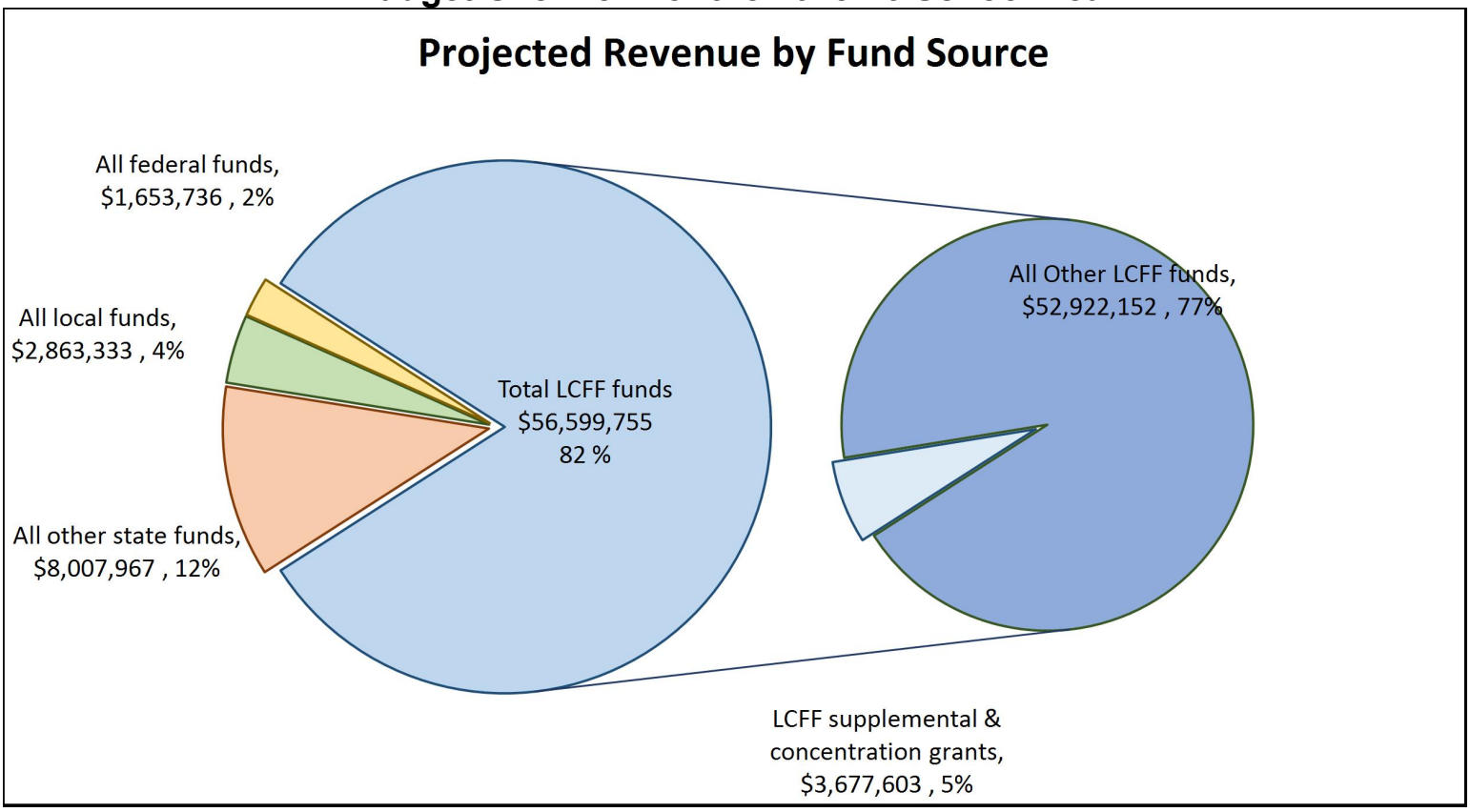
# LCFF Budget Overview for Parents

| |
|---|
| Local Educational Agency (LEA) Name: Sonoma Valley Unified School District |
| CDS Code: 49 70953 0000000 |
| School Year: 2025-26 |
| LEA contact information: |
| Rena Seifts |
| Acting Superintendent |
| rseifts@sonomaschools.org |
| 707-935-6000 |

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

## Budget Overview for the 2025-26 School Year

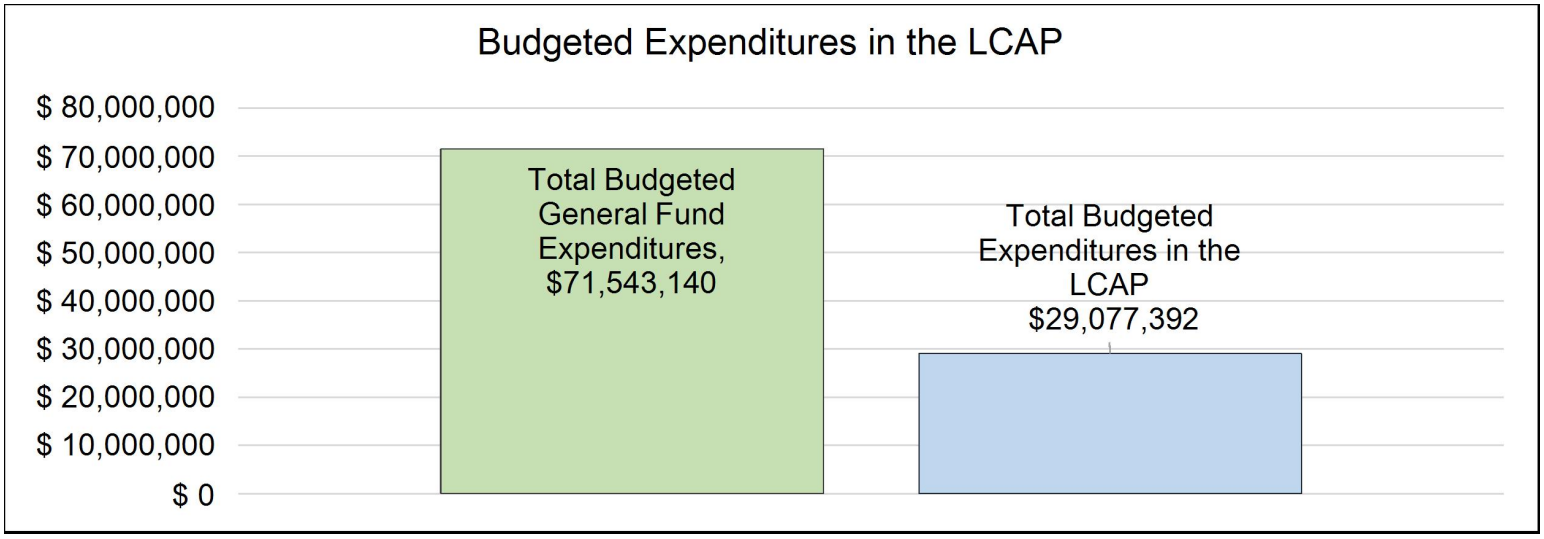



This chart shows the total general purpose revenue Sonoma Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Valley Unified School District is $69,124,791, of which $56,599,755 is Local Control Funding Formula (LCFF), $8,007,967 is other state funds, $2,863,333 is local funds, and $1,653,736 is federal funds. Of the $56,599,755 in LCFF Funds, $3,677,603 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 Sonoma Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Valley Unified School District plans to spend $71,543,140 for the 2025-26 school year. Of that amount, $29,077,392 is tied to actions/services in the LCAP and $42,465,747 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

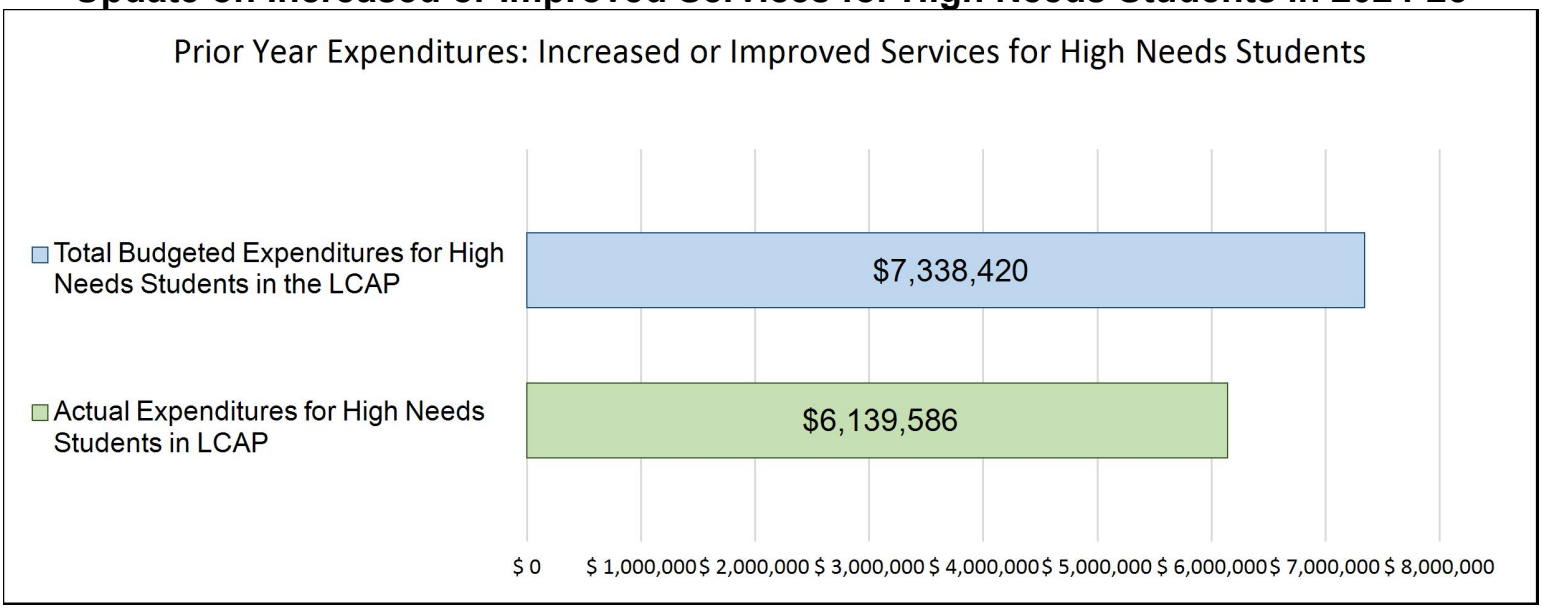
General Fund Budgeted Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) include attorney fees, utilities, maintenance, operations and insurance and other administrative costs as well as some federal and state funding.

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

In 2025-26, Sonoma Valley Unified School District is projecting it will receive $3,677,603 based on the enrollment of foster youth, English learner, and low-income students. Sonoma Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Sonoma Valley Unified School District plans to spend $7,112,393 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2024-25




This chart compares what Sonoma 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 Sonoma 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 2024-25, Sonoma Valley Unified School District's LCAP budgeted $7,338,420 for planned actions to increase or improve services for high needs students. Sonoma Valley Unified School District actually spent $6,139,586 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,198,834 had the following impact on Sonoma Valley Unified School District’s ability to increase or improve services for high needs students:

This difference impacted our planned initiatives in several ways. Specifically, we were unable to offer certain professional development programs, such as CABE/CUE training as well as additional release days for teachers which are essential for equipping our staff with the skills needed to support diverse learners effectively. We were still able to invest in teacher professional learning through other restricted funding. Additionally, we faced staffing challenges as we could not fill certain key positions that are crucial for providing targeted support to high needs students.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Sonoma Valley Unified School District | Rena Seifts<br>Acting Superintendent | rseifts@sonomaschools.org<br>707-935-6000 |

# Plan Summary [2025-26]

## General Information

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

Sonoma Valley Unified School District (SVUSD) is located in the southeastern region of Sonoma County, also known as the "Valley of the Moon." Our district spans a number of communities educating approximately 3050 scholars grades TK-12 and their families. The Sonoma Valley community is rich in diversity, representing different cultures, and languages, predominantly Spanish.

Our district is comprised of eight school learning communities across Sonoma Valley:

Four Elementary Schools:

- El Verano Elementary School with Enrollment at 314 students Grades TK-5
- Flowery Elementary School with Enrollment at 368 students Grades TK-5
- Sassarini Elementary School with Enrollment at 281 students Grades TK-5
- Prestwood Elementary School with Enrollment at 275 students Grades TK-5

Two Middle Schools:

- Adele Harrison Middle School with Enrollment at 334 students Grades 6-8
- Altimira Middle School with Enrollment at 324 students Grades 6-8

One Comprehensive High School:

- Sonoma Valley High School with Enrollment at 1070 students Grades 9-12

One Continuation School: Creekside High School with Enrollment at 48 students Grades 11-12. Creekside High School has been identified as an Equity Multiplier School.

In addition to our students attending district schools, we have 33 students enrolled in a Non-Public School (NPS) through their Individualized Education Program (IEP). There are two independent charter schools who develop LCAPs independent of the school district.

A highlight of our district is the nine CTE pathways our students can take in six Industry sectors offered at Sonoma Valley High School: Agriculture & Natural Resources; Arts, Media & Entertainment; Building & Construction Trades; Manufacturing & Product Development; Engineering & Architecture; and Hospitality & Tourism.

Over the past 7 years, our enrollment has decreased from 4564 students in 2016-2017 to 3043 students in 2024-2025. Our student population includes: 68.4% Latinx (N=2085), 28.5% White (N=836), and
3.8% Other (N=116). Additionally, 26.0% (N=792) are Multilingual Learners, 25.5% (N=778) are Redesignated Fluent English Proficient (rFEP), 42.8% (N=1305) are Economically Disadvantaged, 0.5% (N=14 are Foster Youth, and 17.1% (N=522) are Students with Disabilities. (Source: CALPADS).

Based on the data in the Ellevation platform (1/15/25), we have 178 students identified as Long Term English Learners (LTEL); 133 at-risk of LTEL and 90 dual identified as an English Learner and as a student with an IEP.

Our district continues to review enrollment data patterns and trends, budget resources, school capacity and our Facilities Master Plan. Over the past few years our district has had numerous conversations with school consolidation, beginning with the closure of Dunbar Elementary for the 2023-2024 school year. A School Consolidation Committed met regularly to review data, reports, and community feedback. In December 2024, the Board of Trustees approved the closure of Adele Harrison Middle School for the 2025-2026 school year with students moving to Altimira Middle School. The Board continues to review overall district enrollment and budget context as it relates to school consolidation.

The Sonoma Valley Unified School District (SVUSD) is currently engaging in a strategic visioning and planning process in partnership with our community. In the spring of 2024, we initiated our community engagement with a Student Summit, Board Study Session and our first Guiding Coalition made up of students, staff, parents/caregivers and community members. At the beginning of the 2024-2025 school year, we engaged in two more Guiding Coalition meetings as well as multiple community engagement sessions to seek additional input and feedback around emerging themes. In January of 2025, the Board of Trustees reviewed Sonoma Valley Unified School District's Portrait of a Graduate, Portrait of an Adult and Portrait of a System that will serve as our North Star in supporting and preparing our students for a future yet to be imagined. Our focus guiding this work is Vision 2036: Rooted in Sonoma, Ready for the World!

Graduate Portrait

- Real-World-Ready Graduate: SVUSD graduates are confident, capable, and prepared to thrive in life and career with a combination of academic knowledge and life skills.
- Creative and Critical Thinker: SVUSD students can innovate, think flexibly, embrace divergent approaches, and adapt to different ways of understanding, working, and problem solving.

- Courageous Self-Advocate: Each SVUSD student has a positive vision for themselves in the present, and into the future.
- Global and Inclusive Leader: SVUSD students are able to understand, champion, and relate to others across diverse backgrounds and perspectives.
- Skilled Communicator and Collaborator: SVUSD students are able to actively connect with others by using strong communication skills, and nurturing a sense of belonging and teamwork.
- Self-Directed, Lifelong Learner: SVUSD students are inquisitive, curious, open to new ideas, and know that learning is a continuous process.
- Resilient and Flourishing Adult: SVUSD students develop resilience, enabling them to learn from mistakes, maintain flexibility and the openness to be vulnerable in order to grow and move forward.

Adult Portrait

- Dedicated and Responsive Educator: SVUSD adults hold high expectations for all students, and believe that all students can achieve at high levels.
- Mentor for Real-World Readiness: SVUSD adults prepare students for the real-world by teaching and/or modeling life skills.
- Supportive Champion for Students: SVUSD adults create welcoming environments, filled with kindness, patience, empathy and caring, where students feel that they belong.
- Bringer of Joy: SVUSD adults create and participate in joyful spaces within student and staff environments.
- Equity, Inclusion and Belonging Advocate: SVUSD adults inspire a strong sense of social justice, civic responsibility, and global perspective.
- Flexible and Open-Minded Thinker: SVUSD adults are open-minded, innovative, creative thinkers.
- Reflective and Continuous Learner: SVUSD adults are committed to their personal and professional growth through a continual cycle of learning, action, and reflection.

System Portrait

- Rigorous Learning and Real-World Readiness: SVUSD supports each student to graduate with the knowledge and skills for successful lives and diverse careers.
- A Culture of Belonging: SVUSD is a system where diversity is respected and a strong sense of belonging is intentionally built for all members of the community through trust and relationship building.
- Creativity and Innovation: SVUSD is a system of continual learning where people are free to be creative and to try new things.
- Family and Community Partnership: SVUSD works in partnership with our families and community to build a culture of child-centeredness, respect, and support.
- Collaborative, Proactive Leadership and Adult Learning: At SVUSD we understand that change is vital to our students' futures, and we use leadership development and professional learning for adults to develop the skills to adapt quickly.
- Multiculturalism and Global Awareness: SVUSD's educational program offers a deep, responsive approach to building and sustaining culture in our community, and helping us all to be "rooted in Sonoma, ready for the world".
- Infrastructure for the Future: SVUSD is committed to modernizing our facilities, ensuring spaces are flexible, safe, and technologically equipped to support collaboration and creativity among students and adults.

Core Values

- Student-Centered
- Equity and Excellence
- Respect and Trust
- Asset-Based
- Community Voice and Collaboration
- Creativity
- Environmental Awareness

SVUSD is currently in the process of developing a TK-12 district-wide strategic plan to actualize the Graduate Portrait, Adult Portrait, and System Portrait.

Additionally, in the fall of 2023, SVUSD developed a Strategic Arts Education Plan supporting a comprehensive and robust TK-12 visual and performing arts (VAPA) pathway for all students across the district, starting with the foundational years of elementary. As California is committed to Arts and Music in Schools (Prop 28) funding, we will continue to grow and expand VAPA in our district. To support us in this work, we launched an Arts Steering Committee for the 2024-2025 school year made up of educators, students, and community partners.

# Reflections: Annual Performance

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

For the purposes of data reporting of student groups within our LCAP, the student groups may include: White, Hispanic, Two or More Race (Multiple); Socioeconomically Disadvantaged (SED); English Learners (EL); Long-Term English Learners (LTEL); Students with Disabilities (SWD), Foster Youth or Homeless. Data is provided with student groups with the minimum number of students within the group.

Reflection of Annual Performance based on the California Dashboard and Local Data

DASHBOARD PERFORMANCE

Based on the 2024 California School Dashboard data, Sonoma Valley Unified performed in the following areas:
ACADEMIC PERFORMANCE

- English Language Arts: 30.1 points below standard (Increased 7 points) YELLOW

Equity Report: Red: LTEL; SWD; Orange EL; Yellow: Hispanic, SED; Green: White

- Mathematics: 83.1 points below standard (Maintained 1.8 points) ORANGE

Equity Report: Red: EL, Hispanic, LTEL, SED, and SWD: Yellow: White

- English Learner Progress: 44.8% making progress (Declined 6.8 % ) ORANGE
- College/Career: 34.4% prepared (Declined 4.8%) ORANGE

Equity Report: Red

- Science: 17.3 points below standard (No Color)
- Local Indicators: Implementation of Academic Standards: Standard Met

ACADEMIC ENGAGEMENT
- Chronic Absenteeism: 17.9% Chronically Absent (Declined 7.5%) YELLOW

Equity Report: Orange: LTEL; Yellow: EL, Hispanic, SED, SWD, White
- Graduation Rate: 92.9% Graduated (Maintained -0.2%) GREEN

Equity Report: Orange: EL, SWD; Yellow: LTEL; Green: Hispanic, SED; Blue: White
- Local Indicators: Access to Broad Course of Study: Standard Met

CONDITIONS AND CLIMATE
- Suspension Rate: 3.2% Suspended at least one day (Declined 1.4%) GREEN

Equity Report: Yellow: Asian, LTEL, SWD; Green: EL, Hispanic, SED, White
- Local Indicators: Basics: Teachers, Instructional Materials, Facilities: Standard Met
- Local Indicators: Parent and Family Engagement: Standard Met

SUCCESSES based on 2024 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"
-District: Suspension Rate(Green) and Graduation Rate (Green)
-El Verano, Altamira, and Adele : Suspension Rate (Green)
-Flowery: English Learner Progress (Green)
-Sassarini: Suspension Rate (Blue)
-Sonoma Valley High School: Suspension Rate (Green) , English Language Arts (Green) , Graduation Rate (Blue)

The following local indicators were at the "standard met" level.
-Basic Services
-Implementation the Academic Standards
-Parent and Family Engagement
-Local Climate Survey
-Access to Broad Course of Study

Overall, the 2024 California Dashboard displays some progress made within Sonoma Valley Unified School District. Compared to the 2023 Dashboard, English Language Arts moved from orange to yellow for all students; Suspension Rate moved two levels from orange to green; Chronic Absenteeism maintained at yellow and Graduation Rate at green. No student groups were in the red in Chronic Absenteeism, Suspension Rate, English Learner Progress and Graduation Rate. In comparison to the State of California (18.65), SVUSD has a lower Chronic Absenteeism rate (17.9%) as well as a higher graduation rate (92.9%)

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CHALLENGES based on 2024 CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard for “all students”:
-Prestwood: Chronic Absenteeism, English Learner Progress
-Sassarini: English Learner Progress
-Altimira: Math
-SVHS: English Learner Progress
-Creekside: College/Career

Student groups within the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard
District-Wide
-English Language Arts: Long Term English Learner, Students with Disabilities
-Math: English Learner, Long Term English Learner, Students with Disabilities, Socioeconomic Disadvantaged, Hipsanic
-College/Career: English Learner, Long Term English Learner, Students with Disabilities

Student group within a school that received the lowest performance level (red) on one or more state indicators:
-Flowery: ELA- English Learners, Hispanic, Socioeconomically Disadvantaged
-Prestwood: Chronic Absenteeism: English Learners, Hispanic, Socioeconomically Disadvantaged
-Adele: ELA- Students with Disabilities; Math- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities; Chronic Absenteeism- Students with Disabilities
-Altimira: ELA- English Learners, Long-Term English Learners; Math- English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged;
-Creekside: College and Career Indicator: Socioeconomically Disadvantaged
-SVHS: Math- English Learners; English Learner Progress: English Learners, Long-Term English Learners; College and Career: English Learners, Students with Disabilities.
-El Verano and Sassarini: no students within th received the lowest performance level (red) in any State indicator

As we reflect on the Dashboard and local data, we notice that opportunity and achievement gap persists with our students, particularly for our the following groups: English Learners( ELA, EL Progress, Graduation Rate- Orange; Math, College/Career- Red) Socio-Economically Disadvantaged (CollegeCareer- Orange, Math- Red) Students with disabilities ( ELA, Math, College/Career- Red; Graduation Rate- Orange).While our graduation rates are increasing, access to A-G completions shows gaps amongst our students with 8.9% Students with Disabilities and 19.10% English Learners are prepared for UC/CSU admission. College and Career Indicator shows only 34.4% of all graduates are prepared. It is important to note that beginning with the graduating class of 2025, our graduation requirements of 220 credits will be restored from the COVID-19 adjustment of 180 credits.

