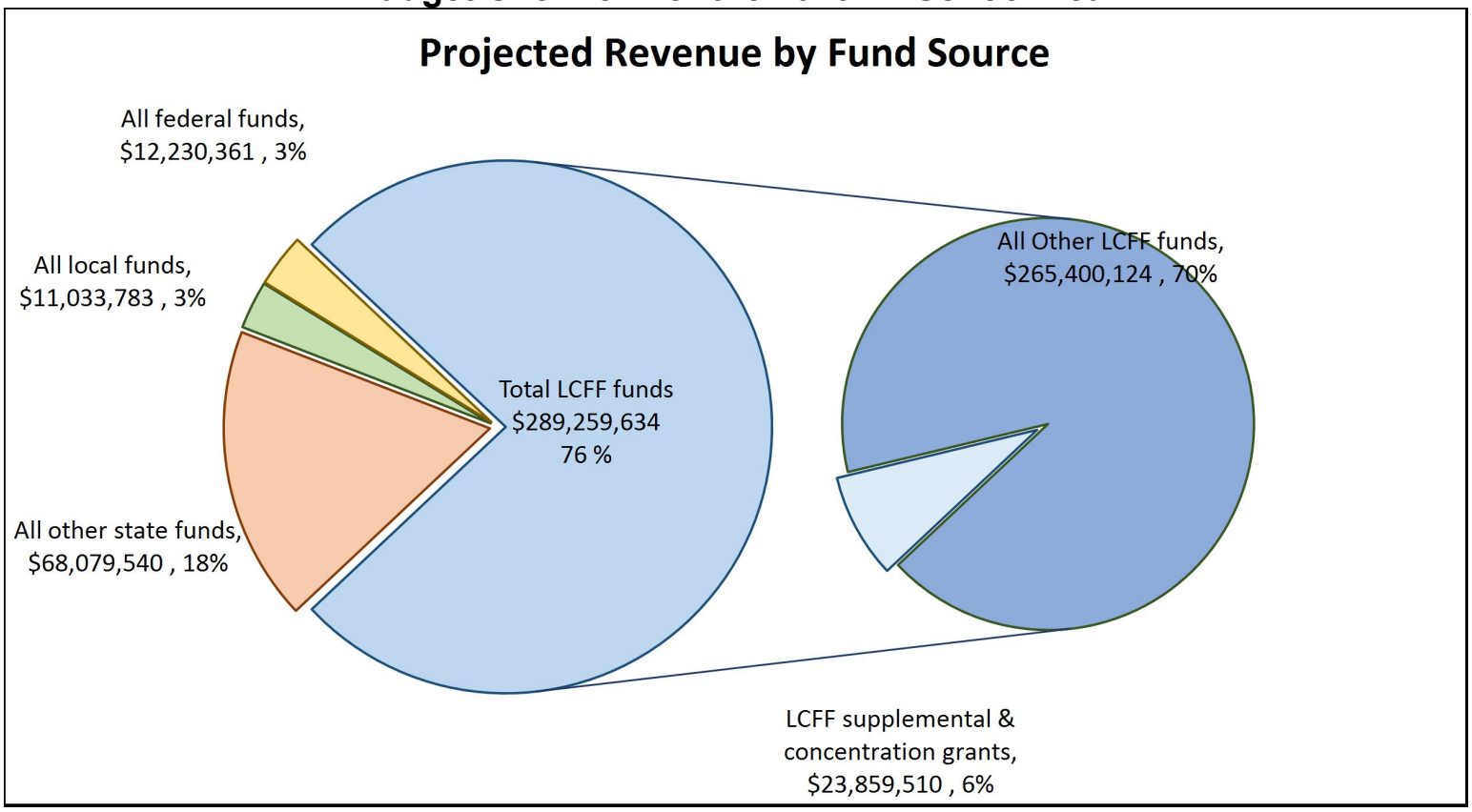
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Saddleback Valley Unified School District
CDS Code: 30-73635-0000000
School Year: 2026-27
LEA contact information:
Yvonne Estling
Assistant Superintendent
yvonne.estling@svusd.org
(949) 580-3241

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

Budget Overview for the 2026-27 School Year

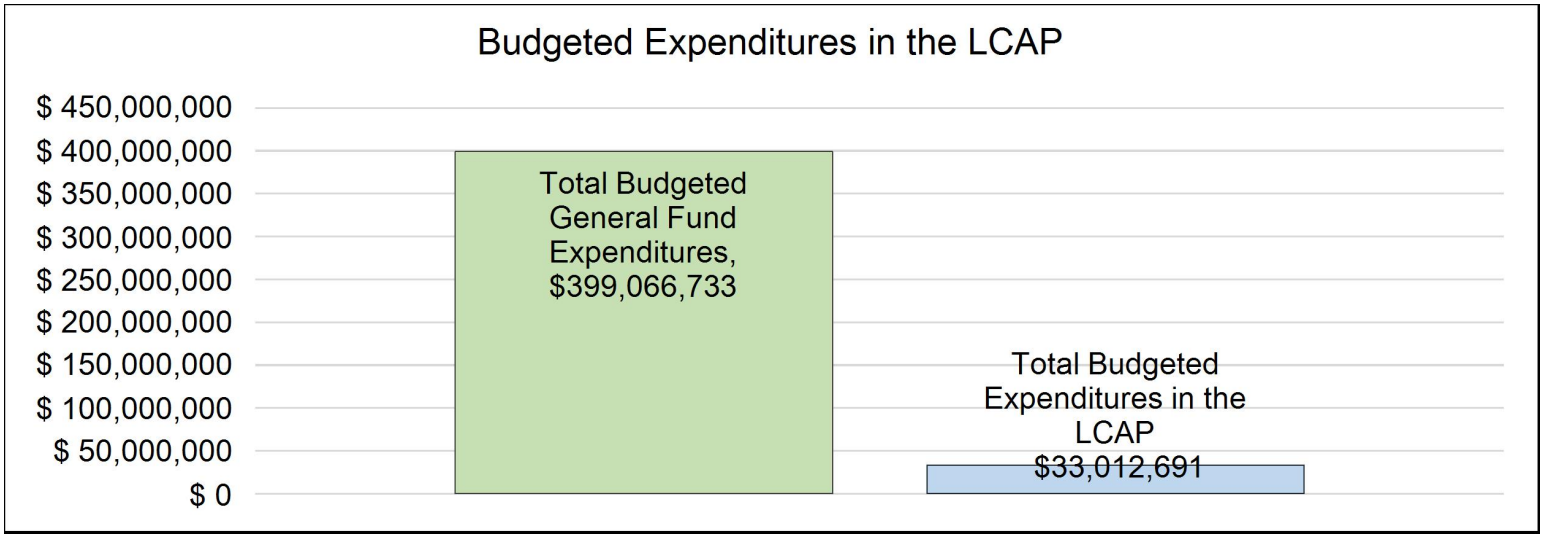


This chart shows the total general purpose revenue Saddleback Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Saddleback Valley Unified School District is $380,603,318, of which $289,259,634 is Local Control Funding Formula (LCFF), $68,079,540 is other state funds, $11,033,783 is local funds, and $12,230,361 is federal funds. Of the $289,259,634 in LCFF Funds, $23,859,510 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 Saddleback Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Saddleback Valley Unified School District plans to spend $399,066,733 for the 2026-27 school year. Of that amount, $33,012,691 is tied to actions/services in the LCAP and $366,054,042 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

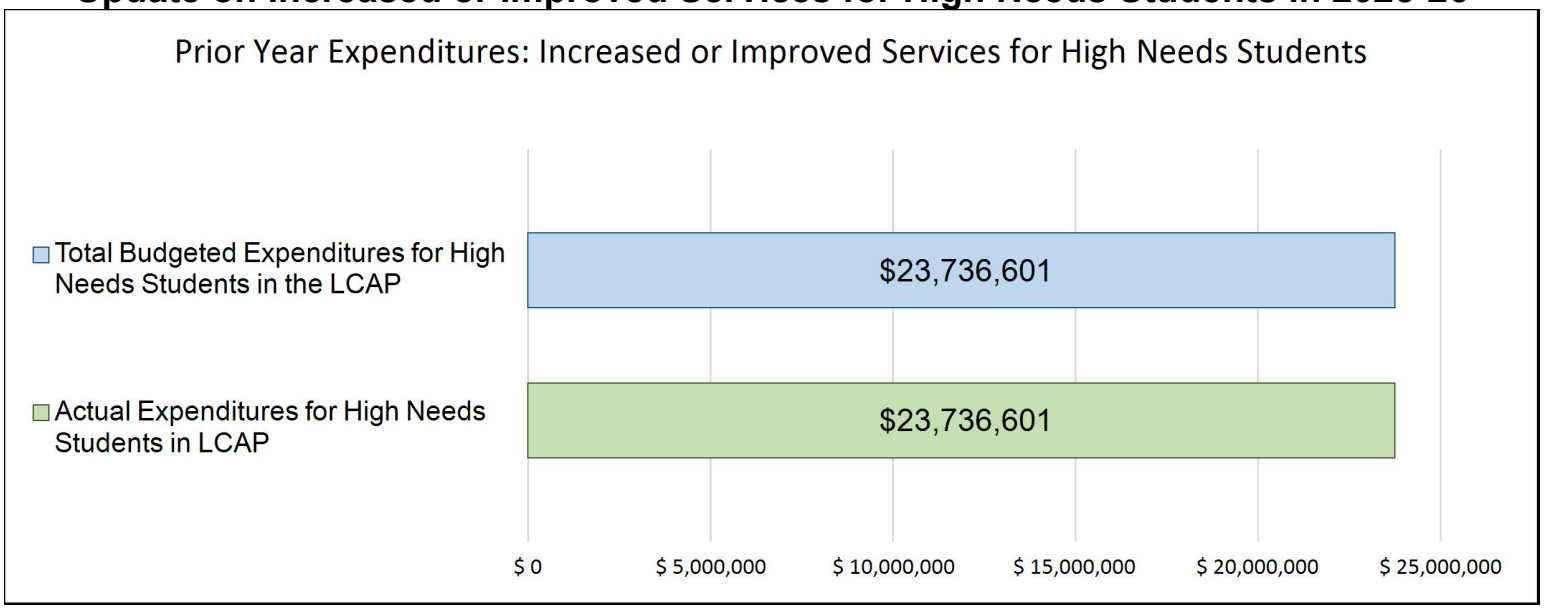
Certificated and Classified staffing, including administration and all associated benefits such as pension, health and welfare, utilities, transportation, special education program, facilities, maintenance, school site discretionary funds, and restricted categorical grants such as Title-I, Title-II, and Title-III.

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

In 2026-27, Saddleback Valley Unified School District is projecting it will receive $23,859,510 based on the enrollment of Foster Youth, English learner, and low-income students. Saddleback Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Saddleback Valley Unified School District plans to spend $23,859,510 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Saddleback 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 Saddleback 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 2025-26, Saddleback Valley Unified School District's LCAP budgeted $23,736,601 for planned actions to increase or improve services for high needs students. Saddleback Valley Unified School District actually spent $23,736,601 for actions to increase or improve services for high needs students in 2025-26.



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
Saddleback Valley Unified School District	Yvonne Estling Assistant Superintendent	Yvonne.Estling@svusd.org (949) 580-3241

Plan Summary [2026-27]

General Information

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

The Saddleback Valley Unified School District (SVUSD) provides a highly regarded educational program to approximately 22,700 students from its attendance areas that encompass over 95 square miles.
For the 2025-26 school year, we have

- Twenty-one (21) elementary schools
- Nine elementary schools are Title-I schools
- Three are magnet schools: Gates Elementary Dual Language Immersion, Linda Vista Magnet International Baccalaureate Primary Years Programme, and Santiago STEAM Elementary Magnet School.
- Four intermediate schools
- One intermediate school is a Title-I school
- Four comprehensive high schools
- One continuation high school, Silverado High School, which receives Equity Multiplier funding and is a Title-I school
- One K-12 Virtual Academy (Alternative School of Choice)
- One Early Childhood Center
- One Special Education Learning Center

Our student demographics represent

- 39.4% Hispanic/Latino
- 36.7% White

- 9.7% Asian
- 8.6% Two or More Races
- 3.4% Filipino
- 1.1% African American
- 0.2% Native Hawaiian/Pacific Islander
- 0.1% American Indian/Alaska Native

Furthermore,
- 12.7% of our students are English Learners
- 45.0% are Socioeconomically Disadvantaged
- 0.3% are Foster Youth
- 11.3% are Homeless Youth
- 13.6% are Students with Disabilities

Our unduplicated pupil count is 46.1%. This means that students are only counted once even if they fit under two or more categories (foster youth, English learners, and low-income students).

The success our students enjoy and our positive local and national reputation are the result of focused professional learning for teachers, meaningful parent involvement, strong staff and management commitment, as well as business and community support.

The SVUSD Vision, "SV Connects" focuses on culturally proficient, intentional, and engaging practices which provide opportunities for each and every student to be successful. Our educational programs emphasize that students will be college and career ready and demonstrate the 21st Century skills of critical thinking, communication, collaboration and creativity. Our schools offer unique curricular emphasis in Language Arts, Mathematics, Science, Gifted and Advanced Placement classes, International Baccalaureate, multilingual learner language support, dual language immersion, and Career Technical Education. The use of integrated technology as a tool to enhance learning for all students is also critical to the delivery of instruction and student outcomes. A variety of athletic opportunities, visual and performing arts programs, and many other student activities enhance the academic environment. We value partnerships with Coastline Regional Occupational Program and Saddleback College that offer our students unique programs within and outside of the student bell schedule.

SVUSD is committed to supporting continuous teacher growth through professional development, as it is an important component in keeping our "SV Connects" educational vision clear and focused on teaching and learning. We believe that student achievement will advance with strong teacher collaboration and through shared leadership for teaching and learning.

Reflections: Annual Performance

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

SUMMARY

Our 2025 CA Dashboard shows clear successes. Our Graduation Rate increased to 95.4%, up 2.2% from the previous year, and remains one of the district’s strongest indicators. English learners, homeless youth, Hispanic students, socioeconomically disadvantaged students,

and students with disabilities all increased their graduation rates compared with the previous year. Mathematics also showed positive momentum, increasing 3.1 points and remaining green for All Students, and the Mathematics Growth indicator was Accelerated. Science remained green, Suspension Rate remained green. We believe these successes reflect our continued focus on academic support, student engagement, and targeted services for student groups with the greatest needs.

While there are signs of improvement, the 2025 CA Dashboard indicates a need to continue to support Chronic Absenteeism, English Learner Progress, English Language Arts, and Math at a district-wide level for students with disabilities, homeless youth, English learners, long-term English learners, and low-income students, with some signs of improvement. For example, while the English Language Arts and Math indicators are green for All Students, long-term English learners remain red in both indicators, and English learners, homeless youth, Hispanic students, and socioeconomically disadvantaged students continue to perform in the orange range in key academic areas. Chronic Absenteeism also remains an area of need at 10.7%, unchanged from the previous year, even after substantial improvement from the post-pandemic high. English Learner Progress declined to 46.4%, indicating a need for continued focus on language development and support for English learners and long-term English learners.

HOW WE ARE ADDRESSING THE IDENTIFIED NEEDS OF OUR STUDENT GROUPS and/or OUR SCHOOLS

To address the identified needs of our foster youth, English learners, low-income students, as well as our students with disabilities and homeless youth, our district is focusing on universal, classroom-wide, evidence-based instruction across all grades and schools through a culturally proficient Multi-Tiered System of Supports (MTSS). This approach is our promise that each and every student receives high-quality education that is aligned with their needs from the start. By ensuring that initial instruction meets everyone’s needs, we reduce the need for interventions later. To make that happen, we are committed to ongoing professional development for our teachers, thereby enhancing their ability to implement effective initial instruction and classroom interventions. Through the Multi-Tiered System of Supports (MTSS), we will provide varying levels of assistance to support learning in English Language Arts and Math and to reduce chronic absenteeism.

ANNUAL PERFORMANCE

For the LCFF Priorities, we used the 2026 Local Performance Indicator Self-Reflection Tool to monitor our progress on the state priorities. Educational partners were invited to share their feedback through a survey to help us rate our implementation. From lowest to highest, the rating scale is 1-Exploration and Research Phase, 2-Beginning Development, 3-Initial Implementation, 4-Full Implementation, and 5-Full Implementation and Sustainability.

>>>LCFF PRIORITY 1: BASIC SERVICES<<<

- Standards-Aligned Instructional Materials: We continue to provide textbooks and instructional materials for all of our students. Our Board of Education determined that 100% of students have textbooks and instructional materials. In addition, the Board of Education has approved the adoption of a number of new instructional materials that will be implemented in the 2025-26 school year, with a plan in place for future adoptions to make sure that our students continue to have high-quality, current curriculum.
- School Facilities in Good Repair: During the 2025-26 school year, each school was evaluated using the Facilities Inspection Tool (FIT), and it was determined that all school sites continued to be rated at the Good or Exemplary level.

>>>LCFF PRIORITY 2: IMPLEMENTATION OF STATE ACADEMIC STANDARDS<<<

- Progress Providing Professional Learning for Standards/ Frameworks: For English Language Arts, Mathematics, and NGSS, we maintained a rating of 4-Full Implementation. For English Language Development and History-Social Science, we were rated 3-Initial Implementation.
- Progress Making Available Instructional Materials Aligned to Standards/Frameworks: For English Language Arts, we were rated 5-Full Implementation and Sustainability. For English Language Development, Mathematics, NGSS, and History-Social Science, we maintained a rating of 4-Full Implementation.
- Progress Implementing Policies/Programs to Support Staff Identify Areas to Improve Delivering Instruction Aligned to Standards/ Frameworks: For English Language Arts, we were rated 4-Full Implementation. For English Language Development, Mathematics, NGSS, and History-Social Science, we were rated 3-Initial Implementation.
- Progress in implementing each of the following academic standards adopted by the state board for all students: Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Language were all rated 3-Initial Implementation.
- Success in Engaging in Professional Learning and Support Activities: Identifying the professional learning needs of the whole staff, identifying the professional learning needs of individual teachers, and providing support for teachers on standards they have not yet mastered were all rated 3-Initial Implementation.

>>>LCFF PRIORITY 3: PARENTAL INVOLVEMENT<<<

- Building Relationships Between School Staff and Families: Current local indicator results show strong implementation in building relationships between school staff and families. We were rated 4-Full Implementation. The district showed especially strong results in welcoming environments and in two-way communication that is accessible to families, while continuing to build staff capacity to strengthen trusting relationships and better understand families' strengths, cultures, languages, and goals.
- Building Partnerships for Student Outcomes: Current local indicator results also show strong implementation in building partnerships for student outcomes, with a rating of 4-Full Implementation. The district's strongest current results are in policies and programs that support teachers' meetings with families and students about progress, and in providing families with information and resources to support student learning and development. The district will continue strengthening support for families to understand and exercise their rights and continue building school capacity to partner with families in support of student success.
- Seeking Input for Decision Making: In seeking input for decision-making, the district's average rating is 5-Full Implementation and Sustainability, showing particularly strong results in supporting staff and family members to participate in advisory groups and decision-making. Current results also show strong opportunities for families to share input on policies and programs, while the district continues expanding opportunities for families, teachers, principals, and district administrators to work together to plan, design, implement, and evaluate family engagement activities.

>>>LCFF PRIORITY 4: STUDENT ACHIEVEMENT<<<

- 2025 CA Dashboard Academic Indicator - English Language Arts: Based on the 2025 Dashboard, all students were 20.3 points above standard and increased by 1.8 points compared to the previous year (Green).
- 2025 CA Dashboard Academic Indicator - Mathematics: Based on the 2025 Dashboard, all students were at 1.4 points below standard and increased by 3.1 points compared to the previous year (Green).
- Multilingual Students - 2025 CA Dashboard - English Learner Progress Indicator: Based on the 2025 CA Dashboard, 46.4% of English

learners and 47.6% of long-term English learners are making progress toward English language proficiency, declining compared to the previous year. This consists of 44.5% of ELs who progressed at least 1 ELPI level and 1.8% who maintained level 4. Additionally, 35.3% of ELs maintained ELPI levels (1-3H). 18.5% of ELs decreased at least one ELPI level.
- Elementary - i-Ready Reading Diagnostic: Spring 2026 ELA diagnostic for K-6 showed 64% of students are placed at Tier 1, meaning on or above grade level, 24% are placed at Tier 2, meaning below grade level, and 12% are placed at Tier 3, meaning one or more grade levels below. This year's results were similar to last year's.
- High Schools - 2025 11th Grade - Smarter Balanced Summative - English Language Arts: Based on the Spring 2025 SBAC administration, the number of students meeting or exceeding standards increased slightly from 63.78% in 2024 to 65.34% in 2025. Our socioeconomically disadvantaged students (48.11% to 50.77%) and students with disabilities (20.97% to 26.57%) increased. Our English learners (9.96% to 2.26%) decreased.
- High Schools - 2025 11th Grade - Smarter Balanced Summative - Mathematics: Based on the Spring 2025 SBAC administration, the number of students meeting or exceeding standards increased from 36.15% to 40.99%. Our socioeconomically disadvantaged students (18.47% to 14.17%) and our English learners (1.62% to 1.48%) decreased. Our students meeting or exceeding standards increased for students with disabilities (4.28% to 10.91%) as well.
- Multilingual Students - 2025-26 English Learner Reclassification Rate: During the 2025-26 school year, we reclassified 356 students from May 2025 to May 2026. Our reclassification rate remained at 15%.

>>>LCFF PRIORITY 5: STUDENT ENGAGEMENT<<<

- Graduation Rate - Adjusted Cohort Graduation & 2025 Dashboard Graduation Rate Indicator: Our ability to bring students back for a fifth year and make up credits is reflected in the Five-Year Cohort Graduation Rate. The Five-Year Adjusted Cohort Graduation Rate for all students is 95.4%, an increase of 2.2% from the previous year (Blue on the Dashboard). For English learners, the graduation rate is 90.0%; long-term English learners, 96.2%; homeless youth, 88.0%; students with disabilities, 86.7%; and socioeconomically disadvantaged students, 94.2%. Foster youth data are not displayed in the Dashboard subgroup table for privacy reasons. The concerted effort to provide credit recovery opportunities to students is reflected in the five-year graduation rate.
- High School Dropout Rates: For 2025, the number of high school dropouts decreased significantly, from 104 to 47. We continued to review student exit codes to ensure they were recorded accurately when students left SVUSD. Through ongoing data integrity checks, schools received follow-up lists to verify exits with families and address errors earlier. This process improved our ability to track student exits and identify students flagged as potential dropouts. Some of these students returned for a fifth year to recover credits, which is reflected in the five-year graduation rate.
- Attendance Rates and 2025 CA Dashboard - Chronic Absenteeism Indicator: Chronic absenteeism continued to be high in 2025. According to the 2025 California Dashboard, 10.7% of our Kindergarten to 8th-grade students were chronically absent during the 2024-25 school year, unchanged from the previous year, resulting in an Orange rating. These high rates were consistent for many of our student groups, English Learners (13.8%, maintaining at 0.2%, Orange), long-term English learners (15.5%, decreasing by 3.1%, Yellow), Homeless Youth (17.2%, maintaining at 0.2%, Orange), Foster Youth (19.8%, decreasing by 6.6%, Yellow), Students with Disabilities (16.0%, decreasing by 0.8%, Yellow), African American students (18.1%, increasing by 0.7%, Orange), and Asian students (6.3%, maintaining at 0.1%, Yellow).

>>>LCFF PRIORITY 6: SCHOOL CLIMATE<<<

- Suspension Rate: According to the California Dashboard Suspension Rate Indicator, 1.5% of students were suspended at least one day.

We maintained our rate from 2024 to 2025, giving us a Green rating on the 2025 CA Dashboard. Suspensions increased for Long-Term English Learners (5.9%, increased 0.7%, Orange), American Indian students (6.5%, increased 0.7%, Orange), and Two or More Races (1.1%, increased 0.3%, Yellow). Foster Youth (5.3%) declined by 0.6% and Students with Disabilities (3.1%) declined by 0.3%.

>>>LCFF PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY<<<

- Visual and Performing Arts Course Completion: In 2025-26, all students in grades K-6 continued to receive music instruction. At the secondary level, participation in visual and performing arts courses increased to 1,431 students in grades 7-8 and 3,830 students in grades 9-12, up from 1,344 and 3,069 in 2024-25.
- Dual Enrollment - College Course Completion: During the 2024-25 school year, 17.5% of students in grades 9-12 completed college courses through dual enrollment. While this was lower than 2023-24, when 24.2% of students completed college courses, participation remained above the earlier 9.5% level.
- AVID Course Completion or Elementary AVID School Wide: During the 2024-25 school year, one elementary school continued to offer an Elementary AVID program. AVID was offered at all four intermediate schools, with 157 students participating. AVID was also offered at El Toro High School, Mission Viejo High School, and Trabuco Hills High School, with 259 high school students participating.

>>>LCFF PRIORITY 8: OUTCOMES IN A BROAD COURSE OF STUDY<<<

- A-G Completion Rate: In the Class of 2025, our graduates maintained relatively similar A-G completion rates from 48.9% to 50.8%. 448 students (22.8%) completed a Career Technical Education (CTE) pathway. 63.8% of CTE Completers (286 of 448) successfully completed A-G requirements, up from 57.3% the previous year.
- College Board Advanced Placement (AP) Administration: In 2024-25, SVUSD students took 4,449 AP exams. The district average AP score was 3.7. 89% of all AP exams were passed with a score of 3 or higher.
- Graduates earning State Seal of Biliteracy or Golden State Seal Merit Diploma: For the class of 2025, 378 graduating seniors earned the State Seal of Biliteracy, and 813 graduating seniors earned the Golden State Seal Merit Diploma.

DISTRICT-WIDE STUDENT GROUPS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 Dashboard. This information is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

- Foster youth (Math)
- English Learners (Graduation Rate)
- Homeless Youth (Math,Chronic Absenteeism, Graduation Rate)
- African American (Chronic Absenteeism)
- Students with Disabilities (ELA, Math)

SCHOOLS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 Dashboard FOR "ALL STUDENTS". This information is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

- Del Lago Elementary (Chronic Absenteeism)
- Olivewood Elementary (Chronic Absenteeism)

- San Joaquin Elementary (Chronic Absenteeism)
- Silverado High (Math, ELPI, Graduation Rate, Suspension Rate, College/Career)
- SVUSD Virtual Academy (Math, Chronic Absenteeism)

ANY STUDENT GROUP WITHIN A SCHOOL THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 Dashboard. This information is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

Cielo Vista Elementary
- Students with Disabilities (ELA,Math)

Del Cerro Elementary
- Students with Disabilities (Chronic Absenteeism)

Del Lago Elementary
- English Learners (Chronic Absenteeism)
- Socioeconomically Disadvantaged (Chronic Absenteeism)
- Students with Disabilities (ELA, Chronic Absenteeism, Suspension Rate)
- White (Chronic Absenteeism)

El Toro High
- English Learners (ELA)

Glen Yermo Elementary
- Students with Disabilities (ELA)

La Madera Elementary
- English Learners (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

La Paz Intermediate
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism, Suspension Rate)
- Students with Disabilities (ELA, Math, Chronic Absenteeism, Suspension Rate)

Laguna Hills High
- English Learners (ELA, Math)
- Students with Disabilities (ELA)

Lake Forest Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (ELA, Math, Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

Linda Vista Magnet Elementary
- Homeless (Chronic Absenteeism)
- White (Chronic Absenteeism)

Lomarena Elementary
- English Learners (Chronic Absenteeism)

- Students with Disabilities (Math, Chronic Absenteeism, Suspension Rate)
Los Alisos Intermediate
- English Learners (ELA, Math)
- Homeless (ELA, Math, Chronic Absenteeism)
- Students with Disabilities (ELA, Math)
Montevideo Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)
Olivewood Elementary
- English Learners (Chronic Absenteeism)
- Socioeconomically Disadvantaged (Chronic Absenteeism)
- Students with Disabilities (Math, Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)
Portola Hills Elementary
- Students with Disabilities (Chronic Absenteeism)
- White (Chronic Absenteeism)
Ralph A. Gates DLI Magnet Elementary
- English Learners (ELA, Math)
- Homeless (ELA, Math)
- Students with Disabilities (ELA, Math)
Rancho Santa Margarita Intermediate
- Students with Disabilities (ELA, Math, Chronic Absenteeism)
Robinson Elementary
- Students with Disabilities (Chronic Absenteeism)
- Two or More Races (Chronic Absenteeism)
San Joaquin Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)
- White (Chronic Absenteeism)
Santiago STEAM Magnet Elementary
- English Learners (Math)
- Homeless (ELA, Math, Chronic Absenteeism)
Serrano Intermediate
- English Learners (Suspension Rate)
- Socioeconomically Disadvantaged (Suspension Rate)
- Homeless (Chronic Absenteeism)

- Hispanic (Suspension Rate)
Silverado High
- English Learners (Math, Graduation Rate, Suspension Rate, College/Career)
- Socioeconomically Disadvantaged (Math, Graduation Rate, Suspension Rate, College/Career)
- Homeless (College/Career)
- Hispanic (Math, Graduation Rate, Suspension Rate, College/Career)
SVUSD Virtual Academy
- Socioeconomically Disadvantaged (ELA, Math)
- White (ELA, Math, Chronic Absenteeism)
Trabuco Hills High
- Students with Disabilities (ELA, Math)

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

SVUSD receives Learning Recovery Emergency Block Grant (LREBG) funds. The LREBG was designed to help schools provide additional learning time, support services, and resources to close academic gaps and promote student success. Below, we share a summary of how we are using the funds to support learning recovery based on our needs assessment. More information is available in the description for each action listed within the Goals.

>>>>Summary of Needs Assessment<<<<
Overall, our data highlights a need for additional support for several student groups, including English learners, long-term English learners, foster youth, homeless youth, low-income students, students with disabilities, Hispanic students, and Black/African American students. The areas of need include academics, especially English Language Arts and Mathematics, English learner progress, school climate, and pupil engagement. Chronic absenteeism also remains a need for several student groups. Some schools need more support than others, as shown in the Dashboard results above. Based on our assessment of student needs, we have identified key areas for improvement in academic achievement, English learner progress, school climate, and student engagement. To address these needs, we are using LREBG funds for the following supports:

>>>>Social, Emotional, and Behavioral Support<<<<
- Behavior Support for Students with Disabilities: Some students face challenges that make it difficult for them to focus and engage in learning. We are providing behavior support, such as training for staff and behavior specialists to support students with disabilities, helping them develop positive behaviors and strategies for success. (Aligned with: Pupil supports to address barriers to learning, social-emotional learning, and mental health services) (Goal 1 Action 1.41)
- Transition Support for Kindergarten: The start of school is an important transition, especially for our youngest learners. For the first days of school, we will place an additional adult in Kindergarten classrooms to lower class size in order to help students adjust to routines, build confidence, and ensure a smooth start to their learning journey. (Aligned with: Stabilizing staff-to-pupil ratios and supporting early intervention)(Goal 1 Action 1.40)

>>>>Counseling Support<<<<
- Elementary and Secondary Counselors: Many students need extra support to navigate school and life challenges. We are increasing the

number of counselors in elementary and secondary schools to help students with social-emotional needs, behavioral concerns, and academic planning. High school counselors will also support students with graduation and credit recovery to keep them on track for success. (Aligned with: Pupil supports to address barriers to learning, pupil engagement, and access to credit recovery) (Goal 1 Action 1.7 and 1.36)

>>>>Instructional Support<<<<
- Reducing Combination Classes: SVUSD will use student learning data, enrollment data, staffing information, and site-level input to identify when additional certificated staffing is needed to address student learning needs. When supported by data and local context, LREBG funds may be used to add staffing to reduce staff-to-pupil ratios, including by reducing the use of combination classes in specific settings. This action is designed to provide targeted instructional support where the district determines that additional staffing is needed to improve access to grade-level instruction and academic support. (Aligned with: Reducing staff-to-pupil ratios and increasing instructional time based on student learning needs) (Goal 1 Action 2.42)
- Professional Development for Teachers: High-quality instruction is key to student success. We are investing in professional learning communities (PLCs) where teachers collaborate and receive training on California Frameworks, standards, and effective teaching strategies as part of Tier I of the Multi-tiered System of Supports (MTSS). Special education teachers will also participate in these trainings to ensure that all students, including those with disabilities, receive strong instruction. To do so, support teams will be sent to release teachers weekly to attend PLCs. (Aligned with: Accelerating progress to close learning gaps through learning supports) (Goal 2 Action 2.44)

>>>>Intervention Support<<<<
- Early Literacy Intervention for Elementary Students: Strong reading skills are critical for future success. We are providing Tier II reading intervention teachers to support students who need extra reading support. This early intervention will give struggling readers the skills and confidence they need to excel. (Aligned with: Learning recovery programs and early literacy support) (Goal 2 Action 2.2)

Reflections: Technical Assistance

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

WORKING TO IMPROVE OUR SYSTEMS AND SUPPORT FOR OUR HOMELESS YOUTH

For 2023-24, SVUSD was identified for Differentiated Assistance based on outcomes for the homeless youth student group. The 2023 California School Dashboard showed the Red performance level for homeless youth in English language arts, mathematics, chronic absenteeism, and graduation rate.

SVUSD is no longer in Differentiated Assistance. Based on improvement shown in the 2024 and 2025 California School Dashboard results, the district is continuing in progress monitoring status. SVUSD will continue implementing its improvement plan and monitoring outcomes to support continued progress, particularly for students experiencing homelessness.

PLAN

SVUSD conducted a comprehensive data study to identify any inequities. Based on the findings, a comprehensive plan was collaboratively developed. This plan is organized into three main areas: 1) Identify, 2) Enroll and 3) Services/Supports. The overarching goal is to provide an

inclusive, empathetic, and supportive educational experience that acknowledges and addresses the unique challenges faced by homeless youth, ensuring their academic success and well-rounded development.

Central to this plan is the training of staff on the McKinney-Vento Homeless Assistance Act. The first layer is to equip every staff member with the understanding of how to identify students and pay attention to possible signs of homelessness while implementing a universal practice for assisting each family with understanding the housing questionnaire. An additional layer of training will focus on the enrollment process for these At-Promise Youth to ensure all are receiving immediate enrollment along with an intake meeting that connects them to the appropriate personnel. Finally, the most substantial component to the plan revolves around the services and supports for our McKinney-Vento students. We are focusing our professional development on cultural proficiency and trauma-informed teaching, enabling teachers to blend academic rigor with relationship building with an overall focus on engagement. In order to maximize systems and sustainability, school sites will ensure prioritization of McKinney-Vento Youth for the current supports and services offered. A McKinney-Vento scholarship program has been initiated utilizing one-time money with the expectation that each site's application entry creates a plan for how they plan to continue the request in future years utilizing other means. All these efforts are directed towards creating a rigorous, supportive, and nurturing educational environment for our homeless youth.

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.

No schools were identified as 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	• Engaged in a community-wide survey using Google Survey during the fall 2025 engagement cycle. Seventy-two (72) students participated in the survey. (Nov 2025) • Participated in focus group discussions at the Student Superintendent's Advisory Council. Documented attendance shows 31 council members participated in the focus groups across two meetings, with 15 participating on October 16, 2025, and 16 participating on February 5, 2026. • Participated in focus group discussions at high schools (including student leadership, AVID students, and English Language Development classes). 367 students participated in the focus groups at school sites (Jan/Feb 2026) • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators. • The focus group survey results were used to revise LCAP priorities and actions.
Parents	• Engaged in a community-wide survey using Google Survey during the fall 2025 engagement cycle. Eight hundred thirteen (813) parents/guardians participated in the survey. (Nov 2025) • Participated in focus group discussions at the Parent Superintendent's Advisory Council. Documented attendance shows 18 council members participated in the focus group meeting held on October 20, 2025. An additional Parent Superintendent's Advisory Council meeting was held on

Educational Partner(s)	Process for Engagement
	February 2, 2026. Because sign-in sheets were not provided, the council membership count of 33 was used for that meeting. • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators. • The focus group survey results were used to revise LCAP priorities and actions. • Partner feedback and how LCAP actions were shaped by feedback shared at the Parent Superintendent's Advisory Council. (May 2026)
Teachers	• Engaged in a community-wide survey using Google Survey during the fall 2025 engagement cycle. Three hundred eight (308) teachers participated in the survey. (Nov 2025) • Participated in focus group discussions at the Certificated Superintendent's Advisory Council. Documented attendance shows 28 council members participated in the focus group meeting held on October 13, 2025. All were SVEA union members. An additional meeting was held on January 27, 2026. Because sign-in sheets were not provided, the council membership count of 32 was used for that meeting. • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators. • The focus group survey results were used to revise LCAP priorities and actions.
Local bargaining units	• Engaged in community-wide survey using Google Survey. (Nov 2025) • SVEA members participated in focus group discussions at the Certificated Superintendent's Advisory Council. Documented attendance shows 28 SVEA members participated in the October 13, 2025, focus group meeting. An additional certificated meeting was held on January 27, 2026. • CSEA members participated in focus group discussions at the Classified Superintendent's Advisory Council. Documented attendance shows 32 CSEA members participated in the October 14, 2025, focus group meeting.

Educational Partner(s)	Process for Engagement
	An additional classified meeting was held on February 2, 2026. • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators. • The focus group survey results were used to revise LCAP priorities and actions.
Principals and Administrators	• Engaged in community-wide survey using Google Survey. 35 administrators participated in the survey. (Nov 2025) • Principals participated in focus group discussions during Elementary and Secondary Leadership Meetings. 34 participated in the focus groups. (January 2026) • Provided insight and feedback during the focus groups, which were recorded by a Google Survey. • The focus group survey results were used to revise LCAP priorities and actions.
Other School Personnel	• Engaged in the community-wide survey process. One hundred one (101) classified staff members participated in the survey. (Nov 2025) • Participated in focus group discussions at the Classified Superintendent's Advisory Council. Documented attendance shows 32 CSEA members participated in the October 14, 2025, focus group meeting. An additional classified meeting was held on February 2, 2026. Because sign-in sheets were not provided, the council membership count of 40 was used for that meeting. • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators. • The focus group survey results were used to revise LCAP priorities and actions.
DELAC	• Engaged in community-wide survey using Google Survey. (Nov 2025) • Participated in focus group discussions during DELAC Meeting. 59 members participated in the focus groups. (February 2026) • Provided insight and feedback during the focus groups, which were recorded by discussion facilitators.

Educational Partner(s)	Process for Engagement
	• The focus group survey results were used to revise LCAP priorities and actions. • Partner feedback and how LCAP actions were shaped by feedback shared at the DELAC board meeting. (April 2026) • The LCAP draft was shared via email to the members of DELAC, and feedback was sought. (May 2026) • District responded in writing to any questions or feedback. (May 2026)
SELPA (Director of South Orange County SELPA)	• Engaged in community-wide survey using Google Survey. (Nov 2025) • Met individually with the Coordinator of State and Federal Programs to analyze data and review community-wide survey results, providing insights and feedback.(February 2026) • Used SELPA Director feedback to develop LCAP priorities and actions focused on students with disabilities in collaboration with district Directors. (February 2026)
English Learner Administrator (Director of Language Acquisition)	• Engaged in community-wide survey using Google Survey. (Nov 2025) • Met individually with the Coordinator of State and Federal Programs to analyze data and review community-wide survey results, providing insights and feedback. (February 2026) • Used Director's feedback to develop LCAP priorities and actions focused on multilingual learners in collaboration with other district Directors. (February 2026)
Foster Youth/Homeless Students Administrator (Coordinator of Student Services/McKinney-Vento Liaison)	• Engaged in community-wide survey using Google Survey. (Nov 2025) • Met individually with the Coordinator of State and Federal Programs to analyze data and review community-wide survey results, providing insights and feedback. (February 2026) • Used Liason's feedback to develop LCAP priorities and actions focused on foster youth and homeless/housing insecure students in collaboration with other district Directors. (February 2026)

Educational Partner(s)	Process for Engagement
Equity Multiplier School: Silverado	• Engaged in community-wide survey using Google Survey. (Nov 2025) • Participated in focus group discussions as part of the Superintendent's Advisory Councils. (Jan/Feb 2026) • Provided insight and feedback during the different focus groups, which were recorded using a Google survey feedback form. (Jan/Feb 2026) • School team met with district team as part of comprehensive needs assessment and resource inequities analysis. (Jan-May 2026) • Met with the School Site Council and ELAC to gather insights and feedback on the use of Equity Multiplier funds and the LCAP focused goal. (March-May 2026)

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

STRATEGY FOR PARTNER ENGAGEMENT

Our strategy for educational partner engagement in developing our LCAP is to genuinely listen to all feedback and share pertinent data, so that the feedback we receive can lead to practical changes. We are dedicated to maintaining an open and inclusive process in which every voice contributes to shaping our educational plan. As we navigate through budget cuts and reduced funding, it's crucial that our partners have a say on how we prioritize our data-driven, evidence-based actions to address student needs.

An important change to our partner engagement strategy is that we have shifted to a focus-group format. After the initial community-wide survey in the fall, members of the district office meet with the different partner groups, share information about the work that we are doing and the relevant data, and then get feedback from the focus groups. This way, our district team can hear directly from our partners. Our district team then captures the feedback by charting it and analyzing it.

FEEDBACK FROM THE 2025 FALL COMMUNITY-WIDE SURVEY

There were 1,289 responses to the fall survey. The participants were asked to choose their top three state priorities. The participants chose State Priorities 1 (Basic Services), 8 (Pupil Outcomes), and 7 (Course Access) as the top three State Priorities.

- Priority 1 (Basic Services) was selected by 63.9% of respondents as a top priority. Most respondents appreciate the district's commitment to maintaining schools and providing materials, while also emphasizing the importance of safe, clean, functional facilities, appropriate supervision, and learning environments that support student well-being
- Priority 8 (Pupil Outcomes) was selected by 50.9% of respondents as a top priority. Respondents recognize many existing academic supports and want continued attention to timely intervention, tutoring, counseling, and college and career readiness so that more students can be successful.

- Priority 7 (Access to a Broad Course of Study) was selected by 49.6% of respondents as a top priority. Most respondents value the district's broad programs and would like continued growth in arts, electives, dual enrollment, and career pathways that keep students engaged and connected to future opportunities.

Of the survey responses, 404 provided open-ended feedback to provide deeper insights. They generally praise dedicated teachers and existing supports and emphasize clearer communication, strong counseling and mental health supports, targeted academic help, and safe, well-maintained facilities.

