.682%	\$2,976,558.00	0.000%	44.993 %	Total:	\$2,976,558.00
								LEA-wide Total:	\$1,598,017.00
								Limited Total:	\$294,368.00
								Schoolwide Total:	\$1,084,173.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	(Priority 5) Chronic Absenteeism Chronic Absenteeism Reversal Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$166,662.00	\$0.00
1	1.3	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Family Attendance and Student Achievement Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$1,850.00	\$0.00
1	1.4	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	\$15,364.00	\$0.00
1	1.5	(Priority 4 and 5) Family and Community Engagement and Pupil Achievement Educational Partner Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$295,525.00	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	(Priority 4 and 5) Chronic Absenteeism and Pupil Achievement Extra-Curricular Activity	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Middle School, High School Bill Manes 6-12	\$675,322.00	\$0.00
1	1.7	(Priority 4, 5, and 6) Pupil Achievement, Chronic Absenteeism, and School Climate (Engagement) Transportation Ensures Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-12	\$686,822.00	\$0.00
1	1.8	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. Art and music are critical to the development of students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$178,931.00	\$0.00
1	1.9	(Priority 4, 5 and 7) Pupil Achievement, Pupil Engagement, and Course Access. TK-8 Counselors addressing SEL/College and Career	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	\$174,732.00	\$0.00
1	1.10	(Priority 5 and 6) Pupil Engagement and School Climate (Engagement). Peace Builders or similar program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary & Middle School TK-8	\$5,000.00	\$0.00
1	1.11	(Priority 3, 4, 5, and 6) Parental Involvement, Pupil Achievement, Pupil Engagement, and School Climate (Engagement) SST Online System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$0.00
1	1.12	(Priority 4, 5, and 6) Pupil Achievement, Pupil Engagement, and School Climate (Engagement)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,008.00	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		In-School Restriction and Intervention						
1	1.13	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) SEL Student and Parent Workshops to Avoid Behavioral Action	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,510.00	\$0.00
1	1.14	(Priority 5, and 6) Pupil Engagement, and School Climate (Engagement) Support Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$0.00
3	3.3	(Priority 4, 5, 7, and 8) Pupil Achievement, Engagement, and Course Access, Other Pupil Outcomes STEM	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	\$10,000.00	\$0.00
3	3.9	(Priority 4, 5, 7, and 8) Credit Recovery, Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$31,021.00	\$0.00
3	3.10	(Priority 4, 5, and 7) Master Schedule Design, intervention. Math Teacher added at the Middle School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	\$126,198.00	\$0.00
3	3.11	(Priority 4 and 7) Additional EL/LTEL Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: District-wide	\$164,889.00	\$0.00
3	3.13	(Priority 4 and 7) Web-based/Instructional support for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$129,479.00	\$0.00
3	3.14	(Priority 4 and 5) Guidance Counselor Quarterly 1:1 Student Meetings	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$38,127.00	\$0.00
3	3.18	(Priority 3, 4, and 5) Grade 6 College and Career graduation plan	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV Middle School	\$31,773.00	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.20	(Priority 4 and 8) PSAT	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SPV High School	\$500.00	\$0.00
3	3.22	(Priority 5 and 8) Curriculum, Get Focused, Stay Focused	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: SPV Middle & High School	\$1,500.00	\$0.00
3	3.25	(Priority 1, 5, and 8) 3.25 Director of Technology & Applications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: District-wide	\$70,845.00	\$0.00

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,174,663.00	\$4,465,767.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Site Attendance Mini-grants	No	\$6,000.00	\$6,000
1	1.2	Date Review, Attendance Committee	No	\$0.00	\$0
1	1.3	Chronic Absenteeism Reversal Support	Yes	\$153,785.00	\$169,668
1	1.4	Parent Attendance and Student Achievement Training	Yes	\$2,250.00	\$7,770
1	1.5	Graduation Attendance Expectation	No	\$0.00	\$0
1	1.6	Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	\$15,407.00	\$17,159
1	1.7	Stakeholder Communication	Yes	\$308,482.00	\$358,586
1	1.8	Student Ambassador Program	No	\$1,500.00	\$0
1	1.9	Extra Curricular Activity	Yes	\$620,850.00	\$642,164
1	1.10	Transportation Ensures Attendance	Yes	\$684,615.00	\$683,276
1	1.11	Art and music are critical to the development of students.	Yes	\$254,153.00	\$178,239

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	TK-8 Counselors addressing SEL/College and Career	Yes	\$315,802.00	\$320,827
1	1.13	Safe School Ambassadors	Yes	\$5,000.00	\$300
1	1.14	Why Try?	Yes	\$500.00	\$0
1	1.15	SST Online System	Yes	\$700.00	\$2,500
1	1.16	In-School Restriction and Intervention	Yes	\$64,337.00	\$78,669
1	1.17	SEL Student and Parent Workshops to Avoid Disciplinary Action	Yes	\$166,981.00	\$139,832
1	1.18	Support Teams	Yes	\$3,000.00	\$3,000
1	1.19	Safety and Security for Students and School Sites	Yes	\$255,095.00	\$397,159
1	1.20	Community Law Enforcement Quarterly meetings	No	\$0.00	\$0
1	1.21	Cultural diversity and empowerment	No	\$15,000.00	\$10,000
1	1.22	Health and Safety	No	\$4,051.00	\$23,355
1	1.23	ACTION: School Climate, Culture, and Engagement	No	\$84,901.00	\$36,699
1	1.24	ADDITIONAL 1.22 Health and Safety High School Health Class Proctor	Yes	\$0	\$18,251