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2025-2026 REQUIRED ACTIONS

DIFFERENTIATED ASSISTANCE 2024

Based on the 2024 Dashboard Data Sonoma Valley Unified School District is eligible for Differentiated Assistance based upon the three student groups performing in the red or low performing areas within ELA/Math and CCI. (English Learners, Long Term English Learners and Students w/Disabilities)
Required actions include:
-Action 2.3 Foundational Literacy Support;
-Action 2.4 Core Academic Instruction for all
-Action 2.5 Support for Multilingual Learners
-Action 2.6 Targeted Instruction
-Action 2.7 Specialized/Intensive Instruction
-Action 2.8 Supports for Students Receiving Special Education Services
-Action 2.12 High School Graduation Plans for College and Career Readiness
-Action 3.4 District-Wide Professional Learning
-Action 3.7 Professional Learning Communities: Culture of Data Use
-Action 3.9 Professional Development English Language Development Pedagogy
-Action 3.10 Inclusive Education Practices

EQUITY MULTIPLIER GOAL
Creekside continues to be eligible for Equity Multiplier Funding. Based on the 2024 Dashboard, student groups performing int he lowest areas: Socioeconomically Disadvantaged in College and Career.
Goal 5 identifies the specific goals and actions,
-Action 5.1 Social Emotional Support
-Action 5.2 Student Listening Circles and Professional Learning
-Action 5.3 Engaging Learning Experiences

ENGLISH LEARNERS AND LONG-TERM ENGLISH LEARNERS
The State of California requires the following actions to be included in a district LCAP:
English Learners and Long-term English Learners (LTEL) Required Actions are found under
-Action 2.4 Core Academic Instruction for all
-Action 2.5 Support for Multilingual Learners
-Action 2.6 Targeted Instruction
-Action 3.9 Professional Development English Language Development Pedagogy

LEARNING RECOVERY EMERGENCY BLOCK
As of April 15, 2025, SVUSD has unexpended LREBG funds for the 2025-2026 school year.
LREBG funded actions specific to Chronic Absenteeism may be found in Goal 1
-Action 1.3 Attendance Support
-Action 1.4 Supports for the Whole Child.
These actions directly addresses student support to address barrier to learning, staff supports, social-emotional learning, and referrals to support for family or student needs as identified through the needs assessment. These actions align to allowable uses of funds in the area of accelerating progress to close learning gaps related to chronic absenteeism. This will be measured through these metrics 1.1 Attendance

Rate; 1.2 Chronic Absenteeism; 1.7 Sense of School Connectedness (Belonging and Engagement)

LREBG funded actions specific to ELA and Math may be found in Goal 2:
-Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment
-Action 2.3 Foundational Literacy Support (Elementary)
-Action 2.4 Core Academic Instruction for ALL
-Action 2.5 Support for Multilingual Learners
-Action 2.6 Targeted Instruction.
These actions align to allowable uses of funds in the area of accelerating progress to close learning gaps and strengthen ELA and math instruction as identified through the needs assessment. SVUSD will focus on district-wide initiatives to focus on strong Tier I instruction to include small group instruction and professional learning for staff. This will be measured by these metrics: Metric 2.1 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced ELA %Meeting or Exceeding, Metric 2.2 California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Math %Meeting or Exceeding Action 2.8 STAR Reading, and 2.9 STAR Math.

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2024-2025 REQUIRED ACTIONS based on the 2023 Dashboard LOWEST PERFORMANCE LEVELS. These remain unchanged during the three-year LCAP cycle (2024-2027).

Schools that received the lowest performance level on one or more state indicators:
-Creekside: Suspension Rate (Red) and College/Career Indicator (Very Low)
-Flowery: English Learner Progress (Red)
-Sonoma Valley High School: Math (Red)

Student group that received the lowest performance level on one or more state indicators:
-English Learner: English Language Arts (Red) and Math (Red)
-Hispanic Math (Red)

Student group within a school that received the lowest performance level (red) on one or more state indicators:
El Verano
-ELA: Socioeconomically Disadvantaged, Hispanic, English Learners
-Math:Socioeconomically Disadvantaged, English Learners

Flowery
-ELA: English Learner
-English Learner Progress: All

Adele Harrison. *Effective 2025/2026 School Year, Adele Harrison Middle School is closed due to school consolidation.
-ELA: Hispanic, English Learners

-Math: Hispanic, English Learners
-Suspension: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Altimira
-ELA: Students with Disabilities, English Learners

Sonoma Valley High School
-ELA: Students with Disabilities, English Learners
-Math: Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, All

Creekside
-College and Career: Socioeconomically Disadvantaged, All
-Suspension Rate: Hispanic, Socioeconomically Disadvantaged, All
Creekside High School has been identified as an Equity Multiplier school. Ca Ed Code 42238.024(b) defines this as school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent.

To address the schools with student groups performing in the lowest performance levels on the Dashboard, specific actions (Goals 1,2,3) were developed to address these areas. Additionally each school's School Plan for Student Achievement calls out targeted support to address the indicators and gaps. Goal 5 was developed as an Equity Multiplier goal to address metrics and actions specific to Creekside High School.

In the 2022-2023 academic year, SVUSD addressed tiered and differentiated monitoring, targeting Level 3 for disproportionality. Identified areas of disproportionality included Speech and Language Impairment across multiple ethnicities and discipline issues involving Hispanic students with less than 10 days of suspension, as well as White students in separate schools (NPS). The California Department of Education (CDE) determined a need for Compliance Improvement Monitoring (CIM) for the 2023-2024 academic year. While SVUSD has made progress, notably no longer exhibiting disproportionality for Speech and Language Impairment and discipline issues with Hispanic students, the CDE identified an intensive Level 1 concern for significant disproportionality regarding White students in separate schools (NPS). Moving forward, SVUSD aims to address this concern by enhancing the continuum of service options to reduce the number of White students educated in separate schools.

# Reflections: Technical Assistance

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

Based on the 2024 Dashboard Data Sonoma Valley Unified School District is eligible for Differentiated Assistance based upon the three student groups performing in the red or low performing areas:
-English Learners
-Long Term English Learners
-Students w/Disabilities

All three show up in Priority Areas 8 (CCI) and 4 (pupil achievement). In Priority Area 4, all three show up under math but only LTELs and SWDs show up under ELA.

As a means to address the above, SVUSD is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. Some of what the data indicates is as follows:
English Language Arts:
-ELs perform 79.9 points below standard
-LTELs perform 103.1 points below standard
-SWD perform 123.5 points below standard
-Compared to all students district wide performing 30.1 below standard in ELA

Math:
-ELs perform 79.9 points below standard
-LTELs perform 103.1 points below standard
-SWD perform 123.5 points below standard
-Compared to all students district wide performing 30.1 below standard in ELA

College and Career:
-7.6% ELs are prepared for College and Career
-8.2% LTELs are prepared for College and Career
-3.6% SWD are prepared for College and Career
-Compared to 34.4% students district wide prepared for College and Career

We have identified our Urgent Articulated Problem as:
English Language Arts:
-English Language Development (ELD) standards across all language domains and IEP accommodations for students with disabilities are inconsistently implemented and integrated into Tier I instruction across all content areas.

Math:
-District-wide, standards-based math instruction—focused on conceptual understanding and mathematical reasoning—is not consistently implemented, nor is ongoing progress monitoring in place to provide differentiated interventions and Tier I supports.

College and Career:
-Students, particularly our EL, LTEL, and SWD populations, lack access to high-quality, rigorous instruction that supports their successful participation in CTE pathways, dual enrollment, and AP classes—key opportunities that prepare them for college and career readiness.

Some of the root causes of this Urgent Articulated Problem are
-ELA: Lack of rigor and high expectations; Lack of IEP accommodations; Lack of access to early literacy; Inconsistent ELD instructional strategies

-Math: Assessment; Multilingual Support;Coaching/Support; MTSS
-CCI: Language Skills and PD; Dual Enrollment and Awareness; Scheduling and PD limitations

As we plan for the 2025- 2026 school year we will be focusing on the following actions: 2.3 Foundational Literacy Support; 2.4 Core Academic Instruction for all; 2.5 Support for Multilingual Learners; 2.6 Targeted Instruction; 2.7 Specialized/Intensive Instruction; 2.8 Supports for Students Receiving Special Education Services; 2.12 High School Graduation Plans for College and Career Readiness; and 3.4 District-Wide Professional Learning; 3.7 Professional Learning Communities: Culture of Data Use; 3.9 Professional Development English Language Development Pedagogy; and 3.10 Inclusive Education Practices to meet the needs of English Learner, Long Term English Learners and Students with Disabilities. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

SVUSD received funding through the K-12 Strong Workforce Partnership and Golden State Pathway Program grants. For the 2025-2026 school year, SVHS will offer two CCAP (California College Access Pathways) for dual enrollment with Santa Rosa Junior College.

In relation to continuous improvement, SVUSD is investing in professional learning to strengthen Tier I instruction through an MTSS framework. Additionally, SVUSD is working through our action plan for Significant Disproportionality (SigDis). This will support our efforts in addressing eligibility for DA specific to supporting students with disabilities.

We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

# 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.

Based on the 2024 Dashboard, no schools are eligible for Comprehensive Support and Improvement.

### *Support for Identified Schools*

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

Not Applicable

### *Monitoring and Evaluating Effectiveness*

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

Not Applicable

# 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 |
|---|---|
| Staff (Certificated Staff/Teachers and Classified Staff) | October 14, 2024 educators and staff participated in Vision 2036 engagement sessions.<br>December 10, 2024 -January 4, 2025 educators and staff were invited to participate in a google survey aligned to the 8 state priorities.<br>March 6 (classified) and March13, 2025 (certificated) participated in a virtual LCAP session to provide input on goals and actions.<br>February 7-March 21, 2025 educators and staff were invited to participate in a google survey to provide input on goals and actions. |
| District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC) | DAC served as our Advisory Planning committee for LCAP. DAC reviewed summative/formative data, survey data and site feedback responses as well as provided input on the development and planning of engagement sessions to identify patterns/trends for goals/actions/strategies. DAC also provided input on the LCAP Mid Year Report and Local Indicators Self Reflection.<br>Staff, parents, and student representatives are part of the DAC.<br>During our DELAC meetings, we reviewed the Needs Assessment conducted from each site's ELAC to identify patterns and. trends.<br>DAC and DELAC General Meeting dates: October 2, 2024; December 4, 2024; February 5, 2025; and April 2, 2025.<br>Executive Board dates: November 6, 2024; January 8, 2025; March 5, 2025; May 7, 2025;<br>DAC Executive Board reviewed the LCAP Draft on April 2, 2025. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Valley of the Moon Teacher Association (VMTA) - Certificated Bargaining Unit | October 14, 2024 teachers and educators participated in Vision 2036 engagement sessions.<br>December 10, 2024 -January 4, 2025 teachers and educators were invited to participate in a google survey aligned to the 8 state priorities.<br>March 13, 2025 teachers and educators participated in an LCAP session to provide input on goals and actions.<br>February 7-March 21, 2025 certificated staff were invited to participate in a google survey to provide input on goals and actions. |
| California School Employees Association (CSEA)- Classified Bargaining Unit | October 14, 2024 staff participated in Vision 2036 engagement sessions.<br>December 10, 2024 -January 4, 2025 classified staff were invited to participate in a google survey aligned to the 8 state priorities.<br>March 6, 2025 CSEA members participated in an LCAP session to provide input on goals and actions.<br>February 7-March 21, 2025 classified staff were invited to participate in a google survey to provide input on goals and actions. |
| Parents/Caregivers/Community | September 13-14, 2024 and October 25-26, 2024 Guiding Coalition Sessions to engage the community around Vision 2036<br>December 10, 2024 -January 4, 2025 parents/caregivers and community<br>were invited to participate in a google survey aligned to the 8 state priorities.<br>November- December 2024 Needs Assessment was also conducted for Community Schools<br>February 13, 2025 LCAP Mid Year Report presented to the School Board with opportunity for public comment.<br>February 19-20, 2025 Community Engagement Session ( In person and Virtual)<br>February 7-March 21, 2025 parents/community members were invited to participate in a google survey to provide input on goals and actions. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Administrators/Principals | December 10, 2024 -January 4, 2025 Administrators/Principals were invited to participate in a google survey aligned to the 8 state priorities.<br>Fall/Winter 2024 Principal/Administrator meetings focused on summative and formative data as well as feedback from engagement sessions.<br>February 2025 district leaders provided input on goal areas and action steps as well as LREBG expenditures.<br>February 7 -March 21, 2025 administrators were invited to participate in a google survey to provide input on goals and actions<br>March 2025 district leaders conducted a root cause analysis to determine Urgent Articulated Problem (UAP)<br>April 15, 2025 district leaders reviewed LCAP revisions based on community input. |
| Students | December 10, 2024 -January 4, 2025 All secondary students were invited to participate in a google survey aligned to the 8 state priorities.<br>Adele (January 2025), Altimira (January 2025), SVHS(January 2025) and Creekside(October, November, and December) 2024) students engaged in listening circles.<br>February 7-March 21, 2025 students were invited to participate in a google survey to provide input on goals and actions. |
| Special Education Local Plan Area (SELPA) | Fall 2024-Spring 2025 Special Education Local Plan Area (SELPA) Program Specialist has ongoing conversations with our Special Education Director and our CIM plan.<br>March-April 2025 SELPA reviewed our LCAP<br>April 11, 2025 SELPA provided SVUSD with feedback and input on goals and actions to ensure the inclusion of supports for students receiving special education services and the alignment with our CIM plan.<br>April 25, 2025 SELPA participated in out Continuous Improvement Support meeting and reviewed our Differentiated Assistance (DA) action plan. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Creekside High School (Equity Multiplier School) | December 10, 2024 -January 4, 2025- All secondary students were invited to participate in a google survey aligned to the 8 state priorities.<br>November and December 2024 Student Listening Circle “When you imagine your future or a good life? What do you see?” “What might Creekside do to help you achieve your vision for your life?”Staff was asked What can we individually do to support students in our roles?<br>January 2025: School Site Council (SSC) shared feedback and input on goals and actions.<br>January 2025: Parent/Guardian engaged in empathy interviews<br>February 2025: Staff Meeting. Staff reviewed data from the Dashboard, and provided input on goals and actions.<br>March 2025: Review LCAP Equity Multiplier Goal 5 and Actions with site leadership |

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

Sonoma Valley Unified School District strongly believes in the importance of engaging our educational partners in authentic and meaningful ways. In addition to quantitative data gathered from surveys, we held in person dialogue sessions at each school site and with district office staff to gather input, voice and feedback in order to reflect on district current performance, review data, and make recommendations on goals, actions, and strategies. The District Advisory Committee (DAC) served as the LCAP advisory committee for SVUSD.

The overall engagement timeline for the entire SVUSD community is as follows:
September- December` Guiding Coalition, Strategic Visioning; ELAC Needs Assessment
November- January School Consolidation: Town Halls; Student Listening Circles; Site Engagement; Community Schools Needs Assessment
October- April Administrator data review and analysis
December-January Community Engagement Survey #1 (State Priorities)
January-April Staff, VMTA, CSEA, Administrators,SELPA
February Community Engagement Session
March Community Engagement Survey #2 (Goals/Actions)
April Local Indicators Self Reflection; LREBG Needs Assessment
June Public Hearing

Sample engagement questions included, but not limited to:
Based on our student performance data, what actions should we continue doing?
-What actions should we stop doing?

-What actions should we start doing?
-How can we decrease SVUSD's Chronic Absenteeism data?
-How can we ensure our students are college/career prepared?
-How can we improve home/school communication?

Sample Needs Assessment Prompt/Questions:
-Based on the data above, describe which programs for ELs should be maintained, added, and/or eliminated?
-What are some possible causes of low performance data of our English Learners, Long Term English Learners, and Students with Disabilities.

Administrators and staff reviewed district and site dashboard data, goal progress, survey results, engagement notes to provide input on the LCAP development. A needs assessment was conducted through an Initiative Inventory process to examine actions and strategies, expenditures and an impact/effort analysis. School teams provided input on the inclusion/elimination of strategies/actions identified in the 2024-2025 LCAP.

The Creekside school community an Equity Multiplier School, provided input and feedback through Parent Empathy Interviews; Student/Adult Listening Circles, Staff Meeting and School Site Council (SSC)

Themes from the community survey (#1) include:
Student Responses
-Desire for more electives (Goal 1,2)
-Concerns about school consolidation (Goal 1)
-Bullying and mental health supports (Goal 1,2)
-School facilities and Food Improvements
-Teacher and Staff support (Goal 3)

Staff Responses
-The need for genuine listening and collaboration
-Improved communication
-Support for teachers and students (Goal 1,2,3)
-Culture and morale (Goal 3)
-Meaningful Professional Development (Goal 3)
-Parent/Caregiver Responses
-Concerns about school consolidation (Goal 4)
-Support for Dual Immersion (Goal 2, 4)
-Class size (Goal 2)
-Student Support (Goal 1,2)
-Facilities and infrastructure
-Teacher support (Goal 3)

Themes from site ELAC Need Assessments identify the following needs: Maintain existing programs, increase support for newcomers, improve ELD instruction, increase family engagement, culturally relevant resources, and parent communication.

Highlights from survey results reflecting on the Eight State Priorities lifted the following strengths and growth areas:
CONDITIONS FOR LEARNING
Priority 1 Basic Services
-Positive Area:Our students consistently have access to instructional materials, textbooks, and supplies in school. (Students 76.1%; Staff 79.7%; Parents/Caregivers 87.96%)
-Growth Area:Our  school emphasizes using instructional materials that reflect the culture or ethnicity of its students. (Students 52.8%; Staff 49.2%; Parents/Caregivers 70.37%)

Priority 2: Implementation of State Standards
-Positive Area:Our school  promotes academic success for all students.(Students 71.5%; Staff 83%; Parents/Caregivers 82.41%)
-Growth Area:Teachers show how classroom lessons are helpful to students in real life. (Students 39.5%; Staff 81.3%; Parents/Caregivers 72.22%)

Priority 7: Course Access
-Positive Area: Students have access to all of the courses necessary to graduate. (Students 73%; Staff 64.4%; Parents/Caregivers 75%)
-Growth Area:Students have access to courses they are interested in. (Students 59.4%; Staff 35.6%; Parents/Caregivers 60.19%)

STUDENT OUTCOMES
Priority 4:  Student Achievement
-Positive Area: Teachers evaluate student learning using different types of assessments (e.g. quizzes, tests, essays, projects, presentations). (Students 74.8%; Staff 88.1%; Parents/Caregivers 88.89%)
-Growth Area: Our students know how they scored on state and local assessments (STAR, SBAC, etc.). (Students 57.8%; Staff 66.1%; Parents/Caregivers 77.78%)

Priority 8: Student Outcomes
-Positive Area: Students have access to academic support necessary to complete their coursework. (Students 65.8%; Staff 64.4%; Parents/Caregivers 76.85%)
-Growth Area: Students have been advised and made aware of future college and career opportunities. (Students 51%; Staff 55.9%; Parents/Caregivers 44.44%)

ENGAGEMENT
Priority 3: Family Involvement
-Positive Area:Our school staff contacts parents/guardians in a timely manner regarding academic progress, attendance, and behavior issues. (Students 58.7%; Staff 74.6%; Parents/Caregivers 79.63%)
-Growth Area: Our school programs promote parent/guardian participation in school activities. (Students 44.7%; Staff 74.6%; Parents/Caregivers 79.63%)

Priority 5: Pupil Engagement
-Positive Area: The school implements policies and procedures to improve student attendance (Students 52.56%; Staff 59.3%; Parents/Caregivers 80.56%)
-Growth Area: Our district and school programs address student's individual needs. (Students 46.6%; Staff 45.8%; Parents/Caregivers 61.11%)

Priority 6: School Climate
-Positive Area: This school is a safe place for students. (Students 58.7%; Staff 83%; Parents/Caregivers 87.96%)
-Growth Area: Students feel they belong and are connected to this school community
(Students 51%; Staff 78%; Parents/Caregivers 74.07%)

Parallel to the LCAP Engagement process, Sonoma Valley Unified engaged the community in other key areas to support our district
-School Consolidation Process. Multiple town halls and engagement opportunities (committee participation, surveys, student listening circles, public comment at the June Board meeting) were offered and held.
-Guiding Coalition. Staff, Student, Parent, and Community participated in an  engagement process around our Vision 2036. In January 2025, we shared with the board our Graduate Portrait, Adult Portrait, System Portrait and Core Values. This information will be a foundational element of our strategic planning process.
-Community Schools Needs Assessment. Advisory Council, Listening Circles, Survey, and Focus Groups were scheduled to seek input and feedback from El Verano, Altimira and Creekside school communities.

The insights gleaned from numerous collaborative sessions with our educational partners have been instrumental in shaping and influencing revisions and updates to Sonoma Valley Unified School District's Local Control Accountability Plan's five broad goals. The broad goals are:
1) Engagement, Connection/Belonging and Wellness
2) Academic Excellence for All
3) Highly Qualified eEducators and Staff
4) Family and Community Engagement
5) CreeksideL Equity Multiplier

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Engagement, Connection/Belonging and Wellness: Create safe, engaging, culturally responsive learning environments to promote a positive school culture and climate where all students feel welcome, included and that they belong. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We strongly believe that student engagement and connection to school is a direct correlation to their engagement, participation, and success in their educational experience. Based on 2023 Dashboard data, the following schools demonstrated student performance in the very low range related to Conditions & Climate and Engagement: Creekside for Suspension Rate. The student groups within a school that received the lowest performance level on one or more state indicators include the following:
-ENGLISH LEARNERS: Suspension: Adele Harrison*
-HISPANIC: Suspension: Adele Harrison*, Creekside
-SOCIOECONOMICALLY DISADVANTAGED: Suspension: Adele Harrison*

While we have improved our Chronic Absenteeism on the dashboard from Orange in 2019 to Yellow in 2023, our chronic absenteeism is at 25.5%. Student groups with a higher rate of chronic absenteeism include: English Learners (29.5%); Socioeconomically Disadvantaged (28.1%) and Students with Disabilities (35.2%). Suspension data is at 4.6% (2023) for all students with Students with Disabilities at 8.6%; English Learners at 4.7% and socioeconomic disadvantaged at 5.4% We continue to create and develop positive school campuses focusing on a restorative approach and exploring other means of suspensions. According to Youth Truth Survey data, there is a need to prioritize student voice and experience within our schools. Based on input from students, belonging, connection, engagement and safety emerged as themes. Families and staff members also voiced school safety as a priority to focus on with a need for positive behavior supports and social emotional needs.

Based on 2024 Dashboard data, the following schools demonstrated student performance in the low range(Orange) in relation to related to Conditions & Climate and Engagement: Flowery, Prestwood, Creekside- Suspension Rate and in the very low range (Red) for Academic Engagement: Prestwood.
Overall, our Chronic Absenteeism rate declined by 7.5 points with 17.9% Chronically Absent. No student group is identified in the red level. LTEL are orange
Families and staff members also voiced school safety as a priority to focus on with a need for positive behavior supports and social emotional needs. According to Youth Truth Survey data, there was an increase in a sense of school safety for elementary (from 63% to 68%) and

High School (from 41% to 51%). There were also gains in Belonging for both elementary (from 37% to 41%) and high school (from 33% to 37%) and Engagement for elementary (from 81% to 83%) and high school (from high school (from 41% to 47%)

Based on LREBG required analysis of Chronic Absenteeism status levels for each school:
-High: District, Flowery, Sassarini, Adele Harrison*, Altamira,
-Very High: Creekside, SVHS, El Verano, Prestwood
*Beginning the 2025-2026 Adele MS will be closed due to school consolidation.

Student Groups:
-High District K-12, EL K-8, SED K-8, White K-12, Asian 9-12, Hispanic K-8
-Very High EL 9-12, LTEL K-12, SED 9-12, SED K-12, Multiple Races K-12, Asian K-8, Hispanic 9-12

There has been some progress with our attendance initiatives to support the whole child where schools have teams that meet frequently to review student data. Our A2A system supports staff in monitoring student attendance to provide intervention and home-school communication.