FEEDBACK FROM THE 2025-26 FOCUS GROUPS

The focus groups appreciate the dedicated teachers, counseling and tutorial supports, and many of the district's existing programs. They especially value positive relationships with staff, interactive and engaging instruction, clearer communication, and practical supports that help students feel included, safe, and ready to learn. There is also a shared desire to continue strengthening supports for multilingual learners, mental health supports, and everyday conditions of learning, such as shade, seating, food access, restroom access, and campus supervision.

FEEDBACK FOR SUPPORTS FOR STUDENTS WITH DISABILITIES

Respondents emphasize the importance of inclusive opportunities, consistent support, and strong collaboration with families to enhance the educational experience of students with disabilities.

- Inclusive Opportunities: Families value inclusive programs that help students with disabilities learn alongside peers and feel a strong sense of belonging. (Goal 1 Action 1.34, Goal 2 Action 2.44, Goal 3 Action 3.11)
- Consistent Support: Families emphasize the importance of trained staff and targeted academic and behavioral support so that students with disabilities receive timely help and can be successful in their classes. (Goal 1 Action 1.41, 1.42, Goal 2 Action 2.26, 2.47)
- Communication and Partnership: Families continue to value clear school-home communication and meaningful opportunities to participate in programs that support students with disabilities. (Goal 1 Action 1.31, 1.32, 1.38)

PRIORITIES BY LCAP GOALS AND HOW IT INFLUENCED THE LCAP

Our educational partners have highlighted several areas for our focus. They emphasize the importance of engaging and inclusive instruction, strong mental health and counseling support, clear and multilingual communication, targeted academic intervention, and safe, welcoming learning environments. They also continue to value broad course offerings, college and career pathways, and additional support for multilingual learners and students with disabilities.

To address the educational partners' priorities, we have aligned our goals and actions so that we are providing a Multi-Tiered System of Supports (MTSS) for both academic success and social-emotional, behavioral well-being. We have included a focus on engagement strategies, counseling and mental health supports, communication and outreach, personalized academic support, multilingual learner support, and robust professional development for staff. We have designed many actions to benefit all students, with a focus on supporting our foster youth, English learners, and low-income students. We have also made sure that we include additional support for students with disabilities.

See below for details on our community feedback and the actions we developed or maintained to address those priorities. The actions listed are only the highlighted actions, not the complete list of all actions that address the priorities.

Goal 1 (Engagement)

- Families and students value welcoming schools, counseling supports, and programs that help students feel connected and supported. (Goal 1 Action 1.1, 1.7, 1.9, 1.10, 1.42)
- Students and staff want learning environments that keep students engaged through strong relationships, interactive lessons, and meaningful support. (Goal 1 Action 1.18, 1.19, Goal 2 Action 2.1, 2.45)
- Parents continue to ask for clear, timely, and multilingual communication, along with outreach that makes it easier to participate in school. (Goal 1 Action 1.29, 1.30, 1.31, 1.32, 1.37, 1.38)

Goal 2 (Pupil Outcomes)

- Families, students, and staff value timely academic intervention, tutoring, and small-group support that help students access grade-level learning. (Goal 2 Action 2.2, 2.4, 2.6, 2.15)
- Multilingual learners and staff continue to emphasize strong language development support, integrated ELD, and progress monitoring for multilingual learner success. (Goal 2 Action 2.12, 2.13, 2.14, 2.22, 2.23, 2.27)
- Students and families appreciate college and career opportunities and want continued access to AVID, AP/IB, dual enrollment, and career pathways. (Goal 2 Action 2.41, 2.43, Goal 3 Action 3.7, 3.8)

Goal 3 (Conditions for Learning)

- Students, families, and staff value safe, clean, and functional campuses that support learning and student well-being. (Goal 3 Action 3.3, 3.12, Goal 1 Action 1.11)
- Educational partners continue to value access to arts, enrichment, and broad course options that keep students connected to school. (Goal 3 Action 3.2, 3.7, 3.8, 3.13)
- Staff and administrators value ongoing professional learning and coherent systems that strengthen implementation across schools. (Goal 1 Action 1.23, 1.24, Goal 2 Action 2.44, Goal 3 Action 3.4, 3.5)

PRIORITIES BY EDUCATIONAL PARTNER GROUPS AND HOW IT INFLUENCED THE LCAP

STUDENTS

- Students value interactive, relevant lessons and positive relationships with teachers that keep them engaged in learning. (Goal 1 Action 1.19, Goal 2 Action 2.1, 2.20, 2.21, 2.45)
- Students appreciate counseling, tutorial, and college and career supports and want those supports to remain accessible and responsive. (Goal 1 Action 1.9, 1.10, Goal 2 Action 2.6, 2.11, 2.43, Goal 3 Action 3.7, 3.8)
- Students continue to emphasize the importance of safe, comfortable, and functional campus conditions that support learning and belonging. (Goal 3 Action 3.3, Goal 1 Action 1.11)

MULTILINGUAL LEARNERS IN DESIGNATED ELD CLASSES

- Multilingual learners value stronger language access across their classes, including scaffolds, translation support, and targeted language development. (Goal 2 Action 2.12, 2.13, 2.14, 2.22, 2.23, 2.27)
- Multilingual learners want to feel connected and included through strong relationships, cultural and linguistic responsiveness, and communication that supports their families. (Goal 1 Action 1.30, 1.31, 1.32, Goal 2 Action 2.27)
- Multilingual learners appreciate additional academic support during tutorials, intervention, and extended learning opportunities that help them make progress. (Goal 2 Action 2.6, 2.11, 2.23, 2.24, 2.34)

PARENTS
- Parents value clear communication and outreach, including multilingual resources, practical information, and flexible ways to participate. (Goal 1 Action 1.29, 1.30, 1.31, 1.32, 1.37, 1.38)
- Parents want strong academic, counseling, and college and career supports so students can access help early and stay on track. (Goal 1 Action 1.7, 1.9, 1.10, Goal 2 Action 2.4, 2.6, 2.43)
- Parents continue to emphasize safe facilities and practical supports that make school more welcoming and accessible for students and families. (Goal 1 Action 1.11, Goal 3 Action 3.3, 3.6)

TEACHERS
- Teachers value strong intervention systems and additional support structures that help them respond to varied student needs. (Goal 2 Action 2.2, 2.7, 2.15, 2.20, 2.21)
- Teachers continue to emphasize the importance of resources and professional learning to support multilingual learners and students with diverse learning needs. (Goal 2 Action 2.22, 2.23, 2.24, 2.26, 2.44)
- Teachers value engagement strategies and collaborative planning that help make instruction more meaningful and interactive for students. (Goal 1 Action 1.19, Goal 2 Action 2.45, 2.46)

CLASSIFIED STAFF MEMBERS
- Classified staff value practical attendance, wellness, and family-support systems that help students get connected to school and stay engaged. (Goal 1 Action 1.11, 1.32, 1.39)
- Classified staff continue to emphasize safe, well-maintained campuses and operational supports that improve the daily school experience for students. (Goal 3 Action 3.3, 3.6, 3.10)
- Classified staff want families and students to have clearer information about academic supports and postsecondary opportunities. (Goal 1 Action 1.29, 1.31, Goal 2 Action 2.43)

ADMINISTRATORS
- Administrators value coordinated attendance, counseling, and engagement systems that help schools respond to student needs early. (Goal 1 Action 1.7, 1.9, 1.11, 1.23, 1.24)
- Administrators continue to emphasize clearer, more targeted communication and interpretation support for families. (Goal 1 Action 1.29, 1.30, 1.31, 1.32, 1.37)
- Administrators value strong multilingual learner systems, staff capacity building, and coherent implementation across schools. (Goal 2 Action 2.14, 2.22, 2.23, 2.27, Goal 3 Action 3.4, 3.5)

FEEDBACK FOR EQUITY MULTIPLIER SCHOOL: SILVERADO HIGH SCHOOL

Along with community-wide surveys, feedback from the Superintendent's Advisory Council, and focus groups, district staff met with Silverado High School leadership. In consultation with the School Site Council and ELAC, they created Goal 4.

The 2025-26 feedback consistently highlighted that Silverado, as a small school, successfully created a welcoming community where students felt cared for by the staff.

- Welcoming Support: The community values Silverado's caring staff, counseling support, and flexible options that help students stay connected and make progress toward graduation. (Goal 4 Action 4.1, 4.4, 4.9, 4.12)
- Relevant Opportunities: Students and families would like continued growth in electives, college and career experiences, and courses that reflect student interests. (Goal 4 Action 4.3, 4.4, 4.10)
- Clear Communication: Families continue to value timely communication and updates about student progress and available supports. (Goal 1 Action 1.29, 1.30, 1.31, 1.32, 1.37, 1.38)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Each school site will develop and maintain positive parent, student, and community involvement and focus on engagement strategies to promote and support student social, emotional, behavioral well-being and academic success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad goal to capture elements that contribute to student engagement, such as parent involvement, pupil engagement, and school climate. This goal applies to all of our schools. We used multiple sources of data to guide us in developing Goal 1.

While our 2025 CA Dashboard data and local data showed improvements, we will continue with Goal 1 as originally planned, with small changes addressed in the LCAP actions affected. The explanation of why we have developed this goal is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

For example, our secondary students from 7th to 12th grade take the spring 2023 Panorama Social Emotional Learning survey. Under “Engagement”, we see that 30% of secondary students indicated that they felt attentive and invested in their class. This is a 3% increase from the previous year. This is an indication that we are improving in engaging our secondary students. Compared nationally to all schools, our district is near the 20th percentile, which means that our secondary students felt less engaged than most secondary students.

Our 2023 CA Dashboard showed that 15.6% of our students are chronically absent. This is a decline of 2.1% from the previous year. Our homeless/housing insecure students (25.7%) and our African American students (24.8%) had a Red status on the CA Dashboard for chronic absenteeism.

Our graduation rate is 91.7% in 2023, a decline of 2.5%, which gave us a Yellow status on the CA Dashboard. Our graduation rate for our English learners (74.9%) and homeless/housing insecure students (76.4%) were far below all students and had a Red status on the CA Dashboard.

Our analysis of state and local data showed a need for increased focus on engagement strategies as well as support for social and emotional well-being and behavior to help all students feel good about learning. This would, in turn, help our attendance rate and our graduation rate. Overall, our data showed a clear need for additional support for our foster youth, English learners, and low-income students in the area of engagement and school climate.

The physical, environmental, and social aspects of a school have a profound impact on student experiences, attitudes, behaviors, and performance. School culture and climate help determine whether students feel a sense of belonging and engagement. In a welcoming, inclusive, and positive school culture, all students experience equally supportive learning environments and opportunities that help them learn and thrive. To that end, SVUSD is committed to improving and enhancing our culturally proficient Multi-Tiered System of Support (MTSS) framework to ensure that all students receive the support they need to thrive academically, behaviorally, and social-emotionally.

A culturally proficient Multi-Tiered System of Support (MTSS) is a California-recommended framework designed to meet the needs of all students. It includes a range of supports that address academic, behavioral, and social-emotional needs, ensuring that every student feels a sense of belonging and is nurtured. This approach helps create a positive school environment where all students, including foster youth, English learners, and low-income students, receive the necessary resources and opportunities to succeed.

We recognize the unique needs of our student populations, including multilingual learners, low-income students, homeless/housing insecure students, foster youth, and students with disabilities. By refining our MTSS system, we aim to create a more inclusive and supportive educational environment that not only identifies and addresses the barriers to learning any students may face, but we also harness their unique strengths and potentials. This commitment reflects our dedication to equitable opportunities for all students to achieve success.

We value our partnerships with SVUSD families and know that they are a critical element in our mission to educate all children in the Saddleback Valley Unified School District. During the educational partner engagement process, our families highlighted the need for more understanding of what the district is doing to support their children, as well as more collaboration with the district in shaping educational plans.

Therefore, in order to ensure our students are successful and prepared for college and careers, SVUSD will support our schools to develop and maintain the culture and climate of our schools to be positive, welcoming, and collaborative with our students, families, and community. We will also prioritize professional development on culturally proficient engagement strategies and social-emotional and behavioral (SEB) strategies for all of our staff. With these SEB strategies, the culture and climate of our schools will promote a sense of connection and belonging with our students and families.

ACTIONS THAT SUPPORT DISTRICT-WIDE STUDENT GROUPS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD FOR STATE PRIORITIES 3, 5, AND 6

- English Learners (Graduation Rate): See Actions 1.9, 1.13, 1.14, 1.16, 1.17, and 1.36.
- Homeless Youth (Chronic Absenteeism, Graduation Rate): See Actions 1.9, 1.11, 1.13, 1.16, 1.17, 1.36. Action 1.27 addresses the unique needs of housing insecure/homeless youth. Additionally, professional development on culturally proficient practices (1.18), engagement strategies (1.19), social-emotional learning (1.20), and community circles (1.21) will contribute to a welcoming and inclusive learning environment that will encourage all students to attend school, particularly students who face additional barriers to sense of belonging and engagement, such as housing insecure/homeless youth.
- African American (Chronic Absenteeism): See Action 1.11. Additionally, professional development on culturally proficient practices (1.18), engagement strategies (1.19), social-emotional learning (1.20), and community circles (1.21) will contribute to a welcoming and inclusive learning environment that will encourage all students to attend school, particularly students who face additional barriers to a sense of belonging and engagement, such as African American students.

ACTIONS THAT SUPPORT SCHOOLS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD FOR "ALL STUDENTS" FOR STATE PRIORITIES 3, 5, AND 6

See Action 1.11. Additionally, professional development on culturally proficient practices (1.18), engagement strategies (1.19), social-emotional learning (1.20), and community circles (1.21) will contribute to a welcoming and inclusive learning environment that will encourage all students to attend school, particularly students who face additional barriers to a sense of belonging and engagement. The district also provides mental well-being support through counseling (1.10, 1.33, and 1.36) for students who are facing trauma or other mental health challenges that may affect their attendance. Schools also receive LCAP school site allocation (Action 3.6) that can be used to increase and improve support for foster youth, English learners and low-income students based on their school data. The target schools below will be able to use the LCAP site-based funds to address their school's specific attendance situation. For example, they can provide for family engagement activities that provides information about school attendance, regular check-ins with an assigned adult mentor, and engagement through extracurricular activities.

- Del Lago Elementary (Chronic Absenteeism)
- Olivewood Elementary (Chronic Absenteeism)
- San Joaquin Elementary (Chronic Absenteeism)
- SVUSD Virtual Academy (Chronic Absenteeism)

Silverado is supported with Actions 1.9, 1.13, 1.14, 1.16, 1.17, and 1.36 to address the graduation rate and Actions 1.3, 1.5, 1.12, 1.23, and 1.24 to address the suspension rate. Goal 4 Actions 4.1, 4.4, 4.5, 4.7, and 4.9 are exclusively Silverado actions that addresses the graduation rate and suspension rate.

- Silverado High (Graduation Rate, Suspension Rate)

ACTIONS THAT SUPPORT ANY STUDENT GROUP WITHIN A SCHOOL THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD FOR STATE PRIORITIES 3, 5, AND 6

To address chronic absenteeism, we will provide professional development on culturally proficient practices (1.18), engagement strategies (1.19), social-emotional learning (1.20), and community circles (1.21). Culturally proficient practices, engagement strategies, social-emotional learning, and community circles contribute to building a welcoming and inclusive learning environment that will encourage all students to attend school, particularly students who face additional barriers to sense of belonging and engagement. These actions are in addition to Action 1.11, which addresses chronic absenteeism explicitly.

Culturally proficient practices, engagement strategies, social-emotional learning, and community circles also contributes to a reduction in suspensions as they proactively support student behavior through sense of belonging and engagement. These actions are in addition to Actions 1.3, 1.5, 1.12, 1.23, 1.24, and 1.27 which more directly addresses the suspension rate indicator.

Schools also receive LCAP school site allocation (Action 3.6) that can be used to increase and improve support for foster youth, English learners, and low-income students based on their school data. The target schools below will be able to use the LCAP site based funds to address their school's specific attendance and suspension rate, with a particular focus on foster youth, English learners, and low-income students. For example, they can provide for family engagement activities that provides information about school attendance, regular check-

ins with an assigned adult mentor, additional professional development on culturally responsive, proactive responses to unexpected behaviors, or site-specific alternative to suspension options.

Del Cerro Elementary
- Students with Disabilities (Chronic Absenteeism)

Del Lago Elementary
- English Learners (Chronic Absenteeism)
- Socioeconomically Disadvantaged (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism, Suspension Rate)
- White (Chronic Absenteeism)

La Madera Elementary
- English Learners (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

La Paz Intermediate
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism, Suspension Rate)
- Students with Disabilities (Chronic Absenteeism, Suspension Rate)

Lake Forest Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

Linda Vista Magnet Elementary
- Homeless (Chronic Absenteeism)
- White (Chronic Absenteeism)

Lomarena Elementary
- English Learners (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism, Suspension Rate)

Los Alisos Intermediate
- Homeless (Chronic Absenteeism)

Montevideo Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

Olivewood Elementary
- English Learners (Chronic Absenteeism)
- Socioeconomically Disadvantaged (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)

Portola Hills Elementary
- Students with Disabilities (Chronic Absenteeism)
- White (Chronic Absenteeism)

Rancho Santa Margarita Intermediate
- Students with Disabilities (Chronic Absenteeism)

Robinson Elementary
- Students with Disabilities (Chronic Absenteeism)
- Two or More Races (Chronic Absenteeism)

San Joaquin Elementary
- English Learners (Chronic Absenteeism)
- Homeless (Chronic Absenteeism)
- Students with Disabilities (Chronic Absenteeism)
- Hispanic (Chronic Absenteeism)
- White (Chronic Absenteeism)

Santiago STEAM Magnet Elementary
- Homeless (Chronic Absenteeism)

Serrano Intermediate
- English Learners (Suspension Rate)
- Socioeconomically Disadvantaged (Suspension Rate)
- Homeless (Chronic Absenteeism)
- Hispanic (Suspension Rate)

SVUSD Virtual Academy
- White (Chronic Absenteeism)

Silverado is supported with Actions 1.9, 1.13, 1.14, 1.16, 1.17, and 1.36 to address the graduation rate and Actions 1.3, 1.5, 1.12, 1.23, and 1.24 to address the suspension rate in addition to the actions listed above. Goal 4 Actions 4.1, 4.4, 4.5, 4.7, and 4.9 are exclusively Silverado actions that addresses the graduation rate and suspension rate.

Silverado High
- English Learners (Graduation Rate, Suspension Rate)
- Socioeconomically Disadvantaged (Graduation Rate, Suspension Rate)
- Hispanic (Graduation Rate, Suspension Rate)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard - Graduation Rate Indicator LCFF Priority 5: Student Engagement (Gr 9-12)	2023 CA Dashboard All Students = 91.7% (Yellow) English Learners = 74.9% (Red) Socioeconomically Disadvantaged = 87.3% (Orange) Homeless = 76.4% (Red) Students with Disability = 84.6% (Yellow) Hispanic = 86.6% (Orange) Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	2024 CA Dashboard All Students = 93.2% (Green) English Learners = 84.9% (Green) Socioeconomically Disadvantaged = 91.4% (Green) Homeless = 82.7% (Green) Students with Disability = 83.3% (Orange) Hispanic = 89.1% (Green) Long-Term English Learners = 91.6% (Green)	2025 CA Dashboard All Students = 95.4% (Blue) English Learners = 90.0% (Green) Socioeconomically Disadvantaged = 94.2% (Green) Homeless = 88.0% (Green) Students with Disability = 86.7% (Green) Hispanic = 93.6% (Green) Long-Term English Learners = 96.2% (Blue)	Increase 1% or more each year to get to Year 3 target of… All Students = 94.7% (Green) English Learners = 77.9% (Yellow) Socioeconomically Disadvantaged = 90.3% (Green) Homeless = 79.4% (Yellow) Students with Disability = 87.6% (Green) Hispanic = 89.6% (Green) Long-Term English Learners = 93.6% (Green)	2025 Difference from Baseline All Students = +3.7% English Learners = +15.1% Socioeconomically Disadvantaged = +6.9% Homeless = +11.6% Students with Disability = +2.1% Hispanic = +7.0% Long-Term English Learners = +4.6% Exceeded Year 2 targets for all student groups.
1.2	Middle School & High School Dropout Data source: CALPADS 8.1c and Dataquest	2022-23: Middle School = 3	2023-24 Middle School = 0 High School = 60	2024-25 Middle School = 5 High School = 47	Decrease 3% each year to get to Year 3 target of... Middle School = 0	2024-25 Difference from Baseline Middle School Dropout = +2 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Four-Year Adjusted Cohort Outcome LCFF Priority 5: Student Engagement	High School = 105 students			High School = 94 students	High School Dropout = -58 students Exceeded Year 2 target for High School. Did not meet Year 2 target for Middle School.
1.3	CA Dashboard - Chronic Absenteeism Indicator LCFF Priority 5: Student Engagement (Gr K-8)	2023 CA Dashboard 15.6% of all students in SVUSD were chronically absent for the 2022-23 school year (Yellow) English Learners = 19.6% (Orange) Socioeconomically Disadvantaged = 21.3% (Yellow) Foster Youth = 31.2% (Orange) Homeless = 25.7% (Red) Students with Disabilities = 23.5% (Orange)	2024 CA Dashboard 10.7% of all students in SVUSD were chronically absent for the 2023-24 school year (Yellow) English Learners = 14.1% (Yellow) Socioeconomically Disadvantaged = 15.4% (Yellow) Foster Youth = 26.4% (Orange) Homeless = 17.4% (Yellow)	2025 CA Dashboard 10.7% of all students in SVUSD were chronically absent for the 2024-25 school year (Orange) English Learners = 13.8% (Orange) Socioeconomically Disadvantaged = 15.5% (Orange) Foster Youth = 19.8% (Yellow) Homeless = 17.2% (Orange)	Decrease 0.5% or more each year to get to Year 3 target of… 14.1% of all students in SVUSD chronically absent for the 2022-23 school year (Yellow) English Learners = 18.1% (Yellow) Socioeconomically Disadvantaged = 19.8% (Yellow) Foster Youth = 29.7% (Yellow) Homeless = 24.2% (Orange)	2025 Difference from Baseline All Students = –4.9% English Learners = –5.8% Socioeconomically Disadvantaged = –5.8% Foster Youth = –11.4% Homeless = –8.5% Students with Disabilities = –7.5% Hispanic = –6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 19.9% (Yellow) African American = 24.8% (Red) Two or More Races = 12.5% (Yellow) White = 13.2% (Yellow) Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	Students with Disabilities = 16.8% (Yellow) Hispanic = 14.5% (Yellow) African American = 17.4% (Yellow) Two or More Races = 7% (Green) White = 8.8% (Green) Long-Term English Learners = 18.6% (Orange)	Students with Disabilities = 16.0% (Yellow) Hispanic = 13.7% (Yellow) African American = 18.1% (Orange) Two or More Races = 8.2% (Orange) White = 9.1% (Yellow) Long-Term English Learners = 15.5% (Yellow)	Students with Disabilities = 22.0% (Orange) Hispanic = 18.4% (Yellow) African American = 23.3% (Orange) Two or More Races = 11.0% (Yellow) White = 11.7% (Yellow) Long-Term English Learners = 17.6% (Yellow)	African American = –6.7% Two or More Races = –4.3% White = -4.1% Long-Term English Learners = –3.1% On track to exceed Year 3 Desired Outcomes.
1.4	Social Emotional Learning: School Perception Data source: Panorama School Climate Survey for Sense of Belonging and Engagement LCFF Priority 6: School Climate	The Panorama School Climate survey is split between two metrics: this one and M1.9. This metric shows the students' perception of their school experience. Spring 2024 Gr 3-6: Sense of Belonging All = 67% English Learners = 66%	Spring 2025 Gr 3-6: Sense of Belonging All = 60% English Learners = 56%	Spring 2026 Gr 3-6: Sense of Belonging All = 61% English Learners = 56%	Increase 1% or more each year to get to Year 3 target of… Spring 2027 Gr 3-6: Sense of Belonging All = 70%	2026 Difference from Baseline Grades 3-6: Sense of Belonging All = -6% English Learners = -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities = 67% African American = 61% Hispanic/Latino = 67% Engagement All = 62% English Learners = 57% Students with Disabilities = 59% African American = 57% Hispanic/Latino = 60% Gr 7-12 Sense of Belonging All = 45% English Learners = 41% Students with Disabilities = 46% African American = 61% Hispanic/Latino = 42%	Students with Disabilities = 58% African American = 54% Hispanic/Latino = 59% Engagement All = 49% English Learners = 47% Students with Disabilities = 44% African American = 48% Hispanic/Latino = 46% Gr 7-12 Sense of Belonging All = 50% English Learners = 46%	Students with Disabilities = 60% African American = 67% Hispanic/Latino = 58% Engagement All = 49% English Learners = 46% Students with Disabilities = 45% African American = 52% Hispanic/Latino = 46% Gr 7-12: Sense of Belonging All = 53% English Learners = 49%	English Learners = 69% Students with Disabilities = 70% African American = 64% Hispanic/Latino = 70% Engagement All = 65% English Learners = 60% Students with Disabilities = 62% African American = 70% Hispanic/Latino = 63% Gr 7-12 Sense of Belonging All = 48%	Students with Disabilities = -7% African American = +6% Hispanic/Latino = -9% Engagement All = -13% English Learners = -11% Students with Disabilities = -14% African American = -5% Hispanic/Latino = -14% Grades 7-12: Sense of Belonging All = +8% English Learners = +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Engagement All = 30% English Learners = 30% Students with Disabilities = 32% African American = 31% Hispanic/Latino = 28%	Students with Disabilities = 50% African American = 53% Hispanic/Latino = 47% Engagement All = 31% English Learners = 29% Students with Disabilities = 30% African American = 32% Hispanic/Latino = 29%	Students with Disabilities = 54% African American = 52% Hispanic/Latino = 51% Engagement All = 33% English Learners = 30% Students with Disabilities = 34% African American = 31% Hispanic/Latino = 30%	English Learners = 44% Students with Disabilities = 49% African American = 64% Hispanic/Latino = 45% Engagement All = 33% English Learners = 33% Students with Disabilities = 35% African American = 34% Hispanic/Latino = 31%	Students with Disabilities = +8% African American = -9% Hispanic/Latino = +9% Engagement All = +3% English Learners = 0% Students with Disabilities = +2% African American = 0% Hispanic/Latino = +2%
1.5	CA Dashboard - Suspension Rate Indicator LCFF Priority 6: School Climate	2023 CA Dashboard 1.5% of students were suspended at least one day in the 2022-23 school year (Green) English Learners = 2.8% (Yellow)	2024 CA Dashboard 1.4% of students were suspended at least one day in the 2023-24 school year (Green)	2025 CA Dashboard 1.5% of students were suspended at least one day in the 2024-25 school year (Green)	Decrease 0.3% or more each year to get to Year 3 target of… 0.6% of students were suspended at least one day (Green)	2025 Difference from Baseline All Students = 0.0% English Learners = +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth = 3.4% (Yellow) Homeless = 3.7% (Orange) Socioeconomically Disadvantaged = 2.3% (Green) Students with Disabilities = 3.1% (Yellow) Hispanic = 2.1% (Green) African American = 3.2% (Green) Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	English Learners = 3.0% (Yellow) Foster Youth = 5.9% (Orange) Homeless = 3.3% (Green) Socioeconomically Disadvantaged = 2.2% (Green) Students with Disabilities = 3.5% (Orange) Hispanic = 2.1% (Green) African American = 3.0% (Yellow) Long-Term English Learners = 5.2% (Orange)	English Learners = 2.9% (Yellow) Foster Youth = 5.3% (Yellow) Homeless = 3.4% (Yellow) Socioeconomically Disadvantaged = 2.3% (Green) Students with Disabilities = 3.1% (Green) Hispanic = 2.2% (Green) African American = 2.9% (Yellow) Long-Term English Learners = 5.9% (Orange)	English Learners = 1.9% (Green) Foster Youth = 2.5% (Green) Homeless = 2.8% (Yellow) Socioeconomically Disadvantaged = 1.4% (Green) Students with Disabilities = 2.2% (Green) Hispanic = 1.2% (Green) African American = 2.3% (Green) Long-Term English Learners = 4.6% (Yellow)	Foster Youth = +1.9% Homeless = –0.3% Socioeconomically Disadvantaged = 0.0% Students with Disabilities = 0.0% Hispanic = +0.1% African American = –0.3% Long-Term English Learners = +0.7%
1.6	Expulsion Rate Data source: Dataquest LCFF Priority 6: School Climate	2022-23 Expulsion Rate: 0.17% Expulsion Count: 41	2023-24 Expulsion Rate: 0.00% Expulsion Count: 0	2024-25 Expulsion Rate: 0.1% Expulsion Count: 13	Decrease expulsion count by 2 each year to get to Year 3 target of... 2025-26 Expulsion Rate: 0.14%	2024-25 Difference from Baseline Expulsion Rate = –0.07% Expulsion Count = –28

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Expulsion Count: 35	On track to exceed Year 3 Desired Outcomes.
1.7	Parent Engagement Data source: SBE Parent Engagement Self-Reflection Tool (Median Value) LCFF Priority 3: Parent Engagement	Spring 2024 Results 1. Building Relationships - 4 (Full Implementation) 2.Building Partnerships for Student Outcomes - 4 (Full Implementation) 3. Seeking Input for Decision Making - 4 (Full Implementation)	Spring 2025 1. Building Relationships - 4 (Full Implementation) 2.Building Partnerships for Student Outcomes - 3.5 (Full Implementation) 3. Seeking Input for Decision Making - 4 (Full Implementation)	Spring 2026 1. Building Relationships - 4 (Full Implementation) 2. Building Partnerships for Student Outcomes - 4 (Full Implementation) 3. Seeking Input for Decision Making - 5 (Full Implementation and Sustainability)	Maintain or increase to level 5 Full Implementation and Sustainability Spring 2027 1. Building Relationships - 4 (Full Implementation) 2.Building Partnerships for Student Outcomes - 4 (Full Implementation) 3. Seeking Input for Decision Making - 4 (Full Implementation)	2026 Difference from Baseline 1. Building Relationships - +0.0 Maintained 2. Building Partnerships for Student Outcomes - +0.0 Maintained 3. Seeking Input for Decision Making - +1.0 Increased
1.8	SVUSD Parent Survey	Spring 2024 Elementary parents at non-Title-I schools	Spring 2025 Elementary parents at non-Title-I schools	Spring 2026 Elementary parents at non-Title-I schools	Maintain or increase by 1% each year to above 90% for all areas Spring 2027 Elementary parents at non-Title-I schools	2026 Difference from Baseline Elementary parents at non-Title-I schools

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		89.4% of parents feel that the school is a safe place to learn 85.7% feel that the school communicates about their child's progress and how to help them 87.5% feel that the staff creates a welcoming environment Secondary parents at non-Title-I schools 81.9% of parents feel that the school is a safe place to learn 74% feel that the school communicates about their child's progress and how to help them 76.1% feel that the staff creates a welcoming environment Families at Title-I schools (9 elementary,	96.3% of parents feel that the school is a safe place to learn 91.6% feel that the school communicates about their child's progress and how to help them 95.3% feel that the staff creates a welcoming environment Secondary parents at non-Title-I schools 88.1% of parents feel that the school is a safe place to learn 59.7% feel that the school communicates about their child's progress and how to help them 82.5% feel that the staff creates a welcoming environment	95.7% of parents feel that the school is a safe place to learn 89.5% feel that the school communicates about their child's progress and how to help them 94.3% feel that the staff creates a welcoming environment Secondary parents at non-Title-I schools 93.7% of parents feel that the school is a safe place to learn 61.2% feel that the school communicates about their child's progress and how to help them 91.8% feel that the staff creates a welcoming environment	90.9% of parents feel that the school is a safe place to learn 90.0% feel that the school communicates about their child's progress and how to help them 90% feel that the staff creates a welcoming environment Secondary parents at non-Title-I schools 86.4% of parents feel that the school is a safe place to learn 78.9% feel that the school communicates about their child's progress and how to help them 80.6% feel that the staff creates a	+6.3% increase in parents who feel that the school is a safe place to learn +3.8% increase in parents who feel that the school communicates about their child's progress and how to help them +6.8% increase in parents who feel that the staff creates a welcoming environment Secondary parents at non-Title-I schools +11.8% increase in parents who feel that the school is a safe place to learn -12.8% decrease in parents who feel that the school communicates about their child's progress and how to help them

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		Los Alisos Intermediate, and Silverado HS) 89.9% of parents feel that the school is a safe place to learn 91.4% feel that the school communicates about their child's progress and how to help them in their home language 92.1% feel that the staff creates a welcoming environment	Families at Title-I schools (9 elementary, Los Alisos Intermediate, and Silverado HS) 96.9% of parents feel that the school is a safe place to learn 92.4% feel that the school communicates about their child's progress and how to help them in their home language 96.9% feel that the staff creates a welcoming environment	Families at Title-I schools (9 elementary, Los Alisos Intermediate, and Silverado HS) 90.1% of parents feel that the school is a safe place to learn 91.4% feel that the school communicates about their child's progress and how to help them in their home language 92.1% feel that the staff creates a welcoming environment	welcoming environment Families at Title-I schools (9 elementary, Los Alisos Intermediate, and Silverado HS) 90.1% of parents feel that the school is a safe place to learn 91.4% feel that the school communicates about their child's progress and how to help them in their home language 92.1% feel that the staff creates a welcoming environment	+15.7% increase in parents who feel that the staff creates a welcoming environment Families at Title-I schools +7.0% increase in parents who feel that the school is a safe place to learn +1.0% increase in parents who feel that the school communicates about their child's progress and how to help them in their home language +4.8% increase in parents who feel that the staff creates a welcoming environment
1.9	Social Emotional Learning: Self-Perception	The Panorama School Climate survey is split between two metrics,	Spring 2025	Spring 2026	Increase 1% or more each year to	2026 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: Panorama School Climate Survey for Self-Management, Social Awareness, and Self-Efficacy LCFF Priority 6: School Climate	this one and M1.4. This metric shows the students' perception of themselves. Spring 2024 Gr 3-6: Self-Management All = 76% English Learners = 62% Students with Disabilities = 69% African American = 67% Hispanic/Latino = 70% Gr 3-6: Social Awareness All = 72% English Learners = 64% Students with Disabilities = 68% African American = 66% Hispanic/Latino = 69% Gr 3-6: Self-Efficacy All = 61% English Learners = 43% Students with Disabilities = 52% African American = 53% Hispanic/Latino = 52%	Gr 3-6: Self-Management All = 77% English Learners = 60% Students with Disabilities = 69% African American = 63% Hispanic/Latino = 70% Gr 3-6: Social Awareness All = 66% English Learners = 56% Students with Disabilities = 60% African American = 62% Hispanic/Latino = 62% Gr 3-6: Self-Efficacy All = 54% English Learners = 35% Students with Disabilities = 46% African American = 47%	Gr 3-6: Self-Management All = 79% English Learners = 62% Students with Disabilities = 71% African American = 70% Hispanic/Latino = 71% Gr 3:-6: Social Awareness All = 68% English Learners = 57% Students with Disabilities = 62% African American = 67% Hispanic/Latino = 63% Gr 3-6: Self-Efficacy All = 57% English Learners = 35% Students with Disabilities = 49% African American = 57%	get to Year 3 target of… Spring 2027 Gr 3-6: Self-Management All = 79% English Learners = 65% Students with Disabilities = 72% African American = 70% Hispanic/Latino = 73% Gr 3-6: Social Awareness All = 75% English Learners = 67% Students with Disabilities = 71% African American = 69% Hispanic/Latino = 72% Gr 3-6: Self-Efficacy All = 64% English Learners = 46%	Gr 3-6: Self-Management All = +3% English Learners = 0% Students with Disabilities = +2% African American = +3% Hispanic/Latino = +1% Gr 3-6: Social Awareness All = -4% English Learners = -7% Students with Disabilities = -6% African American = +1% Hispanic/Latino = -6% Gr 3-6: Self-Efficacy All = -4% English Learners = -8% Students with Disabilities = -3% African American = +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gr 7-12: Self-Management All = 74% English Learners = 63% Students with Disabilities = 70% African American = 76% Hispanic/Latino = 70% Gr 7-12: Social Awareness All = 66% English Learners = 54% Students with Disabilities = 62% African American = 65% Hispanic/Latino = 62% Gr 7-12: Self-Efficacy All = 51% English Learners = 37% Students with Disabilities = 47% African American = 59% Hispanic/Latino = 44%	Hispanic/Latino = 44% Gr 7-12: Self-Management All = 70% English Learners = 59% Students with Disabilities = 67% African American = 72% Hispanic/Latino = 66% Gr 7-12: Social Awareness All = 62% English Learners = 47% Students with Disabilities = 57% African American = 61% Hispanic/Latino = 57% Gr 7-12: Self-Efficacy All = 48% English Learners = 32% Students with Disabilities = 44%	Hispanic/Latino = 45% Gr 7-12: Self-Management All = 71% English Learners = 62% Students with Disabilities = 69% African American = 67% Hispanic/Latino = 67% Gr 7-12: Social Awareness All = 65% English Learners = 51% Students with Disabilities = 61% African American = 62% Hispanic/Latino = 60% Gr 7-12: Self-Efficacy All = 50% English Learners = 35% Students with Disabilities = 46%	Students with Disabilities = 55% African American = 56% Hispanic/Latino = 55% Gr 7-12: Self-Management All = 77% English Learners = 66% Students with Disabilities = 73% African American = 79% Hispanic/Latino = 73% Gr 7-12: Social Awareness All = 69% English Learners = 57% Students with Disabilities = 65% African American = 68% Hispanic/Latino = 65% Gr 7-12: Self-Efficacy All = 54%	Hispanic/Latino = -7% Gr 7-12: Self-Management All = -3% English Learners = -1% Students with Disabilities = -1% African American = -9% Hispanic/Latino = -3% Gr 7-12: Social Awareness All = -1% English Learners = -3% Students with Disabilities = -1% African American = -3% Hispanic/Latino = -2% Gr 7-12: Self-Efficacy All = -1% English Learners = -2% Students with Disabilities = -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American = 47% Hispanic/Latino = 41%	African American = 44% Hispanic/Latino = 42%	English Learners = 40% Students with Disabilities = 50% African American = 62% Hispanic/Latino = 47%	African American = -15% Hispanic/Latino = -2%
1.10	SVUSD Parent Participation Data	SVUSD will develop a new tool to monitor parent participation through counts from parent events, ELAC/DELAC, SSC, and Superintendent's Parent Advisory. If possible, the data will be disaggregated by student groups, including low-income, English learners, foster youth, and students with disabilities as well as by languages. Baseline data will be collected in 2024-25.	Spring 2025 The development of the new tool is delayed until 2025-26 due to its complexity.	Spring 2026 This metric has been discontinued due to its complexity.	Target for Year 3 outcome will be developed after collection of baseline data in 2024-25, with the goal of increasing participation by 3% each year. This metric has been discontinued due to its complexity.	2025 Difference from Baseline This metric has been discontinued due to its complexity.
1.11	Attendance Rates Data source: CALPADS 14.2 Student Absenteeism Count EOY LCFF Priority 5: Student Engagement	2022-23 All Students = 93.8% English Learners = 93.6% Socioeconomically Disadvantaged = 92.7% Hispanic = 93.0% Black/African Am = 92.9% White = 94.0%	2023-24 All Students = 93.7% English Learners = 92.4% Socioeconomically Disadvantaged = 92.6% Hispanic = 92.8%	2024-25 All Students = 94.3% English Learners = 92.9% Socioeconomically Disadvantaged = 93.3% Hispanic = 93.6%	Increase 0.5% each year to get to Year 3 target of... 2025-26 All Students = 95.3% English Learners = 95.1%	2024-25 Difference from Baseline All Students = +0.5% English Learners = –0.7% Socioeconomically Disadvantaged = +0.6% Hispanic = +0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black/African Am = 93.0% White = 93.7%	Black/African Am = 93.8% White = 94.5%	Socioeconomically Disadvantaged = 94.2% Hispanic = 94.5% Black/African Am = 94.4% White = 95.5%	Black/African American = +0.9% White = +0.5%
1.12	SVUSD Student Study Team Report: SEB Data source: eduCLIMBER LCFF Priority 6: School Climate	While we use monthly data to monitor implementation, we report spring data for summative analysis. Spring 2024 % referred to Student Study Team for SEB 1.0% of All Students 2.3% of English Learners 1.9% of Socioeconomically Disadvantaged 1.7% of Hispanic/Latino 4.0% of African American 2.2% of Homeless 3.5% of Foster Youth 1.4% of Students with Disabilities % successfully exited SST process We will refine the SST report by including a way to monitor students	Spring 2025 % referred to Student Study Team for SEB 0.7% of All Students 1.0% of English Learners 0.9% of Socioeconomically Disadvantaged 0.7% of Hispanic/Latino 2.0% of African American 1.3% of Homeless 2.6% of Foster Youth 0.7% of Students with Disabilities Due to limited time and budget, we	Spring 2026 % referred to Student Study Team for SEB 0.8% of All Students 1.9% of English Learners 1.0% of Socioeconomically Disadvantaged 0.9% of Hispanic/Latino 0.8% of African American 1.7% of Homeless 3.1% of Foster Youth 0.8% of Students with Disabilities	Maintain or decrease by 0.3% each year to get to 1% for Year 3 target of... Spring 2027 % referred to Student Study Team for SEB 1.0% of All Students 1.4% of English Learners 1.0% of Socioeconomically Disadvantaged 1.0% of Hispanic/Latino 3.1% of African American 1.3% of Homeless 2.6% of Foster Youth 1.0% of Students with Disabilities	2026 Current Difference from Baseline All Students = -0.2% English Learners = -0.4% Socioeconomically Disadvantaged = -0.9% Hispanic/Latino = -0.8% African American = -3.2% Homeless = -0.5% Foster Youth = -0.4% Students with Disabilities = -0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who successfully exited the SST process, meaning the intervention plan has achieved the desired result. This will be developed and data collected in 2024-25.	were unable to develop a way to monitor students who successfully exited. This portion of the metric is discontinued.			
1.13	SVUSD Office Discipline Referral (ODR) Data source: eduCLIMBER LCFF Priority 6: School Climate	While we use monthly data to monitor referrals, we report spring data for summative analysis. Spring 2024 Tier 2 (students with 2-5 office referrals) 7.9% of All Students 11.3% of English Learners 10.4% of Socioeconomically Disadvantaged 10.3% of Hispanic/Latino 13.9% of African American 10.3% of Homeless 14% of Foster Youth 9.1% of Students with Disabilities Tier 3 (students with more than 6 office referrals)	Spring 2025 Tier 2 (students with 2-5 office referrals) 5.9% of All Students 10.5% of English Learners 2.8% of Socioeconomically Disadvantaged 3.1% of Hispanic/Latino 12.5% of African American 9.7% of Homeless 14.9% of Foster Youth 8.0% of Students with Disabilities	Spring 2026 Tier 2 (students with 2-5 office referrals) 6.1% of All Students 9.4% of English Learners 8.6% of Socioeconomically Disadvantaged 8.5% of Hispanic/Latino 10.5% of African American 8.5% of Homeless 5.5% of Foster Youth 7.9% of Students with Disabilities	Decrease 1% each year to get to Year 3 target of... Spring 2027 Tier 2 (students with 2-5 office referrals) 4.9% of All Students 8.3% of English Learners 7.4% of Socioeconomically Disadvantaged 7.3% of Hispanic/Latino 10.9% of African American 7.3% of Homeless 11% of Foster Youth 6.1% of Students with Disabilities	2026 Difference from Baseline Tier 2 (students with 2-5 office referrals) All Students = -1.8% English Learners = -1.9% Socioeconomically Disadvantaged = -1.8% Hispanic/Latino = -1.8% African American = -3.4% Homeless = -1.8% Foster Youth = -8.5% Students with Disabilities = -1.2% Tier 3 (students with more than 6 office referrals)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.2% of All Students 7.2% of English Learners 5% of Socioeconomically Disadvantaged 4.8% of Hispanic/Latino 5.4% of African American 6.3% of Homeless 8% of Foster Youth 5.6% of Students with Disabilities	Tier 3 (students with more than 6 office referrals) 1.7% of All Students 4.4% of English Learners 3.0% of Socioeconomically Disadvantaged 2.9% of Hispanic/Latino 3.5% of African American 3.4% of Homeless 3.2% of Foster Youth 3.6% of Students with Disabilities	Tier 3 (students with more than 6 office referrals) 2.0% of All Students 4.5% of English Learners 3.2% of Socioeconomically Disadvantaged 3.1% of Hispanic/Latino 2.2% of African American 4.8% of Homeless 7.0% of Foster Youth 4.0% of Students with Disabilities	Tier 3 (students with more than 6 office referrals) 0.2% of All Students 4.2% of English Learners 2% of Socioeconomically Disadvantaged 1.8% of Hispanic/Latino 2.4% of African American 3.3% of Homeless 5% of Foster Youth 2.6% of Students with Disabilities	All Students = -1.2% English Learners = -2.7% Socioeconomically Disadvantaged = -1.8% Hispanic/Latino = -1.7% African American = -3.2% Homeless = -1.5% Foster Youth = -1.0% Students with Disabilities = -1.6%
1.14	SVUSD Secondary Counseling Services Report Data source: Aeries SIS LCFF Priority 6: School Climate	For 2024-25, we will develop a method to monitor implementation of the counseling program through the lens of proactive counseling vs responsive counseling. Baseline to be collected in 2024-25. Current data available is useful to see who is being served, but is not appropriate for setting goals.	We will use Spring 2025 as our Baseline now that we have instituted proactive counseling, which have reduced our reactive counseling. Spring 2025 % of secondary students who received two or	Spring 2026 % of secondary students who received two or more counseling services 35% of All Students 53% of English Learners 42% of Socioeconomically Disadvantaged	Increase proactive counseling services. Target for Year 3 outcome established by using 2024-25 as Baseline: Decrease by 1% each year to get to Year 3 target of... Spring 2027 % of secondary students who received two or	2026 Current Difference from Baseline All Students = -5% English Learners = 0% Socioeconomically Disadvantaged = -4% Hispanic/Latino = -4% African American = -7% Homeless = +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Spring 2024 % of secondary students who received two or more counseling services 57% of All Students 72% of English Learners 63% of Socioeconomically Disadvantaged 62% of Hispanic/Latino 62% of African American 72% of Homeless 74% of Foster Youth	more counseling services 40% of All Students 53% of English Learners 46% of Socioeconomically Disadvantaged 45% of Hispanic/Latino 53% of African American 52% of Homeless 52% of Foster Youth 43% of Students with Disabilities	41% of Hispanic/Latino 46% of African American 54% of Homeless 25% of Foster Youth 38% of Students with Disabilities	more counseling services 38% of All Students 51% of English Learners 44% of Socioeconomically Disadvantaged 43% of Hispanic/Latino 51% of African American 50% of Homeless 50% of Foster Youth 41% of Students with Disabilities	Foster Youth = -27% Students with Disabilities = -5%
1.15	SVUSD Mental Health Counseling Report Data source: Aeries SIS LCFF Priority 6: School Climate	While we use monthly data to monitor mental well-being, we report spring data for analysis. Spring 2024 % of students who received one or more counseling services for mental health 0.71% of All Students 1.21% of English learners 1.08% of Socioeconomically Disadvantaged	Spring 2025 % of students who received one or more counseling services for mental health 1.53% of All Students 3.05% of English learners 2.34% of Socioeconomically Disadvantaged 2.42% of Hispanic/Latino 2.07% of African American	Spring 2026 % of students who received one or more counseling services for mental health 0.3% of All Students 0.6% of English Learners 0.5% of Socioeconomically Disadvantaged 0.5% of Hispanic/Latino 0.0% of African American	Decrease by 0.1% each year to get to Year 3 target of... Spring 2027 % of students who received one or more counseling services for mental health 0.41% of All Students 0.91% of English learners 0.78% of Socioeconomically Disadvantaged	2026 Difference from Baseline All Students = -0.41% English Learners = -0.61% Socioeconomically Disadvantaged = -0.58% Hispanic/Latino = -0.58% African American = -1.27% Homeless = -0.78% Foster Youth = -1.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1.08% of Hispanic/Latino 1.27% of African American 1.48% of Homeless 1.41% of Foster Youth 0.71% of Students with Disabilities	3.68% of Homeless 6.62% of Foster Youth 1.70% of Students with Disabilities	0.7% of Homeless 0.0% of Foster Youth 0.3% of Students with Disabilities	0.78% of Hispanic/Latino 0.97% of African American 1.18% of Homeless 1.11% of Foster Youth 0.41% of Students with Disabilities	Students with Disabilities = -0.41%
1.16	SVUSD Completed Credits Report Data source: Aeries SIS LCFF Priority 5: Student Engagement (Gr 9-12)	While we use monthly data to monitor progress, we report spring data for summative analysis. SVUSD students need 220 credits to graduate. Spring 2024 Average completed credits All Students = 210 English Learners = 177 Homeless = 172 Students with Disabilities = 197 Hispanic = 197	Spring 2025 Average completed credits All Students = 214 English Learners = 179 Homeless = 172 Students with Disabilities = 195 Hispanic = 204	Spring 2026 Average completed credits All Students = 214 English Learners = 181 Homeless = 172 Students with Disabilities = 199 Hispanic = 204	Increase an additional 5 credits each year to get to Year 3 target or reach 205 by spring to be on track to graduate. Spring 2027 Average completed credits All students = 210 English Learners = 192 Homeless = 187 Students with Disabilities = 205 Hispanic = 205	2026 Difference from Baseline All Students = +4.0 credits English Learners = +4.0 credits Homeless = 0.0 credits Students with Disabilities = +2.0 credits Hispanic = +7.0 credits