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.25	ADDITIONAL 1.22 Health and Safety Elementary Physical Education Teacher	Yes	\$	\$158,072
2	2.1	Pre/Post Parent Surveys	No	\$0.00	\$0
2	2.2	Synergy Parent Portal	No	\$10,000.00	\$10,652
2	2.3	Pre-Meeting and Orientation Packet for New Families	No	\$1,500.00	\$1,567
2	2.4	Annual Scheduling of Meetings	No	\$0.00	\$0
2	2.5	District-wide Calendar and new website through Catapult	No	\$6,636.00	\$6,636
2	2.6	Parent Surveys at Student Events	No	\$1,000.00	\$0
2	2.7	Guidance & Family Coordinator	No	\$90,434.00	\$93,428
3	3.1	Instructional Strategies Training by ICOE	No	\$15,000.00	\$23,493
3	3.2	High School Course Audit Review	No	\$3,500.00	\$5,000
3	3.3	STEM	Yes	\$10,000.00	\$11,796
3	3.4	Assessment and Data Tool for Students	No	\$25,000.00	\$25,000
3	3.5	Principal Calibration Walkthroughs	No	\$3,000.00	\$0
3	3.6	Winter PD Day	No	\$30,000.00	\$21,871

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.7	Standards and Outcomes	No	\$0.00	\$0
3	3.8	Educational Technology Committee	No	\$4,000.00	\$0
3	3.9	Credit Recovery	Yes	\$112,618.00	\$93,806
3	3.10	Master Schedule Design, intervention. Additional Math Teacher added to implement and planning monies	Yes	\$136,802.00	\$120,708
3	3.11	Additional EL Support Services	Yes	\$158,613.00	\$164,306
3	3.12	ASES/ After school tutoring	No	\$221,909.00	\$221,909
3	3.13	Web-based/Instructional support for English Language Learners	Yes	\$102,380.00	\$126,559
3	3.14	Guidance Counselor Quarterly 1:1 Student Meetings	Yes	\$110,861.00	\$129,174
3	3.15	Exit Surveys - Survey Monkey	No	\$1,800.00	\$0
3	3.16	Intervention Support	No	\$6,043.00	\$0
3	3.17	Bill Manes Alternative High School Restructure	No	\$0.00	\$0
3	3.18	Grade 6 College and Career graduation plan	Yes	\$1,500.00	\$1,750
3	3.19	College and Career Goals and Activities	No	\$2,500.00	\$2,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.20	PSAT	Yes	\$500.00	\$500
3	3.21	A-G Counselor Support	No	\$0.00	\$0
3	3.22	Curriculum, Get Focused, Stay Focused	Yes	\$5,000.00	\$0
3	3.23	Staff PD for HS Graduation Requirement, College Entrance	No	\$0.00	\$0
3	3.24	CTE Classes at the High School or AWC/IVC	No	\$7,500.00	\$0
3	3.25	3.25 Director of Technology & Applications	Yes	\$144,158.00	\$153,586

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$2,748,967.00	\$2,790,931.00	\$2,817,400.00	(\$26,469.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Chronic Absenteeism Reversal Support	Yes	\$153,785.00	\$169,668		
1	1.4	Parent Attendance and Student Achievement Training	Yes	\$2,250.00	\$7,770		
1	1.6	Saturday School (Weekend Warrior, Weekend Wildcat)	Yes	\$15,407.00	\$17,159		
1	1.7	Stakeholder Communication	Yes	\$285,431.00	\$327,351		
1	1.9	Extra Curricular Activity	Yes	\$620,850.00	\$517,320		
1	1.10	Transportation Ensures Attendance	Yes	\$149,292.00	\$111,486		
1	1.11	Art and music are critical to the development of students.	Yes	\$254,153.00	\$178,239		
1	1.12	TK-8 Counselors addressing SEL/College and Career	Yes	\$182,111.00	\$212,567		
1	1.13	Safe School Ambassadors	Yes	\$5,000.00	\$300		
1	1.14	Why Try?	Yes	\$500.00	\$0		
1	1.15	SST Online System	Yes	\$700.00	\$2,500		
1	1.16	In-School Restriction and Intervention	Yes	\$64,337.00	\$78,669		
1	1.17	SEL Student and Parent Workshops to Avoid Disciplinary Action	Yes	\$152,464.00	\$16,501		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.18	Support Teams	Yes	\$3,000.00	\$3,000		
1	1.19	Safety and Security for Students and School Sites	Yes	\$255,095.00	\$397,159		
1	1.24	ADDITIONAL 1.22 Health and Safety High School Health Class Proctor	Yes	\$0	\$18,251		
1	1.25	ADDITIONAL 1.22 Health and Safety Elementary Physical Education Teacher	Yes	\$0	\$158,072		
3	3.3	STEM	Yes	\$10,000.00	\$500		
3	3.9	Credit Recovery	Yes	\$10,000.00	\$20,000		
3	3.10	Master Schedule Design, intervention. Additional Math Teacher added to implement and planning monies	Yes	\$136,802.00	\$120,708		
3	3.11	Additional EL Support Services	Yes	\$158,613.00	\$164,306		
3	3.13	Web-based/Instructional support for English Language Learners	Yes	\$102,380.00	\$126,559		
3	3.14	Guidance Counselor Quarterly 1:1 Student Meetings	Yes	\$77,603.00	\$90,272		
3	3.18	Grade 6 College and Career graduation plan	Yes	\$1,500.00	\$1,750		
3	3.20	PSAT	Yes	\$500.00	\$500		
3	3.22	Curriculum, Get Focused, Stay Focused	Yes	\$5,000.00	\$0		
3	3.25	3.25 Director of Technology & Applications	Yes	\$144,158.00	\$76,793		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$6,760,776	\$2,748,967.00	0%	40.661%	\$2,817,400.00	0.000%	41.673%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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