With a diverse student population, especially with our Students with Disabilities, English Learners and Newcomers, it is important to create the conditions where ALL students feel safe, connected, welcomed in order to access their learning.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Attendance Rate (Grades K-12) | 2024 P2 Data<br>ALL 92.65%<br>Hispanic 92.86%<br>White 92.37%<br>Multiple 88.23%<br>SED 92.79%<br>EL 92.39%<br>LTEL. 90.44%<br>SWD 89.59% | 2025 P2 Data<br>ALL 93.71%<br>Hispanic 93.63%<br>White 94.05%<br>Multiple 90.53%<br>SED 92.02%<br>EL 92.19%<br>LTEL. 90.87%<br>SWD 91.62% | | To increase Average Daily Attendance for ALL students and student groups to 96% ADA. | ALL +1.06<br>Hispanic +0.77<br>White +1.68<br>Multiple +2.30<br>SED -0.77<br>EL -0.20<br>LTEL +0.43<br>SWD +2.03<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.2 | Chronic Absenteeism (Dashboard: Grades K-8) | 2023 ALL 25.38%<br>Hispanic 27.27%<br>White 20.91%<br>Multiple 21.1%<br>SED 28.46%<br>EL 28.51%<br>LTEL 21.44%<br>SWD 35.65% | 2024 ALL 17.9%<br>Hispanic 18.7%<br>White 15.5%<br>Multiple 26.67%<br>SED 19.6%<br>EL 19.3%<br>LTEL 10.98%<br>SWD 29.9% | | ALL10%<br>Hispanic 15%<br>White 6%<br>Multiple 0%<br>SED 14%<br>EL 14%<br>LTEL 14%<br>SWD 18% | ALL -7.5<br>Hispanic -8.6<br>White -5.4<br>Multiple +5.57<br>SED -8.9<br>EL -9.2<br>LTEL -10.46<br>SWD -5.7<br>*Difference reflects percentage points change. |
| 1.3 | Suspension Rate (Dashboard) | 2023 ALL 4.60%<br>Hispanic 5%<br>White 3.60%<br>Multiple 2%<br>SED 5.40%<br>EL 5.10%<br>LTEL 7.5%<br>SWD 8.60% | 2024 ALL 3.0%<br>Hispanic 3.3%<br>White 2.0%<br>Multiple 2.9%<br>SED 3.7%<br>EL 2.8%<br>LTEL 6.5%<br>SWD 8.3% | | ALL 3.50%<br>Hispanic 3.5%<br>White 2%<br>Multiple 1%<br>SED 4%<br>EL 4%<br>LTEL 4%<br>SWD 5.5% | ALL -1.6<br>Hispanic -1.7<br>White -1.6<br>Multiple +.9<br>SED -1.7<br>EL -2.3<br>LTEL. -1.0<br>SWD -.03<br>*Difference reflects percentage points change. |
| 1.4 | Expulsion Rate (Dataquest) | 2023 9 Expulsions (0.27%)<br>Hispanic 4/9 (44.4%)<br>White 5/9 (55.6%)<br>SED 3/9 (33.3%)<br>SWD 2/9 (22.2%) | 2024 2 Expulsions (0.06%)<br>Hispanic 2/2 (100%)<br>White 0/2 (0%)<br>SED 1/2 (50%)<br>SWD 2/2 (100%) | | Reduce expulsion rate at less than 0.2% with no distinctive disproportionate differences among significant ethnic subgroups<br>All: <0.2% | Difference is a Decrease of 7 Expulsions (-0.21 percentage points).<br><br>Hispanic -2<br>White -5<br>SED-2<br>SWD unchanged |
| 1.5 | Drop Out Rate (Middle School and High School) | 2023<br>Middle School: 0 | 2024<br>Middle School: 0 | | Middle School: Maintain 0 | Middle School: Maintain 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | High School: ALL 3<br>Hispanic:1<br>White: 2<br>SED: 1<br>EL: 0 | High School: 16<br>Hispanic: 11<br>White: 3<br>SED: 14<br>EL: 10 | | High School: Maintain less than 3 | High School +13<br>Hispanic: +10<br>White:+1<br>SED: +13<br>EL: +10<br>*Difference reflects change in drop out rate numbers. |
| 1.6 | Tiered Fidelity of Implementation (TFI) | May 2024<br>El Verano 88%<br>Flowery 87%<br>Prestwood 80%<br>Sassarini 97%<br>Adele 87%<br>Altimira 91%<br>Creekside 93%<br>SVHS 89% | May 2025<br>El Verano 95%<br>Flowery 80%<br>Prestwood 82%<br>Sassarini 98%<br>Adele 68%<br>Altimira 87%<br>Creekside 93%<br>SVHS 87% | | Maintain 80% and above | El Verano +7<br>Flowery -7<br>Prestwood +2<br>Sassarini +1<br>Adele -19<br>Altimira -4<br>Creekside 0<br>SVHS -2<br><br>*Difference reflects percentage points change. |
| 1.7 | Sense of School Connectedness (Belonging and Engagement) | Youth Truth Survey January 2024<br>Belonging<br>-Elementary 37%.<br>-Middle School 44%<br>-High School 33%<br><br>Engagement<br>-Elementary 81%<br>-Middle School 38%<br>-High School 41% | Youth Truth Survey January 2025<br>Belonging<br>Elementary 41%.<br>Middle School 39%<br>High School 37%<br><br>Engagement<br>Elementary 83%<br>Middle School 38%<br>High School 47% | | Belonging<br>Elementary 66%<br>Middle School 75%<br>High School 75%<br><br>Engagement<br>Elementary 100%<br>Middle School 90%<br>High School 75% | Belonging<br>Elementary +4<br>Middle -5<br>High +4<br><br>Engagement:<br>Elementary +2<br>Middle 0<br>High +6<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1.8 | Facilities in "Good" Repair as measured by the Facilities Inspection Tool (FIT) | 100% of facilities are in good repair | 100% of facilities are in good repair | | Maintain 100% | Maintain 100% |
| 1.9 | Access to Standards - Aligned Instructional Materials | 100% of students have access to instructional materials (per Williams) | 100% of students have access to instructional materials (per Williams) | | Maintain 100% | Maintain 100% |
| 1.10 | Sense of School Safety | Youth Truth Survey January 2024<br>Elementary (Belonging): Do You Feel Safe at School?- Overall<br>-"Yes, very safe."-63%<br><br>Middle/ High School (Culture). "I feel safe during school.-Overall" Agree/Strongly Agree<br>-Middle School 52%<br>-High School 41% | Youth Truth Survey January 2025<br><br>Elementary 68%.<br>Middle School 47%<br>High School 51% | | Elementary 75%<br>Middle School 75%<br>High School 75% | Elementary +5<br>Middle -5<br>High +10<br><br>*Difference reflects percentage points change. |

# Goal Analysis [2024-25]

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

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

Most of the Actions identified in Goal 1 have been fully implemented across SVUSD with a few actions in the partially implemented stages.

Implementation Success
SVUSD experienced notable successes in implementing this goal, particularly in

Action 1.1 Mental Health Support and Resources: Mental Health services and resources are available and implemented across our district. Wellness Centers and/or programming support were implemented in all secondary schools and each elementary school has a .5 counselor and additional mental health support provided by clinical interns.
Action 1.2 Social Emotional Support and Resources: Social emotional support and resources were implemented as planned. School schedules include morning meetings (elementary) and advisory (secondary) to target SEL time.
Action 1.3 Attendance Support: Attendance supports has been successfully implemented. KKIS continues to support a caseload of students experiencing chronic absenteeism to improve attendance and learning outcomes. Data from A2A is currently utilized to help identify students at risk for absenteeism so interventions can be utilized. Child Welfare and Attendance Specialist and Director of Student Wellness and Inclusion continue to support school teams on attendance and coordinate SARB intervention. District suspension rates reduced
Action 1.4 Supports for the Whole Child: Coordination of Services Team (COST) meetings are successfully implemented at every school site meeting weekly or bi weekly which is a contributing factor in the implementation of support for the whole child.
Action 1.6 Create Inclusive and Welcoming Spaces for All Students: A highlight of the implementation process includes all 8 schools having their first Welcoming Schools training session. SVUSD partnered with SCOE and Human Rights Foundation to provide Welcoming schools training to support our LGBTQIA+ community. Bullying Board Policy and Regulations have been updated and are being implemented.
Action 1.8 Implement Strategic Scheduling Practices: SVUSD invested in the professional learning of our secondary team in student scheduling development. Secondary scheduling teams now have the knowledge to develop student centered schedules. All middle school students have 7 courses in their schedule. Participants provided positive feedback on the training provided.
Action 1.9 Alternate Means to Suspension: All schools are implementing alternative approaches to suspension. Their PBIS teams are fully implemented and regularly review data.
Action 1.10 Lift Student Leadership and Voice: At the secondary level, more youth voice have been intentionally scheduled to seek their insight. This has been successfully implemented across our campuses.
Action 1.11 School Counselors: All Schools have counseling support to provide services and resources for students.

Implementation Challenges
The implementation process faced some challenges to Goal 1
Action 1.1 Mental Health Support and Resources: Due to budget, a 1.0 FTE MTSS Counselor was not staffed. An Elementary Wellness Committee is not yet formed.
Action1.5 Positive Behavior Intervention and Supports (PBIS): With the MTSS counselor not in place to lead this work, site PBIS teams still need to align and ensure consistent implementation. While teams have been trained in Restorative Practices and leaders have been trained in Other Means of Correction, this continues to be an area of focus districtwide.
Action 1.7 Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: Newcomer Wellness Intake Process implementation is limited at school sites. It still needs to be fully implemented district wide. Feedback from engagement sessions describe a need to provide additional support to our newcomer students.
Action 1.8 Implement Strategic Scheduling Practices: Elementary scheduling practices still need to be developed.
Action 1.9 Alternate Means to Suspension: While teams have been trained in Restorative Practices and leaders have been trained in Other Means of Correction, this continues to be an area of focus districtwide.
Action 1.11 School Counselors: Naviance has not been implemented with fidelity in grades 6-12.

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.

Some actions had expenditure differences from what was initially planned:
Action 1.1 Mental Health Support and Resources: SVUSD was unable to hire an 1.0 FTE MTSS Counselor.
Action 1.3 Attendance Support: Difference due to salary increases based on 2% raise across the district.
Action 1.4 Supports for the Whole Child: We are still exploring SEL Screeners and have not yet purchased a screener for SEL.
Action 1.7 Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: Difference due to salary increases based on 2% raise across the district.
Action 1.11 School Counselors: Difference due to salary increases based on 2% raise across the district.
Action 1.12 School Nursing Teams:Difference due to salary adjustments of personnel. Did not include nursing staff funded by special education.
Action 1.13 Transportation: Difference due to salary adjustments of personnel.
Action 1.14 Broaden Elective Offerings. The budgeted expenses included the complete year 1 total allocation of Prop 28 funds.Only 1.4 FTE was used used in 2024-2025. The remaining balance will be carried over into next year as districts have 3 years to expend their funds. The expenditures are planned for 2025-2026 school year.

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

Action 1.1 Expand Mental Health Support and Resources: Wellness Centers have been effective based on data of students accessing support through drop ins, individual or group sessions as well as wellness youth council events. An Elementary Wellness Committee is not yet formed.
Action 1.2 Integrate Social Emotional Support and Resources: Somewhat effective. School schedules include morning meetings (elementary) and advisory (secondary) to target SEL time. Elementary schools incorporate 15-10 minutes of Morning Meeting time in their day. Middle School. Offers Advisory 2 times/week (Wednesday- 20 minutes/Friday- 75 minutes). An SEL screener has not yet started The Wellness Team will aim to work with a committee to review SEL screeners and make a plan for implementation of an SEL screener to support MTSS schoolwide.
Action 1.3 Provide Targeted Attendance Support: 1.0 FTE District Child Welfare and Attendance Specialist provides district support for attendance. The COST process is utilized to support students in the area of attendance and identifying interventions that can best be utilized. Chronic Absenteeism has decreased across the district from 25.38% in 2023 to 17.9% in 2024 and therefore, this action is effective.
Action 1.4 Supports for the Whole Child: This is effective as all school sites have COST and are meeting weekly or biweekly.
Action1.5 Positive Behavior Intervention and Supports (PBIS): Sites have PBIS teams that meet and use the TFI to monitor progress of implementation and SWIS to intervene at the tier 1 and 2 level based on referral data. We also had a team of staff trained in CPI (Crisis Prevention Institute) Trainer of Trainers model. This action is somewhat effective. Only 3 schools showed growth on the TFI.
Action 1.6 Create Inclusive and Welcoming Spaces for All Students: This action is effective. All 8 sites have had their first Welcoming Schools sessions. Middle and High Schools had Session 2. Positive Images conducted a leadership training and staff training at all sites

Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: Carried out as planned with the Newcomer Wellness intake still in progress and therefore this action is somewhat effective.
Action 1.8 Implement Strategic Scheduling Practices: This action is somewhat effective and implemented as planned at the Secondary School. While Chronic Absenteeism (Metric 1.2) is decreasing and Sense of Engagement (Metric 1.7) is increasing for elementary and high school; middle school engagement decreased. Additional enrollment in AP courses decreased (Metric 2.15)
Action 1.9 Alternate Means to Suspension: This action is effective. All schools have a PBIS team. 2024 California Dashboard shows progress in the Suspension indicator from Orange to Green. All student groups demonstrated a decrease in suspension rates. Overall the suspension rate decreased from 4.6% in 2023 to 3.0 in 2024. Based on 2024 Dashboard data, no students were identified in the red/very low category.
Action 1.10 Lift Student Leadership and Voice: Secondary sites have student listening circles for a different foci: Youth Wellness Counsel, Creekside, Middle School transition planning for school consolidation, Community School Needs Assessment. While SVUSD did not work directly with the California Center of School Climate, SVUSD partnered with trained facilitators to support listening circles at Creekside. This action is effective in increasing student voice.
Action 1.11 School Counselors: Student Support Collaborative meets monthly for collaboration and resource sharing. Counselors participate in COST and are reviewing grades, behavior referrals, counseling needs, and attendance needs. This action is somewhat effective.
Action1.12 School Nursing Teams: Each school site has a health tech to support student health needs. Two District Nurses have been hired to support the health needs of the district. This action is effective.
Action 1.13 Transportation: This action is effective. SVUSD has 18 buses operating 12 routes. We currently have adequate staffing for bus drivers. SVUSD purchased two new diesel buses in the Fall of 2024.
Action 1.14 Broaden Elective offerings: All schools are developing their Prop 28 plans with their school communities to expand arts and music in school. Elementary school now offers music to TK-5 students year long. SVHS is offering two new CCAP courses that will support a CTE pathway and dual enrollment as well as additional VAPA courses. With the school consolidation at the middle school, there are more opportunities for elective courses to select from. This action is effective.

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

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle:
Goal Description: No changes to current goal focusing on highly qualified educators and staff.
Metrics 1.2 Chronic Absenteeism and Metric 1.3 Suspension Rates: Updated Target for Year 3 LTELs . Baseline Data for Multiple Student Group incorrectly had 0%. Baseline data from 2023 is 21.1%
Action 1.5 Positive Behavior Intervention Supports (PBIS): SVUSD will work on a plan for implementing Crisis Prevention Intervention (CPI) strategies through professional learning activities with staff
Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: Update the Newcomer intake process, to support student's academic needs as well as their wellness needs,
Action 1.8 Implement Strategic Scheduling Practices: Based on feedback, consider exploring alternative bell schedules at the high school (ie 7-period day).
Action 1.9 Alternate Means to Suspension: This goal will focus on Creekside as Adele will be closed for the 2025-2026 school year.

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| Action 1.11 School Counselors:  SVUSD is shifting to  California College Guidance Initiative (CCGI) to support college and career planning in lieu of Naviance |

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Mental Health Support and Resources | 1) Expand District Wellness Centers and Supports to include wellness centers or spaces at all secondary schools and wellness environments and programming at all elementary schools.<br>-This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, and Socioeconomically Disadvantaged) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All).<br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation.<br><br>2) Establish a District Elementary Wellness Committee- A Wellness Committee comprised of elementary staff, students, and families will convene to determine MTSS for Wellness in the elementary levels.<br><br>3) Assign Two 1.0 District Social Workers to coordinate Mental Health Services and Supports for all students TK-12. The social workers will also coordinate the Wellness Centers, advise Youth Wellness Councils, and coordinate and/or facilitate district wellness trainings for students, staff, and staff.  Additionally, the district social workers will supervise interns to support Wellness Centers and school campuses to provide Mental Health Supports for students district wide.<br><br>4) Assign bilingual community liaisons (one per Wellness Center) who will support students in the Wellness Centers with taking breaks, communicate with staff on student needs, and support families and students with connecting to care (refer to Action 4.2). | $496,970.81 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.2** | Social Emotional Support and Resources | Students will receive social emotional learning activities weekly (ie Second Step, Character Strong etc)<br>1) Elementary Schools will have morning meetings built into their daily schedule for connecting and community building through Restorative Practices or Responsive Classroom<br><br>2) Secondary schools will incorporate an advisory type class within their bell schedule to provide opportunities for community building, peer to peer connections, and teaching the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies.<br><br>3)The Wellness and Inclusion Department will facilitate a committee to review available Social and Emotional Learning (SEL) screeners, review past pilots, and make a recommendation on a timeline for implementation of an SEL screener for all elementary students as well as supports within MTSS to support interventions following the screener.<br><br>-This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All).<br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation. | $3,000.00 | No |
| **1.3** | Attendance Support | 1) Director of Student Wellness and Inclusion and Child Welfare and Attendance Specialist will partner with Attention 2 Attendance (A2A) to support school sites with a focus on our high need, unduplicated population (low income, foster youth, English Learners)<br><br>2) Student Attendance Review Board (SARB) will continue their collaboration with KKIS (Keeping Kids in School) (in partnership with Sonoma County Probation Department) | $156,486.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 3) Utilize District adopted databases and tools to monitor students at risk of chronic absenteeism (ie iTAAP) and promote equity through comprehensive review and planning processes.<br><br>4) A Child Welfare and Attendance Specialist will partner with school teams and coordinate SARB interventions as needed.<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail. | | |
| **1.4** | Supports for the Whole Child | Conduct Coordination of Services Team (COST) meetings weekly to support MTSS (multi-tiered system of support) across all schools. The team, comprised of a multidisciplinary site team, will utilize multiple forms of data (academic, attendance, behavioral, etc.) through an MTSS framework with a focus on our high need, unduplicated population (socioeconomically disadvantaged, foster youth, English Learners).<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail. | $0.00 | Yes |
| **1.5** | Positive Behavior Intervention Supports (PBIS) | Students in the following student groups Socio economically disadvantaged 5.5% English Learners (5.1%); and Hispanic 5% have a higher suspension rate than all students 4.6%. SVUSD has been identified by CDE as significant disproportionate. Based on feedback from engagement sessions, behavior support and implementation was an identified area of focus.<br>We will provide intentional supports to monitor data, provide training, and examine disproportionality in behavior data to ensure implementation of PBIS and Restorative Practices. This action will assist school teams in monitoring referral data in real-time to make data-based decisions on interventions and supports. Teams will utilize the equity reports in SWIS to identify how students experience school-wide discipline based on race, ethnicity, gender, language, etc. | $3,200.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 1) Site-based PBIS Teams (multi-disciplinary), made up of certificated, classified, and administrative staff, will meet monthly to plan, monitor implementation, and identify additional actions needed throughout the school year to ensure successful implementation with Positive Behaviors Interventions and Supports. School sites will utilize the Tiered Fidelity Inventory (TFI) to monitor progress and action plan as well as SWIS (school-wide information system).Additional supports will be provided for schools to be considered for California PBIS recognition.<br><br>2) PBIS/School Climate and Culture site teams will further review and update district Restorative guidelines for consistent training and implementation to ensure fidelity and to streamline restorative practices. Compliance, Implementation and Monitoring (CIM) PBIS and Special Education Department will meet quarterly to identify a plan to continue efforts to reduce discipline disproportionality in racial and ethnic overall as well as student groups in special education as a result of inappropriate identification.<br><br>3) The Wellness and Inclusion Department will provide training for all administration and campus supervision staff on alternatives to suspensions and expulsions as well as district wide training for staff on Restorative Practice and Crisis Prevention. | | |
| **1.6** | Create Inclusive and Welcoming Spaces | 1) Provide resources and supports to students identified as LGBTQIA+, including updating board policy and admin regulations. (Education Code 218)<br><br>2) Provide training for staff, students, and families in partnership with Positive Images and SVUSD trained Welcoming School Ambassadors<br><br>3) SVUSD Safety committee will develop and monitor an action plan to address bullying and provide staff training<br><br>4) Identify safe spaces for all students on campus (ie affinity groups/culturally inclusive clubs | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 5) Support students with disabilities with opportunity and access to inclusive settings.<br><br>6) Use strengths-based language to understand and describe students and families, interrupt and reframe deficit language practices | | |
| **1.7** | Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness | 1) The Wellness and Inclusion Department will provide on going reports to site Community Liaisons to monitor youth in transition and share services, strategies, resources and programs that are available within the District and/or offered in community organizations to serve students identified as students in Foster Care, immigrant students, youth on probation or students experiencing homelessness.<br><br>2) A Newcomer intake process, that supports academic and wellness needs, will be developed to increase feelings of safety and belonging at school and appropriately identifying and supporting academic and language levels (led by Director of Educational Services and Coordinator of Educational Services) | $654,247.00 | Yes |
| **1.8** | Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students | Ensure a range of offerings based on student interest and need (ie Expanding visual and performing arts (VAPA), ethnic studies and other elective choices).<br>1) Implement Guiding Principles established January 2024<br><br>2) Establish strategic scheduling principles for elementary schools<br><br>3) Starting in the 2024-2025 school year, middle schools will offer 7 periods to students to allow for an elective course, of their choice, within their schedule. This action has been met. SVUSD will consider alternative bell schedules for the high school.<br><br>4) Schedule bi-annual training on best practices in scheduling with site scheduling teams to ensure opportunity, access and equity in acceleration and intervention. | $6,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 5) Attend applicable conferences on student centered scheduling practices. | | |
| **1.9** | Alternative Means to Suspension | This action will focus on alternative means to suspension by an intentional focus on staff training, data review and root cause analysis to prevent over suspension of students.<br>1) Actively monitor discipline referrals and establish goals that aim to avoid the removal of students from the learning space before referral or suspension.<br><br>2) School staff at Adele Harrision* and Creekside will utilize their site PBIS and Leadership teams to identify and address disproportionalities in student data through the use of evidence based and preventive supports consistent with SVUSD PBIS and Restorative Practices. Team will meet monthly to examine data, conduct a root cause analysis and determine necessary interventions and supports.<br><br>-This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All). (See Creekside Goal 5- Equity Multiplier)<br><br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation. | $0.00 | No |
| **1.10** | Lift Student Leadership and Voice | 1) Create multiple opportunities for student leadership, and voice through listening circles, and inclusion at district level meetings (Wellness Youth Council, Curriculum Advisory Committee, District Advisory Meeting, Superintendent Council, Safety Committee.)<br><br>2) Expand student listening circles, following the protocols shared by the California Center for School Climate, with staff observers to both middle | $5,784.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | schools and continue to hold at least once annually at each secondary school.<br><br>3) Partner with the California Center of School Climate to continue to engage students and staff in activities (student listening circles, collaborative action planning, etc.) that promote positive school climate and culture<br><br>4) Students will have the opportunity to establish affinity groups on campus. | | |
| **1.11** | School Counselors | School counselors will be assigned to schools to support and monitor student growth in relation to academic, college and career readiness, and social emotional learning (SEL) and develop support plans as appropriate. Counselors will provide ongoing communication with families to minimize barriers to learning and to provide supports/resources.<br>1) Ongoing collaboration/support: School counselors, psychologists and district Wellness Staff will meet monthly for collaboration, support, community resource connections, etc.<br><br>2) Secondary counselors will monitor student grades to ensure students are on on-track for high school readiness and graduation requirements.Counselors will implement interventions for students as needed by regularly reviewing D/F grades, review classroom/campus behavior referrals and implement school counseling interventions for students.<br><br>3) Counselors will participate regularly in COST to support students. | $654,247.00 | Yes |
| **1.12** | School Nursing Teams | School nursing teams (Nurse and Health Techs) will provide school-based care that is responsive to student needs, ensuring immunizations are up-to-date, vision and hearing screening, other health issues contributing to chronic absenteeism, and provide professional development for best practices and resources/referrals to families who may need additional | $322,904.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | follow up care, especially for our English Learners who newly arrived to the country, socioeconomically disadvantaged and foster youth/homeless. | | |
| **1.13** | Transportation | Provide transportation to eligible students as established by State Requirements and district policy (Home-to-school, before/afterschool programs, supplemental activities and learning opportunities for English Learners, socioeconomically disadvantaged and foster youth/homeless). SVUSD will expand their outreach and recruitment effort to ensure an adequate pool of bus drivers. | $1,529,509.00 | Yes |
| **1.14** | Broaden Elective Offerings | 1) With the implementation of the Arts and Music in Schools grant, implement the Strategic Arts Plan by building a strong and robust TK-12 Visual and Performing Arts pathway beginning at the elementary school. (Supplemental Prop 28 funding)<br><br>2) SVHS will continue to explore opportunities to expand and enrich CTE pathway courses as well as dual enrollment courses<br><br>3) Explore opportunities for students at Creekside to enroll in elective and enrichment courses within their high school graduation plan (See 5.3) | $218,005.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Academic Success and Excellence for ALL: Provide all students with access to high quality, relevant, innovative and rigorous learning experience with universal, targeted, and intensive support based on their strengths to prepare them for college and career readiness with a specialized focus on closing the achievement gap for our Multilingual Learners and Students with Disabilities. | Broad Goal |

State Priorities addressed by this goal.