Goal Analysis [2025-26]

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

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

Over the past year, Goal 1 focused on helping students feel connected to school, attend regularly, receive support when concerns appear, and stay on track for graduation. The district continued counseling, attendance outreach, credit monitoring, school climate work, behavior supports, family communication, and targeted support for students who experience greater barriers to school.

The results show real strengths. Graduation outcomes improved, high school dropouts decreased, chronic absenteeism was lower than the baseline year, and several behavior indicators moved in a positive direction. Families also continued to report strong or improved perceptions of school safety and welcoming school environments in several survey areas. These results suggest that many of the district's core student-support systems are helping students stay connected and make progress.

At the same time, the results also show where the district needs to keep improving. Student engagement remains the lowest-rated area on the Panorama survey in both grade spans. Grades 3-6 engagement remained at 49%, and grades 7-12 engagement increased only slightly, from 31% to 33%. Some student groups also continue to report lower levels of belonging or self-perception than the district wants to see. Students experiencing housing instability need closer attention because average completed credits did not increase for this group, even with continued outreach and support.

Overall, Goal 1 actions were partially effective. The district's broad system of counseling, attendance outreach, progress monitoring, behavior support, and family communication is helping many students. The next step is to make the system more consistent and more responsive when the data show that students are still not experiencing the intended results, especially in student engagement, secondary school connection, and support for students experiencing housing instability.

ACTIONS IMPLEMENTED

- Continued student support systems: Schools provided counseling, attendance outreach, credit checks, student support team processes, mental wellness support, and behavior support to identify and respond to student needs.
- Targeted support for students experiencing greater barriers: Staff used progress monitoring, family outreach, foster youth support, homeless youth support, credit recovery, summer school, translation, and communication supports to help students stay connected and on track.
- Continued school climate and family connection efforts: Schools used student survey data, MTSS SEB teams, culturally proficient practices, restorative practices, family communication tools, multilingual communication, and community outreach staff to strengthen welcoming school environments.

DIFFERENCES FROM OUR ORIGINAL PLAN

- During 2025-26, some counseling roles and funding structures were adjusted to better align resources with student needs.

SUCCESSES

- Graduation and on-track outcomes improved: The 2025 Dashboard graduation rate increased to 95.4%, all reported student groups exceeded Year 2 graduation targets, high school dropouts decreased from 105 students at baseline to 47 students, and average completed credits improved from baseline for all students, English learners, students with disabilities, and Hispanic students.
- Attendance and participation improved in important ways: Overall attendance increased from baseline, and chronic absenteeism decreased substantially from the 2023 baseline for all reported student groups.
- Behavior and student-support indicators moved in a positive direction: Suspension remained low overall, expulsions decreased from baseline, student study team referrals for social-emotional and behavioral concerns decreased for all student groups, and office discipline referrals decreased for most groups.
- Student self-perception and family safety/welcome indicators improved in several areas: Spring 2026 Panorama results improved from Spring 2025 in all all-student self-perception measures for both grade spans. Parent survey results also show stronger perceptions of school safety and welcoming environments compared with baseline for elementary non-Title-I families, secondary non-Title-I families, and families at Title-I schools.

CHALLENGES

- Student engagement remains an area for continued attention: Engagement is still the lowest-rated Panorama area in both grade spans. Grades 3-6 engagement remained at 49%, and grades 7-12 engagement increased only slightly from 31% to 33%.
- Some students are still not experiencing the level of connection and confidence at the same level as we would like. Grades 3-6 belonging and engagement remain below the Spring 2024 baseline for most reported groups, and some student groups continue to show uneven results in belonging, engagement, and self-perception.
- Students experiencing housing instability need more consistent support and follow-up: Despite homeless youth support, attendance outreach, counseling, and credit monitoring, this student group showed continued need for focused attention across engagement and progress measures.
- Implementation and communication need tighter follow-up: Some family engagement measures remain uneven, including secondary non-Title-I communication about student progress. We plan to use these findings to clarify follow-up expectations, strengthen site-level monitoring, and make sure families can see how supports are adjusted when results are not improving.

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.

MATERIAL DIFFERENCE BY ACTIONS

Action 1.4: The actual cost for the Panorama school climate assessment changed from the initial estimate.
Action 1.7: Elementary Counseling Program became mixed-funded during the year after LCFF Supplemental capacity became available. Only the LCFF Supplemental portion is treated as contributing to increased or improved services.
Action 1.8: Counselor costs at Title I schools changed from the original estimate because of staffing changes during the year.
Action 1.9: Secondary counseling costs were higher than planned, mainly because of scheduled salary step increases, negotiated salary growth, and related benefit costs.
Action 1.10: Mental Wellness Counseling Program costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.

Action 1.12: Alternative to Suspension (ATS) costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 1.15: Secondary intervention spending changed from the original estimate because the number of needed sections and the funding source changed during the year.
Action 1.16: Credit recovery costs changed because salary costs, online coursework costs, and the need for credit recovery sections differed from the original estimate.
Action 1.17: Secondary summer school costs were lower than planned because fewer students needed summer school services than originally estimated.
Action 1.18: Cultural Proficiency costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 1.20: Social-emotional learning professional development costs changed because school demand for training and staff coverage differed from the original estimate, and some costs were paid with one-time Educator Effectiveness Funds.
Action 1.22: Leadership Academy costs changed because substitute coverage needs for staff participation differed from the original estimate.
Action 1.23: MTSS TOSA for SEB costs changed because staffing implementation and funding sources differed from the original plan during the year.
Action 1.24: MTSS-SEB facilitator costs were higher than planned as more teacher teams participated in data analysis and strategy-development sessions.
Action 1.26: Secondary Orientation costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 1.27: Homeless youth support spending changed as direct service, outreach, and student support needs changed during the year.
Action 1.32: School Community Outreach Liaisons (SCOLs) support-staff costs were higher than planned after classified salary ranges and related benefit costs were updated.
Action 1.35: Cultural proficiency professional development spending changed as staff and school interest in welcoming school climate training differed from the original estimate.
Action 1.36: Supplemental secondary counseling costs were lower than planned because the original estimate included more counseling service cost than was ultimately needed or reported in this action.
Action 1.38: Parent participation outreach for families of students with disabilities cost less than planned because the district used ParentSquare instead of mailing flyers.
Action 1.41: Additional SEL & Behavior Support for SWD is shown differently than originally planned because the funding source or reporting category changed during the year.

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

GRADUATION SUPPORT

Action 1.9: Secondary Counseling Program - Provides comprehensive counseling to help every student stay on track for graduation and future success.
Action 1.13: Many Routes to Graduation - Ensures flexible pathways and state exemptions to help students with varied needs earn their high school diploma.
Action 1.14: Transcript Translation - Offers accurate translations so English learners can receive proper academic credit from prior schooling.

Action 1.15: Secondary Intervention - Supplies targeted academic support to boost course completion and keep students on pace for graduation.
Action 1.16: Credit Recovery - Enables students to regain missed credits through online or alternative programs, focusing on foster youth, English learners, and low-income students.
Action 1.17: Secondary Summer School - Allows students to retake or accelerate coursework during the summer to meet graduation requirements.
Action 1.36: Supplemental Secondary Counseling - Adds extra counselors at the secondary level to support academics, mental health, and post-secondary readiness.

- EFFECTIVENESS: Substantial
- SUMMARY: Graduation support actions were implemented as planned, and overall student progress toward graduation benchmarks was sustained. The 2025 Dashboard graduation rate increased to 95.4%, and all reported student groups exceeded Year 2 targets. High school dropouts also decreased from 105 students at baseline to 47 students in 2024-25, and average completed credits improved from baseline for all students, English learners, students with disabilities, and Hispanic students. However, middle school dropouts increased from baseline, and students experiencing housing instability showed no increase in average completed credits. This suggests that counseling, intervention, credit recovery, and progress-monitoring structures are functioning for many students, while additional refinement or increased intensity is still needed for students with the greatest barriers.

ATTENDANCE AND CHRONIC ABSENTEEISM

Action 1.11: Intervention System: Attendance - Monitors and supports students who frequently miss school and works with families to reduce absences.
Action 1.27: Homeless Youth Support - Identifies housing-insecure students, coordinates services, and removes barriers to consistent attendance.

- EFFECTIVENESS: Substantial
- SUMMARY: Attendance and chronic absenteeism actions showed continued effectiveness. Attendance increased from baseline for all students, socioeconomically disadvantaged students, Hispanic students, African American students, and White students. Chronic absenteeism also decreased substantially from the 2023 baseline, including reductions for English learners, socioeconomically disadvantaged students, foster youth, homeless students, students with disabilities, Hispanic students, African American students, students of two or more races, White students, and long-term English learners. At the same time, chronic absenteeism remained at 10.7% overall in 2025 and continued to be high for several student groups. We will keep refining attendance outreach, early identification, and family supports so every student feels safe, connected, and motivated to come to school every day.

SOCIAL-EMOTIONAL & BEHAVIOR SUPPORT

Action 1.1: MTSS SEB Program (PBIS) - Maintains a positive behavior and social-emotional framework district-wide to create welcoming, supportive classrooms.
Action 1.2: Second Step Social-Emotional Curriculum - Teaches TK-8 students essential skills for managing emotions and making responsible decisions.
Action 1.3: Digital Citizenship Program - Guides students to use technology responsibly, emphasizing safe and ethical online behavior.
Action 1.4: School Climate Assessment - Uses surveys to track and improve sense of belonging, engagement, and students' social-

emotional well-being.
Action 1.5: MTSS SEB School Teams - Empowers school-based teams to analyze data and recommend interventions for social-emotional and behavior support.
Action 1.6: Student Study Team - Brings together teachers and families to develop personalized support plans for students' social, emotional, and behavioral needs.
Action 1.7: Elementary Counseling Program - Provides on-campus counseling for younger students to develop emotional regulation, empathy, and problem-solving skills.
Action 1.8: Supplemental Elementary Counselors at Title-I Schools - Adds extra counseling days at sites serving higher percentages of low-income students.
Action 1.10: Mental Wellness Counseling Program - Delivers short-term individual therapy for TK-12 students experiencing mental health challenges.
Action 1.12: Alternative to Suspension (ATS) - Offers constructive interventions as an alternative to suspensions, ensuring students remain engaged in learning.
Action 1.25: Student Services Department - Coordinates intervention systems, attendance outreach, and counseling supports to ensure consistent, high-quality implementation.
Action 1.26: Secondary Orientation - Provides welcoming sessions for incoming sixth and ninth graders, helping them transition smoothly into new school environments.
Action 1.33: Supplemental Mental Health Counseling - Focuses on mental health counseling with a particular emphasis on supporting students with disabilities.
Action 1.34: Unified PE - Integrates students of all abilities in shared physical education classes, building teamwork and a sense of belonging.

- EFFECTIVENESS: Mixed
- SUMMARY: Spring 2026 Panorama results show that social-emotional and behavior supports are producing some improvement, especially in self-perception. For all students, grades 3-6 increased from Spring 2025 in self-management, social awareness, and self-efficacy, and grades 7-12 also increased in all three self-perception areas. School perception results were more mixed: grades 7-12 improved in both sense of belonging and engagement, while grades 3-6 improved slightly in sense of belonging and held steady in engagement. Other behavior and support metrics also show progress: suspension remained low overall, expulsion decreased from baseline, SST referrals for social-emotional and behavioral concerns decreased for all student groups, and office discipline referrals decreased for most groups. However, engagement remains the lowest-rated Panorama area, particularly for secondary students, and English learners, Hispanic/Latino students, students with disabilities, and African American students continue to show uneven results across grade spans. We will continue using Panorama, MTSS SEB teams, counseling supports, restorative practices, and professional learning to strengthen student belonging, engagement, and social-emotional well-being.

FAMILY ENGAGEMENT

Action 1.28: Community Partnership - Builds active relationships with PTAs/PTSOs and local groups to strengthen the connection between schools and families.
Action 1.29: Communication & Engagement Tools - Uses infographics, videos, and other visual tools to keep families well-informed about school events and updates.
Action 1.30: Improve Communication with Multilingual Families - Supports ELAC/DELAC, interpretation services, and other efforts so

multilingual families can fully engage.
Action 1.31: District Translator/Interpreter - Provides translation for enrollment forms, newsletters, and meetings to ensure all families have equal access to information.
Action 1.32: School Community Outreach Liaisons (SCOLs) - Serves as a direct link between schools and families, helping parents feel welcomed and supported.
Action 1.37: Promote Parent Participation - Hosts family engagement events and outreach to encourage stronger involvement from parents of foster youth, English learners, and low-income students.
Action 1.38: Promote Participation for Students with Disabilities - Holds workshops and informational sessions, including Community Advisory Committee (CAC) participation, to empower families of students with disabilities.

- EFFECTIVENESS: Moderate
- SUMMARY: Family engagement actions showed moderate effectiveness. Spring 2026 parent survey results show that elementary non-Title-I families, secondary non-Title-I families, and families at Title-I schools reported stronger perceptions of school safety and welcoming environments compared with baseline. Families at Title-I schools continued to report high levels of communication in their home language, and secondary non-Title-I families showed improvement from Spring 2025 in communication about student progress and how to help at home. However, communication about student progress remains lower for secondary non-Title-I families than other parent survey areas, and the planned parent participation tracking tool was discontinued because it proved too complex to build and maintain. We will continue strengthening multilingual communication, outreach, and family connection so all families can receive timely information and connect with the school.

PROFESSIONAL DEVELOPMENT

Action 1.18: Cultural Proficiency - Trains staff in culturally proficient practices to create inclusive, respectful classrooms and school environments.
Action 1.19: Engagement Strategies - Equips teachers with new methods to keep students motivated, cognitively challenged, and emotionally invested in learning.
Action 1.20: Social-Emotional Learning - Instructs staff on how to integrate SEL into daily lessons, helping students build emotional regulation and empathy.
Action 1.21: Community Circles/Restorative Practices - Teaches staff to facilitate discussion circles that foster belonging and resolve conflicts constructively.
Action 1.22: Leadership Academy - Guides school leadership teams in using culturally proficient strategies to support data-driven solutions and inclusive school culture.
Action 1.23: MTSS TOSA for SEB - Employs Teachers on Special Assignment to lead training on social-emotional and behavior best practices across the district.
Action 1.24: MTSS SEB Facilitators - Train site-based teacher leaders who guide staff on defining and reinforcing positive behaviors and addressing challenges proactively.
Action 1.35: Supplemental Cultural Proficiency - Expands culturally proficient training to all departments (including front office staff, operations, etc.) for a district-wide welcoming culture.

- EFFECTIVENESS: Substantial
- SUMMARY: Professional development actions continued to support staff capacity in culturally proficient practices, engagement strategies, social-emotional learning, restorative practices, and MTSS SEB implementation. These actions helped schools maintain

consistent systems for reviewing student needs and responding with counseling, behavior supports, and classroom strategies. The Spring 2026 Panorama results show improvement from Spring 2025 in all all-student self-perception measures, which suggests that continued professional learning and site-based MTSS SEB work are contributing to stronger student support. However, engagement remains an area of need, especially for secondary students, so we will keep providing professional development that helps staff build welcoming classrooms, use restorative and culturally responsive strategies, and strengthen student connection to learning.

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.

SUMMARY
We plan to keep most Goal 1 strategies in place while making practical adjustments based on what we learned last year. The most meaningful changes are intended to make the plan clearer for families and community members by showing which student groups are being monitored, which supports are universal, which supports provide additional help for students with greater needs, and which measures or actions were revised because they could not be tracked or described clearly enough.

CHANGES TO METRICS

- Added Long-Term English Learner Results to Key Dashboard Metrics: Long-Term English Learner results are now included in M1.1 Graduation Rate, M1.3 Chronic Absenteeism, and M1.5 Suspension Rate because this student group data became available after the original baseline year. This helps families see how LTEL students are doing in key areas connected to graduation, attendance, and school climate.
- Discontinued Parent Participation Tracking Metric (M1.10): The district planned to develop a new tool to track parent participation in events, advisory groups, and other engagement opportunities. The tool was delayed and later discontinued because it was too complex to implement and maintain consistently. Based on this experience, M1.10 will no longer be used as an active effectiveness measure for Actions 1.29, 1.30, and 1.32. The district will continue using M1.7 Parent Engagement and M1.8 SVUSD Parent Survey as direct measures of family engagement and communication and will add M1.3 Chronic Absenteeism as a related student-outcome measure with available results for English learners, socioeconomically disadvantaged students, and foster youth.
- Removed the “Successful Exit” Portion of the Student Study Team Metric (M1.12): The district originally planned to track whether students successfully exited the SST process after receiving support. That part of the metric was discontinued because it could not be measured consistently. The district will continue using the measurable SST referral data to understand which students are being connected to support.
- Reset the Baseline for Secondary Counseling Implementation (M1.14): The district updated this metric to use Spring 2025 as the baseline because proactive counseling practices were established during 2024-25. This gives families a clearer starting point for understanding whether counseling is becoming more proactive over time.

CHANGES TO ACTIONS
-Action 1.1 was updated to reference related actions for more details.

- Action 1.4 School Climate Assessment and Progress Monitoring: This action was updated to be LCFF Supplemental-funded and contributing. This means the student survey system is now more clearly connected to identifying needs and monitoring whether added supports are helping English learners, foster youth, and low-income students.

- Action 1.5 MTSS SEB School Teams and Action 1.24 MTSS SEB Facilitators: These actions were reorganized so the former school team structure is consolidated into the MTSS SEB Facilitator model. This should make it clearer for families that each school has a site-based structure for strengthening positive behavior supports and consistent school climate practices.
- Action 1.7 Elementary Counseling Program: This action was clarified because it uses both LREBG and LCFF Supplemental funding. The revised description separates counseling supports available to all elementary students from the additional counseling supports intended for English learners, foster youth, and low-income students.
- Action 1.8 Elementary Counseling at Title-I sites: This action was updated to include the use of metric M1.15 Mental Health Counseling.
- Action 1.9 Secondary Counseling Program, Action 1.33 Supplemental Mental Health Counseling, and Action 1.36 Additional Secondary Counseling: Secondary counseling-related actions were reorganized to reduce overlap. The revised structure separates LCFF Supplemental counseling supports, LREBG recovery counseling capacity, and centralized mental wellness counseling so families can better understand which type of support is being provided and why.
- Action 1.15 Secondary Intervention: This action was updated to reflect the change in funding from LREBG to LCFF Supplemental.
- Action 1.19 Engagement Strategies: This action was updated to reflect the change in funding to Title IIA.
- Action 1.23 MTSS TOSA for SEB: This action was updated to contributing because the service is designed to increase and improve behavior and school climate supports for English learners, foster youth, and low-income students. This change better reflects who the action is intended to support.
- Actions 1.26 Secondary Orientation and 1.35 Supplemental Cultural Proficiency Professional Development: The district reviewed the measures used to monitor these actions and determined that M1.4 Sense of Belonging and Engagement should remain the direct measure. Because the Panorama results reported in M1.4 do not include low-income or foster youth results, the district added existing related measures with available results for English learners, socioeconomically disadvantaged students, and foster youth. Action 1.26 will also be monitored through M1.12 Student Study Team Referrals for Social-Emotional and Behavioral Concerns and M1.13 Office Discipline Referrals. Action 1.35 will also be monitored through M1.5 Suspension Rate and M1.13 Office Discipline Referrals.
- Actions 1.29 Communication and Engagement Tools, 1.30 Improve Communication with Multilingual Families, and 1.32 School Community Outreach Liaisons: The district revised the monitoring measures for these family-engagement actions after determining that the planned M1.10 parent-participation tool could not be implemented consistently. M1.7 Parent Engagement and M1.8 SVUSD Parent Survey will remain the direct measures of family engagement and communication. The district will also review M1.3 Chronic Absenteeism as a related student-outcome measure because it provides available results for English learners, socioeconomically disadvantaged students, and foster youth. M1.3 is particularly relevant to Action 1.32 because School Community Outreach Liaisons assist families with attendance concerns and barriers to school engagement.
- Action 1.37 Promote Parent Participation: This action was changed from contributing to non-contributing because it is a statement of intent rather than a direct service with its own cost. The related direct services and costs are listed in the family engagement actions that provide communication, translation, interpretation, and outreach support.

NEW ACTIONS FOR 2026-2027

- Action 1.42 STAR Behavior Intervention Specialists: This new action was added for 2026-27 to provide more specialized Tier 2 and Tier 3 behavior support. STAR specialists will help students and staff address behavior concerns earlier, support alternatives to suspension, and keep students connected to learning.

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	Universal Program: MTSS SEB Program for Social, Emotional, and Behavior Well-Being of All Students	SVUSD will continue to implement and refine a Multi-Tiered System of Supports for Social, Emotional, and Behavior (MTSS SEB) well-being that is culturally proficient, supportive, and inclusive. SVUSD MTSS SEB is our version of PBIS, which is an evidence-based program designed to create a positive, safe, and welcoming learning environment. Through MTSS SEB, we focus on strategies for teaching and supporting student social-emotional well-being as well as appropriate behavior. We will support all schools to develop school-wide and classroom-wide behavior expectations as part of MTSS SEB (PBIS). Our MTSS SEB program will contribute to improvement in student outcomes as measured by metrics M1.5 Suspension Rate, M1.6 Expulsion Rate, and M1.13 ODR. See Actions 1.4, 1.6, 1.23, and 1.24 for more details.		No
1.2	Universal Program: Second Step Social-Emotional Learning Curriculum	We will implement the "Second Step" Social-Emotional Learning Curriculum across TK-8. This program equips students with essential skills to manage emotions, set positive goals, show empathy for others, and make responsible decisions. This curriculum supports a well-rounded educational experience for everyone, and is especially important for our foster youth, English learners, and low-income students, to ensure that they have a safe and respectful learning environment. Second Step will contribute to student outcomes as measured by metric M1.9 Self-Management, Social Awareness, and Self-Efficacy.	$144,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Universal Program: Digital Citizenship Program for All Students	SVUSD will refine and enhance the Digital Citizenship Program in order to help our students be safe, responsible, and ethical digital citizens. We recognize that technologies, such as social media and artificial intelligence, affect students' social-emotional and behavioral well-being. Our goal is to make sure all students can use the technologies of today and the future in a way that's safe, responsible, and ethical. Our Digital Citizenship Program will contribute to student outcomes as measured by metrics M1.5 Suspension Rate and M1.6 Expulsion Rate. The Digital Citizenship Program is a part of our Instruction Design and Technology program (Goal 2 Action 2.38). Cost ($116,997) is accounted for in Goal 2 Action 2.38 and is not included here.	$0.00	No
1.4	Intervention System: School Climate Assessment and Progress Monitoring	SVUSD will continue to administer a school climate survey to assess and monitor student engagement, sense of belonging, self-management, social awareness, and self-efficacy as part of our Multi-Tiered System of Support for Social, Emotional, and Behavioral (MTSS SEB) well-being. The district currently uses Panorama to collect this data. This action has been updated for 2025–26 and is now funded through LCFF Supplemental funds. The survey system is used to increase and improve services for English learners, foster youth, and low-income students by identifying disparities in belonging, engagement, and social-emotional well-being and guiding targeted interventions. District data show that targeted student groups experience lower levels of belonging and engagement compared to all students. Survey results are disaggregated and used by site MTSS teams to adjust counseling supports, restorative practices, and targeted interventions. Without this assessment system, the district would be unable to systematically identify barriers or monitor whether increased services are reducing disparities. This action is provided LEA-wide because targeted student groups are enrolled across all secondary and elementary schools. The primary purpose of the assessment system is to guide and monitor increased services for English learners, foster youth, and low-income students.	$64,677.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action supports improvement in: M1.4 SEL Belonging and Engagement M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy		
1.5	Intervention System: MTSS SEB School Teams	For 2026–27, this action is consolidated into Action 1.24 to streamline professional learning structures and ensure consistent implementation of MTSS SEB through a unified site-based facilitator and team model. MTSS SEB School Teams include teachers and a site administrator. These teams meet regularly to receive structured professional development, review disaggregated student data, and strengthen schoolwide systems that support positive behavior and social-emotional well-being. Each session includes structured professional learning focused on classroom management, culturally proficient practices, restorative approaches, and data-informed decision-making within the district's MTSS SEB framework. This professional development is designed to increase staff capacity to create safe, consistent, and inclusive classroom environments. By strengthening educator skill in proactive behavior support and early intervention strategies, the district aims to reduce disciplinary disparities and improve school climate outcomes. District data show that English learners, foster youth, and low-income students experience higher suspension rates and office discipline referrals compared to all students (M1.5 and M1.13). Strengthening teacher practice is a key strategy for reducing these disparities. This action contributes to improvement in: M1.5 Suspension Rate M1.6 Expulsion Rate M1.13 Office Discipline Referrals		No

Action #	Title	Description	Total Funds	Contributing
1.6	Intervention System: Student Study Team	Our Student Study Team (SST) helps us understand and meet the individual social, emotional, and behavioral needs of each student through a detailed, personalized plan, developed through the SST process or the 504 process. We bring together teachers, parents/guardians, and, if needed, specialists to plan how best to support each student's learning and growth at school. The Student Study Team (SST) is an important component of MTSS SEB. The SST supports our students with a more personalized plan beyond what the Tier 1 MTSS SEB school teams can recommend, which is particularly important for our foster youth, English learners, and low-income students. Our data shows that our English learners and low income students are referred at a higher rate than all students for socio-emotional, behavioral concerns. Our Student Study Team will contribute to improvement in student outcomes as measured by metrics M1.5 Suspension Rate and M1.9 SEL Self-management, Social Awareness, and Self-efficacy. We will measure implementation with M1.12 SST SEB and M1.13 ODR. Please see Goal 2 Action 2.15 for more information on how the SST supports academic needs.	$36,753.00	Yes
1.7	Intervention System: Elementary Counseling Program	Elementary school counselors provide classroom lessons, targeted small-group instruction, individual counseling, and crisis response services to support students' social-emotional development and school engagement. Counselors help students build skills in emotional regulation, empathy, problem-solving, and positive peer interaction within the district's MTSS framework. For 2025–26, this action is funded through a combination of Learning Recovery Emergency Block Grant (LREBG), Children and Youth Behavioral Health Initiative (CYBHI) and LCFF Supplemental funds. LREBG funds support the continuation of elementary counseling services aligned to the district's MTSS SEB framework, including universal classroom lessons and schoolwide social-emotional supports designed to	$1,179,846.00	Yes

Action #	Title	Description	Total Funds	Contributing
		strengthen school climate and student well-being. For 2026-27, LREBG provides $596,354 to fund this action. Research indicates that comprehensive school counseling programs aligned to MTSS frameworks strengthen student social-emotional development and improve school climate outcomes when implemented consistently across sites. Best practices suggest that early intervention and structured skill-building in elementary grades can reduce later behavioral and engagement challenges. (American School Counselor Association, 2019, WWC, 2020). LCFF Supplemental funds increase and improve services for English learners, foster youth, and low-income students. District data show that these targeted student groups report lower levels of self-management and social awareness (M1.9) and, in some cases, lower sense of belonging (M1.4) compared to all students. Supplemental funding increases counselor availability to provide more frequent small-group instruction, individualized support, and coordinated intervention planning for English learners, foster youth, and low-income students. These increased services are directed toward students demonstrating early indicators of disengagement, behavioral concern, or attendance risk. This action is provided LEA-wide because targeted student groups are enrolled across all elementary schools. While counseling services are available to all students, the increased services funded through LCFF Supplemental are principally directed toward English learners, foster youth, and low-income students. This action contributes to improvement in: M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy M1.4 SEL Sense of Belonging and EngagementM1.5 Suspension Rate (elementary disaggregation)		
1.8	Intervention System: Supplemental Elementary Counselors at Title-1 Schools	To further enhance our support for our low-income students, we will make sure that our elementary Title-I schools have two additional days of counseling since our Title-1 school sites have a higher percentage of low-income students and our data shows that they face higher barriers to social-emotional well-being.	$457,721.00	No

Action #	Title	Description	Total Funds	Contributing
		The additional days of counseling at Title-I schools will contribute to improvement in student outcomes as measured by metric M1.9 SEL Self-management, Social Awareness, and Self-efficacy. Implementation will be monitored through M1.15 Mental Health Counseling.		
1.9	Intervention System: Secondary Counseling Program	Secondary school counselors provide academic guidance, credit monitoring, college and career planning, and social-emotional support for students in grades 7–12. Services include classroom lessons, small-group workshops, individual planning meetings, and short-term counseling. This action supports general social-, emotional-, and behavioral-wellbeing since students requiring intensive mental health services are referred to the centralized Mental Wellness Counseling Program (Action 1.10). This action has been updated for 2025–26 to consolidate additional counselor positions previously funded under the separate action. These added counselors are now funded through LCFF Supplemental funds to increase and improve services for English learners, foster youth, and low-income students. District data show that these targeted student groups have lower graduation rates, higher credit deficiencies, and greater social-emotional and behavioral needs compared to all students. The increased counselor allocation reduces caseloads and allows more frequent academic check-ins, credit audits, and individualized graduation planning for these students. This action is provided LEA-wide because secondary schools serve targeted student groups across all sites. The increased services are principally directed toward English learners, foster youth, and low-income students. This action supports improvement in: M1.1 Graduation Rate	$4,656,646.00	Yes

Action #	Title	Description	Total Funds	Contributing
		M1.5 Office Discipline Referral M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy Implementation will be monitored through M1.14 Counseling Services.		
1.10	Intervention System: Mental Wellness Counseling Program	Mental Wellness Counselors provide short-term, centralized district mental health counseling services for TK–12 students through a structured referral process. This program supports students experiencing anxiety, depression, trauma-related stress, or other mental health concerns that significantly interfere with school functioning. Services include individual counseling, short-term therapeutic intervention, safety planning, and coordination with families and community providers when appropriate. This program operates separately from site-based academic counseling and provides a higher level of mental health intervention. This support is available to all students, with prioritization of English learners, foster youth, and low-income students who demonstrate higher rates of behavioral referrals, absenteeism, and social-emotional concerns (M1.3, M1.5, and M1.9). The Mental Wellness Counseling Program contributes to improvement in: M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy M1.3 Chronic Absenteeism M1.5 Suspension Rate	$753,680.00	Yes
1.11	Intervention System: Attendance	We are committed to improving our attendance. One way we will do this is by discussing attendance with parents and families during existing meetings, such as parent-teacher conferences, Student Study Team meetings, and IEP meetings. If needed, we will create goals and action plans during these meetings. We will also share attendance information in large group settings through flyers, posters, and at Back to School Night.		No

Action #	Title	Description	Total Funds	Contributing
		To further improve student attendance, we will create systems to identify students who frequently miss school as soon as possible and address the underlying causes of their absences. We will work closely with students and their families to provide the necessary resources and support, ensuring that students have the encouragement and assistance they need to attend school regularly. By focusing on consistent attendance, we aim to enhance academic performance and increase opportunities for student success. The attendance intervention system will contribute to improvement in student outcomes as measured by metrics M1.4 Chronic Absenteeism and M1.11 Attendance Rates. Attendance intervention is part of the work of the Student Services department (Goal 1 Action 1.25). Cost is accounted for as part of Goal 1 Action 1.25 and is not included here.		
1.12	Intervention System: Alternative to Suspension (ATS)	We will continue to implement an alternative to suspension (ATS) program at the secondary level, focusing on constructive interventions that address behavior while keeping students learning. This approach is particularly beneficial for foster youth, English learners, and low-income students, as students' learning is not interrupted. By replacing suspensions with supportive measures, the program aims to reduce disruptions in education and promote better long-term outcomes. Alternative to suspension will contribute to improvement in student outcomes as measured by metric M1.5 Suspensions.	$200,348.00	Yes
1.13	Intervention System: Many Routes to Graduation	SVUSD provides multiple pathways to graduation, ensuring that all students can succeed and earn their diplomas in a way that best fits their needs. This includes taking advantage of state exemptions and other alternative pathways that accommodate different situations. A committee meets on a regular basis to monitor and review situations where students might qualify for an alternative pathway.		No

Action #	Title	Description	Total Funds	Contributing
		Many routes to graduation will contribute to improvement in student outcomes as measured by metric M1.1 Grad Rate. The work of providing multiple pathways to graduation is a collaboration between two departments. Cost is accounted for as part of Goal 1 Action 1.25, Student Services department and Goal 2 Action 2.37, Secondary MTSS Academics department, and is not included here.		
1.14	Intervention System: Transcript Translation	We will offer transcript translation services to assist students from other countries by accurately translating their academic records into English. This service is important for our English learners as it ensures that they receive appropriate credit for previous coursework completed in different languages and helps make sure that students graduate in a timely manner. Transcript translations will contribute to improvement in student outcomes as measured by metric M1.1 Grad Rate.	$1,000.00	Yes
1.15	Intervention System: Secondary Intervention	We will continue to offer secondary intervention to provide targeted support for students who need additional help in specific subjects. Interventions may include additional sections designed to offer more personalized attention and tailored instruction, enabling students to grasp challenging concepts and improve their academic performance. The action increases and improves services for English learners, foster youth, and low-income students by expanding access to intervention sections that help students recover learning, complete credits, and stay on track for graduation. Secondary intervention will contribute to improvement in M1.1 Graduation Rate and M1.16 Completed Credits.	$458,480.00	Yes
1.16	Intervention System: Credit Recovery	SVUSD offers a credit recovery program for secondary students to regain missed credits and stay on track for graduation. Credit recovery includes access to online courses provided in collaboration with other educational	$492,602.00	Yes