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

Academic performance data (2023) demonstrates learning gaps across our district, especially with students identified as Multilingual Learners and Students with Disabilities. Overall, English Language Arts (ELA) performance based on the Smarter Balanced Assessment (SBA) dropped from 36.79 to 35.15% (orange) and math slightly increased from 19.9% to 20.97%(yellow). While SVUSD performance aligns with the state trend, both remain below the desired levels. Based on 2023 Dashboard data related to Academic Achievement and Engagement: the following schools demonstrated student performance Very Low: Creekside- Suspension Rate and College/Career Indicator; Flowery- English Learner Progress; Sonoma Valley High School- Math. As a district, student groups in the Very Low area include: English Learner in English Language Arts and Math; and Hispanic- Math. Student groups within a school that received the lowest performance level on one or more state indicators include the following:

-ENGLISH LEARNERS: ELA: El Verano, Flowery, Adele Harrison*, Altimira, Sonoma Valley High School; Math: El Verano, Adele Harrison*; ELPI: Flowery; Suspension: Adele Harrison*
-HISPANIC: ELA: El Verano, Adele Harrison*; Math: Adele Harrison*, Sonoma Valley High School; Suspension: Adele Harrison*, Creekside
-SOCIOECONOMICALLY DISADVANTAGED; ELA: El Verano; Math: El Verano, Sonoma Valley High School; Suspension: Adele Harrison*
-STUDENTS WITH DISABILITIES: ELA: Altimira Sonoma Valley High School; Math: Sonoma Valley High School

Based on 2024 Dashboard data related to Academic Achievement and Engagement: the following schools demonstrated student Performance Very Low: Altimira- Math; Prestwood- English Learner Progress; Sassarini- English Learner Progress; SVHS- English Learner Progress; Creekside- College/Career. Student groups that received the lowest performance level ("red") on one or more state indicators: English Language Arts: Long Term English Learner, Students with Disabilities

Math: English Learner, Long Term English Learner, Students with Disabilities, Socioeconomic Disadvantaged, Hispanic
College/Career: English Learner, Long Term English Learner, Students with Disabilities

Additionally, 38.6 % of the Class of 2024 met the requirements completion of A-G requirements with 31.9% Socioeconomically disadvantaged, 19.10% English Learners, and 8.9% Students with Disabilities. SVUSD is committed to ensuring all students achieve academically in order to be prepared for college and career success.

Based on LREBG required analysis of Dashboard 2024 ELA and Math low/very low status levels for identified student groups and schools:
ELA
-Low Student Group: All Students; SED; Two or More Races; Hispanic
-Very Low Student Group: EL, LTEL, SWD
-Low School: SVUSD; El Verano; Flowery; Sassarini; Adele*; Altimira
-Very Low School: Creekside
Math
-Low Student Group: All Students, White, Two or More Races; Asian
-Very Low Student Group: EL; LTEL; SED; SWD; Hispanic
-Low Student: SVUSD; SVHS; El Verano; Flowery; Prestwood; Sassarini; Adele*
-Very Low School: Creekside; Altimira

*Beginning the 2025-2026 Adele MS will be closed due to school consolidation.

According to feedback from our educational partners, students expressed an interest in more engaging classrooms in preparation for college and career Staff expressed a need for additional support and resources to address the need for multilingual learners, especially newcomers as well as overall academic supports in reading, math and writing skills. Observation data from instructional walkthroughs highlight a need for a comprehensive understanding of Tier I academic supports with differentiation and appropriate supports aligned to clearly aligned set of instructional expectations

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | California Assessment of Student Performance and Progress (CAASPP) Smarter | 2023 DATA:<br>ALL 35.15%<br>-Hispanic 24.77%<br>-White 59.55%<br>-Multiple 50.00% | 2024 DATA:<br>ALL 37.63%<br>Hispanic 27.09%<br>White 60.69%<br>Multiple 47.06% | | ALL 70%<br>Hispanic 60%<br>White 85%<br>Multiple 75.00%<br>SED 60% | ALL +2.48<br>Hispanic +2.32<br>White +1.14<br>Multiple -2.94<br>SED +4.71 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Balanced ELA %Meeting or Exceeding | -SED 24.23%<br>-EL 4.66%<br>-LTEL 3.80%<br>-SWD 9.43% | SED 28.94%<br>EL 8.24%<br>LTEL 3.03%<br>SWD 7.88% | | EL45%<br>LTEL 45%<br>SWD 60% | EL + 3.58<br>LTEL -0.77<br>SWD -1.55<br><br>*Difference reflects percentage points change. |
| 2.2 | California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Math %Meeting or Exceeding | 2023 DATA:<br>ALL 20.97%<br>-Hispanic 13.20%<br>-White 39.46%<br>-Multiple 31.82%<br>-SED 12.68%<br>-EL 6.16%<br>-LTEL 1.27%<br>-SWD 4.93%<br><br>SVHS 18.75% | 2024 DATA:<br>ALL 20.91%<br>Hispanic 13.51%<br>White 37.19%<br>Multiple 41.17%<br>SED 14.5%<br>EL 8.27%<br>LTEL 0%<br>SWD 5.9%<br><br>SVHS 19.76% | | ALL 70%<br>Hispanic 60%<br>White 85%<br>Multiple 75%<br>SED 60%<br>EL45%<br>LTEL 45%<br>SWD 60% | ALL -0.06<br>Hispanic +0.31<br>White -2.27<br>Multiple +9.35<br>SED +1.82<br>EL +2.11<br>LTEL -1.27<br>SWD +0.97<br><br>SVHS +1.01<br><br>*Difference reflects percentage points change. |
| 2.3 | Early Assessment Program (EAP) - 11th Grade CAASPP ELA/MATH % Meeting (Conditionally Ready)/Exceeding (Ready) | 2023 Data:<br>-ALL ELA: 51.56%<br>Math: 18.75%<br><br>-Hispanic ELA: 41.25%;<br>Math: 11.18%<br><br>-White ELA: 69.51%;<br>Math: 33.75%<br><br>-SED ELA: 37.03%;<br>Math: 9.02% | 2024 Data:<br>ALL ELA: 56.72%<br>Math: 18.52%<br><br>Hispanic ELA: 47.64%;<br>Math:9.89%<br><br>White ELA:74.42%;<br>Math: 37.72%<br><br>SED ELA:48.34%;<br>Math: 9.27% | | ALL ELA: 80%<br>Math: 50%<br><br>Hispanic ELA:75%;<br>Math:45%<br><br>White ELA:85%;<br>Math:45%<br><br>SED ELA:70%;<br>Math:50% | ALL ELA: +5.16;<br>Math: -0.23<br><br>Hispanic ELA: +6.39;<br>Math: -1.29<br><br>White ELA:+4.91;<br>Math: +3.97<br><br>SED ELA: +11.31;<br>Math: +0.24<br><br>EL ELA: +3.14; |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | -EL ELA: 4.55%; Math: 3.70%<br><br>-LTEL ELA: 5.88%; Math: 5.88%<br><br>-SWD ELA: 12.12%; Math:0% | EL ELA: 7.69%; Math: 0%<br><br>LTEL ELA: 5.0%; Math: 0%<br><br>SWD ELA: 12.51%; Math: 6.25% | | EL ELA:40%; Math:40%<br><br>LTEL ELA:40%; Math:40%;<br><br>SWD ELA:70%; Math:50% | Math:-3.70<br><br>LTEL ELA: +0.88; Math: -5.88<br><br>SWD ELA: +0.39; Math:+6.25<br><br>*Difference reflects percentage points change. |
| 2.4 | California Assessment Science Test (CAST) %Meeting/Exceeding | 2023 DATA:<br>-ALL 24.6%<br>-Hispanic 13 %<br>-White 52%<br>-SED 13.24%<br>-EL 0%<br>-LTEL 0%<br>-SWD 8.55% | 2024 DATA:<br>ALL 23.37%<br>Hispanic 13.93%<br>White 43.60%<br>SED 13.25%<br>EL 2.08%<br>LTEL 0%<br>SWD 2.94% | | ALL 50%<br>Hispanic 30 %<br>White 65%<br>SED 30%<br>EL 30%<br>LTEL 30%<br>SWD 30% | ALL -1.23<br>Hispanic +0.93<br>White -8.4<br>SED +0.01<br>EL +2.08<br>LTEL 0<br>SWD -5.61<br><br>*Difference reflects percentage points change. |
| 2.5 | Graduation Rate (CALPADS)<br><br>*Graduation requirements will change beginning with the class of 2024 | Class of 2023<br>ALL 93%<br>-Hispanic 92.70%<br>-White 92.70%<br>-SED 91.50%<br>-EL 87.00%<br>-LTEL. 81.25%<br>-SWD 85.70% | Class of 2024<br>ALL 92.9%<br>Hispanic 92%<br>White 96.20%<br>SED 91.90%<br>EL 85.30%<br>LTEL 89.80%<br>SWD 83.90% | | ALL 93%<br>Hispanic 90%<br>White 90%<br>SED 90%<br>EL 90%<br>LTEL 90%<br>SWD 90% | ALL -0.10<br>Hispanic -0.70<br>White +3.50<br>SED +0.40<br>EL -1.70<br>LTEL +8.55<br>SWD -1.80<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.6 | College and Career Indicator (CCI) % Prepared (Dashboard) | 2023<br>-ALL 39.2%<br>-Hispanic 30.4 %<br>-White 51.8%<br>-SED 30.5%<br>-EL 11.1%<br>-LTEL NA<br>-SWD 11.1%<br><br>Creekside 0% | 2024 ALL 34.4%<br>Hispanic 34.4%<br>White 52.8%<br>SED 25.4%<br>EL 7.6%<br>LTEL 8.2%<br>SWD 3.6%<br><br>Creekside 0% | | ALL 65%<br>Hispanic 50%<br>White 70%<br>SED 50%<br>EL 50%<br>LTEL 50%<br>Creekside 50% | ALL -4.80<br>Hispanic +4.00<br>White +1.00<br>SED -5.10<br>EL -3.50<br>LTEL 8.2% is current baseline<br>SWD -7.5<br><br>Creekside Maintain 0%<br><br>*Difference reflects percentage points change. |
| 2.7 | English Lerner Progress Indicator (ELPI) % of ELs who make progress towards English proficiency (Dashboard) | 51.5% Making Progress Dashboard= Yellow<br><br>Flowery 33.9% (Red) | 44.8% Making Progress Dashboard= Orange<br><br>Flowery 54.4% (Green) | | 75% Making Progress<br><br>Flowery 50% | -6.70<br><br>Flowery +20.50<br><br>*Difference reflects percentage points change. |
| 2.8 | STAR Reading % At or Near Expectations (40% percentile) | 2023-2024<br>ALL 35%<br>-Hispanic 22%<br>-White 62%<br>-SED 23%<br>-EL 6%<br>-LTEL 5.90%<br>-SWD 8% | 2024-2025 ALL 51%<br>Hispanic 20%<br>White 63%<br>SED 41%<br>EL 13%<br>LTEL 18%<br>SWD 20% | | ALL 65%<br>Hispanic 52%<br>White 92%<br>SED 53%<br>EL 50%<br>LTEL 50%<br>SWD 50% | ALL +16<br>Hispanic -2.0<br>White +1.0<br>SED +18<br>EL +7.0<br>LTEL +12<br>SWD +12<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.9 | STAR Math % At or Near Expectations (40% percentile) | 2023-2024<br>ALL 40%<br>-Hispanic 31%<br>-White 58%<br>-SED 30%<br>-EL 15%<br>-LTEL 17.27%<br>-SWD 13% | ALL 51%<br>Hispanic 41%<br>White 72%<br>SED 41%<br>EL 18%<br>LTEL 11%<br>SWD 18% | | ALL 70%<br>Hispanic 61%<br>White 88%<br>SED 63%<br>EL 50%<br>LTEL 50%<br>SWD 50% | ALL +11<br>Hispanic +10<br>White +14<br>SED +11<br>EL +3<br>LTEL -6.0<br>SWD +5<br><br>*Difference reflects percentage points change. |
| 2.10 | A-G Completion (Dashboard) | ALL 42.1%<br>-Hispanic 34%<br>-White 53.6%<br>-SED 34.1%<br>-EL 14.8%<br>-LTEL NA<br>-SWD 12.7% | ALL 38.60%<br>Hispanic 30.20%<br>White 51.90%<br>SED 31.90%<br>EL 19.10%<br>LTEL 24.50%<br>SWD 8.90% | | ALL 65%<br>Hispanic 55%<br>White 70%<br>SED 55%<br>EL 45%<br>LTEL<br>SWD 45% | ALL -3.50<br>Hispanic -3.80<br>White -1.7<br>SED -2.2<br>EL +4.3<br>LTEL +24.50<br>SWD -3.80<br><br>*Difference reflects percentage points change. |
| 2.11 | Advanced Placement (AP) Pass Rate with a 3 or higher | ALL 58.3%<br>-Hispanic 53.4%<br>-White 61.5%<br>-Multiple 92%<br>-SED 50.8%<br>-EL NA<br>-LTEL NA<br>-SWD NA | ALL 70.03%<br>Hispanic 62.86%<br>White76.63%<br>Multiple 63.64%<br>SED 50.81%<br>EL 0%<br>LTEL 0%<br>SWD 80% | | ALL 70%<br>Hispanic 65%<br>White75%<br>Multiple 95%<br>SED 65%<br>EL 40%<br>LTEL 40%<br>SWD 40% | ALL +11.73<br>Hispanic +9.46<br>White +15.13<br>Multiple -28.36<br>SED+ 0.01<br>EL NA<br>LTEL NA<br>SWD +80<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.12 | Reclassification Rate | 18.8% Multilingual Learners reclassified | 9.84% Multilingual Learners reclassified | | 50% Multilingual Learners reclassified | -8.96 percentage points |
| 2.13 | Career Technical Education (CTE) Pathway Completion | ALL 24.1%<br>-Hispanic 20.4%<br>-White 29.1%<br>-SED 22.4%<br>-EL 14.8%<br>-LTEL NA<br>-SWD 19% | ALL 24.6%<br>Hispanic15.6%<br>White 45.3%<br>SED 17%<br>EL 8.8%<br>LTEL 8.2%<br>SWD 19.6% | | ALL 24.6%<br>Hispanic 15.6%<br>White 45.3%<br>SED 17%<br>EL 8.8%<br>LTEL 8.2%<br>SWD 19.6% | ALL +0.5<br>Hispanic -4.8<br>White +16.2<br>SED -5.4<br>EL -6.0<br>LTEL 8.2 is the baseline<br>SWD +0.6<br><br>*Difference reflects percentage points change. |
| 2.14 | CTE Completion + A-G Completion | ALL 13.3%<br>-Hispanic 9.9%<br>-White 19.1%<br>-SED 11.7%<br>-EL 5.6%<br>-LTEL NA<br>-SWD11.7% | ALL 12.20%<br>Hispanic 7.10%<br>White 23.60%<br>SED 8.10%<br>EL 2.9%<br>LTEL 2%<br>SWD 0% | | ALL 45%<br>Hispanic 40%<br>White 50%<br>SED 43%<br>EL43%<br>LTEL43%<br>SWD 43% | ALL -1.10<br>Hispanic -2.80<br>White +4.50<br>SED -3.60<br>EL -2.70<br>LTEL + 2.0<br>SWD -11.70<br>*Difference reflects percentage points change. |
| 2.15 | Access to and Enrollment in a Broad Course of Study:<br>-Enrollment in AP Grades 9-12; -AVID Grades 6-12<br>• % of unduplicated students | 2023-2024<br>-AVID Gr 6-12 Enrollment: 151<br>-AP Class Enrollment: 634<br><br>2023 | 2024-2025<br>AVID Gr 6-12 Enrollment:191<br>AP Class Enrollment: 594<br><br>55.35% of Unduplicated students | | AVID Gr 6-12 Enrollment: 180<br>AP Class Enrollment: 675<br><br>70% of Unduplicated students | AVID: + 40<br><br>AP Enrollment:- 40<br><br>Unduplicated students participation in in ELOP: +14.35 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | participating in Expanded Learning Opportunities Program (ELOP) Grades TK-6<br>-%Seal of Biliteracy | -41% of Unduplicated students participated in ELOP<br>-27.4% Earned Seal of Biliteracy (and 3 on SBAC) | participated in ELOP<br>40% Earned Seal of Biliteracy (and 3 on SBAC) | | participation in ELOP<br><br>45% Earn Seal of Biliteracy (and 3 on SBAC) | SEAL of Biliteracy: +12.6 |
| 2.16 | Middle and High School Below 2.0 Grades Point Average (GPA ) | ALL 21.55%<br>-Hispanic 25.34%<br>-White 11.15%<br>-SED 39.30%<br>-EL 37.50%<br>-LTEL 29.90<br>-SWD 28.40% | ALL 19.39%<br>-Hispanic 24.56%<br>-White 7.94%<br>-SED 27.12%<br>-EL 39.58%<br>-LTEL 49.59%<br>-SWD 32.16% | | ALL 10%<br>Hispanic 12%<br>White 5%<br>SED 15%<br>EL 15%<br>LTEL 15%<br>SWD 15% | ALL -2.15<br>-Hispanic -0.78<br>-White -3.21<br>-SED -12.18<br>-EL +2.08<br>-LTEL +19.69<br>-SWD +3.76<br><br>*Difference reflects percentage points change. |
| 2.17 | IEP Compliance "Overdue" Monitoring (CALPADS) | December 1, 2023<br>-7 plans "Non Compliant" with an Overdue IEP/592 = 1.2% | December 1, 2024,<br>• 2 plans "Non Compliant "<br>with an Overdue IEP/568 = 0.35% | | 0 Plans "Non Compliant" | -0.83 percentage points |

# Goal Analysis [2024-25]

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

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

Most of the Actions identified in Goal 2 have been fully implemented across SVUSD with a few actions in the partially implemented stages. The district made progress in implementing our planned actions while adapting to the emerging challenges throughout the 2024-2025 school year. Notable success and challenges with the implementation process is listed below:

Implementation Successes
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: Data platforms have been purchased to support data gathering, analysis and reporting. A 1.0 District TOSA is assigned focused on assessment requirements, training and monitoring district-wide. We fully implemented the use of data tools throughout the year. Ellevation is used to organize Multilingual Learner data as well as used for reclassification, and monitoring processes. STAR Renaissance is used for Reading and Math assessment grades 3-12, three times a year for beginning, middle and end of year assessment. We partnered with the New Teacher Center on Interim Assessment Blocks. PD has been provided to leaders (July, September) and teachers 3-5 math and 6-8 ELA (October- December).Elementary Schools have scheduled assessment windows to review data and progress on Walk to Read.
Action 2.3 Foundational Literacy Support (Elementary): The implementation of foundational literacy support is fully implemented across all elementary schools providing small group reading instruction based on student need.
Action 2.9 Strategic Scheduling: The collaboration with scheduling teams proved to be a key factor in successful implementation. All middle school students have 7 periods/ day providing increased opportunity for elective courses.
Action 2.13 Transitional Kindergarten: All elementary school sites offer TK programs to support a strong Kindergarten readiness program. Classroom enrollment is at capacity.

Implementation Challenges
The implementation process faced some challenges to Goal 2
Action 2.2 Instructional Guide and Clear Learning Goals for All Courses: An elementary Instructional Guide was developed for English Language Arts. Elementary Math and secondary are still in development.
Action 2.4 Core Academic Instruction for ALL: While all students have access to core academic instruction and instructional materials, Multi Tiered System of Support is not implemented. Universal Design for Learning (UDL) is not understood by all and is not common practice.
Action 2.6 Targeted Instruction: Technology challenges and a slow roll out of Amira Learning and Just Words created barriers to full implementation.
Action 2.11 Targeted After School Programs: SVUSD has been unable to develop a comprehensive district wide after school tutoring program. Partnering with Mentoring Alliance, Sonoma Valley Education Foundation, and Boys and Girls Club provides opportunities for tutoring after school through the Empowerment Academy.
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes: Due to competing commitments district-wide; this action was not fully implemented.

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.

Some actions had expenditure differences from what was initially planned:
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: Difference due to purchase of additional data platforms.
Action 2.3 Foundational Literacy Support (Elementary): Difference due to a reduction of consultant fees.
Action 2.4 Core Academic Instruction for ALL: Did not purchase additional instructional materials.
Action 2.5 Support for Multilingual Learners: Did not purchase a supplemental program for the dual immersion program (Avanza). Additionally the contract for SEAL was originally allocated using LCFF funding; this was shifted to restricted funding that was not included in the 24/25 LCAP, therefore there was a reduction in the LCAP planned expenditures.
Action 2.6 Targeted Instruction: Difference due to salary adjustments of personnel.
Action 2.9 Strategic Scheduling: Difference due to addition of consultant fees for scheduling training for administrators, counselors, registrar and staff.
Action 2.10 Expanded/Summer Learning: In the 2024-2025 LCAP, the planned expenditures only included the district's summer school academic (morning) programming. Difference due to including all costs for ELOP and ASES for the whole school year for both afterschool and summer programming.
Action 2.12 High School Graduation Plans for College and Career Readiness: Difference due to salary adjustments of personnel.
Action 2.13 Transitional Kindergarten: Salary adjustments for 4th TK classroom
Action 2.15 AVID (Advancement via Individual Determination): Difference due to salary adjustments of personnel.

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

After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators, SVUSD shows varying levels of effectiveness in achieving Goal 2.

Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: This action is somewhat effective. Data platforms and systems were established to create a culture of data use. Elementary schools implement assessment cycles throughout the year focused on Walk to Read literacy data. ELA CAASPP(Metric 2.1) increased from 35.15% to 37.63%; STAR Reading increased from 35% to 51% (Metric 2.8)
Action 2.2 Instructional Guide and Clear Learning Goals for All Courses: This action is not yet effective. Elementary ELA is developed; the other areas still need to be developed. Middle school is starting to collaborate around their common scope and sequence and syllabus.
Action 2.3 Foundational Literacy Support (Elementary): The implementation of foundational literacy support is fully implemented across all elementary schools. While we did reduce consultant fees, data shows this action is somewhat effective in foundational literacy skills.
In addition to literacy adopted curriculum, elementary sites provide small group reading instruction based on student need through Walk to Read. We also launched SEAL Grades K-2 to support oral and academic language across content.
Action 2.4 Core Academic Instruction for ALL: Based on review of formative data comparing baseline to current performance, we see an improvement with last year's End of Year data to Middle of the Year data. STAR Reading increased from 35% to 51% at or near expectations (Metric 2.8) and STAR Math increased from 40% to 51% (Metric 2.9). As we are in the initial stages of developing a strong Tier I approach, site principals are engaging in the SWIFT FIA process with site teams. This is somewhat effective.