Action #	Title	Description	Total Funds	Contributing
		institutions, offering a flexible and accessible way to complete necessary coursework. Credit recovery is available for all students, and is especially helpful for foster youth, English learners, and low-income students as our data shows that they have a lower graduation rate. Credit recovery will contribute to improvement in student outcomes as measured by metric M1.1 Grad Rate. We will monitor implementation using metric M1.16 Completed Credits.		
1.17	Intervention System: Secondary Summer School	We will continue to provide the secondary summer school program, enabling students to recover credits, take additional elective courses to meet graduation requirements, accelerate, and/or receive intervention. Through summer school, students receive the guidance and academic support needed to successfully complete their courses. Credit recovery during summer school is available to all students, but is especially important for our foster youth, English learners, and low-income students as our data shows that they have a lower graduation rate. This will contribute to improving student outcomes in metric M1.1 Grad Rate. We will monitor implementation with metric M1.16 Completed Credits.	$378,162.00	Yes
1.18	Robust Professional Development Program: Cultural Proficiency	We are committed to a welcoming and inclusive school culture. We will offer ongoing professional development in culturally proficient practices and strategies to all of our staff to help them create learning environments that support each and every student and connect with every family. A welcoming and inclusive school culture is important for everyone, especially our foster youth, English learners, and low-income students. Professional development on culturally proficient practices and strategies will contribute to improvement in student outcomes as measured by metrics M1.4 Engagement and Sense of Belonging. It will also contribute to	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		improvement in our parent engagement as measured by metric M1.7 Parent Engagement and M1.8 Parent Survey.		
1.19	Robust Professional Development Program: Engagement Strategies	SVUSD will provide ongoing professional development on student engagement strategies so that schools are well equipped to build an engaging and welcoming learning environment. The professional development will include strategies for how to make learning motivational and meaningful in different ways by engaging students cognitively, socially, and emotionally in their learning. Professional development on engagement strategies will contribute to improvement in student outcomes as measured by metrics M1.4 Engagement and Sense of Belonging.	$974.00	No
1.20	Robust Professional Development Program: Social-Emotional Learning	We will offer ongoing professional development in social-emotional learning to all of our staff to help them create supportive classrooms that nurture students' emotional well-being alongside their academic learning. Through social-emotional learning, teachers help students develop skills in understanding and managing emotions, setting positive goals, showing empathy for others, and maintaining positive relationships. Professional development on social-emotional learning will contribute to improvement in student outcomes as measured by metric M1.4 Engagement and Sense of Belonging and M1.9 Self-Management, Social Awareness, and Self-Efficacy.	$4,000.00	No
1.21	Robust Professional Development Program: Community Circles/Restorative Practices	We will provide ongoing professional development in community circles and restorative practices so that our teachers and school staff can build an inclusive community that supports a sense of belonging. Once a sense of belonging has developed, community circles can become a place that helps resolve conflicts respectfully. Professional development on community circles and restorative practices work alongside our MTSS SEB to provide social-emotional and behavior support and build a welcoming school culture for our students. This is	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		helpful for all students, especially our foster youth, English learners, and low-income students. This will contribute to improvement in student outcomes as measured by metrics M1.4 Engagement and Sense of Belonging.		
1.22	Robust Professional Development: Leadership Academy	We will provide professional development to our school leadership teams, which include teachers and administrators, to learn about and develop culturally proficient school practices. During these sessions, they will look at school data to help plan better ways to support student success and develop a school culture that is welcoming and inclusive. This training brings school leaders together to share ideas on how to remove barriers to learning. Supporting our school leadership teams to develop a welcoming school culture supports the social-emotional, behavioral, and academic success of each of our students, especially our foster youth, English learners, and low-income students. Professional development for our school leadership team will contribute to improvement in student outcomes as measured by metrics M1.4 Engagement and Sense of Belonging. It will also contribute to improvement in parent engagement as measured by metric M1.7 Parent Engagement and M1.8 Parent Survey.	$121,528.00	Yes
1.23	Robust Professional Development Program: MTSS TOSA for SEB	The Teachers on Special Assignment (TOSAs) for MTSS SEB provide districtwide professional development and coaching focused on strengthening classroom behavior systems, proactive discipline practices, and data-informed intervention planning. TOSAs support school teams in defining clear expectations, reinforcing positive behavior, responding to unexpected behaviors, and analyzing disaggregated student data to guide next steps. For 2026-27, this action is funded through Title IIA, LREBG, and the OCDE Innovation Grant.	$555,962.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses the requirements for LREBG. For 2026-27, LREBG is providing $183,552.72 of the total funding. The LREBG portion supports MTSS SEB coaching and professional learning that strengthen staff capacity to support pupil social-emotional and behavioral well-being, improve school climate, and respond to learning-recovery needs connected to student engagement and behavior. Research on multi-tiered systems of support and positive behavioral interventions supports using structured coaching, data review, and consistent schoolwide practices to reduce behavioral escalation and improve student engagement. The work that the MTSS SEB TOSAs do will contribute to student outcomes in many metrics, especially metrics M1.5 Suspension Rate, M1.6 Expulsion Rate, M1.13 Office Discipline Referrals.		
1.24	Robust Professional Development Program: MTSS SEB Facilitators	MTSS SEB Facilitators are classroom teachers who serve as site-based leaders within the district's Multi-Tiered System of Support for Social, Emotional, and Behavioral (MTSS SEB) framework. For 2026–27, this action consolidates the former action 1.5 MTSS SEB School Team structure to provide a unified professional learning model at each school site. Facilitators plan and deliver ongoing structured professional development and coaching to site staff and SEB School Teams. This includes training teachers to define and reinforce expected behaviors, implement restorative and proactive classroom strategies, analyze disaggregated student data, and monitor the effectiveness of interventions. This action supports strengthening educator effectiveness and improving instructional and behavioral practices. Professional learning sessions focus on increasing teacher skill and consistency in implementing MTSS SEB practices across classrooms. District data show that English learners, foster youth, and low-income students experience higher suspension rates and office discipline referrals compared to all students (M1.5 and M1.13). Strengthening classroom-level practices is a key strategy for reducing differences and improving school climate outcomes.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will contribute to improvement in: M1.5 Suspension Rate M1.6 Expulsion Rate M1.13 Office Discipline Referrals		
1.25	Targeted Program: Student Services Department	SVUSD will maintain a coordinated and comprehensive infrastructure through the Student Services department to support the actions in Goal 1, including programs such as MTSS SEB, attendance, and counseling. Student Services is necessary in order to ensure that the different components of the intervention system and robust professional development for social-emotional and behavior well-being are done well, in accordance with evidence-based practices. Student Services supports all students, with a particular focus on foster youth, English learners, and low-income students. The Student Services Department and staff will contribute to improvement in student outcomes as measured by many metrics, especially M1.4 Engagement and Sense of Belonging, M1.5 Suspension Rate, and M1.13 ODR.	$702,581.00	Yes
1.26	Targeted Program: Secondary Orientation	We will provide incoming sixth and ninth grade students with an orientation program, fostering a welcoming and inclusive school climate for all students. The orientation is especially important for foster youth, English learners, and low-income students, offering them essential support and resources as they transition into unfamiliar educational settings. Orientation helps bridge cultural differences and ensures all students start with the same knowledge and confidence needed for success in their new school community. Orientation will contribute to student outcomes as measured by M1.4 Sense of Belonging and Engagement. Because Panorama does not currently report low-income or foster youth results, the district will also	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitor related social-emotional and behavioral outcomes through M1.12 Student Study Team Referrals for Social-Emotional and Behavioral Concerns and M1.13 Office Discipline Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth.		
1.27	Targeted Program: Homeless Youth Support	All Homeless Youth are unduplicated and fall within the low-income student group. The supports they deserve are unique, varied, and require targeted responses. The district provides targeted support for housing insecure and homeless students through the McKinney-Vento (MV) Liaison and site-based Student Champions. The MV Liaison ensures timely identification of eligible students, immediate enrollment, transportation coordination, transfer of records and credits, and ongoing monitoring of attendance and academic progress. Housing insecure students experience higher rates of chronic absenteeism, mobility-related disruption, and academic instability. This action provides structured oversight and coordination to reduce school interruptions and remove barriers to consistent participation in school. The MV Liaison collaborates with school staff, families, and community agencies to ensure students receive appropriate services, including counseling, supplemental academic support, and access to nutrition and health resources when needed. Student Champions provide site-level check-ins and help monitor engagement and attendance. This action is limited to homeless and housing insecure students and contributes to improvement for homeless youth in: M1.3 Chronic Absenteeism M1.1 Graduation Rate M1.2 Dropout Rate M1.5 Suspension Rate	$276,714.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.28	Family Engagement: Community Partnership	Regularly occurring events, communication and school partnerships such as PTA and PTSO play a vital role in our district's focus to strengthen the partnership between our schools and the families our schools serve. A thriving partnership promotes a safe, inclusive and welcoming school environment and therefore has a direct impact on student learning. This action aims to ensure that all families feel connected to their children's education and that all of their voices are heard, valued and inform the efforts to continually improve our schools. Community partnership will contribute to improvement in family engagement as measured by metrics M1.7 Parent Engagement and M1.8 Parent Survey. This is a statement of intent for multiple actions, including site-based events using school site allocations ($142,618.00 under Goal 3 Action 3.6) and PTA/PTSO funded activities.		No
1.29	Family Engagement: Communication & Engagement Tools	We will supplement family communication by using infographics, posters, and videos to convey important information in a visually engaging way. This approach ensures that all families can easily understand school policies, events, and updates. Clear communication with families is important for all, but is especially important for our foster youth, English learners, and low-income students to ensure everyone has access to the same information. The effectiveness of this action will be monitored through M1.7 Parent Engagement and M1.8 SVUSD Parent Survey as direct measures of family engagement and communication. The district will also review M1.3 Chronic Absenteeism as a related student-outcome measure because it provides disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth.	$4,689.00	Yes
1.30	Family Engagement: Improve	We will improve communication with multilingual families. This includes supporting the district and school English Learner Advisory Committee (ELAC), language interpretation, and other supplemental support that	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Communication with Multilingual Families	improves communication with multilingual families. This ensures that all families can fully participate in their children's education and school activities. The effectiveness of this action will be monitored through M1.7 Parent Engagement and M1.8 SVUSD Parent Survey as direct measures of family engagement and communication. The district will also review M1.3 Chronic Absenteeism as a related student-outcome measure because it provides disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth.		
1.31	Family Engagement: District Translator/Interpreter	We will continue to have a district translator/interpreter who provides interpretation and translation services. The district translator ensures that important information such as enrollment forms, newsletters, and policy updates are available to all, fostering an inclusive and supportive school environment. This service supports clear communication, helping families stay informed and engaged in their children's education. A district translator/interpreter will contribute to improvement in family engagement as measured by metrics M1.7 Parent Engagement and M1.8 Parent Survey.	$101,949.00	Yes
1.32	Family Engagement: School Community Outreach Liaisons (SCOLs)	The district employs School Community Outreach Liaisons (SCOLs) to strengthen partnerships between schools and families. SCOLs work directly with families to ensure they feel welcomed, informed, and supported in navigating school systems and accessing available resources. They facilitate communication between home and school, assist with enrollment and attendance concerns, and connect families to academic, behavioral, and community-based supports. SCOL services prioritize support for families of English learners, low-income students, and foster youth, who may experience greater barriers to school engagement due to language access, economic hardship, housing instability, or placement changes. SCOLs coordinate closely with site administrators and Student Services staff to monitor and respond to the needs of these targeted student groups.	$1,551,509.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The effectiveness of this action will be monitored through M1.7 Parent Engagement and M1.8 SVUSD Parent Survey as direct measures of family engagement and communication. The district will also review M1.3 Chronic Absenteeism as a related student-outcome measure because SCOLs assist families in addressing attendance concerns and other barriers to school engagement. M1.3 provides disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth.		
1.33	Targeted Program: Supplemental Mental Health Counseling	For 2025–26, this action has been consolidated into Action 1.9 to align LCFF Supplemental-funded mental wellness counseling within the supplemental secondary counseling program. Mental Wellness counselors provide short-term individual counseling services for TK – 12th grade students across the district through a centralized referral process. The program is designed to support students experiencing depression, anxiety and other mental health related concerns that are impacting the student's ability to be successful at school. The mental wellness counselors will contribute to improvement in student outcomes as measured by metrics M1.9 SEL Self-management, Social Awareness, and Self-efficacy for students with disabilities.		No
1.34	Targeted Program: Unified PE	We will continue to provide a Unified Physical Education (Unified PE) program where students from special education and general education learn and grow together. This inclusive approach enriches the school community by celebrating all abilities, promoting teamwork, and building a sense of belonging among all students. Unified PE will contribute to student outcomes as measured by metric M1.4 SEL Sense of Belonging and Engagement. Cost is accounted for using general fund. The estimated 6 sections for 2026-27 is $130,200 at $21,700 per section.		No

Action #	Title	Description	Total Funds	Contributing
1.35	Targeted Program: Supplemental Cultural Proficiency Professional Development	We will provide supplemental professional development on culturally proficient practices and strategies for our staff across all departments beyond our school teams. For example, this may include our management teams, front office staff, maintenance and operations, health clerks, and many others. We recognize that a districtwide culture that is welcoming and inclusive is essential for full community participation and educational partnership. A welcoming and inclusive culture is important for everyone, particularly our foster youth, English learners, and low-income students. Professional development on culturally proficient practices will contribute to improvement in M1.4 Sense of Belonging and Engagement. Because Panorama does not currently report low-income or foster youth results, the district will also monitor M1.5 Suspension Rate and M1.13 Office Discipline Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth and provide related indicators of an inclusive and supportive school climate.	$10,000.00	Yes
1.36	Targeted Program: Additional Secondary Counseling	We will provide additional secondary school counselors that support the academic success, post-secondary college and career readiness, social development, and mental health well-being of our students. Counselors are available to all students, with a particular focus on foster youth, English learners, and low-income students. The secondary counselors will contribute to improvement in student outcomes as measured by metrics M1.1 Graduation Rate and M1.9 SEL Self-management, Social Awareness, and Self-efficacy. This action provides additional LREBG-funded recovery capacity and is separate from LCFF-funded counseling under Action 1.9. This action addresses the requirements for LREBG. For 2026-27, LREBG provides $51,417.00 to fund this action. Research shows that comprehensive school counseling programs align with theories of student support that emphasize the role of counselors in promoting academic achievement and social-emotional development, particularly for at-risk	$51,417.00	No

Action #	Title	Description	Total Funds	Contributing
		student groups (American School Counselor Association, 2019, WWC, 2020).		
1.37	Family Engagement: Promote Parent Participation	To promote parental participation in programs for foster youth, English learners, and low-income students, our district will host regular family engagement nights and informational sessions to help families navigate the educational system and access resources tailored to their needs. We will foster active involvement in DELAC/ELAC, School Site Council, and Superintendent's Parent Advisory, where parents can collaborate with educators and community members to support their children's education. Additionally, we will maintain open lines of communication through email newsletters and the district parent portal, ensuring a supportive and inclusive environment for all families. Promoting parental participation in school programs will enhance our partnership with all families, particularly families of foster youth, English learners, and low-income students. Promoting parent participation in programs for foster youth, English learners, and low-income students will contribute to improvement in family engagement as measured by metrics M1.7 Parent Engagement, and M1.8 Parent Survey. This action was changed from contributing to non-contributing because it is a statement of intent, with any relevant costs listed in Actions 1.29 ($4,689.00), 1.30 ($2,500.00), 1.31 ($101,949.00), and 1.32 ($1,551,509.00).		No
1.38	Family Engagement: Promote Parent Participation in Programs for Students with Disabilities	To promote parental participation in programs for students with disabilities, our district will host regular workshops and informational sessions to help families navigate the educational system and access available resources. We will also support parents to engage in the Community Advisory Committee (CAC), ensuring their voices are heard in the decision-making process. CAC is a group that includes parents, educators, and community members working together to support special education. Additionally, we will maintain consistent communication through email newsletters, district		No

Action #	Title	Description	Total Funds	Contributing
		parent portal, and postcards sent by teachers to build family-school connection. Promoting parent participation in programs for students with disabilities will contribute to improvement in family engagement as measured by metrics M1.7 Parent Engagement, and M1.8 Parent Survey. There is no cost associated with this action as this is a statement of intent.		
1.39	Targeted Program: Foster Youth Support	The district provides targeted coordination and case management support for foster youth to ensure educational stability, timely enrollment, credit monitoring, and access to appropriate academic and social-emotional services. This includes collaboration with child welfare agencies, school sites, and families to monitor attendance, behavior, credit accrual, and academic progress. Foster youth often experience placement changes, school transitions, and disruptions that impact attendance, graduation, and academic performance. This action provides individualized oversight and coordination to reduce those barriers and promote stability. This action contributes to improvement for foster youth in: M1.1 Graduation Rate M1.2 Dropout Rate M1.3 Chronic Absenteeism M1.5 Suspension Rate M2.1 ELA M2.5 Math	$10,000.00	Yes
1.40	Targeted Program: Transition Support for Kindergarten	The district provides extra adults in Kindergarten classrooms during the first five days of school by using substitutes. This helps reduce the number of students per adult, giving young children more support as they learn routines and adjust to school. With more hands to help, teachers can give extra attention to students who may need help feeling comfortable, especially English learners, foster youth, and low-income students. By	$57,139.00	No

Action #	Title	Description	Total Funds	Contributing
		making the transition smoother, students feel safe, confident, and ready to learn from the start. Transition support will contribute to improvement in our student outcomes in M1.11 Attendance and M1.13 Office Discipline Referral for Kindergarteners. This action addresses the requirements for LREBG. For 2026-27, LREBG provides $57,139.00 to fund this action. The Hun School of Princeton (2019) indicates the significance of student–teacher ratios in educational settings.		
1.41	Targeted Program: Additional SEL & Behavior Support for SWD	The district provides extra social-emotional learning (SEL) and behavior support for students with disabilities (SWD) to help them succeed in school under the guidance of the Special Education department. SPED Behavior Specialists work closely with students to teach positive behaviors, coping skills, and strategies for managing emotions. Teachers and staff receive training on how to support students' social and emotional needs, creating a safe and welcoming learning environment. By strengthening SEL and behavior support, students build confidence, improve relationships, and stay engaged in learning. Additional SEL and behavior support will contribute to improvement in our student outcomes M1.11 Attendance and M1.13 Office Discipline Referral for SWD. This action addresses the requirements for LREBG. For 2026-27, LREBG provides $167,104.00 to fund this action. Research shows that targeted interventions for SWD can be effective with an effect size of 0.77 (Hattie, 2018).	$167,104.00	No
1.42	Targeted Program: STAR Behavior Intervention Specialists	STAR Behavior Intervention Specialists provide Tier 2 and Tier 3 behavioral support within the district’s Multi-Tiered System of Support for Social, Emotional, and Behavioral (MTSS SEB) framework. These specialists work directly with students and collaborate with teachers and site teams to address behavioral challenges that interfere with learning and	$167,104.00	No

Action #	Title	Description	Total Funds	Contributing
		school engagement, including providing professional development one-on-on and to school teams. STAR specialists provide short-term individualized behavior intervention, conduct functional behavior analysis, support the development of behavior intervention plans, model proactive classroom strategies, and assist with alternatives to suspension. They also support staff in implementing consistent responses to behavior concerns and monitoring student progress. District discipline and engagement data show that English learners, foster youth, and low-income students experience higher rates of suspension and office discipline referrals (M1.5 and M1.13) compared to all students. By providing targeted intervention and early behavioral support, STAR specialists help reduce escalation, increase classroom stability, and promote student engagement. This action supports improved outcomes in: M1.5 Suspension Rate M1.6 Expulsion Rate M1.13 Office Discipline Referrals M1.3 Chronic Absenteeism This is a new action added for 2026–27. This action is funded through Learning Recovery Emergency Block Grant (LREBG) funds. For 2026-27, LREBG provides $167,104.00 to fund this action. The work of STAR specialists strengthens the district's MTSS implementation and supports recovery from behavioral and engagement disruptions experienced in recent years. Research indicates that structured Tier 2 and Tier 3 behavioral interventions within a Multi-Tiered System of Support framework reduce suspension rates and improve student engagement when implemented consistently with fidelity.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate proficiency, or more, with grade level standards and graduate prepared to be successful in college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed as a broad goal to capture elements that contribute to student achievement and other student outcomes. This goal broadly captures elements of student learning, progress on developing English language proficiency, and an assortment of options for students to demonstrate college and career readiness.

While our 2025 CA Dashboard data and local data showed great improvements, we will continue with Goal 2 as originally planned with small changes addressed in the LCAP actions affected. The explanation of why we have developed this goal is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

We used data from the 2023 CA Dashboard, including indicators for English Language Arts, Mathematics, and College/Career to help us develop Goal 2. We also included local metrics that provide information at the classroom level of the student progress with our i-Ready and IXL data. These are important metrics in our multi-tiered system of support (MTSS) structure to help us proactively respond to student learning needs as quickly as possible to reduce the need for future interventions.

Our data indicated a clear need for additional support for our foster youth, English learners, and low-income students, as well as our students with disabilities and housing insecure/homeless youth. For example, our 2023 CA Dashboard indicator for Mathematics showed that we had a Yellow status with all students at 8.1 points below standard. However, our foster youth, housing insecure/homeless youth, and students with disabilities group had a Red status. Foster youth were 96.9 points below standard, homeless group were 95.1 points below standard, and the students with disabilities group were 98.4 points below standard. Our English learner group had an Orange status and were at 78.4 points below standard. Our students with disabilities had a Red status for ELA and were 72.5 points below standard.

The need is echoed by our educational partners. During the educational partner engagement process, our families highlighted the need for increased resources and support for English learners and students with disabilities.

The actions in Goal 2 show our systematic approach to providing additional support for our foster youth, English learners, low-income students and our students with disabilities. This goal also captures our work to ensure students have multiple options when they graduate from SVUSD. We want all students to have the option of attending two and four year colleges, trade schools, advanced technical

certifications, or serve in one of the military branches.

Each of the actions for Goal 2 are intended to align to the various metrics and monitor our progress in removing barriers to learning for students. All school sites have aligned their respective School Plan for Student Achievement to these broad LCAP goals to ensure alignment of focus, resources, and efforts across our TK-12 system.

DISTRICT-WIDE STUDENT GROUPS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD
We believe that we can address the needs of our diverse student groups through a culturally proficient Multi-Tiered System of Supports (MTSS) framework, that focuses on equitable, evidence-based best practices during first, best teaching.
Action 1.18 provides for professional development on culturally proficient practices, and Action 2.1 lays the foundation of MTSS for academic success. To support our students to accelerate their learning, we have targeted interventions through Actions 2.2, 2.3, 2.4, 2.5, and 2.6. Our MTSS framework uses a comprehensive assessment system to help us deliver targeted instruction and intervention through Actions 2.8, 2.9, 2.10, 2.11 and 2.15.

- Foster youth (Math)
- Homeless students (Math): Additionally, our housing insecure/homeless students receive support for their unique academic needs through Action 1.27.
- Students with disabilities (ELA, Math): We also address barriers to learning for students with disabilities through professional development in Actions 2.26 and 2.44.

SCHOOLS THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD FOR "ALL STUDENTS"
In addition to actions listed above that supports a culturally proficient MTSS framework, we also provide an LCAP site allocation (Action 3.6) so that schools can fund strategies and programs that meet the specific needs of their foster youth, English learners, and low-income students based on data. For example, schools can provide for additional professional development on language strategies for math instruction or licenses for math software.

- SVUSD Virtual Academy (Math)
- Silverado High (Math, ELPI, College/Career): Silverado also has Actions 4.3, 4.5 and 4.7 to address the Math indicator, 4.2 and 4.8 to address the ELPI, and 4.4 and 4.10 to address college/career readiness.

ANY STUDENT GROUP WITHIN A SCHOOL THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD
We believe that we can address the needs of our diverse student groups through a culturally proficient Multi-Tiered System of Supports (MTSS) framework, that focuses on equitable, evidence-based best practices during first, best teaching.
Action 1.18 provides for professional development on culturally proficient practices, and Action 2.1 lays the foundation of MTSS for academic success. To support our students to accelerate their learning, we have targeted interventions through Actions 2.2, 2.3, 2.4, 2.5, and 2.6. Our MTSS framework uses a comprehensive assessment system to help us deliver targeted instruction and intervention through Actions 2.8, 2.9, 2.10, 2.11 and 2.15.

In addition to actions listed above that supports a culturally proficient MTSS framework, we also provide an LCAP site allocation (Action 3.6)

so that schools can fund strategies and programs that meet the specific needs of their foster youth, English learners, and low-income students based on data. For example, schools can provide for additional professional development on language strategies for math instruction or licenses for math software.

Cielo Vista Elementary
- Students with Disabilities (ELA,Math)

Del Lago Elementary
- Students with Disabilities (ELA)

El Toro High
- English Learners (ELA)

Glen Yermo Elementary
- Students with Disabilities (ELA)

La Paz Intermediate
- Students with Disabilities (ELA, Math)

Laguna Hills High
- English Learners (ELA, Math)
- Students with Disabilities (ELA)

Lake Forest Elementary
- Students with Disabilities (ELA, Math)

Lomarena Elementary
- Students with Disabilities (Math)

Los Alisos Intermediate
- English Learners (ELA, Math)
- Homeless (ELA, Math)
- Students with Disabilities (ELA, Math)

Olivewood Elementary
- Students with Disabilities (Math)

Ralph A. Gates DLI Magnet Elementary
- English Learners (ELA, Math)
- Homeless (ELA, Math)
- Students with Disabilities (ELA, Math)

Rancho Santa Margarita Intermediate
- Students with Disabilities (ELA, Math)

Santiago STEAM Magnet Elementary
- English Learners (Math)
- Homeless (ELA, Math)

SVUSD Virtual Academy
- Socioeconomically Disadvantaged (ELA, Math)
- White (ELA, Math)

Trabuco Hills High

- Students with Disabilities (ELA, Math)

Silverado High: Silverado also has Actions 4.3, 4.5 and 4.7 to address the Math indicator, and 4.4 and 4.10 to address college/career readiness.

- English Learners (Math, College/Career)
- Socioeconomically Disadvantaged (Math, College/Career)
- Homeless (College/Career)
- Hispanic (Math, College/Career)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Dashboard - English Language Arts Indicator LCFF Priority 4: Student Achievement	2023 CA Dashboard All Students = 18.7 points above standard, Maintained -2.2 (Green) African American = 7.3 points above standard, Increased 16.8 points (Green) Hispanic = 27.8 points below standard, Maintained -2.2 points (Orange) Socioeconomically Disadvantaged = 23.6 points below standard, Increased 5.9 points (Yellow)	2024 Dashboard All Students = 18.5 points above standard, Maintained (Green) African American = 4.4 points below standard, Decreased 11.7 points (Yellow) Hispanic = 25.0 points below standard, Maintained (Orange) Socioeconomically Disadvantaged = 21.6 points below standard,	2025 Dashboard All Students = 20.3 points above standard, Maintained (Green) African American = 14.5 points below standard, Decreased 10.1 points (Orange) Hispanic = 26.2 points below standard, Maintained (Orange) Socioeconomically Disadvantaged = 22.1 points below standard,	Increase 3 or more points each year to get to Year 3 target of… All Students = 27.7 points above standard (Green) African American = 16.3 points above standard (Green) Hispanic = 18.8 points below standard (Yellow) Socioeconomically Disadvantaged = 14.6 points below standard (Yellow)	2025 Difference from Baseline All Students = +1.6 points African American = –21.8 points Hispanic = +1.6 points Socioeconomically Disadvantaged = +1.5 points English Learners = +0.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners = 52.6 points below standard, Maintained -0.9 points (Orange) Homeless = 69.5 points below standard, Declined 14.6 points (Orange) Foster Youth = 59.1 points below standard, Increased 6.9 points (Yellow) Students with Disabilities = 72.5 points below standard, Maintained -2.2 points (Red) Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	Maintained (Orange) English Learners = 50.0 points below standard, Maintained (Orange) Homeless = 66.4 points below standard, Increased 3.1 points (Yellow) Foster Youth = 75.9 points below standard, Decreased 16.9 points (Red) Students with Disabilities = 68.7 points below standard, Increased 3.8 points (Yellow) Long-Term English Learners = 83.3 points below standard, Decreased 5 points (Red)	Maintained (Orange) English Learners = 52.0 points below standard, Maintained (Orange) Homeless = 72.4 points below standard, Decreased 6.0 points (Red) Foster Youth = 43.5 points below standard, Increased 32.5 points (Yellow) Students with Disabilities = 62.8 points below standard, Increased 5.9 points (Yellow) Long-Term English Learners = 112.8 points below standard, Decreased 29.5 points (Red)	English Learners = 43.6 points below standard (Yellow) Homeless = 60.5 points below standard (Orange) Foster Youth = 50.1 points below standard (Orange) Students with Disabilities = 63.5 points below standard (Orange) Long-Term English Learners = 77.3 points below standard (Orange)	Homeless = –2.9 points Foster Youth = +15.6 points Students with Disabilities = +9.7 points Long-Term English Learners = -29.5 points
2.2	i-Ready Reading Diagnostic (District	Spring 2024 i-Ready K-6 Diagnostic 3: ELA	Spring 2025 i-Ready K-6 Diagnostic 3: ELA	Spring 2026 i-Ready K-6 Diagnostic 3: ELA	Increase 2% or more each year to	2026 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessments) for Elementary, Gr K-6 LCFF Priority 4: Student Achievement	All Students: Tier 1 = 64% Tier 2 = 23% Tier 3 = 12% All Students = 64% at Tier 1 African American = 54% at Tier 1 Hispanic = 45% at Tier 1 English Learner = 21% at Tier 1 Students with Disabilities = 33% at Tier 1	All Students: Tier 1 = 64% Tier 2 = 23% Tier 3 = 13% All Students = 64% at Tier 1 African American = 56% at Tier 1 Hispanic = 46% at Tier 1 English Learner = 19% at Tier 1 Students with Disabilities = 36% at Tier 1	All Students: Tier 1 = 64% Tier 2 = 24% Tier 3 = 12% All Students = 64% at Tier 1 African American = 61% at Tier 1 Hispanic = 46% at Tier 1 English Learner = 21% at Tier 1 Students with Disabilities = 38% at Tier 1	get to Year 3 target of… All Students: Tier 1 = 70% Tier 2 = 23% Tier 3 = 7% All Students = 70% at Tier 1 African American = 60% at Tier 1 Hispanic = 51% at Tier 1 English Learner = 27% at Tier 1 Students with Disabilities = 39% at Tier 1	All Students: Tier 1 = 0% Tier 2 = +1% Tier 3 = 0% All Students = 0% African American = +7% Hispanic = +1% English Learner = 0% Students with Disabilities = +5%
2.3	Smarter Balanced Summative Assessment for ELA Grade 11th LCFF Priority 4: Student Achievement	2023 ELA 11th Grade Smarter Balanced Summative Assessment All Students = 55.62% Met or Exceeded Standard English Learners = 7.52% Met or Exceeded Standard	2024 ELA 11th Grade Smarter Balanced Summative Assessment All Students = 63.78% Met or Exceeded Standard English Learners = 9.96% Met or	2025 ELA 11th Grade Smarter Balanced Summative Assessment All Students = 65.34% Met or Exceeded Standard English Learners = 2.26% Met or	Increase 3% or more each year to get to Year 3 target of… All Students = 64.62% Met or Exceeded Standard English Learners = 16.52% Met or	2025 Difference from Baseline All Students = +9.72% English Learners = –5.26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-term English Learners = 9.61% Met or Exceeded Standard Homeless = 33.90% Met or Exceeded Standard Foster Youth = 22.47% Met or Exceeded Standard Socioeconomically Disadvantaged = 45.82% Met or Exceeded Standard Students with Disabilities - 16.04% Met or Exceeded Standard	Exceeded Standard Long-term English Learners = 21.38% Met or Exceeded Standard Homeless = 31.79% Met or Exceeded Standard Foster Youth = *fewer than 11 students Socioeconomically Disadvantaged = 48.11% Met or Exceeded Standard Students with Disabilities = 20.97% Met or Exceeded Standard	Exceeded Standard Long-term English Learners = 9.46% Met or Exceeded Standard Homeless = 38.98% Met or Exceeded Standard Foster Youth = *fewer than 11 students Socioeconomically Disadvantaged = 50.77% Met or Exceeded Standard Students with Disabilities = 26.57% Met or Exceeded Standard	Exceeded Standard Long-term English Learners = 18.61% Met or Exceeded Standard Homeless = 42.90% Met or Exceeded Standard Foster Youth = 31.47% Met or Exceeded Standard Socioeconomically Disadvantaged = 54.82% Met or Exceeded Standard Students with Disabilities - 25.04% Met or Exceeded Standard	Long-term English Learners = –0.15% Homeless = +5.08% Foster Youth = N/A Socioeconomically Disadvantaged = +4.95% Students with Disabilities = +10.53%
2.4	IXL - English Language Arts (District Assessment) - Intermediate, Gr. 7-8 LCFF Priority 4: Student Achievement	Spring 2023 IXL ELA Diagnostic Grades 7-8 All Students = 51% On or Above Grade Level	Spring 2024 IXL ELA Diagnostic Grades 7-8 All Students = 50% On or Above Grade Level	Metric discontinued.	Increase 3% or more each year to get to Year 3 target of… All Students = 60% On or Above Grade Level	2025 Difference from Baseline Metric discontinued.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners = 1% On or Above Grade Level Students with Disabilities = 8% On or Above Grade Level Hispanic Students = 33% On or Above Grade Level African American = 42% On or Above Grade Level	English Learners = 2% On or Above Grade Level Students with Disabilities = 12% On or Above Grade Level Hispanic Students = 32% On or Above Grade Level African American = 43% On or Above Grade Level		English Learners = 10% On or Above Grade Level Students with Disabilities = 17% On or Above Grade Level Hispanic Students = 42% On or Above Grade Level African American = 51% On or Above Grade Level	
2.5	CA Dashboard Academic Mathematics Indicator LCFF Priority 4: Student Achievement	2023 CA Dashboard All Students = 8.1 points below standard, Maintained -0.5 (Yellow) African American = 47.5 points below standard, increased 8.4 points (Yellow) Hispanic = 60.9 points below standard, maintained -1.9 points (Orange)	2024 CA Dashboard All Students = 4.5 points below standard, Increased 3.6 (Green) African American = 45.9 points below standard, Maintained (Orange) Hispanic = 55.1 points below	2025 CA Dashboard All Students = 1.4 points below standard, Increased 3.1 (Green) African American = 39.2 points below standard, Maintained (Yellow)	Increase 3 points or more each year to get to Year 3 target of… All Students = 1.1 points above standard (Green) African American = 38.5 points below standard (Green) Hispanic = 51.9 points below standard (Green)	2025 Difference from Baseline All Students = +6.7 points African American = +8.3 points Hispanic = +7.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged = 54.9 points below standard, increased 5.6 points (Yellow) English Learners = 78.4 points below standard, declined 3.3 points (Orange) Homeless = 95.1 points below standard, Declined 14.3 points (Red) Foster Youth = 96.9 points below standard, declined 7.6 points (Red) Students with Disabilities = 98.4 points below standard, maintained 0.7 points (Red) Baseline data for Long-term English Learners	standard, Increased 5.8 points (Yellow) Socioeconomically Disadvantaged = 50.7 points below standard, increased 4.3 points (Yellow) English Learners = 74.6 points below standard, Increased 3.8 points (Yellow) Homeless =86.9 points below standard, Increased 8.2 points (Yellow) Foster Youth = 118.8 points below standard, Declined 21.9 points (Red) Students with Disabilities = 87.4 points below standard, Increased 11.0 points (Yellow)	Hispanic = 53.9 points below standard, Maintained (Orange) Socioeconomically Disadvantaged = 49.1 points below standard, Maintained (Orange) English Learners = 73.1 points below standard, Maintained (Orange) Homeless =87.7 points below standard, Maintained (Orange) Foster Youth = 82.5 points below standard, Increased 36.2 points (Yellow) Students with Disabilities = 84.1 points below standard,	Socioeconomically Disadvantaged = 45.9 points below standard (Green) English Learners = 69.4 points below standard (Yellow) Homeless = 86.1 points below standard (Yellow) Foster Youth = 87.9 points below standard (Yellow) Students with Disabilities = 89.4 points below standard (Yellow) Long-Term English Learners = 137.6 points below standard (Orange)	Socioeconomically Disadvantaged = +5.8 points English Learners = +5.3 points Homeless = +7.4 points Foster Youth = +14.4 points Students with Disabilities = +14.3 points Long-Term English Learners = –21.1 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will be available with the 2024 CA Dashboard.	Long-Term English Learners = 143.6 points below standard, Decreased 7.6 points (Red)	Increased 3.3 points (Yellow) Long-Term English Learners = 164.7 points below standard, Decreased 21.1 points (Red)		
2.6	Imagine Learning Diagnostics, Math, Gr K-2 LCFF Priority 4: Student Achievement	Baseline data will be collected in 2024-25.	Spring 2025 % At Grade Level All K-2 = 73% Kinder = 81% 1st Grade = 71% 2nd Grade = 66%	Spring 2026 % At Grade Level All K-2 = 72% Kinder = 84% 1st Grade = 69% 2nd Grade = 64%	Our target outcome is to increase the % At Grade Level by 1% each year to get to Year 3 target of... All K-2 = 75% Kinder = 83% 1st Grade = 73% 2nd Grade = 68%	Spring 2026 Difference from Spring 2025 Baseline All K-2 = -1% Kinder = +3% 1st Grade = -2% 2nd Grade = -2%
2.7	CAASPP IAB Math, Gr 3-6 LCFF Priority 4: Student Achievement	Baseline data will be collected in 2024-25. Current data available are based on voluntary teacher participation and may not be representative of district-wide data. To ensure validity of data comparisons, baseline data will be collected in 2024-25.	Spring 2025 During the pilot, we determined that our data collection best supports this data report. Subgroup data not available. Our baseline will be using the Spring 2025 data.	Spring 2026 % Near/Above Grade Level All Students = 74% 3rd Grade = 76% 4th Grade = 75% 5th Grade = 74%	Target for Year 3 was established in 2024-25. Our target outcome is to increase the % Near/Above Grade Level by 1% each year to get to Year 3 target of...	Spring 2026 Difference from Spring 2025 Baseline All Students = -1% 3rd Grade = +5% 4th Grade = -2% 5th Grade = -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3rd Grade IAB: Operations & Algebraic Thinking All Students = 40% above standard Hispanic = 29% above standard English Learner = 24% above standard 4th Grade IAB: Numbers & Operations in Base Ten All Students = 46% above standard Hispanic = 32% above standard English Learner = Insufficient data, less than 15 students took the exam 5th Grade IAB: Numbers & Operations in Base Ten All students = 35% above standard Hispanic = 17% above standard English Learner = Insufficient data, less than 15 students took the exam	% Near/Above Grade Level All Students = 75% 3rd Grade = 71% 4th Grade = 77% 5th Grade = 77% 6th Grade = 73% Our target outcome is to increase the % Near/Above Grade Level by 1% each year.	6th Grade = 71%	% Near/Above Grade Level All Students = 77% 3rd Grade = 73% 4th Grade = 79% 5th Grade = 79% 6th Grade = 75%	6th Grade = -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade IAB: The Number System No students took the exam				
2.8	IXL - Mathematics (District Assessment) - Intermediate, Gr. 7-8 LCFF Priority 4: Student Achievement	Spring 2023 IXL Math Diagnostic Grades 7-8 All Students = 36% On or Above Grade Level English Learners = 0% On or Above Grade Level Students with Disabilities = 5% On or Above Grade Level Hispanic Students = 18% On or Above Grade Level African American = 21% On or Above Grade Level	Spring 2024 IXL Math Diagnostic Grades 7-8 All Students = 38% On or Above Grade Level English Learners = 3% On or Above Grade Level Students with Disabilities = 7% On or Above Grade Level Hispanic Students = 22% On or Above Grade Level African American = 30% On or Above Grade Level	Metric discontinued.	Increase 3% or more each year to get to Year 3 target of… All Students = 45% On or Above Grade Level English Learners = 9% On or Above Grade Level Students with Disabilities = 14% On or Above Grade Level Hispanic Students = 27% On or Above Grade Level African American = 30% On or Above Grade Level	2025 Difference from Baseline Metric discontinued.
2.9	Smarter Balanced Summative Assessment for Mathematics Grade 11th	2023 Mathematics 11th Grade Smarter Balanced Summative Assessment	2024 Mathematics 11th Grade Smarter Balanced	2025 Mathematics 11th Grade Smarter Balanced	Increase 3% or more each year to get to Year 3 target of…	2025 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 4: Student Achievement	All Students = 28.01% Met or Exceeded Standard English Learners = 2.52% Met or Exceeded Standard Long-term English Learners = 1.65% Met or Exceeded Standard Homeless = 11.19% Met or Exceeded Standard Foster Youth = 3.85% Met or Exceeded Standard Socioeconomically Disadvantaged = 17.03% Met or Exceeded Standard Students with Disabilities = 4.37% Met or Exceeded Standard	Summative Assessment All Students = 36.15% Met or Exceeded Standard English Learners = 1.62% Met or Exceeded Standard Long-term English Learners = 2.55% Met or Exceeded Standard Homeless = 6.43% Met or Exceeded Standard Foster Youth = *fewer than 11 students tested Socioeconomically Disadvantaged = 18.47% Met or Exceeded Standard Students with Disabilities = 4.28% Met or Exceeded Standard	Summative Assessment All Students = 40.99% Met or Exceeded Standard English Learners = 1.48% Met or Exceeded Standard Long-term English Learners = 0.00% Met or Exceeded Standard Homeless = 14.05% Met or Exceeded Standard Foster Youth = *fewer than 11 students tested Socioeconomically Disadvantaged = 24.17% Met or Exceeded Standard Students with Disabilities = 10.94% Met or	All Students = 37.01% Met or Exceeded Standard English Learners = 11.52% Met or Exceeded Standard Long-term English Learners = 10.65% Met or Exceeded Standard Homeless = 20.19% Met or Exceeded Standard Foster Youth = 12.85% Met or Exceeded Standard Socioeconomically Disadvantaged = 26.03% Met or Exceeded Standard Students with Disabilities = 13.37% Met or	All Students = +12.98% English Learners = –1.04% Long-term English Learners = –1.65% Homeless = +2.86% Foster Youth = *fewer than 11 students tested Socioeconomically Disadvantaged = +7.14% Students with Disabilities = +6.57%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Exceeded Standard	Exceeded Standard	
2.10	CA Dashboard - English Learner Progress Indicator LCFF Priority 4: Student Achievement	2023 CA Dashboard 57.9% of English Learners making progress toward English language proficiency, increased 4.9% (Green) 43.8% of ELs who progressed at least one ELPI Level Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	2024 CA Dashboard 56.3% of English Learners making progress toward English language proficiency, maintained (Green) 48.2% of ELs progressed at least one ELPI Level 62.0% of Long-Term English Learners making progress, increased 3.1% (Green)	2025 CA Dashboard 46.4% of English Learners making progress toward English language proficiency, Decreased 9.9% (Orange) 44.5% of ELs progressed at least one ELPI Level 47.6% of Long-Term English Learners making progress, Decreased 14.4% (Orange)	Increase 3% or more each year to get to Year 3 target of… 66.9% of English Learners making progress toward English language proficiency, increased 4.9% (Green) 52.8% of ELs who progressed at least one ELPI Level 68.0% of Long-Term English Learners making progress (Green)	2025 Difference from Baseline English Learners (making progress toward ELP) = –11.5% ELs progressed at least one ELPI Level = +0.7% Long-Term English Learners (making progress) = –14.4%
2.11	English Learner Reclassification Rate Data source: Ellevation LCFF Priority 4: Student Achievement	Spring 2024 14.3% (863) of English learners reclassified this school year	Spring 2025 15.0% (758) of English learners reclassified this year	Spring 2026 15.0% (356) of English learners reclassified this year	Maintain or increase reclassification rate. 14.3% of English learners to be reclassified in spring of 2027	2026 Difference from Baseline +0.7% of English learners reclassified
2.12	CA Dashboard - College/Career Indicator	2023 CA Dashboard	2024 CA Dashboard	2025 CA Dashboard	Increase 3% or more each year to	2025 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 8: Outcomes in a Broad Course of Study	All Students = 60.5% prepared for college/career African American = 36.6% Hispanic = 42.8% Socioeconomically Disadvantaged = 46.8% English Learners = 18.6% Homeless = 19.3% Students with Disabilities = 23.1% Baseline data for Long-term English Learners will be available with the 2024 CA Dashboard.	All Students = 63.9% prepared for college/career, Increased 3.4% (Green) African American = 50.0%, Increased 13.4% (No color designation) Hispanic = 45.6%, Increased 2.8% (Green) Socioeconomically Disadvantaged = 52.1%, Increased 5.3% (Green) English Learners = 29.8%, Increased 11.3% (Yellow) Homeless = 27.9%, Increased 8.6% (Yellow) Students with Disabilities = 28.8%, Increased 5.7% (Yellow) Long-Term English Learners = 32.6%,	All Students = 64.7% prepared for college/career, Maintained (Green) African American = 62.5%, Increased 12.5% (No color designation) Hispanic = 47.8%, Maintained (Yellow) Socioeconomically Disadvantaged = 52.8%, Maintained (Yellow) English Learners = 30.6%, Maintained (Orange) Homeless = 29.1%, Maintained (Orange) Students with Disabilities = 24.8%, Decreased 5.9% (Orange) Long-Term English Learners = 35.8%,	get to Year 3 target of… All Students = 69.5% prepared for college/career African American = 45.6% Hispanic = 51.8% Socioeconomically Disadvantaged = 55.8% English Learners = 27.6% Homeless = 28.3% Students with Disabilities = 32.1% Long-Term English Learners = 38.6%	All Students = +4.2% African American = +25.9% Hispanic = +5.0% Socioeconomically Disadvantaged = +6.0% English Learners = +12.0% Homeless = +9.8% Students with Disabilities = +1.7% Long-Term English Learners = +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Increased 11.5% (Yellow)	Maintained (Yellow)		
2.13	% of pupils that have successfully completed A-G requirements Data source: Additional Dashboard Reports LCFF Priority 8: Outcomes in a Broad Course of Study	2022-23 - Class of 2023 Percentage of students who have met the A-G requirements 47.8% of All Students 10.3% of English Learners 31.5% of Socioeconomically Disadvantaged 8.1% of Students with Disabilities 9.9% of Homeless	2023-24 - Class of 2024 Percentage of students who have met the A-G requirements: 48.9% of All Students 14.3% of English Learners 35.1% of Socioeconomically Disadvantaged 10.1% of Students with Disabilities 14.4% of Homeless Students 16.4% of Long-Term English Learners	2024-25 - Class of 2025 Percentage of students who have met the A-G requirements: 50.8% of All Students 16.4% of English Learners 36.5% of Socioeconomically Disadvantaged 9.8% of Students with Disabilities 15.2% of Homeless Students 19.2% of Long-Term English Learners	Increase 3% or more each year to get to Year 3 target of… Percentage of students who have met the A-G requirements 56.8% of All Students 19.3% of English Learners 40.5% of Socioeconomically Disadvantaged 17.1% of Students with Disabilities 18.9% of Homeless 22.4% of Long-Term English Learners	2024-25 Difference from Baseline All Students = +3.0% English Learners = +6.1% Socioeconomically Disadvantaged = +5.0% Students with Disabilities = +1.7% Homeless Students = +5.3% Long-Term English Learners = +2.8%
2.14	% of pupils that have successfully completed CTE pathways	2022-23 - Class of 2023	2023-24 - Class of 2024	2024-25 - Class of 2025	Increase 2% or more each year to get to Year 3 target of…	2025-26 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data source: Additional Dashboard Reports LCFF Priority 8: Outcomes in a Broad Course of Study	Percentage of students who have successfully completed CTE pathways 22.1% of All Students 16.3% of English Learners 19.4% of Socioeconomically Disadvantaged 23.1% of Students with Disabilities 13.8% of Homeless Baseline for Long-Term English Learners will be established with 2023-24 data.	Percentage of students who have successfully completed CTE pathways: 18.3% of All Students 8.5% of English Learners 15.4% of Socioeconomically Disadvantaged 18.2% of Students with Disabilities 6.5% of Homeless Students 9.8% of Long-Term English Learners	Percentage of students who have successfully completed CTE pathways: 22.8% of All Students 12.4% of English Learners 18.5% of Socioeconomically Disadvantaged 15.3% of Students with Disabilities 9.2% of Homeless Students 14.8% of Long-Term English Learners	Percentage of students who have successfully completed CTE pathways 28.1.1% of All Students 32.3% of English Learners 25.4% of Socioeconomically Disadvantaged 29.1% of Students with Disabilities 19.8% of Homeless 13.8% of Long-Term English Learners	All Students = +0.7% English Learners = –3.9% Socioeconomically Disadvantaged = –0.9% Students with Disabilities = –7.8% Homeless Students = –4.6% Long-Term English Learners = +5.0%
2.15	% of pupils that have successfully completed both A-G and CTE courses Data source: Additional Dashboard Reports LCFF Priority 8: Outcomes in a Broad Course of Study	2022-23 - Class of 2023 Percentage of students who have successfully completed CTE pathways and met the A-G requirements: 11.7% of All Students	2023-24 - Class of 2024 Percentage of students who have successfully completed CTE pathways and met the A-G requirements:	2024-25 - Class of 2025 Percentage of students who have successfully completed CTE pathways and met the A-G requirements:	Increase 2% or more each year to get to Year 3 target of… Percentage of students who have successfully completed CTE pathways and met	2024-25 Difference from Baseline All Students = +2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2.8% of English Learners 7.3% of Socioeconomically Disadvantaged 2.6% of Students with Disabilities 2.0% of Homeless Baseline for Long-Term English Learners will be established with 2023-24 data.	10.5% of All Students 3.2% of English Learners 7.0% of Socioeconomically Disadvantaged 4.3% of Students with Disabilities 1.8% of Homeless Students 3.1% of Long-Term English Learners	14.5% of All Students 3.5% of English Learners 9.3% of Socioeconomically Disadvantaged 3.1% of Students with Disabilities 3.2% of Homeless Students 3.8% of Long-Term English Learners	the A-G requirements: 17.7% of All Students 8.8% of English Learners 13.3% of Socioeconomically Disadvantaged 8.6% of Students with Disabilities 8.0% of Homeless 7.1% of Long-Term English Learners	English Learners = +0.7% Socioeconomically Disadvantaged = +2.0% Students with Disabilities = +0.5% Homeless Students = +1.2% Long-Term English Learners = +0.7%
2.16	% of pupils that pass AP exams with a score of 3 or higher Data source: CollegeBoard AP Central LCFF Priority 8: Outcomes in a Broad Course of Study	2023 AP Administration 79.2%	2024 AP Administration 84.0%	2025 AP Administration 89.0%	Maintain or increase each year to get to Year 3 target of... 2026 AP Administration 80%	2025 Difference from Baseline +9.8%
2.17	Pupils prepared for college by the EAP (ELA/Math CAASPP/Smarter	2022-23 - Class of 2023	2023-24 - Class of 2024	2024-25 - Class of 2025	Increase 1% or more each year to get to Year 3 target of…	2024-25 Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Balanced Score of 3 or higher) Data source: College/Career Measures Report & Data LCFF Priority 8: Outcomes in a Broad Course of Study	All Students = 60.5% are prepared and 59.2% of them are prepared via Smarter Balanced scores English Learners = 18.6% are prepared and 11.9% of them are prepared via Smarter Balanced scores Homeless = 19.3% of them are prepared and 38.5% are prepared via Smarter Balanced scores. Socio-economically Disadvantaged = 46.8% are prepared and 48.1% of them are prepared via Smarter Balanced scores. Baseline for Long-Term English Learners will be established with 2023-24 data.	All Students = 63.9% are prepared and 51.4% of them are prepared via Smarter Balanced scores English Learners = 29.8% are prepared and 21.8% of them are prepared via Smarter Balanced scores Homeless Students = 27.9% of them are prepared and 22.4% are prepared via Smarter Balanced scores Socio-economically Disadvantaged = 52.1% are prepared and 40.4% of them are prepared via Smarter Balanced scores Long-Term English Learners = 32.6%	All Students = 64.7% are prepared and 49.6% of them are prepared via Smarter Balanced scores English Learners = 30.6% are prepared and 15.7% of them are prepared via Smarter Balanced scores Homeless Students = 29.1% of them are prepared and 21.0% are prepared via Smarter Balanced scores Socio-economically Disadvantaged = 52.8% are prepared and 37.7% of them are prepared via Smarter Balanced scores Long-Term English Learners = 35.8%	All Students = 63.5% are prepared and 62.2% of them are prepared via Smarter Balanced scores English Learners = 21.6% and 14.9% of them are prepared via Smarter Balanced scores Homeless = 22.3% of them are prepared and 41.5% are prepared via Smarter Balanced scores. Socio-economically Disadvantaged = 49.8% are prepared and 51.1% of them are prepared via Smarter Balanced scores. Long-Term English Learners = 34.6% are prepared and 18.3% of them are	All Students = +4.2% prepared English Learners = +12.0% prepared Homeless = +9.8% prepared Socioeconomically Disadvantaged = +3.0% prepared Long-Term English Learners = +2.0% prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			are prepared and 16.3% of them are prepared via Smarter Balanced scores	are prepared and 14.6% of them are prepared via Smarter Balanced scores	prepared via Smarter Balanced scores	
2.18	Graduates Earning a Seal of Biliteracy Data source: CALPADs 1.22 LCFF Priority 8: Outcomes in a Broad Course of Study	2022-23 - Class of 2023 16.2%	2023-24 - Class of 2024 19.0%	2024-25 - Class of 2025 18.6%	Increase 1% or more each year to get to Year 3 target of... 19.2%	2024-25 Difference from Baseline +3.0%
2.19	Graduates Earning a Golden State Seal Merit Diploma Data source: CALPADS 1.22 LCFF Priority 8: Outcomes in a Broad Course of Study	2022-23 - Class of 2023 45.3%	2023-24 - Class of 2024 43.2%	2024-25 - Class of 2025 40.3%	Increase 1% or more each year to get to Year 3 target of... 48.3%	2024-25 Difference from Baseline -5.0%
2.20	SVUSD Gifted Identification Data source: Aeries SIS, April LCFF Priority 8: Outcomes in a Broad Course of Study	Spring 2024 % of students who are identified gifted 9.2% of All Students 0.1% of English Learners	Spring 2025 % of students who are identified gifted 9.1% of All Students 0.0% of English Learners	Spring 2026 % of students who are identified gifted 9.1% of All Students 0.2% of English Learners	Increase 1% each year to get to 9.2% or a Year 3 target of... Spring 2027 % of students who are identified gifted 9.2% of All Students	2026 Difference from Baseline All Students = –0.1% English Learners = +0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.6% of Socioeconomically Disadvantaged 2.8% of Hispanic/Latino 0.0% of African American 0.9% of Homeless 1.4% of Foster Youth 2.4% of Students with Disabilities	3.5% of Socioeconomically Disadvantaged 2.8% of Hispanic/Latino 4.3% of African American 0.5% of Homeless 1.3% of Foster Youth 2.1% of Students with Disabilities	3.8% of Socioeconomically Disadvantaged 3.1% of Hispanic/Latino 3.8% of African American 1.0% of Homeless 0.7% of Foster Youth 1.9% of Students with Disabilities	3.1% of English Learners 6.6% of Socioeconomically Disadvantaged 5.8% of Hispanic/Latino 3.0% of African American 3.9% of Homeless 4.4% of Foster Youth 5.4% of Students with Disabilities	Socioeconomically Disadvantaged = +0.2% Hispanic/Latino = +0.3% African American = +3.8% Homeless = +0.1% Foster Youth = –0.7% Students with Disabilities = –0.5%
2.21	SVUSD Student Study Team Report: Academics Data source: eduCLIMBER, April LCFF Priority 4: Student Achievement	While we use monthly data to monitor implementation, we report spring data for summative analysis. Spring 2024 % of students who referred to Student Study Team for Academics 2.9% of All Students	Spring 2025 % referred to Student Study Team for Academics 1.5% of All Students 4.4% of English Learners	Spring 2026 % referred to Student Study Team for Academics 0.8% of All Students 2.5% of English Learners	Decrease by 0.3% each year to get to 2.9% or Year 3 target of... Spring 2027 % of students who referred to Student Study Team for Academics 2.9% of All Students 6.9% of English Learners	2026 Difference from Baseline -2.1% of All Students -5.3% of English Learners