Action 2.5 Support for Multilingual Learners: This action is somewhat effective. We have had 111 students reclassified this school year to date. Formative measures show an increase in the percent of students demonstrating at or near expectations on the STAR Reading ELA from 65 to 13% and LTEL 5.9% to 18% Based on input for our educational partners, there is a need to provide support for our multilingual learners, especially our newcomers
Action 2.6 Targeted Instruction: Targeted Tier 2 instruction is provided in elementary through small group instruction. SVUSD has purchased Amira Learning(elementary) and Just Words (secondary). High School incorporates an Algebra Lab class as a math intervention and credit recovery is offered during the school day and in summer school.This is somewhat effective.
Action 2.7 Specialized/Intensive Instruction: Comprehensive and Coordinated Early Intervening Services (CCEIS) will be used to support teacher and staff training for implementing a comprehensive MTSS program district wide. We are in the beginning stages of developing an MTSS framework. Identified staff members attended a Co-Teaching/Inclusion conference to begin the implementation stages in SVUSD. This is not yet effective.
Action 2.8 Supports for Students Receiving Special Education Services: SVUSD was identified as significant disproportionality. We are focused on our Sig Dis plan to ensure supports are provided within the LRE. At the high school, we are starting to implement co-teaching between a general eduction teacher and ed specialist.This is not yet effective
Action 2.9 Strategic Scheduling: This action is effective. In the fall of 2024, we partnered with New Solutions, bringing together Secondary scheduling teams around strategic scheduling practices. The high school is expanding CCTE and Dual Enrollment opportunities with SRJC classes for a health care pathway.
Action 2.10 Expanded/Summer Learning: ELO-P and ASES programming is provided afterschool in collaboration with Boys and Girls Club, Vivo Youth Orchestra, Ballet Folklorico and Kids Scoop News. 41% of Unduplicated students participated in ELOP (Metric 2.15). For high school, not many students participated in the summer Algebra bridging program. We continue to maintain focus on Credit Recovery for 9-12. This action is somewhat effective
Action 2.11 Targeted After School Programs: This action was not fully implemented and therefore not yet effective. At SVHS, the Youth Empowerment Academy provides afterschool tutoring and support (in partnership with Boys and Girls Club, Mentoring Alliance and Sonoma Valley Education Foundation.
Action 2.12 High School Graduation Plans for College Career Readiness: CTE pathway completion maintained at (24.1% to 24.6%) AP enrollment decreased from 634 to 594 while passing rate increased 58.3% to 70.03%. Both SVHS and Creekside continue to work collaboratively with 10,000 degrees to support college planning for students. This action is somewhat effective.
Action 2.13 Transitional Kindergarten: This action is effective. Every elementary school has one TK classroom at full capacity.Enrollment at TK sites across our district: El Verano: 24; Flowery: 23; Prestwood: 24; Sassarini: 24.
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes: This action is somewhat effective. Several teachers participated in PBL training in the summer of 2024. SVUSD started a new PBL committee to support lesson development.
Action 2.15 AVID (Advancement via Individual Determination): A review of AVID enrollment data demonstrates that it is effective in increasing the opportunities of students enrolled in AVID. The enrollment increased from 151 to 191 students. This action is somewhat effective. We are still identifying an AVID focused elementary school (Metric 2.15).

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

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle:
Goal Description: No changes to current goal focusing on highly qualified educators and staff.
Metrics:
Metric 2.6 CCI: Added Baseline Data for SWD and Target Outcome

Action Modifications:
Action 2.1 Add Board Approved Reading Difficulties Risk Screener (Amira) and connected this action to teacher PLC (Action 3.7). Added Interim Assessment Blocks for grades 3-10 in ELA and Math.
Action 2.3 Foundational Literacy Support (Elementary) and Action 2.5 Support for Multilingual Learners: Due to SVUSD's situation, the 7 site based TOSA positions have been eliminated. SVUSD will hire TWO Instructional Coaches to support curriculum, instruction, assessment and professional learning. As staff have increased their capacity in facilitating data meetings and implementing Walk 2 Read, we will not continue with KAM consulting services.
Action 2.3 Foundational Literacy Support (Elementary): Based on reflection and educator input, adjust the data cycle windows to include Amira. Add SEAL strategies within foundational literacy K-5.
Action 2.5 Leverage instructional strategies (Ellevation) to support multilingual learners at the secondary level
Action 2.4 Core Academic Instruction for ALL: Adjust language from Universal Design for Learning (UDL) to differentiated instruction
Action 2.7 Prestwood will participate in an Inclusion Cohort with the SELPA
Action 2.10 A-G Completion Baseline Metric corrected to 14.8% EL
Action 2.12 High School Graduation Plans for College Career Readiness: With the implementation of CCGI, we no longer use Naviance.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Develop a Culture of Data use Utilizing a Continuum of Assessment | Develop a comprehensive assessment system to include universal screener, formative assessments and summative assessments with ongoing progress monitoring. Continue the a District Assessment Teacher on Special Assignment (TOSA) position who will be responsible for state and district adopted formative measures to include providing training, creating universal protocols/systems for administration, generating reports and tools for progress monitoring utilizing data tools/systems (ie Performance Matters, STAR Renaissance, ELLEVATION). | $220,358.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | District Formative Assessments include ie STAR Reading/Math 3-12; Core Phonics K-2; Wonders Fluency K-5; Interim assessments, Reading Difficulties Screener (Amira) K-2; Classroom Based Assessments. School teams will schedule ongoing Professional Learning Communities (PLC)/data meetings to review data and determine instructional next steps (Action 3.7).<br><br>Summative Assessments include state assessments CAASPP, ELPAC and end of unit exams.<br><br>Additionally, at least two Interim Assessment Blocks (ELA and Math) will be administered in grades 3-12.<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail. | | |
| **2.2** | Instructional Guide and Clear Learning Goals for all Courses | 1) Develop and implement an Instructional Guide Grade TK-5 for English and Math. Establish a common framework for consistency to be used across all grade levels with essential standards to be addressed each year and benchmark assessment.<br>2) Secondary content area teams will develop common course goals, expectations, and benchmark assessments based on content area standards and English Language Development (ELD) standards and benchmark assessments based on content area and ELD standards and aligned to a common scope and sequence and progressions of learning. | $35,000.00 | No |
| **2.3** | Foundational Literacy Support (Elementary) | 1) All elementary schools will implement four 6-week small group reading instruction cycles based on literacy data (Walk to Read) with an intentional focus on unduplicated student groups (English Lerners, Foster Youth, Socioeconomically disadvantaged). Instructional Assistants to support with small group instruction. | $769,631.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 2) Two District Instructional Coaches will assist four elementary schools with data, professional learning, and instructional support to bolster Tier I academic instruction<br><br>3) Amira Learning Reading Difficulties Risk Screener will be utilized at least two times a year in grades K-2. Amira Learning Platforms provide instructional virtual/AI tutoring based on the science of reading.<br><br>4) Grades K-5 will integrate SEAL strategies to support student oral and academic language development<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail. | | |
| **2.4** | Core Academic Instruction for ALL | Educators will implement differentiated instructional strategies through an MTSS framework and value the importance of student identity to implement principles of culturally responsive teaching. All students will be provided with core academic instruction integrating English Language Development with supplemental materials, programs and universal support to ensure students access standards based learning. All students will have access to district adopted instructional materials (Williams). Supplemental programs may be utilized to support student learning in the classroom (such as NewsELA, Amira, Frax/Reflex)<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail. | $290,262.00 | No |
| **2.5** | Support for Multilingual Learners | Designated English Language Development (DELD) instruction and integrated ELD instruction will be provided to all students identified as English Learners. At the elementary level, the SEAL instructional strategies promotes oral and academic language skills for multilingual learners At the secondary schools, DELD courses are scheduled within the student's school day with students identified as newcomers enrolled in two periods | $659,603.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | of ELD. We will leverage Ellevation instructional strategies to support all secondary teachers in meeting the needs of their students.<br>A learning progression guide was developed for proper ELD placement and support. Coordinator of Education Services will be responsible for coordinating Multilingual supports to include a districtwide EL Master Plan.<br><br>1) SVUSD will develop guidance to support EL instruction (ie SEAL), especially for newcomer students as well as an intake/assessment process.<br><br>2) Elementary Site Principals and Secondary Vice Principals and ELD teachers are responsible for the coordination for the ELPAC assessment, EL annual monitoring and reclassification process. This includes full implementation of online progress monitoring and reclassification through the Elevation platform and use of the Observation Protocol of Teachers of English Learners (OPTEL). Sites will annually monitor EL student progress in core content and language acquisition and provide supports as needed, especially for our Long Term English Learners. (LTELs).<br><br>3) A biliteracy pathway will support dual language learning in alignment with the Seal of Biliteracy.<br><br>4) Offer ELD during summer school to accelerate student language needs to support reclassification.<br><br>This is a required action to address the RED ELPI indicator at Flowery; RED ELA indicator for our English Learners district wide and at Adele*, Altimira, SVHS, El Verano, and Flowery.<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail.<br><br>*Beginning the 2025-2026 school year, Adele MS will be closed due to school consolidation. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.6** | Targeted Instruction | Targeted/supplemental instruction will be provided to students based on assessed area of need (language development, social emotional, academics utilizing evidence based strategies and/or tutoring with a specific focus on unduplicated students (English Learner, Foster Youth, socioeconomically disadvantaged) in order to access Tier I instruction. Supplemental resources may include Orton-Gillingham, Wilson (Just Words) SIPPS, extra support routines and Amira. At the secondary levels, students may be placed in additional intervention/support for ELA/math through class size reduction and/or intervention support class (ie Algebra lab). Credit recovery is provided to secondary students 9th-12th grade to ensure they are on track for graduation.<br>Partner with organizations such as Khanmigo, Amira or others to integrate intensive tutoring for students.<br><br>This is a required action to address the RED Math indicator district wide (Hispanic and English Learners) and at SVHS (SED, Hispanic and all), El Verano (SED, EL), and Adele* (Hispanic, EL).<br>This is a required action to address the RED ELA indicator district wide(EL); El Verano (SED, Hispanic, and EL); Flowery (EL), Adele* (Hispanic, EL); Altimira (EL) and SVHS ( EL).<br><br>This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail.<br><br>*Beginning the 2025-2026 school year, Adele Harrision MS will be closed due to school consolidation. | $2,028,988.00 | Yes |
| **2.7** | Specialized /Intensive Instruction | Students requiring specialized and intensive support, based on assessed area of need, will be provided with small group targeted instruction based on individualized academic plans. Resources may include:  using strategies for struggling readers such as teacher modeling, repeated reading and text, and progress monitoring;  TeachTown, News2You to build comprehension and context relative to their community and world, develop critical-thinking and communication skills as well as other supports to address differentiated instruction. For the 2025-2026 school year, Prestwood will be part of the Inclusion Cohort through the SELPA. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | This is a required action to address the RED ELA and Math indicator SVHS (SWD) | | |
| **2.8** | Supports for Students Receiving Special Education Services | Continue to actualize the District's Special Education Action Plan and aligned with the Compliance Improvement Monitoring (CIM) plan developed in the 2023-2024 school year to provide supports within the least restrictive environment. This will include:<br><br>1)Strategic scheduling and supports within general education.<br><br>2)Working with the SELPA to establish a co-teaching model for implementation in secondary education. This will involve identifying and implementing a co-teaching model starting with a pilot year at the high school. Prestwood elementary school was identified to participate in the Inclusion Cohort for the 2025-2026 school year.<br><br>3) Providing alternative pathways to high school graduation for eligible students with disabilities (AB 181).<br><br>4) Regularly monitor IEP compliance data through monitoring systems such as SEIS or iTAAP.<br><br>This is a required action to address the RED ELA indicator at Altimira for SWD. | $3,000.00 | No |
| **2.9** | Strategic Scheduling | Develop a comprehensive approach to strategic scheduling focused on opportunity and access for each and every student to include acceleration and intervention to achieve college and career goals, and A-G requirements. Alternative bell schedules are explored for secondary schools (ie 7 period day). Instructional times is maximized during Universal/Tier I instruction, especially for students with IEPs or identified as multilingual learners. School scheduling teams will meet regularly to ensure schedules are developed with students in mind. | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.10** | Expanded/Summer Learning | Elementary- Provide after school, summer and intersession programs for students prioritizing unduplicated pupils with the highest levels of need based on performance data.- Expanded Learning Opportunity Program (ELOP) /After School Enrichment and Safety Program (ASES) Targeted support will be on foundational ELA/Math skills, SEL and enrichment.<br><br>Secondary focus is to offer Credit Recovery for grades 9-12 during summer school and opportunities for Multilingual Learners to accelerate language needs to promote reclassification. In partnership with the Ed Foundation, SVUSD will offer a math summer program for the middle school students | $2,093,302.00 | Yes |
| **2.11** | Targeted After School Program | 1)After-school tutoring for grades 6-12 for identified students based on assessed area of need (ie Newcomers, Reading 3 years below grade level) with the focus on literacy skills and/or language proficiency and math based on student need, prioritizing services for students who are English learners, foster youth and socioeconomically disadvantaged.<br><br>2) Continue partnership with outside programs (such as Mentoring Alliance, Boys and Girls Club- Youth Empowerment Academy) to build connections with students. | $13,500.00 | Yes |
| **2.12** | High School Graduation Plans for College Career Readiness | 1) High school counselors will meet with each student to ensure that students have a well-articulated high school plan with enrollment in a course of study that leads to a meaningful graduation. All students will have open access to A-G courses, accelerated course (ie Advanced Placement ) as well as appropriate intervention and CTE/VAPA pathways of their interest. A targeted graduation plan will be developed for students below a 2.0 GPA or identified as at-promise.<br><br>2)Secondary Students Grades 6-12 will work with the school counselors on college and career planning towards their post-secondary goals | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | through a platform like CCGI. All high school students (SVHS and Creekside) will be informed of post secondary opportunities and sign up to participate with college fairs, college visits, internships, financial aid etc. SVUSD will continue to partner with programs like AVID and 10,000 degrees to support students. Individualized Education Program (IEP) Teams will incorporate and connect with College Career Center (CCC) staff on the development of transition plans for students with disabilities.<br><br>3) Develop a strong school to career program at the secondary schools, including partnerships with businesses, non-profit organizations and local universities and community colleges to develop pathways for collaboration across systems (dual enrollment, CTE certifications, internships).<br><br>This is a required action to address the RED College and Career Indicator (CCI) at Creekside for all students and SED. | | |
| **2.13** | Transitional Kindergarten | Expand Universal Pre-Kindergarten (UPK) program by establishing at least one Transitional Kindergarten (TK) at every elementary school. Learning will focus on California Teaching Pyramid Framework which provides a systematic framework that promotes social and emotional development. | $857,884.00 | No |
| **2.14** | Implement Relevant, Innovative Learning Experiences Across Content Area Classes. | Secondary schools will begin to support the implementation of project based learning opportunities, digital tools (ie Artificial Intelligence (AI) and/or STEAM initiatives) that will incorporate innovative pedagogy, technology and curriculum that will align to standards based instruction. The goal is to expand to innovate learning experiences to all schools. | $13,500.00 | No |
| **2.15** | AVID (Advancement via Individual Determination) | Strengthen AVID pathways across SVUSD by increasing AVID sections at the middle and high school and identifying an AVID focus elementary school. An AVID district leadership team will be established to develop a long term district AVID plan and meet quarterly to review site plan progress and overall implementation of AVID districtwide | $15,552.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Highly Qualified Educators and Staff: Cultivate a culture of professional learning to develop and retain highly qualified staff in order to facilitate innovative, inclusive and culturally relevant learning experiences to each and every student. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research shows that Teacher Collective Efficacy has the highest impact on student learning (Hattie, 2018). Sonoma Valley Unified is invested in ensuring our students excel and are prepared for a future yet to be imagined. Students shared a desire to have engaging learning experiences within their school day. In order for our student achievement to improve, our teaching practices, pedagogy and support should adapt to the evolving needs of our students, stay relevant, innovation and focused on student need and interests. According to survey results, most students, families and staff feel that schools do well promoting academic success yet only 50% of students feel that they have access to courses that will prepare them for college and career and about 50-67% feel that teachers connect learning to real life. SVUSD supports teacher collaboration grounded in data review and building a cycle of continuous improvement by expanding the elementary schools' Walk to Read data cycles and Secondary Math teams' community of practice with the goal of expanding professional learning to meet the needs of all students districtwide. As a district with a high population of English Learners, it is imperative that teachers receive up to date training on strategies and supports to meet the needs of our diverse population. Based on the LEA- Self Assessment (LEASA), we are laying the foundation towards recruitment and retention of fully credentialed and experienced teachers. In the 2023-2024 school year, our site leaders focused our learning around strengthening leadership practices through instructional walkthroughs. In order for our students to be successful, our staff, educators and leaders need the training, support, and resources to provide engaging, rigorous and supportive learning environments.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Fully Credentialed Teachers (CalSAASS) | 2023-2024<br>100% Teachers Properly Credentialed | 100% Teachers Properly Credentialed | | Maintain 100% Teachers are Properly Credentialed | Maintain 100% |
| 3.2 | Implementation of State Standards<br>• Academic Context Standards<br>-EL Access to CA Standards including ELD Standards | Youth Truth: Academic Challenge (Student Survey: District Report) January 2024<br>-Elementary "Does what you learn in school help you in your life? 48%<br>-Middle/High School "In most of my classes, we learn a lot almost every day.- Overall" Agree/Strongly Agree<br>Middle School: 42%<br>High School: 46%<br><br>Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum.<br><br>-Dashboard: Standard Met | Elementary: 50%<br>Middle School: 51%<br>High School: 49%<br><br>Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to<br>enable access to the<br>state standards and<br>core curriculum.<br><br>Dashboard :" Standard Met" | | Youth Truth: Academic Challenge<br>Elementary 60%<br>Middle School : 60%<br>High School: 60%<br><br>Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum<br><br>Dashboard: "Standard Met" | Elementary +2<br>Middle +9<br>High +3<br><br>*Difference reflects percentage points change. |
| 3.3 | District PD Attendance Fall PD Day | October 2023<br>-Certificated 78.7%<br>-Classified 65% | October 2024<br>Certificated 82.5%<br>Classified 79.2% | | Certificated 95%<br>Classified 85% | Certificated +16.3<br>Classified +14.2<br><br>*Difference due to staff attendance |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.4 | Staff Daily Attendance | District Daily Absences August 2023-March 2024<br>54.86 absences/day | District Daily Absences August-March 2025<br><br>45.60 absences/day | | District Daily Absences<br>44 absences/day | -9.26 absences/day |
| 3.5 | % Of Staff Participating in Youth Truth (Response Rate) | January 2024<br>-Elementary 82%<br>-Middle 79%<br>-High 89% | January 2025<br>Elementary 86%<br>Middle 72%<br>High 87% | | Youth Truth Survey-Staff<br><br>Elementary 92%<br>Middle 89%<br>High 95% | Elementary +4<br>Middle -7<br>High -2<br><br>*Difference reflects percentage points change. |
| 3.6 | Sense of School Connectedness (Culture) | Youth Truth Survey District Report- Staff January 2024<br><br>"My school creates a positive work environment.- Overall" Agree/Strongly Agree<br><br>-Elementary 79%<br>-Middle School 87%<br>-High School 71% | Youth Truth Survey District Report- Staff January 2025<br><br>Elementary 87%<br>Middle School 86%<br>High School 77% | | Youth Truth Survey District Report- Staff<br><br>Elementary: 90%<br>Middle School: 95%<br>High School: 85% | Elementary +8<br>Middle -1<br>High +6<br><br>*Difference reflects percentage points change. |
| 3.7 | Sense of School Safety | Youth Truth Survey District Report- Staff January 2024<br><br>"I feel safe from harm while at my school.- Overall" Agree/Strongly Agree | Youth Truth Survey District Report- Staff January 2025<br><br>Elementary 89%<br>Middle School 75% | | Youth Truth Survey District Report- Staff<br><br>Elementary: 90%<br>Middle School: 90%<br>High School: 80% | Elementary +7<br>Middle 0<br>High +17<br><br>*Difference reflects percentage points change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | -Elementary 82%<br>-Middle School 75%<br>-High School 50% | High School 67% | | | |

# Goal Analysis [2024-25]

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

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

Professional Learning for staff is a top priority for SVUSD. The district made progress in implementing our planned actions while adapting to the emerging challenges throughout the 2024-2025 school year. Most of the Actions identified in Goal 3 have been implemented across SVUSD. Notable success and challenges with the implementation process is listed below:

Implementation Success
Action 3.1 Attract and Retain Highly Qualified Staff: SVUSD implemented this action by attending job fairs, advertising job openings on the district website and Ed Join to hire district staff.
Action 3.4 District-Wide Professional Learning A notable success in implementing this goal was the number of ongoing learning opportunities provided to staff from literacy training in elementary through our partnership with Sobrato Early Academic Learning (SEAL); collaboration with Sonoma County Office of Education (SCOE) on Building Thinking Classrooms for grades 6-12 and working with West Ed on our work on Implicit Bias. Both leaders and teachers have been engaged in this work. A key take away was the intentional scheduling of continuous learning
Action 3.7 Professional Learning Communities: Culture of Data Use: Data dives have been intentionally scheduled within the leadership PLC team and during Wednesday Teacher collaboration time. This had an impact on the data conversations to adjust instruction.
Action 3.11 Principal & School Leadership: Building upon our learning with the University of Washington, Center for Educational Leadership, all site principals have been engaged in monthly learning walks focused on supporting teaching and student learning grounded in data and feedback. This collaboration amongst leaders proved to be a key factor in the implementation of instructional leadership.

The implementation process faced some challenges to Goal 3
Implementation Challenges
Action 3.2 New Teacher and Staff Support: While a new teacher orientation was provided at the beginning of the school year, a challenge was the ongoing coaching to new teachers. One of the challenges was scheduling and budget
Action 3.3 Teacher Leadership and Collaboration: In the late spring (2025), SVUSD launched the SWIFT FIA to reflect on our MTSS practices.We are beginning to strengthen our MTSS framework.

Action 3.5 Ongoing Training with Instructional Assistants: Instructional assistants (IAs) were provided with ongoing training opportunities. During the October PD Day, IAs received training from the Special Education staff on classroom & student behavior management. BTs have monthly training sessions. Due to scheduling, we were unable to provide ongoing regular training for IAs.
Action 3.10 While we were able to identify one team of teachers to attend training in the Fall of 2024, we have not yet started to fully implement this action. We are in the planning stages for a pilot co-teaching model for the 2025-2026 school year.

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

Some actions had expenditure differences from what was initially planned:

Action 3.1 Attract and Retain Highly Qualified Staff: Difference due to staffing reductions.
Action 3.3 Teacher Leadership and Collaboration: Difference due to salary adjustment including 2% raise in salaries.
Action 3.4 District-Wide Professional Learning: Contracts (SEAL) were included in Action 2.5. Did not send staff to training ie CUE, CABE, Leveraged professional learning time during district the work day (PD days, Wednesdays, adjunct).
Action 3.6 Staff Wellness: Utilized monthly communication to share strategies and resources for staff wellness. Therefore this action did not incur additional costs
Action 3.11 Principal & School Leadership: Professional learning for principals and leaders were scheduled during work hours/calendar days. Did not contract with consultants therefore no expenditures.
Action 3.13 Innovative Library Media Centers: Difference due to salary adjustment including 2% raise in salaries.

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

After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators SVUSD shows varying levels of effectiveness in achieving Goal 3.