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.8% of English Learners 4.7% of Socioeconomically Disadvantaged 5.1% of Hispanic/Latino 3.0% of African American 7.7% of Homeless 9.3% of Foster Youth 3.0% of Students with Disabilities	2.3% of Socioeconomically Disadvantaged 2.3% of Hispanic/Latino 1.6% of African American 4.5% of Homeless 4.5% of Foster Youth 1.4% of Students with Disabilities	1.1% of Socioeconomically Disadvantaged 1.2% of Hispanic/Latino 0.8% of African American 2.1% of Homeless 0.8% of Foster Youth 0.8% of Students with Disabilities	3.8% of Socioeconomically Disadvantaged 4.2% of Hispanic/Latino 2.1% of African American 6.8% of Homeless 8.4% of Foster Youth 2.1% of Students with Disabilities	-3.6% of Socioeconomically Disadvantaged -3.9% of Hispanic/Latino -2.2% of African American -5.6% of Homeless -8.5% of Foster Youth -2.2% of Students with Disabilities

Goal Analysis [2025-26]

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

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

SUMMARY

Over the past year, we strengthened academic supports to help students demonstrate proficiency in reading and math and graduate prepared for college and careers. We used tools such as i-Ready, Smarter Balanced, eduCLIMBER, Ellevation, and professional learning communities (PLCs) to monitor student progress, identify students needing additional support, and adjust instruction and intervention during the 2025-26 school year. Here is what we implemented, what differed from what we planned for 2025-26, and what we learned from the results:

ACTIONS IMPLEMENTED

-Expanded Reading and Math Support: We continued MTSS academic supports, elementary reading intervention, extended learning opportunities, comprehensive assessment systems, and Student Study Team processes to identify students who needed extra help and provide targeted academic support.
-Professional Learning Communities: Teachers and support staff used PLCs to review student progress, plan instruction, and adjust interventions. Elementary PLC support teams helped provide time for teachers to collaborate during the instructional week.
-Multilingual Learner Supports: We continued with ELD instructional aides, language assessment center, Ellevation progress monitoring, ML site coordinators, integrated ELD professional development, newcomer supports, LTEL courses, and Language Acquisition Department coordination.
-College and Career Readiness: We continued Advanced Placement (AP), International Baccalaureate (IB), Career Technical Education (CTE), AVID, GATE, dual language immersion, biliteracy pathways, and college/career readiness supports so students had multiple pathways after graduation.

DIFFERENCES FROM OUR ORIGINAL PLAN

-Secondary Assessment Revision: During 2025-26, we did not continue using IXL as the secondary ELA and math assessment tool. We continued using eduCLIMBER and other available data sources to support secondary progress monitoring and intervention planning.

SUCCESSES

-Steady Academic Growth: Overall student performance remained strong or improved in key academic areas. The 2025 Dashboard shows All Students in Green for both English language arts and mathematics, with mathematics improving by 3.1 points. Grade 11 Smarter Balanced results also improved for All Students in both ELA and mathematics.
-Positive Movement for Several Student Groups: Students with Disabilities improved from baseline in both Grade 11 ELA and Grade 11 mathematics, and several student groups improved from baseline on Dashboard mathematics. Academic Student Study Team referral rates also decreased from baseline for all reported student groups.
-Stronger College and Career Readiness: College and career readiness strengthened in several areas. More students met UC/CSU requirements, completed CTE pathways, completed both A-G and CTE, and passed AP exams with a score of 3 or higher. The overall College/Career Indicator also increased from baseline.

CHALLENGES

-English Learner Progress Toward Proficiency: While English Learners made gains from baseline in college/career readiness and A-G completion, English language proficiency progress remains an area for focused improvement. On the 2025 Dashboard, 46.4% of English Learners made progress toward English language proficiency, a decline from the prior year, indicating a need to strengthen language development supports, integrated ELD implementation, and progress monitoring.
-Ongoing Differences in Academic Performance: Student group results show a mixed picture, including notable progress for Students with Disabilities in Dashboard ELA, Dashboard mathematics, and Grade 11 outcomes, while English Learners, Long-Term English Learners, Students with Disabilities, homeless students, and socioeconomically disadvantaged students continued to perform below all-student outcomes in some ELA, mathematics, and English language progress measures. These results show the need to continue strengthening instruction, intervention, and progress monitoring so more students experience academic success.

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.

MATERIAL DIFFERENCE BY ACTION

Action 2.2: Elementary Reading Intervention became mixed-funded during the year after LCFF Supplemental capacity became available. Only the LCFF Supplemental portion is treated as contributing to increased or improved services.
Action 2.3: Additional Resources for Reading Intervention Program costs were lower than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were below the original estimate.
Action 2.4: Elementary Extended Learning Time costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 2.7: ELD Instructional Aides (IAs) to Support Multilingual Learners support-staff costs were lower than planned after actual classified staffing and related benefit costs were updated.
Action 2.8: Comprehensive Assessment System TK-12 costs were higher than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were above the original estimate.
Action 2.12: Language Assessment costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.13: English Language Assessment and Progress Monitoring using Ellevation costs were lower than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were below the original estimate.
Action 2.14: ML Site Coordinators costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.15: The cost for the Student Study Team is accounted for under action 1.6. The unanticipated SST cost charged to action 2.15 were additional trainings and extra-hour duties.
Action 2.17: Elementary MTSS TOSA at Title-1 Schools is shown differently than originally planned because the funding source or reporting category changed during the year.
Action 2.20: Elementary MTSS TOSA for Academics costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.21: Secondary MTSS TOSA for Academics costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.22: TOSA for English Language Development (ELD) is shown differently than originally planned because the funding source or reporting category changed during the year.
Action 2.23: Integrated English Language Development costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 2.24: CRLP for Language Development costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 2.25: Effective Dual Language Immersion TK-12 costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 2.26: Special Education Coach costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.

Action 2.29: Secondary Newcomer Courses costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.31: ML Site Based Allocations spending was lower than planned because implementation levels, participation, service timing, staffing, or demand were below the original estimate.
Action 2.32: The estimated actuals were a result of coding existing costs for the Dual Language Immersion program so that the costs were tagged to the DLI action 2.32.
Action 2.35: Multilingual Learner Early Childhood Program costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.36: Elementary MTSS Academics Department costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 2.37: Secondary MTSS Academics Department costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 2.39: Magnet Schools K-12 costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 2.41: Advanced Placement (AP) and International Baccalaureate (IB) Program costs were higher than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were above the original estimate.
Action 2.42: Elementary Combination Class Reduction costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 2.43: College/Career Readiness Department costs were higher than planned primarily because actual salary, step/longevity, negotiated salary, and benefit costs were above the original estimate.
Action 2.44: Integrated Professional Development for SAI/SPED costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 2.46: Elementary PLC Support Teams costs were lower than planned because actual staffing, salary, and benefit costs were below the original estimate.
Action 2.47: Intensive Reading Intervention for SWD costs were higher than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were above the original estimate.

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

EFFECTIVE TEACHING & LEARNING
Action 2.1: Establishe the districtwide academic MTSS framework for universal instruction, classroom intervention practices, and aligned academic supports intended to strengthen access to effective, evidence-based instruction for all students.
Action 2.36: Coordinate elementary programs to ensure consistent curricula, assessments, and interventions across schools.
Action 2.37: Oversee secondary programs so teachers can provide rigorous, aligned instruction that meets diverse student needs.
Action 2.38: Use instructional technology to personalize lessons and accommodate varying learning styles.
Action 2.39: Provide extra funding and resources for Magnet Schools, offering unique themed programs like STEAM or the IB.
Action 2.40: Enhance Gifted and Talented Education (GATE) identification and support so diverse, advanced learners get the challenges they need.
Action 2.41: Expand Advanced Placement (AP) and International Baccalaureate (IB) courses, with a focus on culturally proficient teaching.
Action 2.42: Reduce combination classes in Kindergarten and first grade to lower class sizes and strengthen foundational literacy and math

skills.
Action 2.43: Run College/Career Readiness initiatives (e.g., AVID, CTE) so students build practical skills and explore future opportunities.

- EFFECTIVENESS: Substantial
- SUMMARY: Over the past two years, our district's focus on strong teaching, aligned curriculum, and expanded advanced and college-preparatory opportunities has led to steady gains in reading, math, and college and career readiness for many students.

TARGETED ACADEMIC INTERVENTIONS
Action 2.2: Employ elementary reading interventionists to help young learners catch up on foundational literacy skills.
Action 2.3: Provide interactive learning tools (like manipulatives) that make reading instruction engaging for struggling students.
Action 2.4: Offer extended learning time before or after school so elementary students can focus on specific reading or math gaps.
Action 2.5: Use i-Ready to provide personalized reading lessons and practice at the elementary level.
Action 2.6: Extend the school day for secondary students who need extra support in challenging coursework.
Action 2.8: Maintain a data system that helps schools track both academic progress and social-emotional needs.
Action 2.9: Conduct frequent reading and math assessments in elementary schools to catch learning issues early.
Action 2.10 (Discontinued): Use platforms like IXL in secondary schools to identify gaps and guide targeted help.
Action 2.11: Monitor student participation in secondary interventions, ensuring those who need extra help actually receive it.
Action 2.15: Bring staff and families together through a Student Study Team to create personalized support plans for struggling students.

- EFFECTIVENESS: Substantial
- SUMMARY: Frequent assessments and quick response interventions have helped many students improve in reading and math; ongoing refinement is needed to further support some student groups, especially foster youth and students with disabilities.

MULTILINGUAL LEARNER SUPPORT
Action 2.7: Place instructional aides in classrooms to help English learners build language skills.
Action 2.12: Use ELPAC tests to determine students' English levels when they enroll and measure growth annually.
Action 2.13: Leverage the Ellevation platform to track English learners' progress and tailor support.
Action 2.14: Employ school-based Multilingual Learner (ML) coordinators who watch each student's progress and recommend extra help.
Action 2.23: Provide professional development (in-person and online) for teachers to integrate language instruction into everyday lessons.
Action 2.24: Partner with the California Reading and Literature Project (CRLP) to train teachers on best practices in language development.
Action 2.25: Offer Dual Language Immersion (DLI) training so students can learn two languages and graduate bilingual/biliterate.
Action 2.27: Run a Language Acquisition Department that oversees English learner programs, family outreach, and staff training.
Action 2.28: Guarantee at least 30 minutes of designated English Language Development each day in elementary school.
Action 2.29: Offer specialized newcomer classes for students who recently arrived in the United States and need rapid English acquisition.
Action 2.30: Provide intensive courses for Long-Term English Learners (LTELs) to accelerate reading and language skills.
Action 2.31: Give schools direct funds to support local ML needs, such as tutoring or parent workshops.
Action 2.32: Expand Dual Language Immersion (TK-12) so students can become fluent in English and another language.
Action 2.33: Hold a newcomer summer camp for elementary students to practice English and prepare for the school year.
Action 2.34: Plan extra language support for secondary students in summer school, ensuring they can keep up with credit requirements.
Action 2.35: Provide an early childhood program to help preschool-aged multilingual learners develop strong language skills.

- EFFECTIVENESS: Mixed

- SUMMARY: Multilingual learner supports showed mixed results. More students accessed college-preparatory coursework and biliteracy pathways, and 356 English learners reclassified in 2025-26, maintaining a 15.0% reclassification rate. At the same time, English learner progress toward proficiency declined and upper-grade academic performance did not improve at the same pace, indicating the need for stronger language development supports, integrated ELD implementation, and progress monitoring.

PROFESSIONAL DEVELOPMENT & TEACHER COACHING
Action 2.16 (Discontinued): Employed elementary coaches to train teachers on foundational reading and math skills.
Action 2.17: Place a Teacher on Special Assignment (TOSA) full-time at Title I sites to guide instruction and planning.
Action 2.18 (Discontinued): Offered secondary coaches who helped teachers refine classroom interventions and language support.
Action 2.20: Provide a district TOSA for elementary grades to coordinate data reviews, strengthen lesson plans, and coach teachers.
Action 2.21: Employ a TOSA for secondary grades to support curriculum alignment, intervention planning, and data analysis.
Action 2.22 (Discontinued): Utilized an English Language Development TOSA to focus on district-wide training for multilingual learning.
Action 2.26: Hire a Special Education Coach who promotes inclusive teaching practices and supports students with disabilities.
Action 2.44: Ensure special education teachers can participate in the same trainings and PLC meetings as general education teachers.

- EFFECTIVENESS: Moderate
- SUMMARY: Despite shifting from site-based coaching to a district TOSA model, we have been able to sustain professional development to support teachers to align instruction and contributing to steady gains in reading, math, and inclusive practices.

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.

SUMMARY
We plan to keep most Goal 2 academic supports in place while refining several areas based on what we learned during 2025-26. The main changes are intended to make assessment and progress monitoring more useful, use TOSA support more flexibly, strengthen PLC collaboration time, and add more targeted reading intervention for students. These adjustments help the district maintain broad academic supports while better aligning staff time, resources, and interventions to student needs.

CHANGES TO METRICS FOR 2026-27

- Added Year 3 Outcome Targets for Long-Term English Learners: Long-Term English Learner targets were added to M2.1, M2.5, M2.10, M2.12, M2.13, M2.14, M2.15, and M2.17 because LTEL data became available after the original baseline year. This helps the district monitor LTEL outcomes in academic achievement, English learner progress, college/career readiness, A-G and CTE completion, and college preparation measures.
- Clarified the CAASPP IAB Math Baseline (M2.7): During the CAASPP IAB math pilot, the district determined that the available data best support grade-level reporting. Subgroup data were not available, so Spring 2025 grade-level results serve as the baseline for this metric.
- Fixed Outcome for M2.6 to accurately reflect an increase of 1% each year (+2% to baseline).
- M2.4 and M2.8 discontinued for 2026-27.
- Expanded Use of Existing Metrics to Monitor Contributing Actions: The district retained the assessments and program measures most directly connected to each action and added existing LCAP metrics with available results for English learners, socioeconomically disadvantaged students, and foster youth. No baselines, yearly outcomes, or targets were changed as part of

this revision. M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals were added to the monitoring sets for Actions 2.20, 2.36, and 2.46. M2.3 Grade 11 Smarter Balanced English Language Arts and M2.9 Grade 11 Smarter Balanced Mathematics were added to the monitoring set for Action 2.41.

- Updated Reporting Timeline for M2.6 and M2.7: The Spring 2026 Year 2 outcomes and current differences from baseline were not available at the time of LCAP completion and are expected to be available in September. The metric definitions, baseline methodology, and Year 3 targets remain unchanged.

REVISED ACTIONS FOR 2026-27

- Action 2.5 was revised to be based on local student need and site data.
- Action 2.11 was updated to remove the two discontinued metrics, M2.4 IXL ELA and M2.8 IXL Math.
- Action 2.42 was revised from a combination-class reduction model to a flexible elementary staffing-support model. In 2026-27, staffing support may be used when student learning data, enrollment patterns, staffing information, and site-level input show that additional staffing would help reduce barriers to learning. Depending on the need at a specific school or grade level, this may include reducing the use of combination classes or otherwise improving staff-to-pupil ratios. This revision allows the district to align one-time LREBG funds to documented student need and local implementation conditions.
- Actions 2.20 Elementary MTSS TOSA for Academics, 2.36 Elementary MTSS Academics Department, and 2.46 Elementary PLC Support Teams: The district reviewed the measures used to monitor these contributing academic-support actions. M2.2 i-Ready Reading, M2.6 Imagine Learning Mathematics K–2, and M2.7 CAASPP IAB Mathematics 3–6 will remain the direct instructional and diagnostic measures. Because these measures do not provide results for all unduplicated pupil groups, the district added M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals. These existing measures provide available results for English learners, socioeconomically disadvantaged students, and foster youth and allow the district to examine both academic performance and the need for additional intervention.
- Action 2.41 Advanced Placement and International Baccalaureate Program: M2.16 AP Exam Pass Rate will remain the direct measure of AP exam success. Because M2.16 does not currently provide results for all unduplicated pupil groups, the district added M2.3 Grade 11 Smarter Balanced English Language Arts and M2.9 Grade 11 Smarter Balanced Mathematics as related college-preparatory readiness measures. These measures provide available results for English learners, socioeconomically disadvantaged students, and foster youth.
- Actions 2.2 Elementary Reading Intervention Program and 2.32 Dual Language Immersion Program TK–12: The Increased or Improved Services descriptions were revised to clarify the supporting research and district experience that make the LEA-wide approach the most effective use of funds for English learners, foster youth, and low-income students. These revisions clarify the existing rationale and do not change the actions' scope, planned expenditures, implementation, or monitoring metrics.
- Action 2.23 was revised to reflect the change of funding.
- Action 2.24 was revised to reflect the change of funding.
- Action 2.32 was revised to reflect the change of funding.

DISCONTINUED ACTIONS FOR 2026-27

- Action 2.31 is discontinued.

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	Universal Program: MTSS Academics TK-12	SVUSD will provide all students with high-quality, universal instruction as part of the Multi-Tiered System of Supports (MTSS) for academics. This foundational level of instruction ensures that every student receives effective, evidence-based teaching practices in their regular classroom setting. It emphasizes inclusivity and aims to meet the diverse needs of all students from first instruction, reducing the need for future interventions. In order to have an effective MTSS Academics, we will provide a robust professional development program to improve our universal classroom instructional practices and classroom intervention strategies along with a comprehensive intervention system. Our MTSS Academics program will contribute to improvement in many of our student outcomes, especially M2.1 ELA and M2.5 Math. Action 2.1 is a description of our overall program. See Actions 2.2, 2.6, and 2.8 for highlighted information and related costs. Most Actions in Goal 2 are components of MTSS Academics.		No
2.2	Intervention System: Elementary Reading Intervention Program	We will provide targeted support to elementary students who need additional help in reading through the Elementary Reading Intervention Program as part of our MTSS Academics. This program employs trained reading interventionists who work closely with students to improve their foundational reading skills, comprehension, and overall literacy. Interventionists use data to tailor to each student's specific needs. The reading interventionists are trained and supported to ensure that reading intervention is implemented consistently, rigorously, and is evidence-based across the district.	$1,337,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		A strong reading intervention program is available for all students, with a particular focus on our foster youth, English learners, and low-income students. Our Elementary Reading Intervention program will contribute to improving our student outcomes in metrics M2.1 ELA and M2.2 i-Ready ELA. This action addresses the requirements for LREBG. For 2026-27, this action is mixed funded. The LCFF Supplemental portion increases and improves services for English learners, foster youth, and low-income students by supporting targeted reading intervention capacity. The LREBG portion ($1,222,782.00) supports the broader learning recovery structure. Research shows that targeting response to interventions can be effective with an effect size of 1.29 (Hattie, 2018).		
2.3	Intervention System: Additional Resources for Reading Intervention Program	We will provide supplemental resources, including multi-sensory manipulatives, to enrich our elementary reading intervention program. This will help students learn through touch, sight, and sound. The supplemental resources are crucial for supporting students who benefit from engaging with materials in various ways, ensuring all learners can grasp reading skills more effectively. A strong reading intervention program is available for all students, with a particular focus on our foster youth, English learners, and low-income students. An appropriately resourced Elementary Reading Intervention program will contribute to improving our student outcomes in metrics M2.1 ELA and 2.2 i-Ready ELA.	$4,090.00	Yes
2.4	Intervention System: Elementary Extended Learning Time	We will expand learning opportunities for elementary students by supporting schools with the Extended Learning Time program as part of MTSS Academics. This program extends the instructional day to include before or after school learning time, providing additional time for academic support and personalized learning experiences and is based on school data.	$77,196.00	No

Action #	Title	Description	Total Funds	Contributing
		Extended learning time is available to all students, but is especially helpful for our foster youth, English learners, and low-income students who may benefit from more time to learn. Our Extended Learning Time program will contribute to improving our student outcomes in metrics M2.2 i-Ready ELA. and M2.6 Math K-2, M2.7 Math 3-6.		
2.5	Intervention System: Elementary i-Ready Personalized Pathways	This action is revised for 2025-26 to be based on local student need and site data. The i-Ready Personalized Pathways program is available as an intervention option for elementary students, with school sites determining use based on local student need and site data. When a site chooses to use the program, costs will be supported through the site's site-based funding rather than budgeted separately in this action. The program will contribute to improving student outcomes in metric M2.2 i-Ready ELA.		No
2.6	Intervention System: Secondary Extended Learning Time	We will provide educational opportunities for secondary students through the Secondary Extended Learning Time program, which will extend the school day to provide extra time for academic enrichment, homework assistance, and skill development. It targets students who benefit from additional instructional time to master complex subjects or complete coursework and is based on school data. Extended learning time is available for all students, with a particular focus on foster youth, English learners, and low-income students who may benefit from additional time to learn. Our secondary Extended Learning Time will contribute to improving our student outcomes in metrics M2.3 SBAC ELA and M2.9 SBAC Math.		No

Action #	Title	Description	Total Funds	Contributing
		As each school have different needs, each school is able to use a part of their school site allocation to provide Extended Learning Time. Cost is accounted for using Goal 3 Action 3.6, LCAP school site allocation for secondary schools, and is not included here.		
2.7	Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners	ELD instructional aides (IAs) will support multilingual learners, enhancing their academic success in the classroom. The IAs are trained and equipped with the skills and resources needed to assist students who are learning English as an additional language, providing both linguistic and academic support. By working directly with multilingual learners, the IAs help bridge communication gaps, facilitate better understanding of the curriculum, and tailor instructional methods to meet diverse language learning needs. ELD IAs will contribute to improving our student outcomes in metrics M2.10 ELPI and 2.11 Reclassification.	$997,106.00	Yes
2.8	Intervention System: Comprehensive Assessment System TK-12	To make sure that our interventions are data-based and targeted to meet students' needs, we will maintain an effective infrastructure to support a comprehensive assessment system that is the core of our interventions. The comprehensive assessment system will provide holistic information about our students academics as well as social-emotional and behavior well-being. A comprehensive assessment system benefits all of our learners, but is crucial for making sure that we are providing targeted assistance to remove barriers to learning for our foster youth, English learners, and low-income students. A comprehensive assessment system will contribute to many metrics, especially M2.1 ELA and M2.5 Math. Please see Actions 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, and 2.15 for more information and related metrics.	$116,997.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Intervention System: Elementary Academics Assessment and Progress Monitoring	We will have an elementary comprehensive assessment and progress monitoring system through the use of educational platforms to ensure a successful MTSS Academics that supports all students' needs. The assessment system includes universal screeners, diagnostics, and progress monitoring of instructional and intervention progress. By regularly assessing students' academic progress through these tools, educators can obtain valuable insights into individual and group performance, identify learning gaps, and tailor instruction to meet the specific needs of each student. The assessment system benefits all of our learners, but is crucial for making sure that we are providing targeted assistance to remove barriers to learning for our foster youth, English learners, and low-income students. Currently, we use i-Ready and eduCLIMBER as part of our MTSS Academics comprehensive assessment and progress monitoring system. They will contribute to our student outcomes in many metrics, especially M2.2 i-Ready ELA, M2.6 Math K-2, and M2.7 Math 3-6. Cost for i-Ready ($58,660.20) and eduCLIMBER ($296,484.92) is accounted for in Goal 3 Action 3.10, technology licenses and subscriptions, and is not included here.		No
2.10	Intervention System: Secondary Academics Assessment and Progress Monitoring	This action is revised for 2025-26. We will discontinue the use of IXL and will continue with the use of eduCLIMBER as part of our secondary assessment system and will explore using other assessments. We will have a secondary comprehensive assessment and progress monitoring system through the use of educational platforms to ensure a successful MTSS Academics that supports all students' needs. The assessment system includes universal screeners, diagnostics, and progress monitoring of instructional and intervention progress. By regularly assessing students' academic progress through these tools, educators can obtain valuable insights into individual and group performance, identify		No

Action #	Title	Description	Total Funds	Contributing
		learning gaps, and tailor instruction to meet the specific needs of each student. This will benefit all of our learners, but is crucial for making sure that we are providing targeted assistance to remove barriers to learning for our foster youth, English learners, and low-income students. Currently, we use eduCLIMBER as part of our MTSS Academics comprehensive assessment and progress monitoring system for secondary. eduCLIMBER ($296,484.92) is accounted for in Goal 3 Action 3.10, technology licenses and subscriptions, and is not included here. They will contribute to our student outcomes in many metrics, especially M2.3 SBAC ELA and M2.9 SBAC Math.		
2.11	Intervention System: Secondary Intervention Participation Progress Monitoring System	We will implement an intervention fidelity and progress monitoring system for secondary intervention. This system uses an online platform to ensure that students attend their interventions and enrichment opportunities and that data on their participation and progress are accurately recorded. The progress monitoring ensures that students will receive personalized learning opportunities and targeted support based on their unique needs. Currently, the online platform is Flex Time. Real-time data and feedback on student participation and progress is important for everyone, especially foster youth, English learners, and low-income students to ensure they receive the support they need in a timely manner. This will contribute to improving our student outcomes in metrics M2.3 SBAC ELA and M2.9 SBAC Math. Cost ($30,000.00) is accounted for in Goal 3 Action 3.10 and is not included here.		No

Action #	Title	Description	Total Funds	Contributing
2.12	Intervention System: Language Assessment	We will continue to provide language assessment for our multilingual learners. The Language Assessment Center will initially evaluate the English language proficiency of students using the initial ELPAC (English Language Proficiency Assessments for California) while the Coordinator of Assessment/IDT will administer the annual summative ELPAC. The initial ELPAC plays a vital role in understanding new students' English language skills as soon as they join our schools, while the summative ELPAC helps us monitor students' progress from year to year. Language assessments give us the information we need to provide language support for our multilingual learners. Language assessments will contribute to our student outcomes in metrics 2.10 ELPI and M2.11 Reclassification.	$285,478.00	Yes
2.13	Intervention System: English Language Assessment and Progress Monitoring using Ellevation	Our comprehensive assessment and progress monitoring system will also include the Ellevation platform to assess and monitor the language development progress of our English Learners. This will help make sure that our language instruction and interventions for English learners are data-driven and targeted so that students can reclassify in a timely manner as well as achieve success in all curricular areas. The use of a progress monitoring system for English learners will contribute to our student outcomes in metrics 2.10 ELPI and M2.11 Reclassification.	$43,296.00	No
2.14	Intervention System: ML Site Coordinators	We will continue to provide multilingual learner (ML) site coordinators at each school and provide targeted professional development to build their expertise. The ML site coordinators monitor the progress of our multilingual learners and make instructional recommendations to the school. The ML site coordinators closely watch how students are progressing with English language acquisition, using our assessment system to understand each student's needs. They use this information to suggest the best ways to help each student develop English language proficiency.	$110,621.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The work that ML Site Coordinators do will contribute to our student outcomes in metrics 2.10 ELPI and M2.11 Reclassification.		
2.15	Intervention System: Student Study Team	Our Student Study Team (SST) helps us understand and meet the individual needs of each student through a detailed, personalized plan, developed through the SST Process or the 504 process. We bring together teachers, parents/guardians, and, if needed, specialists to plan about how best to support each student's learning and growth at school. The Student Study Team is an important component of our intervention as part of MTSS Academics and MTSS SEB (See Action 1.6). The SST supports our students who need more personalized help, which is particularly important for our foster youth, English learners, and low-income students. Our Student Study Team will contribute to improvement in our student outcomes as measured by many metrics, including M2.1 ELA and M2.5 Math. See Goal 1 Action 1.6 for more information about how SST supports social-emotional, behavioral well-being and related cost. Cost is accounted for in contributing action Goal 1 Action 1.6.		No
2.16	Robust Professional Development: Elementary Instructional Coaches	This action is discontinued starting 2025-26. Please see Action 2.17 and 2.20 for updates. To support the MTSS Academics, our elementary instructional coaches will provide professional development on ELA and Math for the SV Reads and SV Counts initiatives. SV Reads include literacy best practices, foundational literacy skills, and instructional strategies for all students while SV Counts includes a focus on developing conceptual understanding, meaningful student discourse, and the development of number sense. The goal is to meet the diverse needs of all students from the very beginning, reducing the need for additional interventions. A critical part of their work will be to provide professional development on classroom		No

Action #	Title	Description	Total Funds	Contributing
		intervention strategies for English Language Arts and Math. Both reducing the need for interventions and classroom intervention strategies are particularly important for our foster youth, English learners, and low-income students, as they help every student get the classroom support necessary to achieve their full academic potential as soon as possible. The coaches' work will include facilitating Professional Learning Community (PLC) meetings, site-based and district-level professional development, one-on-one coaching, and team coaching. Our elementary instructional coaches will contribute to improvement in our student outcomes in M2.2 i-Ready ELA, M2.6 Math K-2, and M2.7 Math 3-6.		
2.17	Robust Professional Development: Elementary MTSS TOSA at Title-1 Schools	This action has been revised for 2025-26. Instead of having a full-time instructional coach at each Title-I school site, we will provide additional days of TOSA support at Title-I schools in conjunction with Action 2.20. To further enhance our support for our low-income students, we will make sure that our Title-1 school sites have more support from the MTSS TOSA since our Title-1 school sites have a higher percentage of low-income students and our data shows that they have higher academic needs. The TOSA's work will include facilitating Professional Learning Community (PLC) meetings as detailed in Action 2.20, and will provide additional days of one-on-one coaching, and team coaching with a focus on instructional best practices and classroom intervention strategies. Our elementary MTSS TOSA will contribute to improvement in our student outcomes in M2.2 i-Ready ELA, M2.6 Math K-2, and M2.7 Math 3-6.	$831,385.00	No
2.18	Robust Professional Development: Secondary Instructional Coaches	This action is discontinued starting 2025-26. Please see Action 2.21 for updates. To support the MTSS Academics, our secondary instructional coaches will provide professional development on research-based classroom		No