Action 3.1 Attract and Retain Highly Qualified Staff: Efforts to attract high qualified staff by recruiting via Ed Join and job fairs have been successful in hiring staff. This action is effective.
Action 3.2 New Teacher and Staff Support: This action is somewhat effective. 15 teachers are participating in Induction.One SVUSD teacher is assigned as the Induction Lead teacher. A new teacher orientation is offered at the beginning of the school year. School sites meet with new staff to provide operational and technical support. New teachers participate in Induction with guidance from a Lead Teacher (and supported by SCOE).
Action 3.3 Teacher Leadership and Collaboration: This action is effective. 8/8 Schools have a Leadership Team in place who meets monthly. We continue to strengthen our MTSS framework as a district. As a district we are going through the SWIFT-Fidelity Integrity Assessment (SWIFT-FIA) process to self- assesses site's progress towards MTSS (completed by May 30, 2025)
Action 3.4 District-Wide Professional Learning: Investing in Professional Learning opportunities for staff have been somewhat effective in supporting and strengthening Tier I instruction. We have engaged in several continuous professional learning across our district: West Ed: Implicit Bias TK-12; Sobrato Early Academic Learning (SEAL) K-2: New Teacher Center ( NTC) 3-8 and Building Thinking Classrooms

Grades 6-12 with SCOE. At the Elementary Level, our educators are engaged in data meetings at the end of each Walk to Read cycle to adjust student groups and instructional goals. District PD Attendance increased from 78.7% to 82.5% for Certificated Staff and 65% to 79.2% for Classified Staff. SVUSD partnered with Positive Images, Welcoming Schools and West Ed to bring professional learning to leadership teams and staff district -wide on inclusive practices. ELA CAASPP(Metric 2.1) increased from 35.15% to 37.63%; STAR Reading increased from 35% to 51% (Metric 2.8) and STAR Math increased from 40% to 51% (Metric 2.9) Math data; A-G Completion and College/Career indicators area still areas of improvement.
Action 3.5 Ongoing Training with Instructional Assistants: This action is somewhat effective. Instructional Assistants attended fall professional development. SLPs work with ESN staff to provide communication strategies monthly during Wednesday collaboration days. Behavior Technicians (BTs) attend monthly training sessions (Wednesday collaboration) presented by district BCBA.
Action 3.6 Staff Wellness: Human Resources shared with staff health/wellness resources (ie EAP, Calm and Headspace App). Staff are recognized for years of service at the beginning of each year. This effectively had an impact on staff daily attendance (Metric 3.4) District daily absences on average, has decreased form 54.8s absences per day in 2023-2024 to 45.6 absences per day 2024-2025.
Action 3.7 Professional Learning Communities: Culture of Data Use: Data PLC time has been embedded within the Wednesday PD time looking at summative and formative data results. This action is somewhat effective. The elementary schools have a structured data cycle conversation at the end of each Walk to Read cycle. All secondary math is actively engaged in the Building Thinking Classroom (BTC) community of practice with SCOE.Middle School ELA teachers were engaged in looking at Interim Assessments through New Teacher Center/SBAC learning. The Special Education Department continues to review and analyze data and root cause as a result of the CIM for Sig Dis focus.
Action 3.8 Culturally Inclusive/Relevant Pedagogy and Training: This action is effective. SVUSD partnered with Positive Images, Welcoming Schools and West Ed to bring professional learning to leadership teams and staff district-wide.
Action 3.9 Professional Development English Language Development Pedagogy: This action has not yet shown effectiveness. Throughout the school year the Ed Services team has focused on Multilingual Learners in all professional development opportunities with our site leaders, and teachers. About 6 SVUSD staff participated in SCOE's ongoing Multilingual Collaborative learning.
Action 3.10 Inclusive Education Practices: High school team (Ed. Specialist and English Teacher) attended Santa Clara Office of Ed. Inclusion Conference in October 2024 along with site and district admin to learn co-teaching strategies. Planning for a pilot co-teaching model for 25-26 is currently under way.This action has not yet shown effectiveness.
Action 3.11 Principal & School Leadership: Principal Learning has been strengthened with monthly learning walk, book studies, and data conversations. This action is effective. Led by Educational Services, Principals and Vice Principals meet monthly and conduct a site learning walk each month focused on supporting teaching and student learning grounded in data and feedback.
Action 3.12 Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) Each site has staff who have been trained in PBIS and RP. This action is somewhat effective.Next steps are to partner with Special Education staff to align to CIM plan. District staff have attended CPI (Crisis Prevention Intervention) Training as a "train the trainer" model. Suspension rate data reduced from 4.6% to 3.0%
Action 3.13 Innovative Library Media Centers: This action is somewhat effective. Library staff provide equitable access to high quality, diverse texts through supporting individual students and classrooms.

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

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle
Goal Description: No changes to current goal focusing on highly qualified educators and staff.
Metrics: No changes to identified metrics

Action Modifications:
Action 3.4 District-Wide Professional Learning: Expanding SEAL Professional Learning to include Grades 3-5; and continuing with Grades K-2 Unit Development Days. To deepen our MTSS work, we will partner with WestEd. Shifted language from Universal Design for Learning (UDL) to Differentiated Instruction. Also identified focused professional learning across the district.
Action 3.11 Principal & School Leadership: Expand site leadership learning walks to include educators
Action 3.13 Innovative Library Media Centers: Due to budgetary needs, the 1.0 District Librarian position has been reduced for the 2025-2026 school year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Attract and Retain Highly Qualified Staff | The Human Resources department will expand their hiring outreach efforts in a timely manner to recruit highly qualified, effective and experienced staff with a focused effort on staff who represent the cultural and linguistic diversity of our student body assigned. | $16,204,734.00 | No |
| **3.2** | New Teacher and Staff Support | 1)Develop a new teacher and staff onboarding support to include mandated training, current policies and procedures, restorative practices, district staff handbook, curriculum/instructional guide, student supports as well as an overview of SVUSD's vision with quarterly check ins throughout the year.<br>2) Provide on-going coaching to new teachers | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.3** | Teacher Leadership and Collaboration | Each school site will establish a Leadership Team (made up of grade level representatives/department chairs) who will meet regularly with the site principal to share expertise and provide input regarding curriculum, instruction, assessment and professional learning aligned to site and district goals. The team will constantly review academic formative data (such as STAR, grades, behavior data, etc. ) with an intentional focus on unduplicated student performance and students not yet meeting standards to determine school-wide support. The team will also be responsible for facilitating implementation of Professional Learning Communities (PLCs) and Multi Tiered Systems of Support (MTSS) across their school site. | $281,315.00 | Yes |
| **3.4** | District-wide Professional Learning | SVUSD will develop district wide professional learning opportunities focused on: Welcoming Schools; Crisis Prevention Institute, and Multi-Tiered System of Support with an intentional focus on improving pedagogy to address the needs of multilingual learners, students socioeconomically disadvantaged and foster youth.<br>If funding allows and substitute coverage is available, the district may prioritize outside training opportunities aligned to Goals 1 and 2. Summer conferences may include: Computer Using Educators, Inc (CUE); Project Based Learning (PBL); California Association for Bilingual Education (CABE), AVID etc. Staff attending district sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time.<br>-Elementary Teachers (Grades K-5) will engage in Sobrato Early Academic Language (SEAL) Professional Development. Grades K-2 will continue with Unit Development Days and Grades 3-5 will launch the full SEAL model.<br>-Secondary math teams will continue their learning with SCOE on Building Thinking Classrooms. Secondary sites will focus on MTSS professional learning.<br>-Innovative Teaching Practices: Engage staff in learning current innovative and digital tools such as AI (Artificial Intelligence), Lego Robotics, Khanmigo, PBL and/or interdisciplinary teaching practices. | $282,240.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.5** | Ongoing Training with Instructional Assistants | Classified staff members assigned to support classroom instruction will be provided with ongoing training opportunities necessary for small group instruction and support with unduplicated students. Training may include participation in district collaboration days (Wednesdays), afterschool training or other sessions. Classified staff working with students directly will receive ongoing training opportunities covering behavior management, academic support, and social engagement, as well as training to address students' health needs. | $3,000.00 | Yes |
| **3.6** | Staff Wellness | Staff will have access to a variety of services to support staff wellness. Services may include: teacher and staff recognition, Staff Newsletter, resources to community self-care activities, referrals to wellness workshops/events, peer led and supported activities. | $0.00 | No |
| **3.7** | Professional Learning Communities: Culture of Data Use | Develop a culture of data use across the system utilizing data tools and data protocols.<br>1) Implementation of data driven high functioning Professional Learning Communities with cycles of inquiry to immediately impact instruction. Teachers will utilize student performance data compared to mastery of standards to tailor support.<br>Elementary School leverage Walk to Read data cycles and expand data conversations to math. Secondary Teams at Altimira and SVHS Math department will continue their Community of Practice working collaboratively on Building Thinking Classrooms in partnership with Sonoma County Office of Education (SCOE); Middle School ELA, History and Science will be provided with two release days to identify, review and monitor common formative assessments and the impact of instruction.<br><br>2) School teams will work with district Special Education department to monitor and analyze student data from a culturally responsive perspective, aiding in identifying the underlying causes of disciplinary issues, implementing tailored interventions, and monitoring progress to ensure equitable practices for all students, particularly Hispanic students due to the recognition of disproportionality, and aligned with the current CIM plan. | $25,230.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.8** | Culturally Inclusive/Relevant Pedagogy and Training | Engage in training, discourse and dialogue about equity, historical trauma, race, privilege, and bias to support students identified as multilingual learners, BIPOC and LGBTQIA+. Provide anti-bias, anti-racism framework and culturally relevant practices for administrators, teachers and staff. Initial phase will include an equity audit and implicit bias training working in partnership with outside experts in the field. | $55,000.00 | Yes |
| **3.9** | Professional Development English Language Development Pedagogy | Build upon training on teaching strategies to support multilingual learners access to content through integrated and designated ELD instruction. All classrooms will build upon the strategies of Academic Talk and Student Discourse within their classrooms with a specific focus on LTELs and newcomers. Leverage partnership with SCOE to provide ongoing-sessions focused on ELD framework and standards and the EL RoadMap. SVUSD will partner with SEAL(see 3.4) to implement early academic language strategies starting with K-2 and eventually 3-5. | $9,000.00 | Yes |
| **3.10** | Inclusive Education Practices | Identified teachers will receive training and professional learning in best practices for inclusive education for students with disabilities (Co-Teaching model). Identify a general educator and education specialist to work together as a team in the planning, teaching, and assessing of students. They will pilot a co-teaching model at the high school. | $4,000.00 | No |
| **3.11** | Principal & School Leadership | Strengthen principal and vice principal instructional leadership through professional book study, leading a culture of data use, conducting instructional rounds/walks, actualizing the school plan for student achievement as well as administrative management training. Include educators to participate in learning walks to support a collaborative and shared focus on instruction. | $0.00 | No |
| **3.12** | Positive Behavior Interventions and | Educators and staff will undergo training focused on Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) tailored | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Supports (PBIS) and Restorative Practices (RP) | to effectively implement behavior intervention plans for students with disabilities and aligned with the CIM plan. | | |
| **3.13** | Innovative Library Media Centers | Work with library staff to develop centers of innovation, research and instructional learning spaces to ensure equitable access to high-quality, diverse texts, technology and library skills for all students, specifically our students identified as English Learners, foster youth and socioeconomically disadvantaged. | $723,080.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Family and Community Engagement: Promote parent/caregiver, student and community engagement through ongoing communication and active participation. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Sonoma Valley Unified School District values home-school partnership to strengthen the conditions of student success. Parent responses to surveys range from 5-25% district-wide. Based on feedback from families in engagement sessions, parents/caregivers request more opportunities to volunteer, get involved and stay engaged in their child's learning. Additionally, the following themes emerged: Family engagement activities to support parents/caregivers with at-home learning support; Improved communication means; Communication with service providers to support students' IEP progress; On-going and regular communication with staff and teachers to support children's goals. An area of growth shows that our district can improve in cultivating a culture of collaboration with families. We recognize that Sonoma Valley Unified's website needs improvement with accessibility to families as well as sharing current information to the community. A strength within Sonoma is the number of outside agencies and non-profit organizations eager to support SVUSD from after school programming, the arts, mentoring, and family resources.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | Parent Participation in Youth Truth | 25% Families completed the 2024 Youth Truth Survey | 34% Families completed the 2025 Youth Truth Survey | | 40% Families completed the 2024 Youth Truth Survey | +9 percentage points |
| 4.2 | Average Participation/Attendance at District Meetings | DAC (District Advisory Committee)= 8.6<br>DELAC (District English Learner Advisory Committee)= 4.6 | DAC (District Advisory Committee)= 12<br>DELAC (District English Learner Advisory Committee)= | | DAC= 12<br>DELAC = 10<br>CAC = 10<br>Parent Connect(SPED)= 20 | DAC= 3.4<br>DELAC = +2.65<br>CAC = -1.65<br>Parent Connect(SPED)= +2.8 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | CAC (Curriculum Advisory Committee)= 8.4<br>Parent Connect(SPED)= 8.2 | 7.25<br>CAC (Curriculum Advisory Committee)=6.75<br>Parent Connect(SPED)= 11 | | | *Difference due to parent participation/attendance |
| 4.3 | District Website/Email Views | Open rate of monthly district email = 58.35% | Open rate of monthly district email = 65%. | | Increase open rate of district email to 75% | +6.65 percentage points |
| 4.4 | Meaningful Participation: Participation in Programs for Unduplicated Students and Students with Exceptional Needs | Families of Students with Disabilities (Responses to Surveys)<br>-Overall, did you feel you had meaningful participation (were you involved in the identification, evaluation and placement of your child and in identifying the Free and Appropriate Education (FAPE) placement, in the IEP process? = 100%<br><br>Response to Local Survey (Spanish Speaking families)<br>-The school promotes parent/guardian | Families of Students with Disabilities (Responses to Surveys)<br>Overall, did you feel you had meaningful participation (were you involved in the identification, evaluation and placement of your child and in identifying the Free and Appropriate Education (FAPE) placement, in the IEP process? =100% | | 100% of families of students with disabilities feeling they meaningfully participated.<br><br>100% of families who speak Spanish agree/strongly agree the school promotes meaningful participated. | Families of Students with Disabilities Maintained 100%<br><br>Response to Local Survey (Spanish Speaking families) Maintained 91.70% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | participation in school activities = 91.7% | Response to Local Survey (Spanish Speaking families)<br>• The school promotes parent/guardian participation in school activities =91.70% | | | |
| 4.5 | Sense of Connectedness (Engagement) | Youth Truth Survey Family District Survey January 2024<br>" I feel engaged with my school.- Overall" Agree/Strongly Agree<br><br>-Elementary 74%<br>-Middle 47%<br>-High 40% | Youth Truth Survey Family District Survey January 2025<br>Elementary 78%<br>Middle School 56%<br>High School 43% | | Youth Truth Survey Family District Survey<br>Elementary 90%<br>Middle 75%<br>High 75% | Elementary +4<br>Middle +9<br>High +3<br><br>*Difference reflects percentage points change. |
| 4.6 | Sense of School Safety | Youth Truth Survey Family District Survey January 2024<br>"My child's learning environment is safe.- Overall" Agree/Strongly Agree<br><br>-Elementary 81%<br>-Middle 51%<br>-High 35% | Youth Truth Survey Family District Survey January 2025<br><br>Elementary 85%<br>Middle School 64% High School 49% | | Youth Truth Survey Family District Survey<br>Elementary 90%<br>Middle75%<br>High 75% | Elementary +4<br>Middle +13<br>High +14<br><br>*Difference reflects percentage points change. |

# Goal Analysis [2024-25]

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

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

Most of the Actions identified in Goal 4 have been implemented across SVUSD with a few actions in the beginning stages.

Implementation Success
Action 4.1 Home- to-School/District Communication: This action has been successfully implemented. Every month the district sends out a Newsletter to Staff and to the Community via parent square and is posted on our website.
Action 4.4 Strategic Visioning and Planning Process: One highlight of the implementation process was the collaboration and engagement with our Guiding Coalition contributing to SVUSD's Graduate Portrait, Adult Portrait, System Portrait and Core Values. The district continues to engage the community to develop a Strategic Plan.
Action 4.5 Community Schools: SVUSD implemented this action by completing and submitting a CCSSPP grant on behalf of El Verano, Altimira, and Creekside. A 0.2 FTE staff was hired to assist with the data collection, needs assessment and grant writing process
Action 4.10 Parent and Family Engagement and Involvement: This action was implemented by every school site offering parent/family engagement by hosting events and activities throughout the year. Other opportunities include participation in surveys and district committees.

Implementation Challenges
Action 4.6 Parent Training: Due to competing commitments this school year, SVUSD has not yet implemented a Needs Assessment
Action 4.7 Interpretation and Translation Services: SVUSD funds 1.25 translators for parent meetings. Additional support is provided through a translation app
Action 4.8 Understanding and Access to Student Performance and Progress: In the 2024-2025 school year, focus has been on secondary grading practices; therefore an elementary report card committee has not yet been formed.
Action 4.10 Parent and Family Engagement and Involvement: Due to competing commitments this school year, SVUSD has not yet been able to research family outreach programs.

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.

Some actions had expenditure differences from what was initially planned:
Action 4.3 Welcoming Center: Difference due to salary adjustment including 2% raise in salaries.
Action 4.5 Community Schools: Did not expend the planning grant completely. Used the funding for 0.2 FTE social worker position to coordinate the grant application.
Action 4.6 Parent Training As schools conducted parent activities (Literacy Night; Science Night, etc) through adjunct hours at their sites SVUSD did not incur costs for additional teacher hourly to fund parent training.
Action 4.7 Interpretation and Translation Services: We shifted to an online translation app to support translation services.

Action 4.8 Understanding and Access to Student Performance and Progress:  With digital access to assessment data, we did not purchase postage supplies.

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

Family and community  engagement is a key tenet of our work.  Multiple opportunities for input, feedback and voice are provided. There are district level and site level engagement opportunities. Parents/Guardians are involved in decision making advisory groups SSC, ELAC, DAC, and DELAC. SVUSD will research family outreach programs.  All school sites have scheduled at least 2 family nights/events a year.  Sites also have parent organizations (PTO/Boosters) Surveys are also sent to families for input and feedback on different processes ie LCAP, Youth Truth, etc.  There are other opportunities for participation as well: Budget Committee, School Consolidation Committee, and Curriculum Advisory Council.
After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators, SVUSD shows varying levels of effectiveness in achieving Goal 4:

Action 4.1 Home- to-School/District Communication:  This action is effective. The open rate of monthly district email increased from 58.35% to 65% The district sends our monthly newsletters via Parent Square to the community and to the staff. A new district website was established in the  Fall of 2024. Parent Square data shows 8522 newsletters viewed/13117 total = 65.0% (Metric 4.3)
Action 4.2 Bilingual Community School Liaisons: This actions is effective. Our Community Liaisons partner with families from school enrollment, attendance, academic and counseling support. They play an active role in supporting our multilingual learner families as well as our students who are socio economically disadvantaged.
Action 4.3 Welcoming Center (District): Have a consistent staff member to direct parent and community inquiries is essential. This helps with communication, sending out and posting messages/district communication.  This action is effective.
Action 4.4 Strategic Visioning and Planning Process: Through collaboration with students, staff and parent/guardian and community members  in three Guiding Coalition sessions, SVUSD has developed Graduate Portrait, Adult Portrait and System Portrait as well as Core Values. This will serve the foundation of our strategic planning process we are engaging with our School Board. This action is somewhat effective. The Guiding Coalition continues to meet under the direction of our Superintendent  to support this work.
Action 4.5 Community Schools: Using the CCSPP planning grant, a .2 district social worker position was filled to focus on applying for the implementation grant beginning in the 25-26 school year. El Verano Elementary School was officially identified as a recipient of the California Community Schools Partnership Program  Grant. This action is effective
Action 4.6 Parent Training: This action is somewhat effective. SVUSD meets with parents of special education families monthly through a regular Parent Connect meeting. School sites schedule at least 2 family events/informational sessions. In 2024-2025, Parent Connect held a Fall Festival and partnered with Common Ground Society supporting acceptance and inclusion of all people. A parent training is being scheduled with Positive Images. Site events include College Night, Literacy/Math/Science night and other family engaging activities.  A needs assessment still needs to be conducted with families.
Action 4.7 Interpretation and Translation Services: Translation services allow opportunities to access information. In addition to our district translator, we contracted with a translation service and also used a translation website application.  This action is effective
Action 4.8 Understanding and Access to Student Performance and Progress:This action is effective. 100% of our students and families grades 3-12, who were tested,  were provided with video score reports for state summative assessment in English/Spanish.

Action 4.9 Family Outreach and Support and Action 4.10 Parent and Family Engagement and Involvement: Every School site offers at least two parent nights on their campus (ie. literacy and math night) Parent Sense of Connectedness (Engagement) increased in all levels Elementary from 74% to 78%; Middle School 47% to 56%, and High School 40% to 43%. Both actions are somewhat effective.

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

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle
Goal Description: No changes to current goal focusing on highly qualified educators and staff.
Metrics 4.6 Sense of School Safety- Baseline data for elementary parents was updated to the correct data point 81% agree/strongly agree.
Action 4.4 Strategic Visioning and Planning Process: The Graduate portrait process has been completed. There is no need to continue with consultant fees. SVUSD will continue to develop our strategic plan
Action 4.5 Community Schools: This action was completed as the grant application was submitted. El Verano Elementary School was identified as a community school through the California Community Schools Partnership Program Grant for the 2025-2026 school year. This action will be updated to reflect the implementation plan for the upcoming year.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Home- to-School/District Communication | Ensure that all families across the district receive clear and timely communication, fostering their active engagement in their child's education. Communication will be offered in both English and Spanish, ensuring accessibility and understanding for all. SVUSD will revamp and improve their district and school websites to provide easily accessible information.<br><br>Develop, maintain and share a district wide family engagement calendar that incorporates monthly family activities and engagement opportunities (literacy night, attendance information, meeting information, special education Parent Connect, DAC, DELAC, etc). This calendar will be organized online and connected to each school's website/ regular communication. | $86,666.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.2** | Bilingual Community School Liaisons | To support home/school partnerships, every school site will be assigned a bilingual community liaison whose primary responsibility will be to work directly with families and provide them with necessary connections to district/community resources as well as facilitate parent meetings and trainings/resources. To support our newcomers, youth in foster care youth in probation, and students unhoused, an intentional welcome and intake process will be developed. | $0.00 | Yes |
| **4.3** | Welcoming Center (District) | The District Office will serve as a main point of contact welcoming families and supporting families navigating general questions and facilitate a smooth connection to the appropriate department. | $134,875.00 | No |
| **4.4** | Strategic Visioning and Planning Process | Develop a strategic plan to include a Portrait of a Graduate, Portrait of an Adult/Educator, and a Portrait of a System. This will incorporate voice, input and participation of community members to include students, staff and families. A comprehensive strategic plan will be developed and grounded on the portraits. | $90,000.00 | No |
| **4.5** | Community Schools | Using the Community School Implementation Grant El Verano will:<br>1) Strengthen Integrated Student Supports:Expand/maintain access to mental health resources, academic interventions, and newcomer support to ensure all students can thrive academically, socially, and emotionally. Hire Intervention Teacher to support academic intervention focused on multilingual learners; Expand tutoring with Family Resource Center<br>2) Fostering Authentic Family & Community Engagement: Deepen collaboration with families and community partners by creating inclusive opportunities for meaningful participation in school activities and decision-making processes. Hire Community School Coordinator to support family communication/participation and community partnerships.<br>3) Promoting a Positive and Restorative School Climate. Implement social-emotional learning (SEL) programs, restorative practices, and culturally responsive teaching to create a safe, supportive, and inclusive | $19,020.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | school environment. Increase enrichment opportunities (ie sports, games, activities etc). | | |
| **4.6** | Parent/Caregiver Training | SVUSD will conduct a needs assessment to identify areas of parent/caregiver training on workshops and develop a training series to inform and educate families in supporting their involvement in their student's learning. Topics will be aligned to district initiatives such as: Reclassification; Literacy; Graduation (A-G) Requirements; CABE (California Association of Bilingual Educators); Bullying; Safety/Cyber Safety, LGBTQIA, Attendance, and for students with disabilities: IEP and Designated Supports, Alternative Pathway to Diploma, Transitions preschool-22 years old, IEP Compliance and aligned with the CIM plan. | $0.00 | No |
| **4.7** | Interpretation and Translation Services | The District will provide interpretation for families who speak a language other than English during district sponsored meetings/trainings. | $21,688.00 | Yes |
| **4.8** | Understanding and Access to Student Performance and Progress | 1) Redesign elementary report cards aligned to grade level standards. Identify a core team of elementary teachers to serve as an elementary report card redesign committee.<br><br>2) Families will be provided timely reports of their student's performance on standardized assessments.<br><br>3) Parents of multilingual learners will receive the required annual notifications of their child's language progress.<br><br>4) Students will have opportunities to share their progress through student showcases, student-led conferences, and/or capstone projects | $4,000.00 | No |
| **4.9** | Family Outreach and Support | District staff (Attendance, Welfare Specialist and Community School Liaisons) will connect with community partners to provide resources to | $0.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | families (McKinney Vento, housing supports, health referrals, food banks) for families experiencing homelessness or are socioeconomically disadvantaged and/or students in foster care. (See Activity 1.7) | | |
| **4.10** | Parent and Family Engagement and Involvement | The District and all schools will review, research, develop, and implement family outreach programs to increase parent participation of families of diverse cultural backgrounds in order to increase involvement and inclusion in decision making. | $5,000.00 | No |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 5 | Creekside will increase student outcomes by improving student achievement, engagement and overall school climate for all students, including students identified as Hispanic and Socioeconomically Disadvantaged. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Creekside High School continues to be identified as an Equity Multiplier school. Ca Ed Code 42238.024(b) defines this as school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent. According to 2023 Dashboard data, Creekside students performed in the Very Low areas in Suspension Rate (Red) and College/Career Indicator (Very Low). The specific student groups in the Very Low area for suspension are students identified as Hispanic and Socioeconomically Disadvantaged. The specific student group in the Very Low area for college and career is Socioeconomically Disadvantaged. Based on the 2024 Dashboard data, Creekside demonstrated improvement in Suspension Rates (from Red to Orange), a decline of 2.3 points with 12.5% of students suspended at least one day. Student groups in the low levels (Orange) are Hispanic and Socioeconomically Disadvantaged. The College/Career Indicator remains Red (Very Low) with 0% prepared. Student group in the very low (Red) performance level: Socioeconomically Disadvantaged. Based on student feedback and staff/parent voice, they continue to prioritize social emotional supports and more engaging opportunities and learning experiences at school. Students were asked: “What might Creekside do to help you achieve your vision for your life?” Some comments that emerged were: working on mindsets/mental health; life skills/work skills/ brining in/keeping programs related to post high school and real-world preparation/career prep. Ideas from their vision board includes: Self care, belief in self, good job, friendships, growth and learning, peace, calm.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 5.1 | Suspension Rate | All 14.8%<br>-Hispanic 14% | All 12.50% | | All 3%<br>-Hispanic 3% | All -2.30<br>-Hispanic -2.2 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | -SED 15.80 % | • Hispanic 11.80%<br>• SED 12.50% | | -SED 3% | -SED - 3.3 |
| 5.2 | College and Career Indicator | All 0%<br>-Hispanic 0%<br>-SED 0% | All 0%<br>• Hispanic 0%<br>• SED 0% | | All 70%<br>-Hispanic 70%<br>-SED 70% | All 0<br>-Hispanic 0<br>-SED 0 |

# Goal Analysis [2024-25]

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

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

Most of the Actions identified in Goal 5 have been partially implemented across SVUSD with some success and a few challenges.