Action #	Title	Description	Total Funds	Contributing
		strategies, including grading for equity, integrated ELD, comprehensible input for language support, cross content literacy, equitable and engaging math instruction. The goal is to meet the diverse needs of all students from the very beginning, reducing the need for additional interventions. A critical part of their work will be to provide professional development on classroom intervention strategies for all curricular areas with a focus on SVUSD signature practices for instruction and intervention. Both reducing the need for interventions and classroom intervention strategies are particularly important for our foster youth, English learners, and low-income students as they help every student get the classroom support necessary to achieve their full academic potential as soon as possible. The coaches' work will include facilitating Professional Learning Community (PLC) meetings, site-based and district-level professional development, collaborative principal/coach instructional focus, one-on-one coaching, and team coaching. Our secondary instructional coaches will contribute to improvement in our student outcomes in M2.3 SBAC ELA, M2.4 IXL ELA, M2.8 IXL Math, and M2.9 SBAC Math.		
2.20	Robust Professional Development: Elementary MTSS TOSA for Academics	This action has been revised for 2025-26. The district provides Teachers on Special Assignment (TOSA) to support Professional Learning Communities (PLCs) through the Multi-Tiered System of Supports (MTSS). The TOSA helps teachers work together to review student progress, share effective teaching strategies, and plan lessons that meet the needs of all learners. By focusing on early support and intervention, teachers can better assist students who need extra help, with a particular focus on English learners, foster youth, and low-income students. With this guidance, schools create a more supportive learning environment where every student has the opportunity to succeed.	$728,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The elementary MTSS TOSA for Academics will contribute to improvement in M2.2 i-Ready Reading, M2.6 Imagine Learning Mathematics K-2, and M2.7 CAASPP IAB Mathematics 3-6. Because these district assessments do not report all unduplicated pupil groups, effectiveness will also be monitored through M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth.		
2.21	Robust Professional Development: Secondary MTSS TOSA for Academics	This action has been revised for 2025-26. The district provides Teachers on Special Assignment (TOSA) to support curriculum development and implementation through the Multi-Tiered System of Supports (MTSS), to ensure a guaranteed and viable curriculum for all students. The TOSA helps teachers develop standards aligned lessons and assessments and work together to review student progress, share effective teaching strategies, and implement interventions lessons that meet the needs of all learners. By focusing on curricular alignment and intervention, teachers can better use data to identify students who need extra help, with a particular focus on English learners, foster youth, and low-income students. With this guidance, schools create a more equitable and supportive learning environment where every student has the opportunity to succeed. The secondary MTSS TOSAs for Academics will contribute to improvement in our student outcomes in metric M2.3 SBAC ELA and M2.9 SBC Math.	$695,045.00	Yes
2.22	Robust Professional Development: TOSA for English Language Development (ELD)	The Teacher on Special Assignment for English Language Development (ELD TOSA) will continue to provide district-wide professional development and support for our Designated English Language Development program and integrated ELD strategies. The TOSA provides robust professional development focused on strengthening the expertise of teachers who work with multilingual learners.	$295,944.00	No

Action #	Title	Description	Total Funds	Contributing
		The training includes best practices for language instruction and strategies to support language acquisition. This will equip teachers to meet the unique needs of multilingual learners, helping them to succeed in mastering both the English language and their academic subjects. The ELD TOSA will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.		
2.23	Robust Professional Development: Integrated English Language Development	We will provide professional development (PD) opportunities for integrated English language development, with a focus on strategies to support Long-term English Learners (LTEL). While many of the PD will be facilitated by our TOSAs in-person, we will also utilize the Ellevation Strategies platform. This provides our teachers with additional online asynchronous learning opportunities, allowing them to enhance their skills in integrated English language development at their own pace. The training focuses on effective strategies for integrating language development into everyday classroom activities across all curricular areas. For 2026-27, this action is dual funded. LCFF Supplemental funds support Ellevation Strategies to increase and improve services for English learners, foster youth, and low-income students. Title IIA funds support teacher timecards and substitute coverage. The in-person and online PD will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.	$44,711.00	Yes
2.24	Robust Professional Development: CRLP for Language Development	We will continue to provide an on-going, professional development program through the California Reading and Literature Project (CRLP) to support language development for our multilingual learners. Our collaboration with CRLP provides our educators with extensive training and resources focused on effective integrated ELD teaching strategies. By participating in the CRLP, teachers gain valuable insights and tools that improve student engagement and language development.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		CRLP professional development will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.		
2.25	Robust Professional Development: Effective Dual Language Immersion TK-12	We will provide on-going, professional development (PD) on effective language development instruction for our dual language immersion (DLI) program. Through the PD, teachers gain valuable insights and tools that improve student engagement and language development. DLI professional development will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.	$2,500.00	No
2.26	Robust Professional Development: Special Education Coach	Special Education Coach will continue to provide professional development focused on inclusive practices. The coach will work with teachers across the district to enhance their understanding and implementation of strategies that support all students, especially our students with disabilities. The coach will provide district-wide professional development, facilitate team learning, and one-on-one coaching. The work of our Special Education Coach will contribute to our student outcomes in many metrics, including M2.1 ELA and M2.5 Math for students with disabilities.	$185,614.00	No
2.27	Targeted Program: Language Acquisition Department	We will maintain an effective infrastructure to support the Language Acquisition program which provides opportunities, instructional programs, assessments, family engagement and other structures. Language Acquisition supports multilingual learner progress towards English language development and ensures that all of our support for multilingual learners are comprehensive, strategic, and evidence-based. The department includes the director and secretary. The work that they do will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.	$360,343.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.28	Targeted Program: Elementary Designated English Language Development (ELD)	All elementary multilingual learners will be provided at least 30 minutes of daily Designated English Language Development (Designated ELD). To do so, we will continue to provide designated ELD time, specifically designed to support students who are learning English. Designated ELD offers focused and intensive lessons that supports English language acquisition. Designated ELD will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate. This is a statement of intent. There is no extra cost associated with this action as this is a regular part of elementary classrooms with ML students enrolled and is based on the CA and district EL Roadmap. General funds pay for teacher salaries.		No
2.29	Targeted Program: Secondary Newcomer Courses	We will offer Designated ELD, intensive, focused courses in English Language Arts/English Language Development (ELA/ELD) specifically designed for newcomer students. The courses aim to provide rapid English language acquisition. Newcomer DELD courses will contribute to our student outcomes in metric M2.10 ELPI.	$1,214,905.00	Yes
2.30	Targeted Program: Secondary Intensive LTEL Courses	We will offer designated English Language Development (ELD) courses for Long-Term English Learners (LTELs) at the secondary level, focusing on intensive reading and language arts. The courses are designed to deepen language skills and enhance literacy through targeted, skill-specific instruction. We will also develop and offer additional designated ELD courses for LTELs focusing on language development in other curricular areas. LTEL courses will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.	$161,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.31	Targeted Program: ML Site Based Allocations	This action is discontinued starting in 2026-27. We will allocate funds to each school site, allowing schools to directly support their multilingual learners (ML) based on individual school data. This tailored funding approach enables each school to implement strategies and resources that best meet the unique needs of the school's multilingual learners. For example, a school might use these funds for additional professional development on integrated ELD and culturally proficient language development strategies, providing additional hours of ELD instructional aide support, and/or providing additional parent engagement activities such as informational workshops. Action 2.31 is part of our strategy to support schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard for foster youth, English learners, and/or low-income students. Site-based ML allocations will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate.		No
2.32	Targeted Program: Dual Language Immersion Program TK-12	We will provide additional support to the TK-12 Dual Language Immersion (DLI) program. DLI provides students with the opportunity to become fluent in two languages. This program immerses students in both English and Spanish, offering additional support to ensure all students achieve high linguistic and academic proficiency. This action increases and improves services by supporting access and language-development support for English learners, and increased access for foster youth and low-income students to DLI pathways. Title III funds support related multilingual learner services. DLI will contribute to our student outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate. DLI will also contribute to our student outcomes in metric M2.18 Biliteracy.	$8,400.00	Yes
2.33	Targeted Program: Elementary	We will have a newcomer summer camp, designed specifically to support students who are new to the United States. This summer camp helps these		No

Action #	Title	Description	Total Funds	Contributing
	Newcomer Summer Camp	students improve their English language skills and get acquainted with the American school system before the regular academic year begins. The summer camp ensures that newcomers are welcomed, well-prepared and confident to start their school journey successfully. The newcomer summer camp will contribute to our student outcomes in metric M2.10 ELPI. This action is funded with Title-III, $150,000.		
2.34	Targeted Program: Secondary ML Summer School Support	We will offer multilingual learner (ML) support for secondary summer school students. This will provide additional opportunities to enhance English language development during the summer break. In addition, we will provide language support so that MLs can be successful with summer credit recovery and electives courses, helping them to graduate in a timely manner. The support includes intensive instruction in English language arts, professional development to teachers on integrated ELD, and ELD instructional aides. We will begin implementing ML summer school support in the summer of 2025. The secondary ML summer school support will contribute to our outcomes in metrics M2.10 ELPI and M2.11 Reclassification Rate. The current estimate is $3,000 for PD on integrated ELD strategies for secondary summer school teachers using Title-III funds.		No
2.35	Targeted Program: Multilingual Learner Early Childhood Program	We will provide additional support for the multilingual learner (ML) early childhood program, known as Learning Links, aimed at supporting young children develop English language proficiency. The program focuses on early language development, providing a strong foundation in both English and the child's home language. By offering specialized support and resources from an early age, we ensure that multilingual learners are well prepared and confident as they progress into their elementary school years.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The ML early childhood program will contribute to our student outcomes in metric M2.10 ELPI.		
2.36	Targeted Program: Elementary MTSS Academics Department	We will maintain a focused infrastructure to support MTSS Academics in order to guarantee the overall effectiveness of the MTSS Academics for all students. As part of MTSS Academics, the elementary department will plan and implement culturally proficient district-wide professional development, instructional programs, and evidence-based interventions that are data-driven and targeted, with a special focus on removing barriers to learning for our foster youth, English learners, and low-income students. Their work ensures that first instruction is effective, reducing the need for future interventions and that interventions, once needed, are appropriately tailored and supportive for students who may require additional resources to achieve academic success. The department will contribute to improvement in M2.2 i-Ready Reading, M2.6 Imagine Learning Mathematics K-2, and M2.7 CAASPP IAB Mathematics 3-6. Because these district assessments do not report all unduplicated pupil groups, effectiveness will also be monitored through M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth.	$343,534.00	Yes
2.37	Targeted Program: Secondary MTSS Academics Department	We will maintain a focused infrastructure to support MTSS Academics in order to guarantee the overall effectiveness of the MTSS Academics for all students. As part of MTSS Academics, the secondary department will plan and implement culturally proficient district-wide professional development, instructional programs, and evidence-based interventions that are data-driven and targeted, with a special focus on removing barriers to learning for our foster youth, English learners, and low-income students. Their work ensures that first instruction is effective, reducing the need for future interventions and that interventions, once needed, are appropriately	$671,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tailored and supportive for students who may require additional resources to achieve academic success. This will contribute to improving our student outcomes in many metrics, especially M2.3 SBAC ELA and M2.9 SBAC Math.		
2.38	Target Program: Personalized Instruction Through Instruction Design and Technology	We will maintain a focused infrastructure for instructional design and technology, with the goal of ensuring standards-based, personalized instruction for our different learners. We will empower teachers to use timely student assessment data to make instructional decisions, integrate technology into their lessons, and use inclusive practices to support all students' diverse needs. This is good for all students, but it is especially important to personalize instruction for our foster youth, English learners, and low-income students who face additional barriers to learning. Personalized instruction will contribute to our outcomes in metrics M2.1 ELA and M2.5 Math.	$116,997.00	Yes
2.39	Targeted Program: Magnet Schools K-12	We will provide additional support for Magnet Schools K-12, enhancing the unique educational programs these schools offer across various disciplines, from science and technology to arts and languages. This support includes supplemental funding for specialized materials, training for teachers, and resources that enhance the distinctive curricula of each magnet program. By investing in these specialized educational environments, we ensure that students have access to high-quality, diverse learning opportunities that prepare them for future academic and career success. The magnet school programs will contribute to our student outcomes in metrics M2.1 ELA and M2.5 Math.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.40	Targeted Program: Gifted and Talented Program (GATE)	We will provide additional support for the Gifted and Talented Education (GATE) program, ensuring that GATE testing processes and instructional practices are fair and inclusive of all of our students. This includes making sure that our identification criteria and methods are able to identify and nurture the unique abilities of all students, with a particular focus on foster youth, English learners, and low-income students. By providing additional resources and tailored support, we aim to foster the intellectual and creative potential of diverse gifted students, helping them thrive in challenging and stimulating learning environments. The GATE program will contribute to our student outcomes in metric M2.20 Gifted Identification.	$39,650.00	Yes
2.41	Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program	We will provide support for Advanced Placement (AP) and International Baccalaureate (IB) programs to becoming culturally proficient college-preparatory learning opportunities for students. This additional support includes funding for more course offerings, culturally proficient resources, and training for teachers on culturally proficient and inclusive practices to support all students, with a particular focus on foster youth, English learners, and low-income students. AP and IB programs will contribute to M2.16 AP Exam Pass Rate. Because M2.16 does not currently provide results for all unduplicated pupil groups, the district will also monitor M2.3 Grade 11 Smarter Balanced English Language Arts and M2.9 Grade 11 Smarter Balanced Mathematics, which report results for English learners, socioeconomically disadvantaged students, and foster youth and provide related indicators of college-preparatory readiness.	$140,970.00	Yes
2.42	Targeted Program: Elementary Combination Class Reduction	This action has been revised for 2026-27. This action supports elementary staffing flexibility when student learning data, enrollment patterns, staffing information, and site-level input show that additional staffing would help reduce barriers to learning. Depending on the need at a specific school or grade level, support may include	$1,085,000.00	No

Action #	Title	Description	Total Funds	Contributing
		reducing the use of combination classes or otherwise improving staff-to-pupil ratios. This action is funded with one-time Learning Recovery Emergency Block Grant funds, which are expected to expire. The action addresses LREBG requirements by supporting learning recovery through staffing strategies that may reduce staff-to-pupil ratios and strengthen academic support for students. Estimated costs at $1,085,000. When implemented, this action is expected to support progress in early literacy and mathematics outcomes, including M2.2 i-Ready ELA, M2.6 Math K-2, and M2.7 Math 3-6.		
2.43	Targeted Program: College/Career Readiness Department	We will continue to maintain an effective infrastructure to support College/Career Readiness to ensure students from kindergarten through 12th grade get the support they need for future success in college and careers. This includes programs like AVID (Advancement Via Individual Determination) and CTE (Career Technical Education), which help students develop skills and interests in various professional fields. By providing these resources, we aim to prepare every student for the opportunities that lie ahead, with a particular focus on foster youth, English learners, and low-income students. College/Career Readiness will contribute to our student outcomes in metric M2.12 College/Career.	$303,927.00	Yes
2.44	Targeted Program: Integrated Professional Development for SAI/SPED	We will ensure that our special education staff are able to join in the professional development provided to all staff, including during PLC, district provided professional development, and/or school provided professional development. We will do so by providing supplemental funding for release time and substitute coverage. This way, we can make sure that all staff receive the same knowledge and skills they need to support our students. This will contribute to our student outcomes in many metrics, especially M2.1 ELA and M2.5 Math for students with disabilities.	$84,770.00	No

Action #	Title	Description	Total Funds	Contributing
		This action addresses the requirements for LREBG. For 2026-27, LREBG provides $84,770 to fund this action. Research shows that general education and special education teachers collaborating in PLC has a significant impact on student outcomes for SWD (Prizielle, Schmidt, and Spiller, 2016).		
2.45	Robust Professional Development: Professional Learning Community (PLC)	We will strengthen Professional Learning Communities (PLCs) across all grade levels to improve teaching and student learning. In PLCs, teachers collaborate regularly to review student progress, share effective strategies, and adjust instruction to meet individual needs. The district provides training, resources, and dedicated time to support high-quality teaching practices. This ongoing collaboration fosters a culture of continuous improvement, ensuring that all students receive the best possible education. PLCs will contribute to improvement in our student outcomes in M2.1 ELA and M2.5 Math. There is no cost associated with this action for secondary as it is a regular part of the schools' schedules. For elementary, cost is accounted for in action Goal 2 Action 2.46, in order to release teachers from classroom duties to participate.		No
2.46	Robust Professional Development: Elementary PLC Support Teams	To improve ELA and Math outcomes for foster youth, English learners, and low-income students, Professional Learning Community (PLC) support teams will release teachers to attend PLCs to collaborate regularly to review student progress, share effective strategies, and adjust instruction to meet individual needs. The support teams ensure that teachers have dedicated time to develop effective lessons, differentiate instruction, and implement interventions that help all students, particularly foster youth, English learners, and low-income students, succeed. PLC Support Teams are made of Music and PE teachers, as well as certificated substitutes.	$1,317,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary PLC Support Teams will contribute to improvement in M2.2 i-Ready Reading, M2.6 Imagine Learning Mathematics K-2, and M2.7 CAASPP IAB Mathematics 3-6. Because these district assessments do not report all unduplicated pupil groups, effectiveness will also be monitored through M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth.		
2.47	Intervention System: Intensive Reading Intervention for SWD	The district provides intensive reading intervention, when needed based on data, for students with disabilities (SWD) to build strong literacy skills and support their academic success. Trained teachers use evidence-based programs and personalized instruction to help students improve reading fluency, comprehension, and confidence. By focusing on reading intervention, we aim to close the learning gaps for SWD. Intensive reading intervention will contribute to improvement in our student outcomes M2.1 ELA and M2.2 i-Ready Reading for SWD. This action addresses the requirements for LREBG. For 2026-27, LREBG provides $5,000 to fund this action.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will have appropriately assigned teachers with access to curriculum-aligned instructional materials where state academic standards are implemented in safe, clean, and functional school facilities.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 3 was developed as a maintenance goal to capture elements that contribute to conditions of learning for students. This goal broadly addresses the work to ensure safe and clean school facilities, the implementation of state academic standards, the availability of curriculum-aligned instructional materials, and fully credentialed teachers providing instruction authorized by their credentials.

The explanation of why we have developed this goal is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

We used data from the 2024 SBE Self-Reflection Tool, the CDE Facility Inspection Tool, and our course enrollment data to develop Goal 3.

Our 2023-24 data indicated a need to continue improving our implementation of state standards and professional learning for teachers, which we address here in Goal 3 and through our robust professional development in Goals 1 and 2.

We also used enrollment data from our New Teacher Induction program. The data showed that while 31% schools (10 out of 32) are Title-I schools, we have 39% (29 out of 75) of our first and second-year teachers assigned to Title-I schools. Title-I schools disproportionately have a greater number of foster youth, English learners, and low-income students than non-Title-I schools. This data indicated that we need to continue to support the first and second-year teachers as they disproportionately serve our students who face increased barriers to learning.

The need to support teachers was echoed by our educational partners. During the educational partner engagement process, our families highlighted the need to attract and retain high-quality teachers as well as to provide our teachers with strategies to meet the needs of different student groups.

We chose these metrics to help our educational partners see how the district monitors these elements in a clear and transparent method.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers: Fully Credentialed and Appropriately Assigned Data source: California State Assignment Accountability System (CalSAAS) Report LCFF Priority 1: Basic Services	2022-23: Number of misassignments of teachers of ELs: 4 Total teacher misassignments: 48 Vacant teacher positions: 1 Ineffective teachers: 5 Out-of-field teachers: 12 Inexperienced teachers: 141 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2023-24: Number of misassignments of teachers of ELs: 27 Total teacher misassignments: 60 Vacant teacher positions: 8 Ineffective teachers: 3 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2024-25: Number of misassignments of teachers of ELs: 15 Total teacher misassignments: 4 Vacant teacher positions: 6 Ineffective teachers: 1 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	Reduce by 3% each year to get to Year 3 target of... 2025-26 Number of misassignments of teachers of ELs: 0 Total teacher misassignments: 44 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 9 Inexperienced teachers: 128 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2025 Difference from Baseline Misassignments of Teachers of ELs = +11 Total Teacher Misassignments = -44 Vacant Teacher Positions = +5 Ineffective Teachers = -4 Out-of-Field Teachers = -12 Inexperienced Teachers = -141 Williams Complaints for Teacher Vacancy or Misassignment = 0
3.2	Standards-aligned Instructional Materials for every student LCFF Priority 1: Basic Services	2023 SVUSD Board of Education Resolution Determining Steps to Ensure Availability of Textbooks and Instructional Materials	2024 SVUSD Board of Education Resolution Determining Steps to Ensure Availability of	2025 SVUSD Board of Education Resolution Determining Steps to Ensure Availability of	2026-27 Continue with 100% of students have textbooks	The district met this target at 100%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grades K-12 for current fiscal year. 100% of students have textbooks and instructional materials	Textbooks and Instructional Materials Grades K-12 for current fiscal year. 100% of students have textbooks and instructional materials	Textbooks and Instructional Materials Grades K-12 for current fiscal year. 100% of students have textbooks and instructional materials	and instructional materials	
3.3	School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT) LCFF Priority 1: Basic Services	During the 2023-24 school year, each school was evaluated using the Facilities Inspection Tool (FIT). 100% of schools at the Good or Exemplary level	During the 2024-25 school year, each school was evaluated using the Facilities Inspection Tool (FIT). 100% of schools at the Good or Exemplary level	During the 2025-26 school year, each school was evaluated using the Facilities Inspection Tool (FIT). 100% of schools at the Good or Exemplary level	2026-27 Continue with 100% of schools at the Good or Exemplary level	The district met this target at 100%.
3.4	SBE Self-Reflection Tool: Implementation of State Standards: Progress Providing Professional Learning for Standards/ Frameworks LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: ELA: 4, Full Implementation ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation	Spring 2025 ELA: 4, Full Implementation ELD: 3, Initial Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation	Spring 2026 ELA: 4, Full Implementation ELD: 3, Initial Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation	Maintain or increase to level 5, Full Implementation and Sustainability Spring 2027: ELA: 4, Full Implementation ELD: 4, Full Implementation	2026 Difference from Baseline ELA: 0, Maintained ELD: -1, Decreased Math: 0, Maintained NGSS: 0, Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		HSS: 4, Full Implementation	HSS: 3, Initial Implementation	HSS: 3, Initial Implementation	Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	HSS: -1, Decreased
3.5	SBE Self-Reflection Tool: Implementation of State Standards: Progress Making Available Instructional Materials Aligned to Standards/ Frameworks LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: ELA: 4, Full Implementation ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	Spring 2025 ELA: 4, Full Implementation ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	Spring 2026 ELA: 5, Full Implementation and Sustainability ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	Maintain or increase to level 5, Full Implementation and Sustainability Spring 2027: ELA: 4, Full Implementation ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	2026 Difference from Baseline ELA: +1, Increased ELD: 0, Maintained Math: 0, Maintained NGSS: 0, Maintained HSS: 0, Maintained
3.6	SBE Self-Reflection Tool: Progress Implementing Policies/Programs to Support Staff Identify Areas to Improve Delivering Instruction	Spring 2024: ELA: 4, Full Implementation ELD: 4, Full Implementation	Spring 2025 ELA: 4, Full Implementation ELD: 4, Full Implementation	Spring 2026 ELA: 3, Partial Implementation ELD: 3, Partial Implementation	Maintain or increase to level 5, Full Implementation and Sustainability Spring 2027:	2026 Difference from Baseline ELA: -1, Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Aligned to Standards/ Frameworks LCFF Priority 2: Implementation of State Academic Standards	Math: 4, Full Implementation NGSS: 3.5, Partial Implementation HSS: 3.5, Partial Implementation	Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	Math: 3, Partial Implementation NGSS: 3, Partial Implementation HSS: 3, Partial Implementation	ELA: 4, Full Implementation ELD: 4, Full Implementation Math: 4, Full Implementation NGSS: 4, Full Implementation HSS: 4, Full Implementation	ELD: -1, Decreased Math: -1, Decreased NGSS: -0.5, Decreased HSS: -0.5, Decreased
3.7	SBE Self-Reflection Tool: progress implementing each of the following academic standards adopted by the state board for all students. LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: CTE: 5 Full Implementation and Sustainability Health Education: 2 Beginning Development PE: 3 Initial Implementation VAPA: 3 Initial Implementation World Language: 3 Initial Implementation	Spring 2025 CTE: 4 Full Implementation Health Education: 3 Initial Implementation PE: 4 Full Implementation VAPA: 4 Full Implementation World Language: 3 Initial Implementation	Spring 2026 CTE: 3, Initial Implementation Health Education: 2, Beginning Development PE: 3, Initial Implementation VAPA: 3, Initial Implementation World Language: 3, Initial Implementation	Maintain or increase to level 5, Full Implementation and Sustainability Spring 2027 CTE: 5 Full Implementation and Sustainability Health: Increase to level 3 or above PE: Increase to level 4 or above VAPA: Increase to level 4 or above	2026 Difference from Baseline CTE: -2, Decreased Health Education: 0, Maintained PE: 0, Maintained VAPA: 0, Maintained World Language: 0, Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					World Language: Increase to level 4 or above	
3.8	SBE Self-Reflection Tool: Success Engaging in Professional Learning and Support Activities LCFF Priority 2: Implementation of State Academic Standards	Spring 2024: Identifying needs of groups or whole staff: 4, Full Implementation Identifying needs of individual teachers: 3 Initial Implementation Providing support for teachers on standards not yet mastered: 3.5, Partial Implementation	Spring 2025 Identifying needs of groups or whole staff: 4, Full Implementation Identifying needs of individual teachers: 3 Initial Implementation Providing support for teachers on standards not yet mastered: 3, Initial Implementation	Spring 2026 Identifying needs of groups or whole staff: 3, Initial Implementation Identifying needs of individual teachers: 3, Initial Implementation Providing support for teachers on standards not yet mastered: 3, Initial Implementation	Maintain or increase to level 5, Full Implementation and Sustainability Spring 2027 Identifying needs of groups or whole staff: Increase to level 5 Identifying needs of individual teachers: Increase to level 4 or above Providing support for teachers on standards not yet mastered: Increase to level 4 or above	2026 Difference from Baseline Identifying needs of groups or whole staff: -1, Decreased Identifying needs of individual teachers: 0, Maintained Providing support for teachers on standards not yet mastered: -0.5, Decreased
3.9	World Language Enrollment Data source: CALPADS Fall 2 Certified 3.6 - Content Area 15 - Foreign Language	2023-24 46.6% of Gr.9-12 students enrolled in a World Language courses	2024-25 44.2% of Gr. 9-12 students enrolled in a World Language course	2025-26 47.3% of Gr. 9-12 students enrolled in a World Language course	Increase 1% each year to get to Year 3 target of... 2026-27 49.6% of Gr.9-12 students enroll in a World Language courses	2025-26 Difference from Baseline +0.7% of Gr. 9-12 students enrolled in a World Language course

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 7: Access to a Broad Course of Study					
3.10	Career/Technical Education (CTE) Enrollment Data source: CALPADS Fall 2 Certified 3.6 - Content Area 40: CTE LCFF Priority 7: Access to a Broad Course of Study	2023-24 44.9% of Gr.9-12 students enrolled in a CTE course.	2024-25 38.7% of Gr. 9-12 students enrolled in a CTE course.	2025-26 42.6% of Gr. 9-12 students enrolled in a CTE course.	Increase 1% each year to get to Year 3 target of... 2026-27 47.9% of Gr.9-12 students enroll in a CTE course in 2026-27.	2025-26 Difference from Baseline -2.3% of Gr. 9-12 students enrolled in a CTE course.
3.11	AVID Course Completion or Elementary AVID School Wide Data source: CALPADS 3.9 - State Course Code 9211 LCFF Priority 7: Access to a Broad Course of Study	2022-23 K-6 School Wide: 1 Gr.7-8: 149 students Gr.9-12: 311 students	2023-24 K-6 School Wide: 1 Gr.7-8: 167 students Gr.9-12: 300 students	2024-25 K-6 School Wide: 1 Gr. 7-8: 157 students Gr. 9-12: 259 students	Maintain or increase number of students enrolled in AVID by 2% each year to get to Year 3 target of... 2025-26 K-6 School Wide: 1 Gr.7-8: 158 students Gr.9-12: 330 students	2024-25 Difference from Baseline K-6 School Wide = +0.0 students Gr. 7-8 = +8 students Gr. 9-12 = -52 students
3.12	Visual and Performing Arts Course Completion CALPADS 3.9 - Content Area: Art, Dance, Drama/Theater, Media Arts, & Music	2023-24 Gr.K-3: All Students Gr.4-6: All Students Gr.7-8: 1,992 students Gr.9-12: 3,442 students	2024-25 Gr.K-3: All Students Gr.4-6: All Students Gr.7-8: 1,344	2025-26 Gr.K-3: All Students Gr.4-6: All Students Gr.7-8: 1,431	Maintain or increase the number of students who participate in VAPA courses by 1% each year to	2025-26 Difference from Baseline Gr. K-3 = Maintained at 100%, All Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 7: Access to a Broad Course of Study		Gr.9-12: 3,069	Gr.9-12: 3,830 Beginning in 2026-27, this metric will include disaggregated student group data to monitor access to VAPA programing for all students, including socioeconomically disadvantaged students, English learners, and foster youth.	get to Year 3 target of... 2025-26 Gr.K-3: All Students Gr.4-6: All Students Gr.7-8: 2,052 students Gr.9-12: 3,545 students Targets will be established once we have baseline data in 2026-27. Gr. 7-8 English Learners: Socioeconomically Disadvantaged: Foster Youth: Gr. 9-12 English Learners: Socioeconomically Disadvantaged: Foster Youth:	Gr. 4-6 = Maintained at 100%, All Students Gr. 7-8 = -561 students Gr. 9-12 = +388 students Difference from Baseline for disaggregated student data is N/A until baseline is established.
3.13	Dual Enrollment - College Course Completion Data source: CALPADS 3.9 - State Course Codes: 9020, 9082,	2022-23 9.5% of students completed college courses in Grades 9-12	2023-24 24.2% of students completed college courses in Grades 9-12	2024-25 17.5% of students completed college courses in Grades 9-12	Increase by 1% each year to get to Year 3 target of... 2025-26	2024-25 Difference from Baseline All Students = +8% of students who completed at least

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	9096, 9120, 9154, 9200, 9227, 9273, 9303, and 9358 LCFF Priority 7: Access to a Broad Course of Study				12.5% of students complete college courses in Grades 9-12	one college course in Grades 9-12.

Goal Analysis [2025-26]

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

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

ACTIONS IMPLEMENTED

Over the past year, we continued to provide updated textbooks and instructional materials, monitor school facility conditions, support standards implementation through professional learning and teacher leadership, and provide targeted programs such as site allocations, AVID, Career Education, new teacher induction, technology licenses, and VAPA opportunities. These actions supported students' access to core learning conditions, broad course opportunities, and additional support for students who may need more targeted academic and college/career readiness support.

DIFFERENCES FROM OUR ORIGINAL PLAN

- There are no substantial differences from our original plan for Goal 3.

SUCCESSES

- Instructional Materials and Facilities: All students continued to have access to standards-aligned instructional materials, and facilities continued to meet good-repair expectations. These results show that the district maintained the basic conditions needed for safe and effective learning environments.
- Standards Implementation: Several standards implementation areas were maintained, and the district showed improvement in supports related to NGSS and History-Social Science, as well as implementation progress in Health Education, Physical Education, and VAPA.
- Broad Course Access: VAPA participation improved in 2025-26 after the prior-year decline, especially at the high school level. World language enrollment also improved above the baseline, reaching 47.3% of students in grades 9-12. Dual enrollment remained above the baseline, continuing to support student access to college-level coursework. However, community feedback suggested that VAPA access was uneven, particularly for unduplicated students.

CHALLENGES

- Teacher Assignment: Teacher assignment data still needs continued attention, even though the district maintained strong instructional-materials and facilities results and did not identify Williams-type materials or facility concerns.
- Professional Learning Focus Areas: Local indicator results show that ELD, History-Social Science, CTE, and support for teachers on standards not yet mastered remain areas for continued focus. The district will continue using professional learning, teacher leadership, and induction supports to strengthen implementation.
- Course Access and Participation: Course access and participation showed mixed results. World Language enrollment recovered above the baseline, high school VAPA participation exceeded the baseline, and dual enrollment remained above the earlier baseline. At the same time, CTE enrollment, middle school VAPA participation, and high school AVID enrollment remained below expected levels. These results show the need to keep reviewing course-taking patterns, scheduling, student interest, staffing or section availability, and program supports so more students can access and participate in broad course opportunities.

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.

MATERIAL DIFFERENCE BY ACTION

Action 3.1: Textbook and Instructional Materials Adoptions costs were higher than planned because actual materials, software, technology, supplies, contracted services, or other operating costs were above the original estimate.
Action 3.2: Visual Arts and Performing Arts (VAPA) K-12 is shown differently than originally planned because the funding source or reporting category changed during the year.
Action 3.4: Implementation of State Standards costs changed because some allowable professional learning or related support costs were paid with one-time Educator Effectiveness Funds, changing the funding source shown in the annual update.
Action 3.6: LCAP School Site Allocation spending was lower than planned because implementation levels, participation, service timing, staffing, or demand were below the original estimate.
Action 3.7: Most AVID costs remained LCFF Supplemental, while some district AVID travel, conference, and related professional learning support was paid with one-time Educator Effectiveness Funds.
Action 3.8: Career Education and CTE costs are shown differently than the original planned funding split, with estimated actuals appearing in the LCFF/IIS-coded portion rather than as a separate non-LCFF split.
Action 3.9: New Teacher Induction costs were paid primarily with one-time Educator Effectiveness Funds for induction mentor and related professional learning support, with only a small LCFF Supplemental amount remaining.
Action 3.10: Technology license and subscription costs were higher than planned because software, license, technology supply, and related service costs were above the original estimate.

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

INSTRUCTIONAL MATERIALS & FACILITIES
Action 3.1: Textbook and Instructional Materials Adoptions – Ensures all students have updated textbooks and materials aligned to current educational standards.
Action 3.3: Evaluation of School Facility Conditions – Regularly assesses facility conditions to keep school environments safe, clean, and conducive to learning.

- EFFECTIVENESS: Substantial

- SUMMARY: These actions maintained strong conditions for learning. The district continued to report 100% access to standards-aligned instructional materials, and 100% of schools were rated Good or Exemplary through the Facilities Inspection Tool.

PROFESSIONAL LEARNING & LEADERSHIP
Action 3.4: Robust Professional Development – Provides continued training for teachers and administrators to fully implement state standards in the classroom.
Action 3.5: Building Teacher Leadership – Cultivates teacher leaders to guide data analysis, professional learning, and culturally proficient engagement strategies.
Action 3.9: New Teacher Induction – Mentors beginning educators so they can develop effective teaching strategies and classroom management skills.

- EFFECTIVENESS: Moderate
- SUMMARY: Professional learning and leadership actions supported continued standards implementation, with several areas maintained at full implementation and some areas improving. However, local indicator results show continued need for attention to ELD, HSS, CTE, and support for teachers on standards not yet mastered.

TECHNOLOGY & ASSESSMENT
Action 3.10: Technology Licenses and Subscriptions – Expands access to supplemental digital tools for assessment, progress monitoring, and targeted interventions.

- EFFECTIVENESS: Moderate
- SUMMARY: Technology licenses and subscriptions continued to support standards-based instruction, assessment, progress monitoring, and intervention systems. The action remains useful for identifying instructional needs, but its effectiveness depends on consistent staff use of data and follow-through in classroom and intervention practice.

SCHOOL SITE TARGETED FUNDS
Action 3.6: LCAP School Site Allocation – Provides each school with resources specifically directed at supporting foster youth, English learners, and low-income students.

- EFFECTIVENESS: Mixed
- SUMMARY: School site allocations continued to give schools flexibility to respond to local student needs. Because Goal 3 metrics do not provide direct site-by-site results for this action, the evidence supports continued use of the action but does not support a uniform districtwide effectiveness claim.

ARTS & ENRICHMENT
Action 3.2: Visual Arts and Performing Arts (VAPA) K-12 – Broadens artistic programs across all grade levels, ensuring students can explore music, dance, theater, and visual arts.
Action 3.11: Unified VAPA – Promotes inclusive visual and performing arts programs that integrate special education and general education students.

- EFFECTIVENESS: Moderate
- SUMMARY: VAPA and Unified VAPA showed mixed but generally positive results. Participation increased from the prior year in grades 7-8 and 9-12, and high school participation exceeded the baseline. Because middle school participation remains below the

baseline, the district will continue reviewing enrollment patterns, scheduling, and access supports to better understand where participation can be strengthened.

COLLEGE & CAREER READINESS
Action 3.7: AVID K-12 – Provides academic support and college-readiness skills, especially for foster youth, English learners, and low-income students.
Action 3.8: Career Education (Previously CTE) – Offers hands-on career pathways and training to prepare students for employment or further education after graduation.

- EFFECTIVENESS: Moderate
- SUMMARY: College and career readiness actions continued to provide important academic and career pathway supports. Results were moderate: dual enrollment remained above baseline and CTE participation improved, but high school AVID participation declined from baseline and CTE and world language access are not yet on track. The district will continue reviewing how enrollment changes, course scheduling, and student pathway choices may be influencing participation.

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.

SUMMARY
We plan to keep the Goal 3 goal statement and target outcomes in place while making targeted updates based on what we learned during 2025-26. The main changes are intended to strengthen how we monitor access to VAPA opportunities by student group, reduce barriers to instructional technology access for low-income students, and more clearly identify the supplemental coordination needed to support equitable arts access across the district.

CHANGES TO METRICS

- Visual and Performing Arts Course Completion (M3.12): Beginning in 2026-27, the district will disaggregate this metric by student group. This change will help us better understand whether student groups have equitable access to VAPA opportunities across grade spans and school sites. Overall VAPA participation data remains useful, but student-group data will provide a clearer picture of access patterns and help guide future support.
- Existing student-outcome metrics with available reporting for English learners, socioeconomically disadvantaged students, and foster youth were added to the following action-monitoring sets: M2.1 and M2.5 for Actions 3.5 and 3.9; M1.1 and M2.12 for Action 3.7; M2.14, M2.15, and M1.1 for Action 3.8; and M2.1, M2.5, and M2.21 for Action 3.10.

CHANGES TO ACTIONS

- Action 3.12 Student Device Repair Support: This new action was added to help low-income students maintain access to working district-issued devices when repair costs would otherwise create a barrier to classwork, homework, assessment, or communication with school.
- Action 3.13 K-12 VAPA Access and Program Coordination: This new LCFF Supplemental-funded action was added to support districtwide coordination of VAPA access, MTSS alignment, culturally proficient arts instruction, and expanded access at higher-need sites. The universal VAPA program remains in Action 3.2; this new action separately identifies the supplemental coordination needed to reduce access barriers for low-income students, English learners, and foster youth.

- The monitoring language for Actions 3.5, 3.7, 3.8, 3.9, and 3.10 was revised. Each action retains its direct implementation or participation metric and adds existing student-outcome measures with available subgroup reporting to better evaluate effectiveness for the unduplicated pupil groups served.

DISCONTINUED ACTIONS FOR 2026-27

- No actions were discontinued for the coming 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	Universal Program: Textbook and Instructional Materials Adoptions	We will continue to make sure that all students have access to the most current and effective textbooks and educational resources. This action involves regularly updating and adopting new materials that align with the latest educational standards and practices. By providing students with high-quality, relevant learning tools, we enhance their educational experience and support effective teaching in every classroom. Materials adoptions will contribute to our outcomes in metric M3.2 Instructional Materials.	$1,665,162.00	No
3.2	Universal Program: Visual Arts and Performing Arts (VAPA) K-12	We will refine the K-12 Visual and Performing Arts (VAPA) program to ensure that all students have access to a broad and diverse course of study in the arts. This initiative supports the development of comprehensive arts education in music, dance, theater, and visual arts, enriching students' learning experiences and fostering creativity. By expanding VAPA opportunities, we provide students with the tools to explore their artistic talents and express themselves in various forms, contributing to a well-rounded education and equipping students with critical skills such as creativity, collaboration, and communication, which are essential for success in many future careers. VAPA will contribute to our student outcomes in metric M3.12 VAPA.	$229,517.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Universal Program: Evaluation of School Facility Conditions	We will continue to evaluate school facility conditions using the Facilities Inspection Tool (FIT) to ensure that all school environments are in good repair, safe, clean, and conducive to learning. Maintaining excellent physical conditions in our schools is crucial for fostering a healthy learning atmosphere where students can focus on their studies and thrive academically. Annually evaluating our school facility conditions will contribute to our outcomes in metric M3.3 Facility. No cost is associated with this action as it is a part of the regular responsibility of the Business Services department.		No
3.4	Robust Professional Development: Implementation of State Standards	We will continue to provide professional development to teachers and school administrators to support the continued implementation of state standards as part of our MTSS Academics. More details are found in Goal 2 Actions 2.16 to 2.26 and 2.44. Professional development will contribute to many different student outcomes, and is summarized in metric M3.4 State Standards Professional Learning.	$456,800.00	No
3.5	Targeted Program: Building Teacher Leadership	We will continue to build teacher leadership at each school site. The leadership team will be made up of elementary or secondary chairs. The chairs will work collaboratively with administrators to facilitate dialogue with teachers, analyze data, plan, and support implementation of a school plan and professional development for cultural proficiency and implementation of state standards. Having teacher leaders is important to collaboratively build a welcoming, inclusive school culture and make sure the instructional programs are aligned to state standards and based on school data. This is important for the success of all students, and is especially important for foster youth, English learners, and low-income students who face additional barriers to learning.	$785,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site leadership teams will contribute to M3.4 State Standards Professional Learning and M3.8 Professional Learning. Because these implementation measures cannot be disaggregated by student group, effectiveness will also be monitored through M2.1 Dashboard English Language Arts and M2.5 Dashboard Mathematics, which report results for English learners, socioeconomically disadvantaged students, and foster youth.		
3.6	Targeted Program: LCAP School Site Allocation	We will continue to provide each school with an allocation to be used to increase and improve support for foster youth, English learners, and low-income students. Each school can use these funds to implement tailored strategies and programs that directly support the academic and social-emotional growth of the target students based on their school data. For example, schools may provide additional professional development on culturally proficient engagement strategies and trauma-informed practices, interventions such as extended learning time through after-school programs, family engagement activities like STEM night, childcare support for special events, or transportation for college visits. Action 3.6 is part of our strategy to provide targeted support for schools that received or has any student groups that received the lowest performance level on one or more state indicators. LCAP site allocation will contribute to our student outcomes in many school metrics, and is summarized in M1.1 Graduation Rate, M1.4 Engagement and Sense of Belonging, M2.1 ELA, and M2.5 Math. Please see the school's Single Plan for School Achievement (SPSA) for more information and specific metrics.	$142,618.00	Yes
3.7	Targeted Program: AVID K-12	We will continue to support K-12 AVID (Advancement Via Individual Determination) program, designed to prepare students for college readiness and success in a global society. This program provides strategies and learning opportunities to help students develop critical thinking, literacy, and math skills. AVID is available to all students, with a particular focus on foster youth, English learners, and low-income students.	$76,263.00	Yes

Action #	Title	Description	Total Funds	Contributing
		AVID participation will continue to be monitored through M3.11 AVID Course Enrollment. Because M3.11 is not disaggregated by unduplicated pupil group, the district will also monitor M1.1 Graduation Rate and M2.12 College/Career Indicator as broader outcomes aligned with AVID's purpose. M1.1 reports graduation results for English learners, socioeconomically disadvantaged students, and foster youth.		
3.8	Targeted Program: Career Education (Previously CTE)	We will continue to provide additional support for Career Education, formerly known as Career and Technical Education (CTE), to provide students with practical, hands-on training and learning experiences in various career fields. This program equips students with the skills and knowledge necessary for both immediate employment and future educational opportunities. By integrating academic learning with career-focused training, we prepare students to successfully enter the workforce and pursue their career goals with confidence. Career Education is available for all students, with a particular focus on foster youth, English learners, and low-income students. Career Education access will continue to be monitored through M3.10 CTE Enrollment. Because M3.10 is not disaggregated by unduplicated pupil group, the district will also monitor M2.14 CTE Pathway Completion, M2.15 A-G and CTE Completion, and M1.1 Graduation Rate. M2.14 and M2.15 provide reported outcomes for English learners and socioeconomically disadvantaged students, and M1.1 provides reported graduation outcomes for English learners, socioeconomically disadvantaged students, and foster youth.	$3,570,539.00	Yes
3.9	Targeted Program: New Teacher Induction	We will continue to support the New Teacher Induction program. This program provides essential training and mentoring to help beginning teachers develop effective teaching strategies and classroom management skills that are crucial in the first two years of teaching. We have a higher percentage of our beginning teachers serving students at Title-1 schools, which means they provide instruction to large portions of low-income students who face higher barriers to learning. By investing in the success of our new educators, we ensure that they are well-prepared	$168,949.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to enrich the learning experiences of all students and reduce barriers to learning for our foster youth, English learners, and low-income students. Induction implementation will continue to be monitored through M3.1 Credentialed Teachers. Because this staff measure cannot be disaggregated by student group, effectiveness will also be monitored through M2.1 Dashboard English Language Arts and M2.5 Dashboard Mathematics, which report results for English learners, socioeconomically disadvantaged students, and foster youth.		
3.10	Targeted Program: Technology Licenses and Subscriptions	We will continue to provide supplemental instructional technology licenses and subscriptions to support standards-based instruction, assessment and progress monitoring, and intervention. The licenses and subscriptions will extend learning as part of supplemental instruction and support our comprehensive assessment system and data analysis (See Actions 2.8, 2.9, 2.10, and 2.11). Extending learning and having the appropriate assessment tools as part of our comprehensive assessment system is important to provide the information we need to target interventions and support. This is important for all students, and is especially crucial for our foster youth, English learners, and low-income students who face additional barriers to learning. Implementation will continue to be monitored through M3.6 Identify Areas to Improve Delivering Instruction. Because M3.6 cannot be disaggregated by student group, effectiveness will also be monitored through M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals, which report results for English learners, socioeconomically disadvantaged students, and foster youth.	$893,856.00	Yes
3.11	Targeted Program: Unified VAPA	We will continue to provide a Unified Visual Arts and Performing Arts (Unified VAPA) program where students from special education and general education learn and grow together. This inclusive approach enriches the school community by celebrating all abilities and perspectives.		No

Action #	Title	Description	Total Funds	Contributing
		Unified VAPA will contribute to our metric M3.12 VAPA. Cost is accounted for using general fund. The estimated 6 sections is $130,200 at $21,700 per section.		
3.12	Targeted Program: Student Device Repair Support	We will provide support for low-income students when district-issued Chromebooks or related learning devices require repair and the family is unable to pay the assessed material repair cost. This support helps students maintain access to the technology-based instructional materials needed for classwork, homework, assessment, and communication with school. Student device repair support will contribute to our outcomes in metric M3.2 Standards-aligned Instructional Materials for every student.	$51,272.00	Yes
3.13	K-12 VAPA Access and Program Coordination	We will provide a districtwide Visual and Performing Arts (VAPA) Coordinator to strengthen access to arts and music education across all grade spans and schools, with a particular focus on low-income students, English learners, and foster youth. The coordinator will align VAPA practices with the district's MTSS framework, support schools in expanding access at higher-need sites, coordinate professional development on culturally proficient arts instruction, and help ensure that access to arts and music opportunities is not dependent on a family's ability to pay for outside enrichment. This action is separate from the universal VAPA program described in Action 3.2. The coordinator role will support the increased coordination, access, and professional learning needed to reduce barriers for unduplicated students. The action will be monitored through Metric 3.12 VAPA Course Completion and available subgroup or site-level VAPA participation/access data.	$229,517.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By June 2027, Silverado High School will have a culturally proficient whole child support system to meet the academic, social-emotional, behavioral, and mental health needs of all students through actions such as lowering staff to student ratio, ensuring instruction is rigorous and engaging, and providing additional learning options.	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)

An explanation of why the LEA has developed this goal.

WHY SILVERADO HIGH SCHOOL DEVELOPED THIS GOAL

Goal 4 was developed as a focus goal in order to improve the holistic outcome for Silverado High School students, which includes increasing graduation rate, reducing suspension, and increasing academic success in ELA, Math, and English learner progress toward language development. After many discussions with Silverado staff, district personnel, and Silverado's educational partners through School Site Council and ELAC, we determined that, through a culturally proficient, whole child system that meets the academic, social-emotional, behavioral, and mental health needs of all students, we will be able to remove barriers to our students' academic success and social-emotional well-being.

For example, our 2023 CA Dashboard data and an analysis of student transcripts show that students come to Silverado missing many credits that they need to fulfill graduation requirements. Our resource equity diagnostic shows that our students are mostly socioeconomically disadvantaged, Hispanic, and/or multilingual learners and have a much lower graduation rate, higher suspension rate, and lower college/career readiness when compared to all students district-wide. Our housing insecure/homeless youth have the lowest rate of college/career readiness when compared to the other students groups at Silverado. Our students come to us with many barriers to their learning and graduation, as evidenced by our suspension rate and academic data. Once they are in our classroom, we want to guarantee that every student, every day receives evidence-based teaching and learning to improve student outcomes. We believe we can do so through a culturally proficient, whole child system.

While our 2025 CA Dashboard data and local data showed great improvements, we will continue with Goal 4 as originally planned with small changes addressed in the LCAP actions affected. The explanation of why we have developed this goal is unchanged during the three-year LCAP cycle from 2023-24 to 2026-27.

ANY STUDENT GROUP THAT RECEIVED THE LOWEST PERFORMANCE LEVEL ON ONE OR MORE STATE INDICATORS ON THE 2023 DASHBOARD

- English Learners (Math, Graduation Rate, Suspension Rate, College/Career)
- Socioeconomically Disadvantaged (Math, Graduation Rate, Suspension Rate, College/Career)
- Homeless (College/Career)
- Hispanic (Math, Graduation Rate, Suspension Rate, College/Career)

ANY UNDERLYING ISSUES IN THE CREDENTIALING, SUBJECT MATTER PREPARATION, AND RETENTION OF THE SCHOOL'S EDUCATORS IF APPLICABLE

Silverado does not have any underlying issues in regards to teacher assignments. In 2023-24, there were 4 teacher missasignments and 2 teachers considered ineffective because there were two long-term substitutes for teachers on leave. Substitute teachers may not have the credential required to teach in the area assigned and may not have the English learner authorization that qualify them to teach multilingual learners, which means one "ineffective" teacher may count as two "missassignments".

ENGAGING EDUCATIONAL PARTNERS AT SILVERADO

The district engaged in a collaborative process to engage Silverado's educational partners in the development of the focus goal for Silverado.

- Engaged in community-wide survey using Google Survey. (Nov 2024)
- Participated in focus group discussions as part of Superintendent's Advisory Councils.(Jan/Feb 2025)
- Provided insight and feedback during the different focus groups, which was recorded using a Google survey feedback form.(Jan/Feb 2025)
- School team met with district team as part of comprehensive needs assessment and resource inequities analysis.(Jan-May 2025)
- Met with the School Site Council and ELAC to gather insights and feedback on the use of Equity Multiplier funds and the LCAP focused goal.(March-May 2025)
- Engaged in community-wide survey using Google Survey. (Nov 2025)
- Participated in focus group discussions as part of Superintendent's Advisory Councils and other focus groups. (Oct 2025-Feb 2026)
- Provided insight and feedback during the different focus groups, which was recorded by discussion facilitators and through district feedback tools. (Oct 2025-May 2026)
- School team met with district team as part of comprehensive needs assessment and resource inequities analysis. (Jan-May 2026)
- Met with the School Site Council and ELAC to gather insights and feedback on the use of Equity Multiplier funds and the LCAP focused goal. (March-May 2026)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Teachers: Fully Credentialed and Appropriately Assigned Data source: CA State Assignment Accountability System (CalSAAS) Report LCFF Priority 1: Basic Services	Total teacher misassignments: 4 Vacant teacher positions: 0 Ineffective teachers: 2 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2023-24 Total teacher misassignments: 0 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2024-25 Total teacher misassignments: 1 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	Decrease by 1 each year to get to Year 3 target of... Total teacher misassignments: 0 Vacant teacher positions: 0 Ineffective teachers: 0 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints	2025 Difference from Baseline Total teacher misassignments: -3 Vacant teacher positions: 0 Ineffective teachers: -2 Out-of-field teachers: 0 Inexperienced teachers: 0 Williams Complaint for Teacher Vacancy or Misassignment: 0 complaints
4.2	Silverado CA Dashboard - Graduation Rate Indicator LCFF Priority 5: Student Engagement	2023 CA Dashboard All Students = 64.8% (Red) Hispanic = 65.9% (Red) Socioeconomically Disadvantaged = 64.9% (Red) English Learners = 55.6% (Red) Other student groups have less than 11 students and the data is	2024 CA Dashboard All Students = 71.7% (Yellow) Hispanic = 69.4% (Yellow) Socioeconomically Disadvantaged = 69.4% (Yellow) English Learners = 68.2% (Yellow)	2025 CA Dashboard All Students = 84.9% (Green) Hispanic = 85.6% (Green) Socioeconomically Disadvantaged = 85.0% (Green) English Learners = 80.0% (Green)	Increase 2% or more each year to get to Year 3 target of… All Students = 70.8% (Yellow) Hispanic = 71.9% (Yellow) Socioeconomically Disadvantaged = 70.9% (Yellow) English Learners = 61.6% (Red)	2025 Difference from Baseline All Students = +20.1% Hispanic = +19.7% Socioeconomically Disadvantaged = +20.1% English Learners = +24.4% Long-Term English Learners = +7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		not displayed for privacy. Long-Term English Learner data available 24-25.	Long-Term English Learners = 77.3% (Yellow)	Long-Term English Learners = 84.8% (Green)	Long-Term English Learners = 81.3% (Yellow)	
4.3	Silverado CA Dashboard - Additional Report: One-Year Graduation Rate LCFF Priority 5: Student Engagement	2023 One-Year Grad Rate All Students = 66% (83 out of 125 students) Hispanic = 65.0% (52 out of 80) Socioeconomically Disadvantaged = 63.6% (63 out of 99) English Learners = 51% (20 out of 39) Homeless Students = 60% (28 out of 47) Long-Term English Learner data available 24-25.	2024 One-Year Grad Rate All Students = 72.7% (120 out of 165 students) Hispanic = 71.9% (92 out of 128) Socioeconomically Disadvantaged = 72.2% (104 out of 144) English Learners = 73.1% (57 out of 78) Homeless Students = 69.9% (58 out of 83) Long-Term English Learners = 81.0% (51 out of 63)	2025 One-Year Grad Rate All Students = 85.6% (107 out of 125 students) Hispanic = 86.4% (76 out of 88) Socioeconomically Disadvantaged = 86.1% (93 out of 108) English Learners = 78.0% (39 out of 50) Homeless Students = 84.7% (61 out of 82) Long-Term English Learners = 76.3% (29 out of 38)	Increase 2% or more each year to get to Year 3 target of… All Students = 72% Hispanic = 71.0% - Socioeconomically Disadvantaged = 69.6% English Learners = 57% Homeless Students = 69% Long-Term English Learners = 85.0%	2025 Difference from Baseline All Students = +19.6% Hispanic = +21.4% Socioeconomically Disadvantaged = +22.5% English Learners = +27.0% Homeless Students = +24.7% Long-Term English Learners = –4.7%
4.4	Silverado CA Dashboard - Suspension Rate Indicator	2023 CA Dashboard 7.7% of students were suspended at least one	2024 CA Dashboard 4.7% of students were suspended at	2025 CA Dashboard 8.9% of students were suspended at	Decrease 0.3% or more each year to get to Year 3 target of…	2025 Difference from Baseline All Students = +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority 6: School Climate	day in the 2022-23 school year (Red) All Students = 7.7% (Red) English Learners = 9.5% (Red) Socioeconomically Disadvantaged = 7.8% (Red) Hispanic = 8.5% (Red) Homeless Students = 9.6% (Orange) Long-Term English Learner data available 24-25.	least one day in the 2022-23 school year (Green) All Students = 4.7% (Green) English Learners = 5.9% (Green) Socioeconomically Disadvantaged = 4.9% (Green) Hispanic = 4.8% (Green) Homeless Students = 7.0% (Yellow) Long-Term English Learners = 5.8% (Green)	least one day in the 2024-25 school year (Red) All Students = 8.9% (Red) English Learners = 11.1% (Red) Socioeconomically Disadvantaged = 9.7% (Red) Hispanic = 10.2% (Red) Homeless Students = 11.3% (Red) Long-Term English Learners = 9.9% (Orange)	All Students = 6.8% (Yellow) English Learners = 8.6% (Yellow) Socioeconomically Disadvantaged = 6.9% (Yellow) Hispanic = 7.6% (Yellow) Homeless Students = 8.7% (Yellow) Long-Term English Learners = 5.2% (Green)	English Learners = +1.6% Socioeconomically Disadvantaged = +1.9% Hispanic = +1.7% Homeless Students = +1.7% Long-Term English Learners = +4.1%
4.5	Silverado CA Dashboard - College/Career Indicator LCFF Priority 8: Outcomes in a Broad Course of Study	2023 CA Dashboard All Students = 7.1% prepared for college/career Hispanic = 4.7% Socioeconomically Disadvantaged = 5.5% English Learners = 2.3%	2024 CA Dashboard All Students = 4.7% prepared for college/career (Red) Hispanic = 3.9% (Red)	2025 CA Dashboard All Students = 3.5% prepared for college/career (Red) Hispanic = 0.0% (Red)	Increase 3% or more each year to get to Year 3 target of… All Students = 16.1% prepared for college/career Hispanic = 13.7%	2025 Difference from Baseline All Students = –3.6% Hispanic = –4.7% Socioeconomically Disadvantaged = –3.6% English Learners = –2.3% Homeless = +0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless = 2% Long-Term English Learner data available 24-25.	Socioeconomically Disadvantaged = 4.0% (Red) English Learners = 5.0% (Orange) Homeless = 1.1% (Red) Long-Term English Learners = 6.6% (Orange)	Socioeconomically Disadvantaged = 1.9% (Red) English Learners = 0.0% (Red) Homeless = 2.7% (Red) Long-Term English Learners = 0.0% (Red)	Socioeconomically Disadvantaged = 14.5% English Learners = 11.3% Homeless = 11% Long-Term English Learners = 12.6%	Long-Term English Learners = –6.6%
4.6	Silverado CA Dashboard - English Language Arts LCFF Priority 4: Pupil Achievement	2023 CA Dashboard All Students = 74.7 points below standard (Orange) Hispanic = 77.9 pts below (Orange) Socioeconomically Disadvantaged = 78.2 pts below (Orange) English Learners = 102.5 pts below (Orange) Long-Term English Learner data available 24-25.	2024 CA Dashboard All Students = 103.7 points below standard (Red) Hispanic = 126.2 pts below (Red) Socioeconomically Disadvantaged = 108.9 pts below (Red) English Learners = 129.8 pts below (Red) Long-Term English Learners = 123.7 pts below (Red)	2025 CA Dashboard All Students = 196.7 points below standard (Red) Hispanic = 193.1 pts below (Red) Socioeconomically Disadvantaged = 206.3 pts below (Red) English Learners = 232.3 pts below (Red) Long-Term English Learners = 215.7 pts below (No performance color)	Increase 3 points or more each year to get to Year 3 target of… All Students = 65.7 points below (Orange) Hispanic = 68.9 pts below (Orange) Socioeconomically Disadvantaged = 69.2 pts below (Orange) English Learners = 93.5 pts below (Orange)	2025 Difference from Baseline All Students = –122.0 points Hispanic = –115.2 points Socioeconomically Disadvantaged = –128.1 points English Learners = –129.8 points Long-Term English Learners = –92.0 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Long-Term English Learners = 117.7 pts below (Orange)	
4.7	Silverado CA Dashboard - Math LCFF Priority 4: Pupil Achievement	2023 CA Dashboard All Students = 199.1 points below standard (Red) Hispanic = 203.3 pts below (Red) Socioeconomically Disadvantaged = 200.4 pts below (Red) English Learners = 229.4 pts below (Red) Long-Term English Learner data available 24-25.	2024 CA Dashboard All Students = 243.7 points below standard (Red) Hispanic = 244.3 pts below (Red) Socioeconomically Disadvantaged = 244.5 pts below (Red) English Learners = 249.36 pts below (Red) Long-Term English Learners = 244.8 pts below (Red)	2025 CA Dashboard All Students = 239.6 points below standard (Orange) Hispanic = 246.0 pts below (Red) Socioeconomically Disadvantaged = 247.4 pts below (Red) English Learners = 267.0 pts below (Red) Long-Term English Learners = 259.1 pts below (No performance color)	Increase 3 points or more each year to get to Year 3 target of… All Students = 190.1 points below (Orange) Hispanic = 194.3 pts below (Orange) Socioeconomically Disadvantaged = 191.4 pts below (Orange) English Learners = 220.4 pts below (Orange) Long-Term English Learners = 238.8 pts below (Orange)	2025 Difference from Standards All Students = –40.5 points Hispanic = –42.7 points Socioeconomically Disadvantaged = –47.0 points English Learners = –37.6 points Long-Term English Learners = –14.3 points
4.8	Silverado CA Dashboard - English Learner Progress LCFF Priority 4: Pupil Achievement	2023 CA Dashboard 30.1% of all English learners making progress towards English language proficiency (Red)	2024 CA Dashboard 54.0% of all English learners making progress towards English language proficiency (Green)	2025 CA Dashboard 26.6% of all English learners making progress towards English language proficiency (Red)	Increase 2% or more each year to get to Year 3 target of... 36.1% of all English learners making progress towards English language	2025 Difference from Baseline English Learners = -3.5 % Long-Term English learners = -27.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learner data available 24-25.	61.2% of Long-Term English learners are making progress towards English language proficiency (Blue)	33.3% of Long-Term English learners are making progress towards English language proficiency (Red)	proficiency (Orange) 65.2% of Long-Term English learners are making progress towards English language proficiency (Blue)	
4.9	Classroom Strategy Monitoring Tool LCFF Priority 4: Pupil Achievement and LCFF Priority 5: Student Engagement	The classroom monitoring tool will be collaboratively developed in Fall 2024. Baseline data will be collected and the target for Year 3 will be established in Spring 2025.	Spring 2025 The classroom monitoring tool is being piloted at other schools and is anticipated to be implemented at Silverado in 2025-26.	2025-26 Silverado began using a Classroom Walkthrough process to look for evidence-based instructional strategies in classrooms. 2025-26 walkthrough reflection identified evidence of literacy exposure and student actions including reading, speaking, analyzing, synthesizing, sorting, research/discovery, and summarizing. The reflection also found that literacy was not observed in 60% of reviewed literacy areas,	Increase the percentage of walkthrough literacy indicators showing evidence of agreed-upon literacy strategies from 40% to at least 60%.	2025-26 2025-26 establishes the numeric baseline. Future reporting will compare the percentage of observed literacy indicators to the 40% baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				establishing a baseline of 40% observed.		

Goal Analysis [2025-26]

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

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

ACTIONS IMPLEMENTED
Over the past year, Silverado implemented most of the planned Goal 4 actions. The school continued additional math and elective sections to support credit completion, course access, and graduation progress. Silverado also continued multilingual learner instructional aide support through Title I funds, professional development focused on engagement, trauma-informed teaching, standards-based instruction, and integrated language support, and college and career experiences for students. During 2025-26, Silverado also implemented additional mental health counseling and used a Classroom Walkthrough process as a qualitative baseline for monitoring evidence-based instructional strategies.

DIFFERENCES FROM OUR ORIGINAL PLAN
There were several substantive differences from the original plan. Silverado Summer School remained discontinued due to budget changes. Additional ML ELD Instructional Aide support continued, but it was funded through Title I rather than Equity Multiplier funds. College and career experiences were implemented at a smaller scale than originally anticipated. Additional Mental Health Counseling was implemented during 2025-26, but the district does not plan to continue the action in the same form in 2026-27 due to funding limitations.

SUCCESSES
Silverado's strongest success was improved graduation outcomes. The Graduation Rate increased from 64.8% in 2023 to 84.9% in 2025, and the One-Year Graduation Rate increased from 66.0% in 2023 to 85.6% in 2025. Graduation outcomes also improved for key student groups, including Hispanic students, socioeconomically disadvantaged students, and English learners. These results suggest that expanded course access, credit-earning opportunities, and student support structures helped more students make progress toward completing graduation requirements.

CHALLENGES
Several areas continue to need focused attention. Suspension increased to 8.9% in 2025, the College/Career Indicator declined to 3.5%, English Learner Progress declined to 26.6%, and ELA and math outcomes remained below standard. These results show that, while Goal 4 actions supported stronger graduation outcomes, Silverado continues to need stronger implementation in school climate, academic achievement, college and career readiness, and English learner progress.

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.

MATERIAL DIFFERENCE BY ACTION

Action 4.4: Electives is shown differently than originally planned because actual staffing, salary, and benefit costs were different from the original estimate.
Action 4.9: Additional Mental Health Counseling costs were lower than planned because of the late hire and actual staffing, salary, and benefit costs were different from the original estimate.
Action 4.10: The increased cost for College/Career Experiences was due to a shift in funding from site-based Title IA to using Equity Multiplier.

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

EXPANDED OFFERINGS
Action 4.1: Silverado Summer School – action discontinued in 2024-25
Action 4.3: Additional Math Sections – individualized math support at Silverado
Action 4.4:Additional Elective Sections – broaden course offerings for pathways
Action 4.10: College/Career Experiences – visits to colleges/trade schools/industries

- EFFECTIVENESS: Partially Effective
- SUMMARY: Graduation rates improved significantly, moving from 64.8% in 2023 to 84.9% in 2025. One-year graduation rates also increased across most student groups. Expanded course sections helped students earn needed credits. However, the College/Career Indicator declined to 3.5%, and several student groups remain at very low levels of preparedness. While credit attainment improved, long-term readiness outcomes have not yet improved.

ELD & LANGUAGE SUPPORT
Action 4.2: Additional ML ELD Instructional Aide Support – extra aides for EL students

- EFFECTIVENESS: Mixed
- SUMMARY: English learner graduation rates improved substantially over the three-year period. However, English Learner Progress declined in 2025 after improvement in 2024, and academic performance in ELA and Math remains well below standard for English learners and Long-Term English Learners. Language supports contributed to improved completion outcomes but have not yet resulted in consistent academic gains.

PROFESSIONAL DEVELOPMENT
Action 4.5: PD: Engagement Strategies – intensive training on engaging instruction
Action 4.6: PD: Trauma-Informed Teaching – supportive classroom environments
Action 4.7: PD: Standards-Based Instruction – best practices in alternative settings
Action 4.8: PD: Integrated Language Support – embed language development in all subjects

- EFFECTIVENESS: Limited
- SUMMARY: Professional development actions were implemented, and Silverado used a Classroom Walkthrough process as a qualitative baseline for monitoring evidence-based instructional strategies. Walkthrough notes showed evidence of students reading,

speaking, analyzing, and summarizing, and identified next steps for stronger literacy strategies through department collaboration and PLC planning. However, 2025 academic results remained far below standard in both ELA and math. Suspension also increased after improvement in the prior year. These outcomes indicate that professional development has not yet resulted in consistent measurable improvement in academic achievement or school climate. Continued professional learning should be paired with tighter implementation monitoring, literacy-focused follow-up, and stronger standards-based instructional support.

MENTAL HEALTH
Action 4.9: Additional Mental Health Counseling – expanded counseling services

- EFFECTIVENESS: Limited
- SUMMARY: Additional mental health counseling was implemented during 2025-26 and provided individualized support for students. However, school climate outcomes did not improve. Suspension increased to 8.9% in 2025, above the 2023 baseline of 7.7% and above the improved 2024 level of 4.7%. Suspension also increased for targeted student groups. These results suggest that counseling support alone was not sufficient to sustain improved behavioral outcomes. Due to the available evidence, the district does not plan to continue this action in the same form in 2026-27, and Silverado will work to strengthen site-based systems for supervision, intervention, attendance monitoring, and behavior response.

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.

For 2026-27, we will continue Goal 4 for Silverado High School with a few targeted changes. Graduation outcomes improved significantly, with the 2025 Graduation Rate increasing to 84.9% and the One-Year Graduation Rate increasing to 85.6%. However, suspension increased to 8.9%, the College/Career Indicator declined to 3.5%, English Learner Progress declined to 26.6%, and ELA and math results continue to show need.

Based on this reflection, Silverado will continue the actions that support credit completion, course access, language support, professional learning, and college/career experiences. Silverado Summer School (4.1) will remain discontinued. The additional mental health counseling action (4.9) will be discontinued because the available evidence did not show that it improved the suspension outcome it was intended to address. The district is shifting instead to additional Assistant Principal support (4.11) to strengthen behavior systems, attendance monitoring, graduation tracking, English learner progress, and classroom implementation. Additionally, professional development actions 4.5, 4.6, 4.7, and 4.8 are revised to explicitly be a part of the school's professional learning community (PLC) system, rather than separate actions, as part of the effort to make professional development support for Silverado be more cohesive and consistent.

This change reflects both current data and feedback from Silverado educational partners about the importance of caring adult support, flexible options, and clear communication.

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	Silverado Summer School	This action was discontinued in 2024-25 due to budget changes. We will provide targeted summer school at Silverado High School to facilitate credit recovery and increase elective options to ensure timely graduation for students requiring in-person support. This dedicated program leverages the strong, established relationships between staff and students to enhance learning effectiveness and engagement. The available district summer school options include online learning and summer school located at a different school site. Offering this at Silverado addresses transportation challenges and avoids the impersonal nature of online recovery options, reinforcing a supportive educational environment directly within the community. Silverado Summer School will contribute to improving our student outcomes in metrics M4.2 Grad Rate and M4.3 One-Year Grad Rate.		No
4.2	Additional ML ELD Instructional Aide Support	We will have additional hours of multilingual ELD instructional aides (IAs) to support English learners at Silverado High School, ensuring they receive personalized attention and guidance in their language acquisition journey. The aides enhance classroom communication and understanding, providing necessary language support during lessons. Additional ML IAs will contribute to improving our student outcomes in metric M4.8 English Learner Progress. Cost is accounted for using school-site, Title-I funds, at an estimated $40,215.00.		No
4.3	Additional Sections: Math	We will increase the number of math sections at Silverado High School to address the high demand and specific needs identified through recent data analysis. This expansion allows for smaller class sizes and extended learning opportunities, providing more individualized attention and support to each student. Additional math sections aim to improve math proficiency and graduation rate.		No

Action #	Title	Description	Total Funds	Contributing
		Additional math sections will contribute to improving our student outcomes in metric M4.7 Math. Cost ($100,000) is included in Action 4.4 using Equity Multiplier Funds.		
4.4	Additional Sections: Electives	We will increase elective sections and expand elective course offerings at Silverado High School to help students meet graduation requirements and explore varied interests. The increase in elective sections provides more opportunities for students to engage in learning that aligns with their passions and future career goals. Addressing the credit shortfall in electives, this strategy ensures students have the necessary credits to graduate on time while enriching their educational experience. Additional electives sections will contribute to improving our student outcomes in metric M4.5 College/Career, M4.2 Grad Rate, and M4.3 One-Year Grad Rate.	$275,545.00	No
4.5	Intensive Professional Development: Engagement Strategies	We will have additional, intensive professional development at Silverado High School focused on rigorous academics and engaging instructional strategies. The professional development will further equip teachers with effective strategies to enhance teaching and learning. In order to see if professional development is increasing evidence-based engagement and academic strategies in the classroom, the school will collaboratively develop a classroom strategy monitoring tool that will be used to monitor implementation. The classroom monitoring tool will be developed in Fall 2024 and baseline data will be collected and the target for Year 3 will be established in Spring 2025. The monitoring tool will be implementation metric M4.9. Through the school's PLC system, staff will regularly review student data, align instruction and interventions, and monitor progress toward action 4.5 outcomes. This work is supported with General Fund resources as part of the school's ongoing collaboration structure.		No

Action #	Title	Description	Total Funds	Contributing
		Engagement strategies will contribute to improving our student outcomes in metrics M4.4 Suspension, M4.6 ELA, and M4.7 Math.		
4.6	Intensive Professional Development: Trauma-Informed Teaching	We will provide additional professional development on trauma-informed teaching, ensuring educators are well-equipped to support students who have experienced trauma and disruptions in their lives. This approach fosters a safe and understanding classroom environment, crucial for learning at an alternative high school where many of our students have experienced traumas that result in barriers to learning. Through the school's PLC system, staff will regularly review student data, align instruction and interventions, and monitor progress toward action 4.6 outcomes. This work is supported with General Fund resources as part of the school's ongoing collaboration structure. Trauma-informed teaching will contribute to improving our student outcomes in metrics M4.2 Grad Rate and M4.4 Suspension.		No
4.7	Intensive Professional Development: Standards-Based Instruction in an Alternative Setting	We will provide ongoing professional development (PD) on delivering standards-based instruction tailored to alternative classroom settings. The professional development will equip teachers with strategies to engage students effectively and meet diverse learning needs where classrooms may have students on many different learning pathways and with very different academic needs. The PD will include small group strategies, universal design for learning strategies, differentiated instruction, and blended learning. Through the school's PLC system, staff will regularly review student data, align instruction and interventions, and monitor progress toward action 4.7 outcomes. This work is supported with General Fund resources as part of the school's ongoing collaboration structure. The PD will contribute to improving our student outcomes in metrics M4.2 Grad Rat, M4.6 ELA and M4.7 Math.		No

Action #	Title	Description	Total Funds	Contributing
4.8	Intensive Professional Development: Integrated Language Support	We will provide professional development on integrated language support across curricular areas, tailored to alternative classroom settings. The professional development will equip teachers with language support strategies to engage students effectively and meet different language learning needs where classrooms may have students on many different learning pathways and with very different language needs. Through the school's PLC system, staff will regularly review student data, align instruction and interventions, and monitor progress toward action 4.8 outcomes. This work is supported with General Fund resources as part of the school's ongoing collaboration structure. Integrated language support will contribute to improvement in our student outcomes in metric M4.8 ELPI.		No
4.9	Additional Mental Health Counseling	This action was implemented in 2025-26 but discontinued for 2026-27 because available evidence did not show that it improved the intended suspension outcome. We will provide additional mental health counseling to provide more personalized support for Silverado students as they face additional barriers to social-emotional and behavioral well-being. Enhanced mental health counseling resources help students navigate their educational path and improve overall school climate, contributing to higher engagement and success rates. Additional counseling will contribute to improvement in our student outcomes in metric M4.4 Suspension.		No
4.10	College/Career Experiences	We will provide students with firsthand experiences in higher education and career fields by organizing visits to colleges and trade schools, and meeting with industry experts. These opportunities help students explore various career paths, understand educational requirements, and gain insights from professionals in the industry.	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		College/career experiences support informed decision-making for students' future educational and career choices and will contribute to improvement in our student outcomes in metric M4.5 College/Career.		
4.11	Additional Assistant Principal Support	We will provide additional Assistant Principal support at Silverado High School using Equity Multiplier funds. This added site-specific leadership capacity will strengthen behavior support systems, suspension reduction efforts, attendance monitoring, graduation and credit-completion tracking, English learner progress monitoring, and follow-up on evidence-based instructional strategies. The action is designed to address Silverado's continued needs in school climate, academic achievement, college/career readiness, and English learner progress while maintaining the graduation gains made during the current LCAP cycle. The added Assistant Principal support will contribute to improving student outcomes in metrics M4.2 Graduation Rate, M4.3 One-Year Graduation Rate, M4.4 Suspension Rate, M4.5 College/Career Indicator, M4.8 English Learner Progress, and M4.9 Classroom Strategy Monitoring Tool. This action will begin in the 2026-27 school year.	$171,376.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$23,859,510	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.102%	0.000%	$0.00	9.102%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Universal Program: Second Step Social-Emotional Learning Curriculum **Need:** English learners, foster youth, and low-income students need consistent social-emotional instruction and schoolwide language that supports emotional regulation, empathy, responsible decision-making, positive relationships, and safe participation in class.	HOW ACTIONS ADDRESS NEEDS Second Step provides structured TK-8 social-emotional learning lessons and common instructional routines that help students build self-management, social awareness, relationship skills, and responsible decision-making. The action increases and improves services for English learners, foster youth, and low-income students by ensuring that schools have a consistent curriculum that explicitly teaches social-	M1.9 Self-Management, Social Awareness, and Self-Efficacy

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 climate, behavior, and student self-perception data continue to show the need to strengthen social-emotional and behavioral supports so students are connected to school and ready to learn. **Scope:** LEA-wide	emotional skills, strengthens classroom climate, and supports early prevention before behavior or disengagement escalates. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners, foster youth, and low-income students are enrolled across TK-8 schools. Implementing Second Step LEA-wide allows the district to provide consistent social-emotional language, expectations, and instructional routines across classrooms and schools while supporting the student groups with the greatest need for safe, connected, and supportive learning environments.	
1.4	**Action:** Intervention System: School Climate Assessment and Progress Monitoring **Need:** District survey data (M1.4 and M1.9) show that English learners, foster youth, and low-income students report lower levels of sense of belonging, engagement, and self-efficacy compared to all students. These student groups also demonstrate higher rates of chronic absenteeism and behavioral referrals in related metrics (M1.3 and M1.13), indicating that social-emotional well-being and connection to school remain areas of need. Without a consistent and disaggregated assessment system, the district would not be able to identify where disparities in services exist or determine whether targeted supports are reducing those gaps.	HOW ACTIONS ADDRESS NEEDS The school climate survey provides disaggregated data that allow site teams to identify disparities in belonging, engagement, and social-emotional well-being for English learners, foster youth, and low-income students. Survey results are reviewed by MTSS teams and counselors to guide targeted supports such as restorative practices, counseling interventions, attendance outreach, and family engagement strategies. By regularly monitoring these indicators, the district can adjust and strengthen services where targeted student groups report lower outcomes. This ensures that increased counseling, behavior support, and engagement strategies are directed where they are most needed and that progress is monitored over time. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS	M1.4 SEL Belonging and Engagement M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy

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
	Scope: LEA-wide	The assessment system must be implemented consistently across all schools because English learners, foster youth, and low-income students are enrolled districtwide. A unified survey platform ensures consistent data collection, comparable results across sites, and coordinated district response. Providing this system LEA-wide ensures that targeted student groups at every school benefit from data-informed interventions and monitoring. RESEARCH/REFERENCES Educational research supports the use of structured climate assessment systems within Multi-Tiered Systems of Support (MTSS) to guide social-emotional and behavioral interventions and improve student engagement outcomes (Institute of Education Sciences, What Works Clearinghouse, 2020; CASEL framework for SEL implementation). Ongoing monitoring is essential to ensure that increased services for targeted student groups are responsive and effective.	
1.6	**Action:** Intervention System: Student Study Team **Need:** Our foster youth, English learners, and low-income students have much higher rates of suspension, an indication that our behavior expectations are not applied consistently to all students. Data shows that these students have lower self-perception than all students, an indication that our unduplicated students face higher barriers to sense of self-efficacy, management, and social awareness. Additional data shows that our foster youth,	HOW ACTIONS ADDRESS NEEDS We provide an SST at every school site, monitored and trained by the district, ensuring consistent identification of support and monitoring of interventions. A district support SST helps guide personalized intervention plans toward specific intervention support, such as a behavior plan using the Panorama Playbook as a resource. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS	M1.5 Suspension Rate, M1.9 SEL Self-management, Social Awareness, and Self-efficacy, and M1.13 ODR. We will measure implementation with M1.12 SST SEB.

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
	English learners, and low-income students are referred to SST at a much higher rate than all students for socio-emotional, behavioral concerns. **Scope:** LEA-wide	District Experience: While provided LEA-wide, the SST disproportionately serves our low-income students and English learners, who are referred at higher rates and benefit most from targeted interventions. Educational Theory: SST aligns with MTSS and SEL frameworks, emphasizing personalized support and collaboration to address diverse student needs. (CA Department of Education, CASEL) Supporting Research: Research from the What Works Clearinghouse (WWC) shows the importance of the SST and the importance of monitoring of interventions (What Works Clearinghouse, 2024). REFERENCES What Works Clearinghouse IES (2020). Multi-Tiered Systems of Support: The Importance of Promoting Student Well-being. Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2020). Meeting Students' Social, Emotional, and Mental Health Needs. Institute of Education Sciences, U.S. Department of Education.	
1.7	**Action:** Intervention System: Elementary Counseling Program **Need:**	HOW ACTIONS ADDRESS NEEDS Elementary school counselors provide proactive and responsive social-emotional and behavioral support within the district's MTSS framework. District data show that English learners, foster youth, and low-income students report lower self-	Effectiveness will be monitored through: M1.9 SEL Self-Management, Social

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 data show that English learners, foster youth, and low-income students report lower levels of self-management and social awareness (M1.9) and, in some cases, a lower sense of belonging (M1.4) compared to all students. These students also experience higher rates of behavioral referrals in early grades, indicating a need for proactive social-emotional and behavioral support. **Scope:** LEA-wide	management and social awareness (M1.9) and, in some cases, lower sense of belonging (M1.4), indicating greater barriers to social-emotional well-being. LCFF Supplemental funds increase counseling access for targeted student groups by allowing more frequent small-group instruction, individualized support, and coordinated intervention planning with teachers and families. These increased services are directed toward students who demonstrate early indicators of disengagement or behavioral concerns, helping address needs before they escalate into more significant attendance or discipline challenges. LREBG funds support the broader counseling framework and systemwide MTSS implementation, ensuring consistent delivery of classroom lessons and schoolwide prevention practices that strengthen social-emotional development across all elementary sites. Together, these supports reduce barriers to engagement and promote improved outcomes in SEL and school climate metrics. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: English learners, foster youth, and low-income students are enrolled across all elementary schools. Providing counseling services at every site ensures consistent access and timely intervention for targeted student groups without isolating services to specific schools. A districtwide structure allows for coordinated implementation,	Awareness, and Self-Efficacy M1.4 SEL Sense of Belonging and Engagement M1.5 Suspension Rate (elementary disaggregation)

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
		consistent data monitoring, and equitable allocation of counseling resources. While counseling services are available to all students, the increased services funded through LCFF Supplemental are principally directed toward targeted student groups who demonstrate greater need, as identified in district SEL and behavioral data. RESEARCH / REFERENCES Research indicates that comprehensive school counseling programs aligned with MTSS frameworks strengthen students' social-emotional development and improve school climate outcomes when consistently implemented across sites. Best practices suggest that early intervention and structured skill-building in elementary grades can reduce later behavioral and engagement challenges.	
1.9	**Action:** Intervention System: Secondary Counseling Program **Need:** Our secondary foster youth, English learners, and low-income students graduate at a lower rate and rate themselves lower for self-perception than all students, an indication that they face higher barriers to both graduation and sense of self. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS Our secondary guidance counselors provide college/career guidance and targeted social and emotional skills development, with a particular focus on foster youth, English learners, and low-income students, given their disproportionate referrals to guidance counselors for SEB (M1.13 ODR, M1.14 Counseling Services). Guidance counselors are provided district-wide at the secondary level to ensure that guidance practices are consistently applied across the district, benefiting our unduplicated students. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS	M1.1 Graduation Rate, M1.5 ODR, and M1.9 SEL Self-management, Social Awareness, and Self-efficacy. We will measure implementation with M1.14 Counseling Services.

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 Experience: While provided LEA-wide, the counseling program disproportionately serves our foster youth, low-income students, and English learners (M1.14 Counseling Services), who are referred at higher rates (M1.13 ODR) and for whom college/career guidance is most impactful (M1.1 Graduation Rate). Educational Theory: Comprehensive school counseling programs align with theories of student support that emphasize counselors' roles in promoting academic achievement and social-emotional development, particularly for at-risk student groups (American School Counselor Association, 2019; WWC, 2020). Supporting Research: Research from the American School Counselor Association (ASCA) and other studies indicates that comprehensive school counseling programs are associated with higher graduation rates and better academic performance. The ASCA highlights the effectiveness of school counselors in supporting student outcomes (ASCA, 2019). Additionally, John Hattie's research in "Visible Learning" underscores the positive impact of targeted interventions and support on student achievement (Hattie, 2008). REFERENCES American School Counselor Association (2019). The Role of the School Counselor. Hattie, J. (2008). Visible learning. Routledge.	