Action 5.1 Mental Health Support and Resources: The implementation process faced challenges as SVUSD was unable to fill the 0.2 Social Worker position. Instead, this action was repurposed to provide youth empowerment sessions throughout the year.
Action 5.2 Student Listening Circles and Professional Learning: A highlight of the implementation was the student listening circle sessions conducted throughout the year that impacted positive adult-youth partnerships and shifts in student experiences.
Action 5.3 Engaging Learning Experiences: Due to scheduling and logistics, this action was implement late spring 2025 guitar elective class was added after school with 8 students enrolled in the class.

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.

Some actions had expenditure differences from what was initially planned:
Action 5.1 Mental Health Support and Resources:The actual expenditure is less than the budgeted because SVUSD was unable to fill the 0.2 FTE Social Worker position The costs of the group was less than the cost of a social worker.
Action 5.2 Student Listening Circles and Professional Learning: Services cost less than budgeted.
Action 5.3 Engaging Learning Experiences: The actual expenditure is less than the budgeted amount as we started implementation in the Spring of 2025 with one music class offered. Teacher was paid hourly.

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

Action 5.1 Mental Health Support and Resources: This action was not implemented due to staffing of a social worker. The funds were repurposed to include weekly youth empowerment groups to participating students. With the repurposing of funds, this action is effective.
Action 5.2 Student Listening Circles and Professional Learning: Student listening circles and staff professional learning was implemented; student voice has not yet been part of the Board meetings This action is somewhat effective.
Action 5.3 Engaging Learning Experiences: Based on the input from the student listening circle, an elective class was offered in the spring 2025 term. Additionally, opportunities for community based, enrichment activities were scheduled into the school day. This action is somewhat effective.

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

Based on our analysis, here are the planned adjustments for the 2024-2027 LCAP Cycle
Goal Description: No changes to current goal focusing on highly qualified educators and staff.
Metrics: No changes to identified metrics

Action 5.1 Mental Health Support and Resources: Remove 0.2 Social Worker position. Increase empowerment groups
Action 5.3 Engaging Learning Experiences: Add career exploration/apprenticeship opportunities

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **5.1** | Social Emotional Support | To support students' mental health and social emotional needs, Creekside will increase youth empowerment groups focused on social and academic success to nurture self belief, emotional understanding, social skills and personal responsibility.<br><br>This is a required action to address the RED Suspension Rate for Hispanic, SED and ALL students.(2023).<br>RED College/Career Indicator for SED and all students (2024). | $39,600.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **5.2** | Student Listening Circles and Professional Learning (School Climate) | 1) Facilitate at least 4 listening circles and empathy interviews (held quarterly) to center student voice and design an action plan to create the conditions for student belonging and success, including professional learning addressing bias, cultural inclusiveness, and connectedness.<br>2)Include Creekside Student Voice as part of the Board of Education meeting.<br><br>This is a required action to address the RED Suspension Rate for Hispanic, SED and all students.(2023).<br>RED College/Career Indicator for SED and all students (2024). | $2,000.00 | No |
| **5.3** | Engaging Learning Experiences | Provide opportunities for enrichment through the arts and innovative learning experiences integrating approaches such as STEAM, PBL, CTE pathways and career readiness such as career exploration and apprenticeship.<br>Engage staff in professional learning on MTSS to focus on strong and engaging Tier I instruction.<br><br>This is a required action to address the RED Suspension Rate for SED and all students (2023).<br>RED College/Career Indicator for SED and all students (2024). | $26,012.00 | No |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $3,677,603 | $0.00 |

**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 |
|---|---|---|---|
| 10.173% | 0.000% | $0.00 | 10.173% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.1** | **Action:**<br>Mental Health Support and Resources<br><br>**Need:**<br>Based on data, 60.5% students feel that school is safe for students with 76.6% of staff and 73% of parents reporting Agree/Strongly Agree. Social emotional supports and wellness supports were identified as an area of focus. To meet the needs of our students, we need to provide MTSS supports across the | Our students need safe, supportive and welcoming spaces to address mental health and/or social emotional support. Staff will need to collaborate to identify student need, notice patterns and trends, and develop resources and interventions for students. The Wellness Centers and support will provide this level os support.<br><br>This action is provided on an LEA-wide basis because all students benefit from mental health support and resources, especially for our English | We will monitor this by increases in attendance and decrease in chronic absenteeism and suspension. Additionally, we will look at Youth Truth Survey responses on belonging and connection |

| 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 |
|---|---|---|---|
| | district to include Wellness Centers and Support.<br><br>**Scope:**<br>LEA-wide | Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school and who may need this support to access school and engage in learning. | |
| **1.3** | **Action:**<br>Attendance Support<br><br>**Need:**<br>While chronic absenteeism shows progress from the 2022 to 2023 dashboard from orange to yellow, our chronic absenteeism is at 25.5%. Student groups with a higher rate of chronic absenteeism include: English Learners (29.5%); and Socioeconomically Disadvantaged (28.1%). Based on feedback from our students and staff, they identify attendance as a barrier for students accessing their learning at school<br><br>**Scope:**<br>LEA-wide | Each individual student has an individual story and unique context. It is important to build supports around the student in order to promote positive attendance. Attendance supports will assist staff with utilizing attendance data to make data-based decisions on proactive strategies to increase attendance, daily monitoring of attendance to inform individualized interventions, and communicate collective and individual progress throughout the school year. Child Welfare Specialist will support on-site communication, outreach, and supports, maintain communication with families.<br><br>This action is provided on an LEA-wide basis because all students benefit from attendance supports, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils to access school and engage in learning. | We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically disadvantaged, English Learners. |
| **1.4** | **Action:**<br>Supports for the Whole Child<br><br>**Need:**<br>This year COST teams across SVUSD received a total of 437 referrals from Aug. 2023 through April 2024. In order to support our District's MTSS model, each school site | By identifying a student's need, our educators and staff can work in partnership to address the whole child. Specifically, COST will work together to 1) Identify data based interventions and then progress monitor throughout the school year. 2) Utilize a multitude of data sources to create an intervention plan for identified students with follow up meetings to monitor progress 3) Partner with | We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically disadvantaged, English Learners. We will also pay |

| 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 |
|---|---|---|---|
| | has a Coordination of Services Team (COST) which is a multidisciplinary team that looks at data as well as staff referrals to identify students in need of Tier 2 and/or 3 support (academic, social emotional or behavioral). Once a student need is identified, the team assigns interventions and tracks student progress to ensure the interventions are appropriately matched.<br><br>**Scope:**<br>LEA-wide | community organizations (such as Family Resource Center, Sonoma Valley Community Health Center, etc).<br><br>This action is provided on an LEA-wide basis because all students benefit from coordinated support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school due to limited resources and who may need school and community support to access school and engage in learning. | attention to student responses on the Youth Truth survey. |
| **1.11** | **Action:**<br>School Counselors<br><br>**Need:**<br>Based on 2025 Youth Truth Survey data, less than 50% of students have a sense of belonging to school:<br>Elementary 41%, Middle School 39%, High School 37%. Additionally, College and Career indicators show only 34.4% are prepared with SED 25.4%, EL 7.6%.<br><br>**Scope:**<br>LEA-wide | This action is provided on an LEA-wide basis because all students benefit from coordinated support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school due to limited resources and who may need counseling services to address social emotional needs. Counseling can support students in high school planning for college readiness. | We will monitor Youth Truth Survey (Belonging) results, and College and Career Indicators. |
| **1.12** | **Action:**<br>School Nursing Teams<br><br>**Need:** | When students are healthy, they are prepared and ready to learn. Students need regular vision and hearing checks and referrals to appropriate agencies. The district nursing team will continue | We will monitor attendance and chronic absenteeism rates especially for our students |

| 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 |
|---|---|---|---|
| | Feedback from our partners, especially our staff indicated a need to provide basic health needs and resources to our students, especially to those who do not have regular access to care. More than half of our students fall within the socioeconomically disadvantaged group (61.4%)<br><br>**Scope:**<br>LEA-wide | to meet twice monthly to collaborate on student health initiatives, share best practices, and coordinate services across schools.<br><br>This action is provided on an LEA-wide basis because all students benefit from health support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to health/nursing support outside of school in order to access school and engage in learning. | identified as socioeconomic disadvantaged. |
| **1.13** | **Action:**<br>Transportation<br><br>**Need:**<br>Feedback from our partners demonstrate a need for school buses to allow students with daily access to school and before/afterschool care. More than half of our students fall within the socioeconomically disadvantaged group (61.4%).<br><br>**Scope:**<br>LEA-wide | It is critical that SVUSD provides transportation to identified students in order to access school and before/afterschool programs. Students who ride the school bus may not have regular means of transportation to and from school.<br><br>This action is provided on an LEA-wide basis because all students benefit from transportation, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular modes of transportation to access school. | We will monitor attendance and chronic absenteeism rates, especially our students identified as socioeconomic disadvantaged. |
| **2.3** | **Action:**<br>Foundational Literacy Support (Elementary)<br><br>**Need:**<br>Based on 2023 Dashboard ELA data, El Verano's average performance is 61.9 points below standard with English Learners, Hispanic and Socioeconomically disadvantaged in the Red level; Flowery | This targeted action is focused on providing all students with literacy instruction based on assessed areas of need. Students are assessed on the CORE phonics screener, fluency assessment, and STAR reading four times a year. Teachers collaborate during regularly scheduled Data Cycle Meetings on intentional grouping and instructional support for each student that incorporates elements of the Science of Reading. | We will monitor students' reading and literacy skills through STAR Reading and CAASPP ELA, especially our low-income and English Learners. |

| 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 |
|---|---|---|---|
| | student performance is 32.2 points below standard with EL in the Red; at Prestwood while students perform 9.2 above standard, socioeconomically disadvantaged students are 36.5 below; at Sassarini, students perform 45.4 points below standard with English Learners 61.6, Hispanic 55.2 and Socioeconomically disadvantaged 51.2 points below. Staff and families have shared that they value the "walk-to-read" (literacy intervention support) support at the elementary schools to increase student's literacy skills.<br><br>**Scope:**<br>LEA-wide | Additionally, teachers receive instructional coaching to improve pedagogy and student learning.<br><br>This action is provided on an LEA-wide basis at the elementary level because all students benefit from targeted literacy instruction based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need additional literacy support to access grade level curriculum. | |
| **2.6** | **Action:**<br>Targeted Instruction<br><br>**Need:**<br>Based on SBAC Data from 2023, 35.15% of SVUSD students meet or exceed ELA standards and 20.97% in Math. According to Dashboard data, the average ELA performance is 37.1 points below standard and Math 84.8 points below standard. Based on 2023 Dashboard data, the following schools demonstrated very low Academic performance: Flowery: English Learner Progress (Red); Sonoma Valley High School: Math (Red); Creekside: College/Career Indicator (Very Low). Student groups that received the lowest performance level on one or more state indicators: English Learner: English Language Arts (Red) and Math (Red); and Student group within a school that | Targeted instruction is considered Tier II support to provide students with the academic intervention and assistance they need based on frequent assessment. Elementary schools utilize the Walk to Read for targeted support and provide intervention groups for targeted students. The secondary schools are leveraging the scheduling process to provide strategic support to students. At Adele*, they have incorporated an ELA/Math Academic Support class taught by the grade level teacher, who will pre-teach and reteach concepts. Altimira is using additional FTE to reduce class size in ELA and math.SVHS has incorporated an Algebra support class with concurrent enrollment in Algebra. Students are also enrolled in credit recovery as needed.<br><br>This action is provided on an LEA-wide because students benefit from additional targeted instruction based on assessed areas of need, | We will monitor performance data on the CAASPP ELA, Math, and STAR Reading/Math, as well as Graduation Rates, especially for our English Learners and students identified as socioeconomically disadvantaged. |

| 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 |
|---|---|---|---|
| | received the lowest performance level on one or more state indicators: include English Learners (El Verano, Flowery, Adele*, Altimira, SVHS) Hispanic (El Verano, Adele*, SVHS), and Socioeconomically disadvantaged (El Verano, Adele*, SVHS). Feedback from our educational partners identifies a need for intervention, support, and resources.<br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation.<br><br>**Scope:**<br>LEA-wide | especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum.<br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation. | |
| **2.10** | **Action:**<br>Expanded/Summer Learning<br><br>**Need:**<br>Based on performance data, students are still not meeting grade-level standards (ELA 35.15%; Math 20.97% ). Students identified as socioeconomically disadvantaged may need access to year-round support/care for continued learning and to mitigate learning loss.<br><br>**Scope:**<br>LEA-wide | The expanded learning/summer school program is focused on serving English learners, homeless and foster youth and is designed to support academic and enrichment up to 9 hours for 30 days (20 summer and 10 intersession). It provides students with continuity of learning to mitigate learning loss or summer slide.<br><br>This action is provided on an LEA-wide because students benefit from expanded learning opportunities based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum. | We will monitor performance by increasing STAR Reading/Math; CAASPP ELA/Math for students identified as socioeconomically disadvantaged, and English Learners |
| **2.11** | **Action:**<br>Targeted After School Program | Identified students may need additional small group or individualized support to relearn/preview concepts taught and/or an opportunity to improve | We will monitor progress by increasing performance in CAASPP ELA/Math |

| 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 |
|---|---|---|---|
| | **Need:**<br>Based on academic grade data for 6th-8th Graders earning a D/F: English 21.70%; EL 47.0%; Math 20.1%, EL 39.6%, SED 25%. For students grades 9-12 D/F rate: English: 28.0%, SED 39.13%, EL 20.3%, ; Math 16.3%, SED 21.5%, EL 28.7%, Feedback from the middle and high school identified providing tutoring services to students before or after school.<br><br>**Scope:**<br>LEA-wide | their grades. Tutoring can support students who need the assistance.<br><br>This action is provided on an LEA-wide because students benefit from after school supports like tutoring, based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum. | and Grades for secondary schools with 2.0 GPA or higher |
| **2.15** | **Action:**<br>AVID<br>(Advancement via Individual Determination)<br><br>**Need:**<br>Currently, 151 students are enrolled in AVID across middle and high schools. The class of 2023 A-G completion rates was 50.2% with (0/8= 0% EL and 50/127 = 40.9% SED). We need to increase access to enrollment in a broad course of study for all students.<br><br>**Scope:**<br>LEA-wide | With the SVUSD graduation requirements returning to 220 credits, we are committed to supporting our students with their college planning and college readiness. Our goal is to be identified as an AVID district with an AVID pathway. across elementary- middle and- high school. A district AVID team will be created to provide ongoing support and monitoring of AVID implementation.<br><br>This action is provided on an LEA-wide because students benefit from college readiness and planning especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may need additional guidance for college planning, and FAFSA/CADAA completion and strategies and supports for academic success. | We will monitor progress by increased Graduation Rate; A-G Completion Rate; AVID Enrollment especially for students who are identified as socioeconomically disadvantaged. |
| **3.3** | **Action:**<br>Teacher Leadership and Collaboration<br><br>**Need:** | It is imperative for teachers to gather data to examine student strength and design instructional supports to ensure students make progress towards standards. Teacher efficacy is a high lever | We will monitor student performance with increases in CAASPP ELA/MATH, STAR |

| 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 |
|---|---|---|---|
| | Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below English Learners 88.6 points below standards; Hispanic 63.4 points below standards; and socioeconomically disadvantaged 62.1 points below standards. Dashboard data indicates that English Learners are Very Low in ELA and Math, and Hispanic students are also Very Low in Math.<br><br>**Scope:**<br>LEA-wide | for transformation. El Verano, Flowery, Adele Harrison*, Altimira, and SVHS all have student groups performing within the lowest performance levels. School teams must provide specific strategies to address the achievement gaps grounded on formative assessment data and evidenced-based strategies to provide differentiated instruction (universal and targeted supports).<br><br>This action is provided on an LEA-wide because teachers needs to understand their students strengths and areas of needed in order to differentiate their instruction, specially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils.<br><br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation. | Reading/Math, and Academic Grades |
| **3.4** | **Action:**<br>District-wide Professional Learning<br><br>**Need:**<br>Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below English Learners 88.6 points below standards; Hispanic 63.4 points below standards; and socioeconomically disadvantaged 62.1 points below standards. Dashboard data indicates that English Learners are Very Low in ELA and Math, and Hispanic students are also Very Low in Math.<br><br>**Scope:** | This action is provided on an LEA-wide because all teachers needs to strengthen their Tier I instructional practices by learning how to differentiate their instruction, specially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils. In order for teachers to provide high quality instruction, they need the professional learning, training and resources grounded in evidenced based strategies. | We will monitor student performance with increases in CAASPP ELA/MATH, STAR Reading/Math, and Academic Grades. |

| 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 | | |
| **3.5** | **Action:**<br>Ongoing Training with Instructional Assistants<br><br>**Need:**<br>Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below: English Learners, 88.6 points below standards; students with disabilities, 116.4 points below standards; Hispanic, 63.4 points below standard and socioeconomically disadvantaged, 62.1 points below standards. Due to limited work hours, IAs are unable to attend training. Feedback from staff indicates a need to include instructional assistants in training opportunities.<br><br>**Scope:**<br>LEA-wide | There is a need for our Instructional Assistants to be trained in understanding student strength, their data, and how they can provide academic support. IAs work directly with our students in whole group, small group, and/or individualized assistance. They need to be knowledgeable of the learning outcomes as well as student needs.<br><br>This action is provided on an LEA-wide because instructional assistants need to have the skills, supports and resources through ongoing training in order to provide instructional support to students, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils. | We will monitor progress of increased Student Achievement as measured by the CAASPP ELA & Math; STAR Reading and Math; Reclassification; ELPI |
| **3.8** | **Action:**<br>Culturally Inclusive/Relevant Pedagogy and Training<br><br>**Need:**<br>Feedback from educational partners indicate a need to design supports for all students. Educational partner feedback shows 55.7% of staff strongly agree/agree that "This school provides the support needed for teaching culturally and linguistically diverse students." 50% students and 54.8% staff agree/strongly | We want all students to feel welcome, safety, and that they belong. This action will assist in creating a more culturally affirming and inclusive learning environment.<br><br>This action is provided on a LEA-wide basis because our leaders and educators (teachers and staff) need explicit training to meet the needs of our unduplicated population, specifically our English Learners, especially our newcomers, students in foster care and socioeconomically disadvantaged as well as students identified | We will monitor progress of increased Student Achievement as measured by the CAASPP ELA & Math; STAR Reading and Math; Reclassification; ELPI and Youth Truth(school connectedness and culture) |

| 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 |
|---|---|---|---|
| | agree that " Our school emphasizes using instructional materials that reflect the culture or ethnicity of its students."<br><br>**Scope:**<br>LEA-wide | BIPOC and LGBTQIA. All of our staff district wide need to build their knowledge, skills and expertise to embrace the diversity of their student strengths. | |
| **3.13** | **Action:**<br>Innovative Library Media Centers<br><br>**Need:**<br>Less than 50% of students (48% elementary, 45% middle school and 46% high school) report that school is engaging, and preparing them for life. Based on student listening circles, they expressed a desire for schools to be more interesting and relevant to what they need for life. Survey results also shared that students would like to have materials and resources that reflect the diversity of our community. With the rise of technology and innovation, there is a need to prepare our students with the digital tools, resources and support to be prepared for their future.<br><br>**Scope:**<br>LEA-wide | These centers would provide tailored resources, culturally relevant materials, and language development support, addressing the unique needs of each group. These centers would foster a sense of belonging and engagement while equipping students with the tools they need to succeed academically despite any challenges they may face outside of school. As we integrate more innovation in our schools, library support will help students to be on the cutting edge of increasing research skills.<br><br>This action is provided on an LEA-wide because students benefit from accessing library services, research, support, technology and safe spaces, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have access to the library/media resources. | Annual Youth Truth data metric 3.2 Implementation of State Standards. |
| **4.5** | **Action:**<br>Community Schools<br><br>**Need:** | The grants provide an integrated focus on academics, health and social services, youth and community development, and community engagement, essential areas to support student success. | Effectiveness will be monitored through the data points identified in the Implementation Plan: Attendance; Engagement |

| 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 |
|---|---|---|---|
| | SVUSD meets the grant eligibility requirements of more than 50% unduplicated students.<br><br>**Scope:**<br>Schoolwide | This action is provided on a school-wide because students benefit from community resources especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have access to the additional resources community schools can provide. | (surveys); Academic Performance; Increased in services. |
| **4.9** | **Action:**<br>Family Outreach and Support<br><br>**Need:**<br>Many of our families are low income. Our district supports 61.4% families considered socioeconomic disadvantaged and may lack stable sources of health care, income and food. This impacts students readiness and preparation for school. Based on feedback, our community recognizes the importance of overall care for our students.<br><br>**Scope:**<br>LEA-wide | When students and families are well, students are more ready and prepared to learn. This action will focus on conducting needs assessments to determine how best the school can support our families to fully participate, engage and be success in school.<br><br>This action is provided on an LEA-wide because when schools and parents/caregivers work together, students will be more prepared to succeed and thrive in schools, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not otherwise have access to support. | We will monitor progress by increases in Student Attendance and Parent Participation. |

## *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 |
|---|---|---|---|
| **1.7** | **Action:**<br>Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness<br><br>**Need:**<br>Feedback from educational partners indicate a need to design supports for newcomers students. Based on 2023 Dashboard, 28.5% Socioeconomically disadvantaged (1,179) and 28.5% English Learners (727) were chronically absent, compared to all students 25.4% The number of newcomer students enrolling in SVUSD has increased this school year.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | We want all students to feel welcome, safety, and that they belong. This action will connect families to services, strategies, resources and programs that are available within the District and/or offered in community organizations. By identifying our students and learning about them, we can provide appropriate support to support their access learning.<br><br>This action is provided on a limited basis because English Learners, especially our newcomers, as well as our students in foster care, youth on probation or who are experiencing homelessness may need additional resources and programs to access their education. | We will monitor attendance and chronic absenteeism rates for all students especially our English Learners. We will also review Youth Truth Data and their ratings on belonging. |
| **2.5** | **Action:**<br>Support for Multilingual Learners<br><br>**Need:**<br>While 51.6% of English Learners are making progress toward English language proficiency, academic performance in ELA shows EL students are performing within the very lowest area (red) with 88.6 points below standard. At Flowery Elementary, ELPI performance is in the red band, with 33.9% making progress and a decline of 16.1%. In reviewing the current ELPAC scores, oral language is stronger than | This action will provide the necessary English language acquisition supports to English Learners to ensure ELD standards are being addressed districtwide within designated and integrated ELD through an EL Master Plan.<br><br>This action is provided on a limited because all English Learners need specific and targeted instruction for language acquisition to support with reclassification. | We will monitor the language development, literacy/reading skills of students, especially our ELs and LTELs on the CAASPP ELA; ELPI; ELPAC and Reclassification rates. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | written language. The feedback from engagement sessions indicates a need for support for our ELs through ELD time.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | |
| **3.9** | **Action:**<br>Professional Development English Language Development Pedagogy<br><br>**Need:**<br>Based on ELA Dashboard data, English Learners performed in the very low range at El Verano, Flowery, Adele Harrison*, Altimira, and SVHS. About 18.8 % of ELs are reclassified each year. Based on engagement feedback, there is a great need for instructional support and resources for our English Learners across our district, especially for newcomer students.<br>*Beginning the 2025-2026 Adele MS will be closed due to school consolidation.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | By providing intentional professional learning on understanding the ELD standards and language acquisition, teachers can provide targeted intervention and supports to improve student's language development .<br>Teachers will be focused on Designated ELD instruction as well as integrated ELD to provide language rich learning experiences for all students depending on their need.<br><br>This action is provided on a limited basis because all English Learners need specific and targeted instruction for language acquisition to support with reclassification. Teachers need to have the skills, resources and training in order to meet students' needs. | We will monitor student performance with increases on CAASPP ELA; CAST; ELPI; ELPAC, and Reclassification |
| **4.2** | **Action:**<br>Bilingual Community School Liaisons<br><br>**Need:**<br>Our district supports 61.4% of families considered socioeconomically disadvantaged, 25.9% of multilingual families, and 0.3% of families identified in foster care. To ensure a | Our families need a supportive point of contact to facilitate their interactions at school and ensure they have the necessary resources to facilitate their children's access to learning. Specifically, the bilingual liaisons will support the implementation of an intake process for families of our Newcomers/ youth in foster care and students experiencing homelessness and train staff on McKinney Vento. | We will monitor this by increases in attendance and parent participation at district trainings/workshops. |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | successful experience and support management, a dedicated staff member is needed to make the connections with families.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | This action is provided on a limited basis because English Learners, especially our newcomers, as well as our students in foster care, or socioeconomically disadvantaged may need additional resources and programs to access their education. | |
| **4.7** | **Action:**<br>Interpretation and Translation Services<br><br>**Need:**<br>A number of our parents speak a language other than English. In our engagement sessions, parents have asked that the information presented be clear and easy to understand. Based on the parent survey at IEP meetings, 96.4% feel that interpretation is helpful.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | For parents to be meaningfully involved in their child's education, this action will increase parent engagement to support their student's learning. This is provided on a district-wide basis to support all families.<br><br>This action is provided on a limited because parents of our English Learners need translation or interpretation services in order to participate meaningfully in their child's education. | We will monitor this metric by increases in parent participation in district trainings/workshops and in feedback surveys. |

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

NA

## Additional Concentration Grant Funding

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

Not Applicable.

| 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 | Not Applicable | Not Applicable |
| Staff-to-student ratio of certificated staff providing direct services to students | Not Applicable | Not Applicable |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 36,149,223 | 3,677,603 | 10.173% | 0.000% | 10.173% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $23,475,361.24 | $4,233,181.00 | $311,978.57 | $1,056,872.00 | $29,077,392.81 | $25,982,658.81 | $3,094,734.00 |

| 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 | Mental Health Support and Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $496,970.81 | $0.00 | $184,992.24 | $0.00 | $311,978.57 | $0.00 | $496,970.81 | |
| 1 | 1.2 | Social Emotional Support and Resources | All | No | | | All Schools | On-going | $0.00 | $3,000.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $3,000.00 | |
| 1 | 1.3 | Attendance Support | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $95,301.00 | $61,185.00 | $143,986.00 | $12,500.00 | $0.00 | $0.00 | $156,486.00 | |
| 1 | 1.4 | Supports for the Whole Child | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Weekly | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.5 | Positive Behavior Intervention Supports (PBIS) | All | No | | | All Schools | On-going | $0.00 | $3,200.00 | $0.00 | $3,200.00 | $0.00 | $0.00 | $3,200.00 | |
| 1 | 1.6 | Create Inclusive and Welcoming Spaces | All | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.7 | Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | All Schools | On-going | $654,247.00 | $0.00 | $557,241.00 | $0.00 | $0.00 | $97,006.00 | $654,247.00 | |
| 1 | 1.8 | Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students | All | No | | | All Schools | Annually | $0.00 | $6,000.00 | $0.00 | $6,000.00 | $0.00 | $0.00 | $6,000.00 | |

| 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 | 1.9 | Alternative Means to Suspension | All | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.10 | Lift Student Leadership and Voice | All | No | | | All Schools 6-12 | On-going | $3,400.00 | $2,384.00 | $5,784.00 | $0.00 | $0.00 | $0.00 | $5,784.00 | |
| 1 | 1.11 | School Counselors | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $654,247.00 | $0.00 | $654,247.00 | $0.00 | $0.00 | $0.00 | $654,247.00 | |
| 1 | 1.12 | School Nursing Teams | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $322,904.00 | $0.00 | $165,438.00 | $157,466.00 | $0.00 | $0.00 | $322,904.00 | |
| 1 | 1.13 | Transportation | Foster Youth Low Income | Yes | LEA-wide | Foster Youth Low Income | All Schools | On-going | $1,176,392.00 | $353,117.00 | $1,529,509.00 | $0.00 | $0.00 | $0.00 | $1,529,509.00 | |
| 1 | 1.14 | Broaden Elective Offerings | All | No | | | All Schools | Annually | $185,932.00 | $32,073.00 | $0.00 | $218,005.00 | $0.00 | $0.00 | $218,005.00 | |
| 2 | 2.1 | Develop a Culture of Data use Utilizing a Continuum of Assessment | All | No | | | All Schools | On-going | $165,591.00 | $54,767.00 | $220,358.00 | $0.00 | $0.00 | $0.00 | $220,358.00 | |
| 2 | 2.2 | Instructional Guide and Clear Learning Goals for all Courses | All | No | | | All Schools | On-going | $0.00 | $35,000.00 | $0.00 | $0.00 | $0.00 | $35,000.00 | $35,000.00 | |
| 2 | 2.3 | Foundational Literacy Support (Elementary) | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: El Verano, Flowery, Prestwood, Sassarini | On-going | $736,631.00 | $33,000.00 | $281,364.00 | $0.00 | $0.00 | $488,267.00 | $769,631.00 | |
| 2 | 2.4 | Core Academic Instruction for ALL | All | No | | | All Schools | On-going | $290,262.00 | $0.00 | $290,262.00 | $0.00 | $0.00 | $0.00 | $290,262.00 | |
| 2 | 2.5 | Support for Multilingual Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | On-going | $406,495.00 | $253,108.00 | $524,045.00 | $135,558.00 | $0.00 | $0.00 | $659,603.00 | |
| 2 | 2.6 | Targeted Instruction | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | All Schools | On-going | $2,028,988.00 | $0.00 | $2,028,988.00 | $0.00 | $0.00 | $0.00 | $2,028,988.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.7 | Specialized /Intensive Instruction | Students with Disabilities | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.8 | Supports for Students Receiving Special Education Services | Students with Disabilities | No | | | All Schools | On-going | $3,000.00 | $0.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $3,000.00 | |
| 2 | 2.9 | Strategic Scheduling | All | No | | | All Schools | On-going | $5,000.00 | $0.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $5,000.00 | |
| 2 | 2.10 | Expanded/Summer Learning | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | On-going | $383,192.00 | $1,710,110.00 | $0.00 | $1,998,302.00 | $0.00 | $95,000.00 | $2,093,302.00 | |
| 2 | 2.11 | Targeted After School Program | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Adele Harrison, Altimira, SVHS, Creekside 6-12 | On-going | $13,500.00 | $0.00 | $13,500.00 | $0.00 | $0.00 | $0.00 | $13,500.00 | |
| 2 | 2.12 | High School Graduation Plans for College Career Readiness | All Students with Disabilities | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.13 | Transitional Kindergarten | All | No | | | Specific Schools: El Verano, Flowery, Prestwood, Sassarini | On-going | $857,884.00 | $0.00 | $857,884.00 | $0.00 | $0.00 | $0.00 | $857,884.00 | |
| 2 | 2.14 | Implement Relevant, Innovative Learning Experiences Across Content Area Classes. | All | No | | | All Schools | On-going | $13,500.00 | $0.00 | $13,500.00 | $0.00 | $0.00 | $0.00 | $13,500.00 | |
| 2 | 2.15 | AVID (Advancement via Individual Determination) | English Learners Low Income | Yes | LEA-wide | English Learners Low Income | Specific Schools: El Verano, Adele Harrison, Altimira, SVHS | On-going | $0.00 | $15,552.00 | $0.00 | $15,552.00 | $0.00 | $0.00 | $15,552.00 | |
| 3 | 3.1 | Attract and Retain Highly Qualified Staff | All | No | | | All Schools | On-going | $16,204,734.00 | $0.00 | $14,724,639.00 | $1,138,496.00 | $0.00 | $341,599.00 | $16,204,734.00 | |

| 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 | 3.2 | New Teacher and Staff Support | All | No | | | All Schools | On-going | $5,000.00 | $0.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $5,000.00 | |
| 3 | 3.3 | Teacher Leadership and Collaboration | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | On-going | $281,315.00 | $0.00 | $281,315.00 | $0.00 | $0.00 | $0.00 | $281,315.00 | |
| 3 | 3.4 | District-wide Professional Learning | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | On-going | $45,240.00 | $237,000.00 | $0.00 | $282,240.00 | $0.00 | $0.00 | $282,240.00 | |
| 3 | 3.5 | Ongoing Training with Instructional Assistants | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | On-going | $3,000.00 | $0.00 | $3,000.00 | $0.00 | $0.00 | $0.00 | $3,000.00 | |
| 3 | 3.6 | Staff Wellness | All | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.7 | Professional Learning Communities: Culture of Data Use | All<br>Students with Disabilities | No | | | All Schools | On-going | $25,230.00 | $0.00 | $0.00 | $25,230.00 | $0.00 | $0.00 | $25,230.00 | |
| 3 | 3.8 | Culturally Inclusive/Relevant Pedagogy and Training | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | On-going | $0.00 | $55,000.00 | $0.00 | $55,000.00 | $0.00 | $0.00 | $55,000.00 | |
| 3 | 3.9 | Professional Development English Language Development Pedagogy | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | On-going | $9,000.00 | $0.00 | $0.00 | $9,000.00 | $0.00 | $0.00 | $9,000.00 | |
| 3 | 3.10 | Inclusive Education Practices | All<br>Students with Disabilities | No | | | All Schools<br>Specific Schools: SVHS | On-going | $4,000.00 | $0.00 | $4,000.00 | $0.00 | $0.00 | $0.00 | $4,000.00 | |
| 3 | 3.11 | Principal & School Leadership | All | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.12 | Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) | Students with Disabilities | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 3 | 3.13 | Innovative Library Media Centers | English Learners<br>Foster Youth | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | On-going | $723,080.00 | $0.00 | $723,080.00 | $0.00 | $0.00 | $0.00 | $723,080.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Low Income | | | Low Income | | | | | | | | | | |
| **4** | **4.1** | Home- to-School/District Communication | All | No | | | All Schools | On-going | $29,728.00 | $56,938.00 | $86,666.00 | $0.00 | $0.00 | $0.00 | $86,666.00 | |
| **4** | **4.2** | Bilingual Community School Liaisons | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **4** | **4.3** | Welcoming Center (District) | All | No | | | All Schools | On-going | $134,875.00 | $0.00 | $134,875.00 | $0.00 | $0.00 | $0.00 | $134,875.00 | |
| **4** | **4.4** | Strategic Visioning and Planning Process | All | No | | | All Schools | On-going | $0.00 | $90,000.00 | $0.00 | $90,000.00 | $0.00 | $0.00 | $90,000.00 | |
| **4** | **4.5** | Community Schools | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: El Verano Elementary School | On-going | $19,020.00 | $0.00 | $0.00 | $19,020.00 | $0.00 | $0.00 | $19,020.00 | |
| **4** | **4.6** | Parent/Caregiver Training | All | No | | | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **4** | **4.7** | Interpretation and Translation Services | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | On-going | $0.00 | $21,688.00 | $21,688.00 | $0.00 | $0.00 | $0.00 | $21,688.00 | |
| **4** | **4.8** | Understanding and Access to Student Performance and Progress | All<br>English Learners | No | | | All Schools | On-going | $0.00 | $4,000.00 | $4,000.00 | $0.00 | $0.00 | $0.00 | $4,000.00 | |
| **4** | **4.9** | Family Outreach and Support | Low Income | Yes | LEA-wide | Low Income | All Schools | On-going | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| **4** | **4.10** | Parent and Family Engagement and Involvement | All | No | | | All Schools | On-going | $5,000.00 | $0.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $5,000.00 | |
| **5** | **5.1** | Social Emotional Support | All<br>Socioeconomically Disadvantaged | No | | | Specific Schools: Creekside | Annually | $0.00 | $39,600.00 | $0.00 | $39,600.00 | $0.00 | $0.00 | $39,600.00 | |
| **5** | **5.2** | Student Listening Circles and Professional | All<br>Socioeconomically | No | | | Specific Schools: | Quarterly | $0.00 | $2,000.00 | $0.00 | $2,000.00 | $0.00 | $0.00 | $2,000.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Learning (School Climate) | Disadvantaged | | | | Creekside | | | | | | | | | |
| **5** | **5.3** | Engaging Learning Experiences | All Socioeconomically Disadvantaged | No | | | Specific Schools: Creekside | On-going | $0.00 | $26,012.00 | $0.00 | $26,012.00 | $0.00 | $0.00 | $26,012.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 36,149,223 | 3,677,603 | 10.173% | 0.000% | 10.173% | $7,112,393.24 | 0.000% | 19.675 % | **Total:** | $7,112,393.24 |
| | | | | | | | | **LEA-wide Total:** | $6,009,419.24 |
| | | | | | | | | **Limited Total:** | $1,102,974.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Mental Health Support and Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $184,992.24 | |
| **1** | **1.3** | Attendance Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $143,986.00 | |
| **1** | **1.4** | Supports for the Whole Child | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| **1** | **1.7** | Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $557,241.00 | |
| **1** | **1.11** | School Counselors | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $654,247.00 | |
| **1** | **1.12** | School Nursing Teams | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $165,438.00 | |

| 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 | 1.13 | Transportation | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $1,529,509.00 | |
| 2 | 2.3 | Foundational Literacy Support (Elementary) | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: El Verano, Flowery, Prestwood, Sassarini | $281,364.00 | |
| 2 | 2.5 | Support for Multilingual Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $524,045.00 | |
| 2 | 2.6 | Targeted Instruction | Yes | LEA-wide | English Learners<br>Low Income | All Schools | $2,028,988.00 | |
| 2 | 2.10 | Expanded/Summer Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 2 | 2.11 | Targeted After School Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Adele Harrison, Altimira, SVHS, Creekside<br>6-12 | $13,500.00 | |
| 2 | 2.15 | AVID (Advancement via Individual Determination) | Yes | LEA-wide | English Learners<br>Low Income | Specific Schools: El Verano, Adele Harrison, Altimira, SVHS | $0.00 | |
| 3 | 3.3 | Teacher Leadership and Collaboration | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $281,315.00 | |
| 3 | 3.4 | District-wide Professional Learning | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 3 | 3.5 | Ongoing Training with Instructional Assistants | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,000.00 | |
| 3 | 3.8 | Culturally Inclusive/Relevant Pedagogy and Training | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 3 | 3.9 | Professional Development English Language Development Pedagogy | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $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 | 3.13 | Innovative Library Media Centers | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $723,080.00 | |
| 4 | 4.2 | Bilingual Community School Liaisons | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | |
| 4 | 4.5 | Community Schools | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: El Verano Elementary School | $0.00 | |
| 4 | 4.7 | Interpretation and Translation Services | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $21,688.00 | |
| 4 | 4.9 | Family Outreach and Support | Yes | LEA-wide | Low Income | All Schools | $0.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $30,086,783.50 | $30,752,086.36 |

| 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** | Mental Health Support and Resources | Yes | $788,352.00 | $692,158.00 |
| **1** | **1.2** | Social Emotional Support and Resources | No | $10,900.00 | $10,900.00 |
| **1** | **1.3** | Attendance Support | Yes | $121,700.00 | $146,486.00 |
| **1** | **1.4** | Supports for the Whole Child | Yes | $7,000.00 | $0.00 |
| **1** | **1.5** | Positive Behavior Intervention Supports (PBIS) | No | $3,000.00 | $3,200.00 |
| **1** | **1.6** | Create Inclusive and Welcoming Spaces | No | $0.00 | $0.00 |
| **1** | **1.7** | Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness | Yes | $599,500.00 | $654,247.00 |
| **1** | **1.8** | Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students | No | $6,000.00 | $6,000.00 |
| **1** | **1.9** | Alternative Means to Suspension | No | $0.00 | $0.00 |
| **1** | **1.10** | Lift Student Leadership and Voice | No | $6,180.00 | $5,784.00 |

| 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 | 1.11 | School Counselors | No | $624,517.00 | $654,247.00 |
| 1 | 1.12 | School Nursing Teams | Yes | $563,646.00 | $322,904.00 |
| 1 | 1.13 | Transportation | Yes | $1,654,392.00 | $1,529,509.00 |
| 1 | 1.14 | Broaden Elective Offerings | No | $456,976.00 | $218,005.00 |
| 2 | 2.1 | Develop a Culture of Data use Utilizing a Continuum of Assessment | No | $179,300.00 | $220,358.00 |
| 2 | 2.2 | Instructional Guide and Clear Learning Goals for all Courses | No | $35,000.00 | $36,752.47 |
| 2 | 2.3 | Foundational Literacy Support (Elementary) | Yes | $828,684.00 | $736,661.00 |
| 2 | 2.4 | Core Academic Instruction for ALL | No | $437,600.00 | $290,262.00 |
| 2 | 2.5 | Support for Multilingual Learners | Yes | $819,671.00 | $659,603.00 |
| 2 | 2.6 | Targeted Instruction | Yes | $1,358,270.00 | $1,445,049.00 |
| 2 | 2.7 | Specialized /Intensive Instruction | No | $0.00 | $0.00 |
| 2 | 2.8 | Supports for Students Receiving Special Education Services | No | $3,000.00 | $2,827.67 |
| 2 | 2.9 | Strategic Scheduling | No | $5,000.00 | $35,500.00 |
| 2 | 2.10 | Expanded/Summer Learning | Yes | $186,000.00 | $2,093,302.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 2 | 2.11 | Targeted After School Program | Yes | $13,500.00 | $13,500.00 |
| 2 | 2.12 | High School Graduation Plans for College Career Readiness | No | $295,688.00 | $305,410.35 |
| 2 | 2.13 | Transitional Kindergarten | No | $673,978.00 | $857,884.00 |
| 2 | 2.14 | Implement Relevant, Innovative Learning Experiences Across Content Area Classes. | No | $13,500.00 | $13,500.00 |
| 2 | 2.15 | AVID (Advancement via Individual Determination) | Yes | $236,760.00 | $240,979.32 |
| 3 | 3.1 | Attract and Retain Highly Qualified Staff | No | $18,158,030.00 | $17,762,816.00 |
| 3 | 3.2 | New Teacher and Staff Support | No | $5,000.00 | $5,000.00 |
| 3 | 3.3 | Teacher Leadership and Collaboration | Yes | $213,920.00 | $281,315.00 |
| 3 | 3.4 | District-wide Professional Learning | Yes | $405,240.00 | $282,240.00 |
| 3 | 3.5 | Ongoing Training with Instructional Assistants | Yes | $3,000.00 | $3,000.00 |
| 3 | 3.6 | Staff Wellness | No | $3,000.00 | $0.00 |
| 3 | 3.7 | Professional Learning Communities: Culture of Data Use | No | $25,230.00 | $25,230.00 |
| 3 | 3.8 | Culturally Inclusive/Relevant Pedagogy and Training | Yes | $57,500.00 | $55,000.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| 3 | 3.9 | Professional Development English Language Development Pedagogy | Yes | $9,000.00 | $9,896.86 |
| 3 | 3.10 | Inclusive Education Practices | No | $4,000.00 | $4,000.00 |
| 3 | 3.11 | Principal & School Leadership | No | $30,000.00 | $0.00 |
| 3 | 3.12 | Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) | No | $0.00 | $0.00 |
| 3 | 3.13 | Innovative Library Media Centers | Yes | $710,870.00 | $723,080.00 |
| 4 | 4.1 | Home- to-School/District Communication | No | $89,706.00 | $86,666.00 |
| 4 | 4.2 | Bilingual Community School Liaisons | Yes | $0.00 | $0.00 |
| 4 | 4.3 | Welcoming Center (District) | No | $134,875.00 | $147,540.72 |
| 4 | 4.4 | Strategic Visioning and Planning Process | No | $90,000.00 | $90,000.00 |
| 4 | 4.5 | Community Schools | Yes | $86,187.50 | $19,020.00 |
| 4 | 4.6 | Parent/Caregiver Training | No | $2,250.00 | $0.00 |
| 4 | 4.7 | Interpretation and Translation Services | Yes | $34,000.00 | $21,688.00 |
| 4 | 4.8 | Understanding and Access to Student Performance and Progress | No | $6,600.00 | $4,000.00 |

| 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) |
|---|---|---|---|---|---|
| **4** | **4.9** | Family Outreach and Support | Yes | $0.00 | $0.00 |
| **4** | **4.10** | Parent and Family Engagement and Involvement | No | $5,000.00 | $5,000.00 |
| **5** | **5.1** | Social Emotional Support | No | $35,250.00 | $9,000 |
| **5** | **5.2** | Student Listening Circles and Professional Learning (School Climate) | No | $25,011.00 | $22,000.00 |
| **5** | **5.3** | Engaging Learning Experiences | No | $25,000.00 | $564.97 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $3,870,040.00 | $7,338,420.00 | $6,139,586.00 | $1,198,834.00 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Mental Health Support and Resources | Yes | $297,731 | $449,871.00 | | |
| 1 | 1.3 | Attendance Support | Yes | $121,700 | $146,486.00 | | |
| 1 | 1.4 | Supports for the Whole Child | Yes | $7,000 | $0 | | |
| 1 | 1.7 | Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness | Yes | $505,800 | $555,241.00 | | |
| 1 | 1.12 | School Nursing Teams | Yes | $563,646 | $165,438.00 | | |
| 1 | 1.13 | Transportation | Yes | $1,654,392 | $1,529,509.00 | | |
| 2 | 2.3 | Foundational Literacy Support (Elementary) | Yes | $624,420 | $281,364.00 | | |
| 2 | 2.5 | Support for Multilingual Learners | Yes | $644,671 | $524,045.00 | | |
| 2 | 2.6 | Targeted Instruction | Yes | $1,358,270 | $1,445,049.00 | | |
| 2 | 2.10 | Expanded/Summer Learning | Yes | $0 | 0.00 | | |
| 2 | 2.11 | Targeted After School Program | Yes | $13,500 | $13,500.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.15** | AVID (Advancement via Individual Determination) | Yes | $236,760 | $0.00 | | |
| **3** | **3.3** | Teacher Leadership and Collaboration | Yes | $213,920 | $281,315.00 | | |
| **3** | **3.4** | District-wide Professional Learning | Yes | $282,240 | $0 | | |
| **3** | **3.5** | Ongoing Training with Instructional Assistants | Yes | $3,000 | $3,000 | | |
| **3** | **3.8** | Culturally Inclusive/Relevant Pedagogy and Training | Yes | $57,500 | $0 | | |
| **3** | **3.9** | Professional Development English Language Development Pedagogy | Yes | $9,000 | $0 | | |
| **3** | **3.13** | Innovative Library Media Centers | Yes | $710,870 | $723,080.00 | | |
| **4** | **4.2** | Bilingual Community School Liaisons | Yes | $0 | $0 | | |
| **4** | **4.5** | Community Schools | Yes | $0 | $0 | | |
| **4** | **4.7** | Interpretation and Translation Services | Yes | $34,000 | $21,688.00 | | |
| **4** | **4.9** | Family Outreach and Support | Yes | $0 | $0 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $36,542,919.00 | $3,870,040.00 | 4.66% | 15.250% | $6,139,586.00 | 0.000% | 16.801% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

*EC* Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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