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
		What Works Clearinghouse IES (2020). Meeting Students' Social, Emotional, and Mental Health Needs. Institute of Education Sciences, U.S. Department of Education.	
1.10	**Action:** Intervention System: Mental Wellness Counseling Program **Need:** Our SEL data shows that our foster youth, English learners, and low-income students have a much lower self-perception (M1.9 SEL Self-perception). Our referral data shows that they have a higher rate of traumas and disruptions to well-being. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We provide mental wellness counseling to target the social-emotional needs of students experiencing mental health concerns, which disproportionately include our foster youth, English learners, and low-income students. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: While provided LEA-wide, the mental wellness counseling program disproportionately serves foster youth, English learners, and low-income students, who are referred at higher rates and benefit significantly from targeted mental health interventions. Supporting Research: Research from the Institute of Education Sciences (IES) and other sources supports the effectiveness of mental health interventions in schools. According to the What Works Clearinghouse, targeted mental health support can significantly improve student well-being and academic performance (IES, 2020). Furthermore, the WWC provides evidence on the importance of addressing social, emotional, and mental health needs in educational settings (IES, 2020). REFERENCES	M1.9 SEL Self-Management, Social Awareness, and Self-Efficacy, M1.3 Chronic Absenteeism, M1.5 Suspension Rate

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
		What Works Clearinghouse IES (2020). Meeting Students' Social, Emotional, and Mental Health Needs. Institute of Education Sciences, U.S. Department of Education.	
1.12	**Action:** Intervention System: Alternative to Suspension (ATS) **Need:** Our suspension data shows that our foster youth, English learners, and low-income students have a higher suspension rate than all students (M1.5) and at the same time have lower academic achievement (M2.1 and M2.5). This indicates that our students are better served by staying in an academic setting rather than being suspended from school. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS An alternative to suspension program allows us to address behavior concerns while keeping students engaged in learning. This program is provided district-wide to maximize our resources, and principally serves our foster youth, English learners, and low-income students who are disproportionately suspended(M1.5). BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience has shown that providing the ATS program LEA-wide effectively reduces suspension rates, particularly for foster youth, English learners, and low-income students. These students benefit from continued access to education and supportive interventions that help address underlying behavioral issues and improve academic outcomes. Educational Theory: The ATS program aligns with restorative justice practices and positive behavioral interventions and supports (PBIS), which emphasize constructive responses to behavior and maintaining students' engagement in school. The California Department of Education supports the use of such programs to improve student outcomes and reduce disciplinary disparities.	M1.5 Suspensions

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
		Supporting Research: Research from the What Works Clearinghouse (WWC) and other educational resources supports the effectiveness of alternative to suspension programs. These programs have been shown to reduce suspension rates and improve academic outcomes, particularly for at-risk student groups (IES, 2020). John Hattie's research highlights the importance of keeping students engaged in learning and the negative impacts of suspensions on student achievement (Hattie, 2008). REFERENCES What Works Clearinghouse IES (2019). Effective Strategies for Reducing Suspension and Expulsion. Hattie, J. (2008). Visible learning. Routledge.	
1.15	**Action:** Intervention System: Secondary Intervention **Need:** English learners, foster youth, and low-income students need timely secondary academic intervention because these students face greater barriers to credit completion and on-time graduation. Targeted intervention sections help students address course-specific gaps before they become larger credit or graduation barriers. **Scope:**	HOW ACTIONS ADDRESS NEEDS Secondary intervention sections provide additional instructional time and targeted support in courses or skill areas where students need help. LCFF Supplemental funds increase intervention capacity so English learners, foster youth, and low-income students can receive more timely academic support, credit-recovery support, and progress monitoring. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners, foster youth, and low-income students are enrolled across secondary schools. Providing intervention sections LEA-wide allows	M1.1 Graduation Rate M1.16 Completed Credits

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	the district to match support to need across sites while directing increased services toward students who are not yet on track for credit completion or graduation.	
1.16	**Action:** Intervention System: Credit Recovery **Need:** Our data shows that foster youth, English learners, and low-income students graduate at a lower rate than all students. Analysis of transcripts shows that these students are missing more credits needed for graduation than their peers (M1.16). **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS A credit recovery program will help our students make up credits to graduate on time. It is provided district-wide to maximize our resources and is principally directed toward our foster youth, English learners, and low-income students, given their disproportionate rates of missing credits (M1.16). BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: While provided LEA-wide, the credit recovery program disproportionately serves our foster youth, English learners, and low-income students, who are more likely to need credit recovery to graduate on time. Our experience shows that offering credit recovery across the district ensures consistent access and support for these students. Educational Theory: Credit recovery programs align with educational theories that emphasize the importance of providing flexible learning opportunities and targeted support to help target students succeed. The California Department of Education supports credit recovery as an effective strategy for improving graduation rates, particularly for students who are behind in credits.	M1.1 Grad Rate and M1.16 Completed Credits

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
		Supporting Research: Research from the What Works Clearinghouse (WWC) supports the effectiveness of credit recovery programs in helping students to recover credits. John Hattie's research highlights the positive impact of interventions that provide targeted academic support (Hattie, 2008). REFERENCES What Works Clearinghouse IES (2018). Credit Recovery in High School: Effectiveness and Implementation, U.S. Department of Education. Hattie, J. (2008). Visible learning. Routledge. California Education Code Section 33318.1.	
1.17	**Action:** Intervention System: Secondary Summer School **Need:** Our data shows that our foster youth, English learners, and low-income students graduate at a lower rate than all students (M1.1). Additional data shows that they are missing credits needed for graduation (M1.16). **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS A summer school program will give our students additional time to make up credits in order to graduate in a timely manner. It is provided district-wide to maximize our impact and is principally directed toward our foster youth, English learners, and low-income students due to their disproportionate rate of credit deficiencies. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: While the summer school program is provided LEA-wide, it disproportionately serves our foster youth, English learners, and low-income students, who are more likely to need additional time to recover credits and meet graduation requirements. Our experience	M1.1 Grad Rate and M1.16 Completed Credits

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
		shows that offering summer school across the district ensures consistent access and support for these students. Educational Theory: Summer school programs align with educational theories that emphasize the importance of extended learning opportunities and targeted academic support to help at-risk students succeed. Supporting Research: Research from the U.S. Department of Education indicates that summer school programs help students stay on track for graduation. Studies indicate that targeted credit recovery during summer school can significantly improve graduation rates and academic performance, particularly for diverse student groups (IES, 2009). REFERENCE What Works Clearinghouse IES (2009). Structuring Out-of-School Time to Improve Academic Achievement. Institute of Education Sciences, U.S. Department of Education.	
1.22	**Action:** Robust Professional Development: Leadership Academy **Need:** Our SEL data shows that our foster youth, English learners, and low-income students have engagement and sense of belonging while our parent data shows that our multilingual families and our Title-I families	HOW ACTIONS ADDRESS NEEDS A culturally proficient, inclusive, and welcoming school climate helps our schools connect with our foster youth, English learners, and low-income students and families. We provide professional development to our school leadership teams so they can lead system-wide changes to their school culture and climate, becoming more inclusive and welcoming. It is critical that teachers lead the work at their schools to make the school cultural	M1.4 Engagement and Sense of Belonging, M1.7 Parent Engagement and M1.8 Parent Survey

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
	experience higher barriers to engaging with their children's school. **Scope:** LEA-wide	changes needed to support our foster youth, English learners, and low-income students and families. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience indicates that providing LEA-wide professional development ensures consistent messaging and implementation when undergoing a shift in practices. Culturally proficient practices remove barriers to learning and improve student and parent engagement across the district (WWC, 2018). Additionally, offering professional development LEA-wide allows for economies of scale, ensuring that all schools benefit from high-quality training without duplicating efforts. Educational Theory: Empowering teachers as leaders is crucial for influencing school culture change (WWC, 2020). Teachers, as trusted figures, can effectively drive the adoption of inclusive practices and create systemic change to meet the diverse needs of our students. Culturally proficient practices align with educational theories that emphasize the importance of an inclusive school climate in promoting equity and student success (WWC, 2018). Supporting Research: Research from the What Works Clearinghouse (WWC) and other educational resources supports the effectiveness of culturally proficient practices. These practices improve engagement, sense of belonging, and academic outcomes, particularly for student	

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
		groups that benefit from targeted support (WWC, 2018). REFERENCES What Works Clearinghouse IES (2020). What does the research say about developing teacher leaders and their effectiveness? Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2018). What is the relationship between culturally inclusive practices and student outcomes? Institute of Education Sciences, U.S. Department of Education.	
1.25	**Action:** Targeted Program: Student Services Department **Need:** Data shows that our foster youth, English learners, and low-income students rate engagement and sense of belonging consistently lower than all students. They also have a higher suspension rate. Together, the data indicates a need for systemic change to our school climate that impacts how teachers respond to diverse student behaviors. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We provide a coordinated Student Services department to effect systemic change in our district and school practices, making them culturally proficient, inclusive, and welcoming through the MTSS framework (WWC, 2024). This department ensures that interventions and support systems are effectively integrated and implemented across the district. While they serve all students, their focus is on social-emotional, behavioral interventions and on proactive approaches to behavior support to reduce the need for future interventions. Their focus on interventions predominantly serves foster youth, English learners, and low-income students, as data show they are disproportionately affected by suspensions (M1.5) and office referrals (M1.13) and experience greater barriers to a sense of engagement and belonging (M1.4).	M1.4 Engagement and Sense of Belonging, M1.5 Suspension Rate, and M1.13 ODR.

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
		BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience has shown that a coordinated Student Services department ensures consistency and effectiveness in implementing SEB systems across the district. This approach helps address the needs of foster youth, English learners, and low-income students more effectively while effecting systemic change. Educational Theory: Coordinated support systems align with educational theories that emphasize the importance of concerted efforts at all levels for change initiatives to be sustainable (WWC, 2020). Supporting Research: Research from the What Works Clearinghouse (WWC) and other educational resources supports the effectiveness of coordinated student services departments. These departments are shown to improve engagement, reduce suspension rates, and enhance overall student well-being, particularly for student groups that benefit from targeted support (WWC, 2024). Additionally, culturally inclusive practices have been shown to positively impact student outcomes by fostering a sense of belonging and engagement (WWC, 2018). REFERENCES What Works Clearinghouse IES (2018). What is the relationship between culturally inclusive practices and student outcomes? Institute of	

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
		Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2024). Multi-Tiered System of Support and the Importance of Promoting Student Well-being, U.S. Department of Education.	
1.26	**Action:** Targeted Program: Secondary Orientation **Need:** Our data shows that our foster youth, English learner, and low-income students have a lower engagement and sense of belonging with the school community (M1.4), an indication that we are not connecting as well with our foster youth, English learners, and low-income students. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We provide sixth and ninth-grade orientation activities to facilitate the transition into a new school in a welcoming environment with consistent messaging and communication. This action is provided to all students so that our foster youth, English learners, and low-income students do not feel singled out, which would be counter to our efforts to create a sense of belonging. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience has shown that providing orientation programs LEA-wide effectively supports all students in their transition to new school environments. These programs help build a sense of belonging and engagement from the start, which is crucial for academic and social success, and is particularly important for foster youth, English learners, and low-income students to feel welcomed and included (M1.4). Our educational partner's feedback included praises for	M1.4 Sense of Belonging and Engagement; M1.12 Student Study Team Referrals for Social-Emotional and Behavioral Concerns; M1.13 Office Discipline Referrals

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
		the student orientation program. One student in a designated ELD class attributed the 9th-grade orientation as being instrumental to their choosing courses aligned with their interests. Educational Theory: By providing all students with a consistent introduction to their new school, we help ensure that every student feels welcomed and prepared (CDE, 2023) REFERENCES CDE (2023). Positive School Climate.	
1.29	**Action:** Family Engagement: Communication & Engagement Tools **Need:** While our parent engagement local indicator (M1.7) and parent survey (M1.8) show great improvement in our parent outreach, our LCAP community partner focus group feedback from DELAC shows that our multilingual families face higher barriers to engagement with the schools as they continued to call for more transparent communication and information about district programs. Our focus feedback from administrators indicate that our principals at Title-1 schools are concerned about the low participation rate of low-income families in school activities, an indication that our low-income families face higher barriers to engagement with the schools. **Scope:**	HOW ACTIONS ADDRESS NEEDS Varying our communication and engagement tools can help as a district connect with more families than we would otherwise, including families who communicate in a language other than English and families who have limited access to the internet. This action is provided district-wide to ensure we include all families when communicating important information. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience indicates that using diverse communication tools LEA-wide ensures that all families receive important information in an accessible format. This approach helps overcome barriers faced by multilingual and low-income families, promoting equitable access to school communications.	M1.7 Parent Engagement; M1.8 Parent Survey; M1.3 Chronic Absenteeism

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	LEA-wide	Educational Theory: Effective communication is essential for building strong family-school partnerships, which are critical for student success (CDE, 2017). The California Department of Education emphasizes the importance of clear and inclusive communication strategies to enhance family engagement. Utilizing visual tools such as infographics, posters, and videos can make information more accessible and engaging, particularly for families who might face language or technology barriers. Supporting Research: Visual tools support communication to improve comprehension and engagement among diverse audiences. Both the CDE and What Works Clearinghouse highlights the importance of inclusive communication practices in fostering family engagement and supporting student outcomes. REFERENCES What Works Clearinghouse IES (2022). 6 Strategies for Effective School Family Engagement. Institute of Education Sciences, U.S. Department of Education. CDE (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens.	
1.32	**Action:** Family Engagement: School Community Outreach Liaisons (SCOLs) **Need:** District data and educational partner feedback indicate that families of English learners and	HOW ACTIONS ADDRESS NEEDS SCOLs provide direct, relationship-based outreach to families of English learners, low-income students, and foster youth. They offer interpretation and translation support, individualized guidance, and assistance navigating	M1.7 Parent Engagement; M1.8 SVUSD Parent Survey; M1.3 Chronic Absenteeism

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
	low-income students report higher barriers to communication and participation in school activities. Foster youth often experience placement transitions and disruptions that require additional coordination and outreach to maintain consistent family-school engagement. **Scope:** LEA-wide	school systems. By reducing communication and access barriers, SCOLs help families remain engaged in their child's education and connected to available supports. SCOLs also assist families in identifying and addressing barriers that may affect student attendance. Therefore, the district will review M1.3 Chronic Absenteeism as a related student-outcome measure alongside the direct family-engagement measures. M1.3 provides disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth, allowing the district to examine outcomes for the student groups principally served by this action. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners, low-income students, and foster youth are enrolled across all schools. Providing SCOL services LEA-wide ensures consistent access to outreach and support regardless of school placement. While services are available to all families, SCOL efforts are principally directed at targeted student groups that face greater barriers to engagement. RESEARCH / REFERENCES Research indicates that structured family outreach and relationship-based engagement strategies improve participation and strengthen family-school partnerships, particularly for multilingual and economically disadvantaged communities. Best	

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
		practices suggest that reducing communication barriers increases access to school resources and supports improved student outcomes.	
1.35	**Action:** Targeted Program: Supplemental Cultural Proficiency Professional Development **Need:** Our foster youth, English learners, and low-income students feel less engagement and sense of belonging than all students, an indication of a need for whole-system climate change. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS A welcoming and inclusive district-wide culture requires everyone's participation to make systemic change. Providing cultural proficiency professional development (PD) to staff beyond teachers and principals ensures that every part of the educational system removes barriers to students' sense of belonging, which is critical for our foster youth, English learners, and low-income students. The goal is to ensure that as soon as our foster youth, English learners, and low-income students step onto a school campus, they are greeted and treated in ways that help them feel engaged and a sense of belonging. M1.4 remains the direct measure of student belonging and engagement. Because Panorama does not currently provide low-income or foster youth results, the district will also review M1.5 Suspension Rate and M1.13 Office Discipline Referrals. Together, these measures allow the district to examine whether culturally proficient practices are accompanied by improved school-climate and discipline outcomes for English learners, socioeconomically disadvantaged students, and foster youth. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience has shown that LEA-wide professional development fosters a	M1.4 Sense of Belonging and Engagement; M1.5 Suspension Rate; M1.13 Office Discipline Referrals

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
		unified approach to effective systemic change (WWC, 2020). This comprehensive strategy helps ensure that all staff members, not just teachers and principals, are equipped to support the diverse needs of our student population. Educational Theory: Culturally proficient practices align with educational theories emphasizing the importance of an inclusive school climate for promoting student engagement and success (WWC, 2018, 2023). By involving all staff members in professional development, we promote a systemic approach to inclusivity (WWC, 2020). REFERENCES What Works Clearinghouse IES (2023). Guiding Principles: A Resource Guide for Improving School Climate and Discipline. Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2018). What is the relationship between culturally inclusive practices and student outcomes? Institute of Education Sciences, U.S. Department of Education.	
2.2	**Action:** Intervention System: Elementary Reading Intervention Program	HOW ACTIONS ADDRESS NEEDS Elementary reading intervention provides targeted support from trained intervention staff using student data to match support to reading needs.	M2.1 ELA M2.2 i-Ready ELA

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: English learners, foster youth, and low-income students need targeted early literacy support because academic data show continued need in English language arts and foundational reading outcomes. Students benefit when reading needs are identified early and intervention is provided before gaps become more difficult to address. **Scope:** LEA-wide	The LCFF Supplemental portion increases intervention capacity for English learners, foster youth, and low-income students, so students receive more direct support in foundational literacy, comprehension, and reading progress. SUPPORTING RESEARCH AND DISTRICT EXPERIENCE Research on response to intervention supports providing timely, targeted instruction based on student need; the district's action description cites an effect size of 1.29 for targeted interventions (Hattie, 2018). SVUSD's experience indicates that an LEA-wide intervention structure allows trained interventionists to use student data and consistent, evidence-based practices while directing additional reading support to English learners, foster youth, and low-income students whose data show the greatest need. Providing the intervention only at selected sites would not ensure consistent access for students with demonstrated reading needs across the district's elementary schools. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners, foster youth, and low-income students are enrolled across elementary schools. Providing the intervention program LEA-wide allows the district to maintain consistent reading support while directing increased services to students whose data show the greatest need.	
2.3	**Action:** Intervention System: Additional Resources for Reading Intervention Program	HOW ACTIONS ADDRESS NEEDS	M2.1 ELA and 2.2 i-Ready ELA

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: For Spring 2025, our English learners have a lower percentage of students (19%) reading at grade level as compared with all students (64%) (M2.2). While our i-Ready data does not show results for foster youth and low-income students, corroborating evidence from M2.1, 2023 CA Dashboard ELA indicator, imply that our English learners (52.6 points below standards), foster youth (59.1 points below), and low-income students (23.6 points below) all face higher barriers to literacy success when compared with all students (18.7 points above standard). Having a lower percentage of English learners, foster youth, and low-income students reading at grade level, suggests a need for targeted, language-rich literacy interventions that meets the diverse learning needs of these student groups. **Scope:** LEA-wide	Our reading intervention program focuses on systematic phonological awareness and phonics for students who are not yet reading at grade level, many of whom are English learners. While our i-Ready data does not include low-income students and foster youth, other corroborating data suggests that foster youth, English learners, and low-income students face greater barriers to learning to read. Supplementing our reading intervention program with multi-sensory manipulatives and additional phonics resources supports different pathways to learning for our diverse students. Research indicates that multisensory phonics instruction can enhance literacy skills among multilingual learners. By engaging multiple senses, students improved their reading accuracy and fluency. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience shows that a district-wide implementation of supplemental resources in reading interventions disproportionately benefits foster youth, English learners, and low-income students. These students have a lower percentage of reading at grade level, and providing multi-sensory manipulatives across the district ensures that they receive consistent, high-quality support beyond what's already provided in the classroom to improve their reading skills. Educational Theory: Multi-sensory learning strategies align with educational theories that emphasize the	

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		importance of engaging multiple modalities to enhance learning. These strategies are particularly effective for students with diverse learning needs, including those from underserved backgrounds and especially multilingual learners (Langille and Green, 2021). Supporting Research: John Hattie's research also highlights the significant impact of targeted interventions on student achievement (Hattie, 2008). REFERENCES Langille and Green (2021). The Impact of Multi-Sensory Phonics Programs in Teaching English as an Additional Language. University of Calgary. Hattie, J. (2008). Visible learning. Routledge.	
2.8	**Action:** Intervention System: Comprehensive Assessment System TK-12 **Need:** Our foster youth, English learners, and low-income students have disproportionately lower academic proficiency across multiple metrics, suggesting that we need to pinpoint their learning needs and target supports strategically. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS A comprehensive assessment system ensures that our interventions are data-based and targeted to meet students' needs. This comprehensive approach is crucial for identifying and addressing the specific needs of foster youth, English learners, and low-income students, who often face multiple barriers to learning. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our district's experience has demonstrated that a comprehensive assessment system, when implemented district-wide, ensures that our data is	M2.1 ELA and M2.5 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
		valid and accurate and can help us strategically support our students. This system disproportionately benefits foster youth, English learners, and low-income students by identifying their specific needs and providing targeted interventions. Consistent data collection and analysis across the district allows for a unified approach to monitoring student progress and adjusting interventions as needed. Educational Theory: Educational theories emphasize the importance of using data-driven approaches to inform instruction and interventions. A comprehensive assessment system aligns with best practices recommended by the California Department of Education's MTSS framework, which advocates the use of multiple measures to fully understand student needs. Alternative Option: Without a district-wide comprehensive assessment system, we run the risk of each school and each classroom using a wide variety of different assessments to determine student needs. Such a system often makes it difficult to accurately assess the learning progress of all students, and oftentimes provides little information about the progress of foster youth, English learners, and low-income students. REFERENCES California Department of Education (2023). Multi-Tiered System of Support (MTSS).	
2.20	**Action:**	HOW ACTIONS ADDRESS NEEDS	M2.2 i-Ready Reading; M2.6 Imagine Learning

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
	Robust Professional Development: Elementary MTSS TOSA for Academics **Need:** Our foster youth, English learners, and low-income students have a lower rate of academic achievement than their peers across multiple metrics. The disparity indicates that they face systemic barriers to learning. **Scope:** LEA-wide	Research shows that strong professional learning communities (PLCs) improve student outcomes, especially for English learners, foster youth, and low-income students. By providing a dedicated MTSS TOSA to support PLCs, the district ensures teachers have dedicated time to analyze student data, plan targeted instruction, and implement interventions to address academic gaps. Studies indicate that PLCs help teachers develop strategies for language development, trauma-informed practices, and differentiated instruction, all of which are essential for supporting unduplicated students. This structured collaboration leads to more effective teaching, stronger student engagement, and improved academic success for unduplicated students. M2.2, M2.6, and M2.7 remain the direct elementary diagnostic measures used by teachers and PLCs. Because those measures do not report all unduplicated pupil groups, the district will also review M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals. These existing measures provide disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth and show whether academic outcomes and the need for additional intervention are improving. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: By consistently facilitating Professional Learning Community (PLC) meetings, we have ensured that	Mathematics K-2; M2.7 CAASPP IAB Mathematics 3-6; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics; M2.21 Academic Student Study Team Referrals

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
		effective instructional strategies are implemented consistently across the district, effecting systemic change. This consistency is crucial for supporting foster youth, English learners, and low-income students to ensure they receive first, best instruction. Educational Theory: The MTSS framework emphasizes the importance of proactive, preventive measures to address students' academic needs. By providing professional development through PLCs on classroom instructional and intervention strategies for ELA and Math, we equip teachers with the tools to deliver high-quality, differentiated instruction that meets the diverse needs of all students. This approach aligns with the principles of MTSS and is supported by What Works Clearinghouse, which advocates for ongoing professional development as a successful strategy for improving educational outcomes. REFERENCES DuFour, DuFour, et all (2024). Learning by Doing California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education.	
2.21	**Action:** Robust Professional Development: Secondary MTSS TOSA for Academics **Need:**	HOW ACTIONS ADDRESS NEEDS Research shows that implementing a guaranteed and viable curriculum supports strong professional learning communities (PLCs), which improve	M2.3 SBAC ELA, M2.9 SBAC 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
	Our foster youth, English learners, and low-income students have lower rate of academic achievement than all students, an indication that they face increased barriers to learning. **Scope:** LEA-wide	student outcomes, especially for English learners, foster youth, and low-income students. By providing a dedicated MTSS TOSA to facilitate and support implementation of standards-aligned curriculum and assessments,PLCs, the district ensures that teachers have the necessary resources to collaborate in professional learning communities to provide dedicated time to analyze student data, plan targeted instruction, and implement interventions that address academic gaps. Studies indicate that PLCs help teachers develop strategies for language development, trauma-informed practices, and differentiated instruction, all of which are essential for supporting unduplicated students. This guaranteed curriculum and structured collaboration lead to more effective teaching, stronger student engagement, and improved academic success for unduplicated students. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: By consistently facilitating Professional Learning Community (PLC) meetings, we have ensured that effective instructional strategies are implemented consistently across the district, effecting systemic change. This consistency is crucial for supporting foster youth, English learners, and low-income students to ensure they receive first, best instruction. Educational Theory: The MTSS framework emphasizes the importance of proactive, preventive measures to address	

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
		students' academic needs. By providing a guaranteed and viable curriculum, we equip teachers with the resources to deliver a standards and framework-aligned educational experience for our students. Additionally, by providing professional development through PLCs on classroom instructional and intervention strategies for ELA and Math, we equip teachers with the tools to deliver high-quality, differentiated instruction that meets the diverse needs of all students. This approach aligns with the principles of MTSS and is supported by What Works Clearinghouse, which advocates for ongoing professional development as a successful strategy for improving educational outcomes. REFERENCES DuFour, DuFour, et all (2024). Learning by Doing California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education.	
2.32	**Action:** Targeted Program: Dual Language Immersion Program TK-12 **Need:** English learners, foster youth, and low-income students need access to language-development programs that support academic language and biliteracy as evidenced by ELPI and reclassification data, as well as biliteracy	HOW ACTIONS ADDRESS NEEDS The action supports the TK-12 Dual Language Immersion program through supplemental resources and program support aligned to language development and biliteracy. The LCFF Supplemental portion increases and improves services by helping English learners, foster youth, and low-income students access and benefit from rigorous language-development opportunities.	M2.10 English Learner Progress Indicator M2.11 Reclassification Rate M2.18 Biliteracy

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
	data that shows disproportionately fewer low-income and foster youth achieving biliteracy. Additional support helps reduce barriers to participation and success in Dual Language Immersion programming. **Scope:** LEA-wide	DISTRICT EXPERIENCE SVUSD's experience implementing a TK–12 Dual Language Immersion pathway indicates that consistent articulation across participating schools and grade spans is necessary to sustain language development and biliteracy. A coherent districtwide program structure allows the district to align supplemental resources and program support throughout the pathway while directing increased services to English learners, foster youth, and low-income students who need additional access and support. A school-by-school approach without districtwide articulation would not provide the same continuity across the TK–12 pathway. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners, foster youth, and low-income students participate in schools and grade levels connected to the DLI pathway. Providing support through a districtwide program structure allows SVUSD to maintain coherent TK-12 implementation while directing increased services to students who need additional language-development access and support.	
2.36	**Action:** Targeted Program: Elementary MTSS Academics Department **Need:** Our foster youth, English learners, and low-income students have lower rate of academic achievement across multiple measures, an indication that they face systemic barriers to learning.	HOW ACTIONS ADDRESS NEEDS An infrastructure supporting MTSS Academics is essential for driving systemic change (WWC, 2020), ensuring that instructional practices are effective and equitable across the district. This department provides ongoing, culturally proficient professional development, implements evidence-based instructional programs, and delivers targeted interventions, which collectively enhance	M2.2 i-Ready Reading; M2.6 Imagine Learning Mathematics K-2; M2.7 CAASPP IAB Mathematics 3-6; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics; M2.21 Academic Student Study Team Referrals

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
	Scope: LEA-wide	the quality of education for all students while specifically addressing the unique needs of our foster youth, English learners, and low-income students. M2.2, M2.6, and M2.7 remain the direct elementary diagnostic measures used within MTSS Academics. Because those measures do not report all unduplicated pupil groups, the district will also review M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals. These measures provide disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth and allow the district to evaluate both academic performance and need for additional intervention. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our experience shows that maintaining a robust infrastructure to support MTSS Academics leads to improved instructional practices and student outcomes across the district. The comprehensive approach ensures that initial instruction is effective, reducing the need for future interventions. When interventions are necessary, they are tailored to support students who require additional resources to succeed, particularly foster youth, English learners, and low-income students. Educational Theory: The MTSS framework emphasizes the importance of a tiered support system that addresses the	

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
		academic, social-emotional, and behavioral needs of all students. The California Department of Education's MTSS framework advocates for data-driven and culturally proficient professional development and instructional programs. These strategies ensure that first instruction is robust and effective, which is crucial for preventing the need for extensive interventions later on. REFERENCES California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education.	
2.37	**Action:** Targeted Program: Secondary MTSS Academics Department **Need:** Our foster youth, English learners, and low-income students have lower rate of academic achievement across multiple measures, an indication that they face systemic barriers to learning. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS An infrastructure supporting MTSS Academics is essential for driving systemic change (WWC, 2020), ensuring that instructional practices are effective and equitable across the district. This department provides ongoing, culturally proficient professional development, implements evidence-based instructional programs, and delivers targeted interventions, which collectively enhance the quality of education for all students while specifically addressing the unique needs of our foster youth, English learners, and low-income students. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS	M2.3 SBAC ELA and M2.9 SBAC 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
		District Experience: Our experience shows that maintaining a robust infrastructure to support MTSS Academics leads to improved instructional practices and student outcomes across the district. The comprehensive approach ensures that initial instruction is effective, reducing the need for future interventions. When interventions are necessary, they are tailored to support students who require additional resources to succeed, particularly foster youth, English learners, and low-income students. Educational Theory: The MTSS framework emphasizes the importance of a tiered support system that addresses the academic, social-emotional, and behavioral needs of all students. The California Department of Education's MTSS framework advocates for data-driven and culturally proficient professional development and instructional programs. These strategies ensure that first instruction is robust and effective, which is crucial for preventing the need for extensive interventions later on. REFERENCES California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education.	
2.38	**Action:** Target Program: Personalized Instruction Through Instruction Design and Technology	HOW ACTIONS ADDRESS NEEDS	M2.1 ELA and M2.5 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: Our foster youth, English learners, and low-income students have lower rate of academic achievement across multiple measures, an indication that they face systemic barriers to learning. **Scope:** LEA-wide	The infrastructure supporting instructional design and technology is essential for driving systemic change (WWC, 2020), ensuring that instructional practices are standards-based and personalized for our diverse learners. By empowering teachers to use timely student assessment data to make instructional decisions, integrate technology into their lessons, and employ inclusive practices, we enhance the quality of education for all students. This approach is especially critical for our foster youth, English learners, and low-income students. These students benefit from personalized instruction that addresses their unique learning needs, timely interventions informed by assessment data, and the use of technology to provide engaging and accessible educational experiences, thereby removing barriers to learning and improving their academic outcomes (Sharma, 2023). BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our district's experience shows that a focused infrastructure for instructional design and technology enhances the effectiveness of teaching practices and student outcomes. By empowering teachers to use assessment data and integrate technology into their instruction, we ensure that all students receive high-quality, personalized education. This approach is particularly important for foster youth, English learners, and low-income students, for whom standard instructional methods are a barrier to learning.	

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
		Educational Theory: The MTSS framework emphasizes the importance of data-driven instructional practices that supports the diverse needs of all students. Integrating technology, through UDL, has been shown to be effective as an inclusive practice, for English learners and foster you (Sharma, 2023). REFERENCES California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education. Sharma et al (2023). Designing Inclusive Learning Environments: Universal Design for Learning in Practice.	
2.40	**Action:** Targeted Program: Gifted and Talented Program (GATE) **Need:** Our foster youth, English learners, and low-income students have lower rate of identification for giftedness, an indication that our identification criteria and methods are not accurately identifying our unduplicated students. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We are providing the GATE testing within our district and using a non-verbal assessment that promises to more accurately identify the unique abilities of our foster youth, English learners, and low-income students. Another critical aspect of our support is training teachers to use language strategies and culturally proficient, inclusive practices when teaching with the GATE Depth and Complexity icons. This ensures that the instruction is accessible and challenging for all students, particularly those who are underrepresented in gifted programs.	M2.20 Gifted Identification

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
		BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our district's experience shows that implementing equitable and inclusive GATE testing processes results in more accurate identification of gifted students from diverse backgrounds. By using a different assessment within our district that is designed to recognize the unique abilities of foster youth, English learners, and low-income students, we can ensure that these students have access to more learning opportunities (IES, 2020). Additionally, training teachers in culturally proficient, inclusive practices and language strategies enhances their ability to support all students effectively, ensuring that instruction with the gifted student is both challenging and accessible to diverse learners. Educational Theory: Educational theories emphasize the importance of equity in education and the need for inclusive practices that recognize and nurture the potential of all students. By implementing GATE testing and instructional practices that are fair and inclusive, we align with the principles of equity and access promoted by the California Department of Education. This approach ensures that all students, especially those from historically underidentified groups, receive the support and opportunities they need to excel. Alternative Option: Previously, our district's identification process relied on measures of academic achievement and	

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
		families providing their own testing results, which led to underidentification of our foster youth, English learners, and low-income students. REFERENCES Institute of Education Sciences (2020). Inequity Persists in Gifted Programs. U.S. Department of Education.	
2.41	**Action:** Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program **Need:** Our foster youth, English learners, and low-income students have lower rate of academic achievement across multiple measures, and lower rate of passing AP exams, an indication that more culturally proficient support can help more unduplicated students pass the exam. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We will realign our Advanced Placement (AP) and International Baccalaureate (IB) programs to be more culturally proficient, ensuring that these college-preparatory opportunities are accessible and supportive for all students. This realignment includes funding for additional course offerings, the integration of culturally relevant resources, and comprehensive training for teachers on culturally proficient practices. By focusing on the unique needs of foster youth, English learners, and low-income students, we aim to remove barriers to learning and provide equitable access to rigorous academic programs. This approach not only enhances the overall learning environment but also ensures that our historically underserved students receive the support they need to succeed in AP and IB courses. M2.16 remains the direct measure of AP exam success. Because it does not currently report results for all unduplicated pupil groups, the district will also review M2.3 Grade 11 Smarter Balanced English Language Arts and M2.9 Grade 11 Smarter Balanced Mathematics. These measures provide disaggregated results for English learners,	M2.16 AP Exam Pass Rate; M2.3 Grade 11 Smarter Balanced English Language Arts; M2.9 Grade 11 Smarter Balanced Mathematics

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
		socioeconomically disadvantaged students, and foster youth and show related college-preparatory readiness outcomes. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS Supporting Research: While progress has been made in increasing access to AP/IB courses for diverse learners, research highlights the persistent inequities in practices in advanced academic programs. Studies show that students from underrepresented backgrounds often face significant barriers to participation in AP and IB programs (Kolluri, 2018). By implementing culturally proficient practices and providing additional support, we can improve access and outcomes for these students. This realignment supports our goal of providing high-quality education to all students, particularly those from underserved groups. Alternative Option: If we don't realign our AP and IB programs to be more culturally proficient, we risk enrolling students who may not succeed due to continued traditional instructional practices that act as barriers to their learning. This could result in foster youth, English learners, and low-income students not passing their AP/IB exams, further perpetuating disparities in academic outcomes. REFERENCES	

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
		Kolluri (2018). Advanced Placement: The Dual Challenge of Equal Access and Effectiveness.	
2.43	**Action:** Targeted Program: College/Career Readiness Department **Need:** Our foster youth, English learners, and low-income students have a lower rate of college/career readiness, an indication that they face significant barriers to acquiring the necessary skills, knowledge, and support to succeed in post-secondary education and the workforce. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We will continue to maintain an effective infrastructure to support College/Career Readiness, ensuring that students from kindergarten through 12th grade receive the necessary support for future success in both college and careers. The College/Career Readiness department supports programs like AVID (Advancement Via Individual Determination) and CTE (Career Education), which help students develop essential skills and explore various professional fields. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS Educational Theory: A K-12 system is particularly crucial for foster youth, English learners, and low-income students, as it provides continuous, consistent support throughout their entire journey toward college and careers (WWC, 2020). This comprehensive approach addresses the specific barriers these students face at each educational stage, ensuring they have the resources and opportunities needed to be well-prepared for post-secondary education and career pathways. AVID has been shown to increase post-secondary enrollment for low-income students, and CTE has been shown to have many career and educational outcome benefits for low-income students. REFERENCES	M2.12 College/Career

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
		What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse (2022). AVID Participation in High School and Post-Secondary Success: An Evaluation and Cost Analysis. Reed, Dougherty, et al (2018). A Portrait of California Career Technical Education Pathway Completers. Stanford University.	
2.46	**Action:** Robust Professional Development: Elementary PLC Support Teams **Need:** Our foster youth, English learners, and low-income students have a lower rate of academic achievement than their peers across multiple metrics. The disparity indicates that they face systemic barriers to learning. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS Research shows that strong professional learning communities (PLCs) improve student outcomes, especially for English learners, foster youth, and low-income students. By providing Elementary PLC Support Teams, the district ensures that teachers have dedicated time to analyze student data, plan targeted instruction, and implement interventions that address academic gaps. Studies indicate that PLCs help teachers develop strategies for language development, trauma-informed practices, and differentiated instruction, all of which are essential for supporting unduplicated students. This structured collaboration leads to more effective teaching, stronger student engagement, and improved academic success for unduplicated students. M2.2, M2.6, and M2.7 remain the direct elementary measures reviewed in PLCs. Because those measures do not report all unduplicated pupil groups, the district will also review M2.1	M2.2 i-Ready Reading; M2.6 Imagine Learning Mathematics K-2; M2.7 CAASPP IAB Mathematics 3-6; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics; M2.21 Academic Student Study Team Referrals

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
		Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals. These measures provide disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth and support evaluation of whether collaborative planning and adjusted instruction are improving outcomes. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: By consistently facilitating Professional Learning Community (PLC) meetings, we have ensured that effective instructional strategies are implemented consistently across the district, effecting systemic change. This consistency is crucial for supporting foster youth, English learners, and low-income students to ensure they receive first, best instruction. Educational Theory: The MTSS framework emphasizes the importance of proactive, preventive measures to address students' academic needs. By providing professional development through PLCs on classroom instructional and intervention strategies for ELA and Math, we equip teachers with the tools to deliver high-quality, differentiated instruction that meets the diverse needs of all students. This approach aligns with the principles of MTSS and is supported by What Works Clearinghouse, which advocates for ongoing professional development as a successful strategy for improving educational outcomes.	

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
		REFERENCES DuFour, DuFour, et all (2024). Learning by Doing California Department of Education (2023). Multi-Tiered System of Support (MTSS). What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. Institute of Education Sciences, U.S. Department of Education.	
3.5	**Action:** Targeted Program: Building Teacher Leadership **Need:** Our foster youth, English learners, and low-income students continue to experience inequitable access to rigorous, inclusive, and supportive Tier 1 instruction, as shown by persistent gaps in outcomes across multiple metrics: lower graduation rates (M1.1), higher chronic absenteeism (M1.3), and disproportionate discipline rates (M1.5, M1.13). These students also report lower self-perception (M1.9) and sense of belonging (M1.4), which directly impact engagement and attendance. Academically, they score significantly below their peers on the CAASPP as shown in the 2024 CA Dashboard ELA (M2.1) and Math (M2.5). These data points indicate a systemic need for schoolwide cultural and instructional transformation, not isolated interventions. To address this, we invest in building teacher leadership teams at each site. These teams	HOW ACTIONS ADDRESS NEEDS We support the development of school leadership teams district-wide to ensure that all schools collaboratively build a welcoming, inclusive school culture focused on first-best instruction through a shared leadership model. This approach is crucial for the success of all students, particularly foster youth, English learners, and low-income students who face additional barriers to learning. A culturally proficient, inclusive, and welcoming school climate helps our schools connect with our foster youth, English learners, and low-income students and families. It is critical that teachers lead the work at their schools to make the school cultural changes needed to support our foster youth, English learners, and low-income students and families. M3.4 and M3.8 will continue to monitor implementation of standards-aligned professional learning and support. Because these staff implementation measures cannot be disaggregated by student group, the district will also review M2.1 Dashboard English Language	M3.4 State Standards Professional Learning; M3.8 Professional Learning; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics

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
	lead efforts in culturally proficient pedagogy, implementation of state standards, and inclusive school climate initiatives. Teachers are uniquely positioned to influence daily classroom instruction and peer practice—making them essential agents of sustainable change. Their leadership ensures site-based strategies are responsive, coherent, and equity-focused, improving outcomes for our target student groups. **Scope:** LEA-wide	Arts and M2.5 Dashboard Mathematics. These student-outcome measures report results for English learners, socioeconomically disadvantaged students, and foster youth and allow the district to examine whether the instructional work supported by teacher leaders is accompanied by improved academic outcomes. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS Educational Theory: Educational theories support the concept of distributed leadership, in which teachers are empowered to assume leadership roles and collaborate with administrators to drive school improvement. This model fosters a sense of ownership and accountability among teachers, leading to more effective, sustainable changes in instructional practices. By focusing on cultural proficiency and the implementation of state standards, teacher leaders help create an equitable learning environment that supports the success of all students. Supporting Research: Research from the Institute of Education Sciences underscores the importance of systemic change in education, highlighting the role of teacher leadership in fostering an inclusive and high-performing school culture (WWC, 2020). Building teacher leadership teams ensures that professional development and instructional planning are ongoing, collaborative, and responsive to the needs of the school community, particularly for foster youth, English learners, and	

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
		low-income students who face systemic barriers to success. REFERENCES What Works Clearinghouse IES (2020). What does the research say about developing teacher leaders and their effectiveness? Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2018). What is the relationship between culturally inclusive practices and student outcomes? Institute of Education Sciences, U.S. Department of Education. What Works Clearinghouse IES (2020). Implementing Systemic Change in Education. U.S. Department of Education.	
3.6	**Action:** Targeted Program: LCAP School Site Allocation **Need:** Our foster youth, English learners, and low-income students have disproportionately lower rates across multiple metrics, with different percentage of foster youth, English learners, and low-income students at each school. Therefore, each school site may benefit from being able to flexibly use funds to meet the unique needs of their foster youth, English learners, and low-income students. **Scope:**	HOW ACTIONS ADDRESS NEEDS We will continue to provide each school with an allocation to be used to increase and improve support for foster youth, English learners, and low-income students. Each school can use these funds to implement tailored strategies and programs that directly support the academic and social-emotional growth of the target students based on their school data. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience:	M1.1 Grad Rate, M1.4 Engagement and Sense of Belonging, M2.1 ELA, and M2.5 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
	LEA-wide	Our district's experience demonstrates that targeted allocations to each school enable the implementation of specific strategies and programs that address the unique needs of foster youth, English learners, and low-income students. Given the disproportionately lower rates of academic and social-emotional outcomes across multiple metrics for these groups, and the varying percentages of these students at each school, flexible funding is crucial. This flexibility ensures that interventions are tailored to the specific context and needs of each school, resulting in more effective and relevant support for the target student groups.	
3.7	**Action:** Targeted Program: AVID K-12 **Need:** Our foster youth, English learners, and low-income students have lower graduation rate and college/career readiness than all students, suggesting unequal access to future opportunities. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We will continue to support the K-12 AVID (Advancement Via Individual Determination) program, designed to prepare students for college readiness and success in a global society. This program provides strategies and learning opportunities to help students develop critical thinking, literacy, and math skills. AVID is available to all students, with a particular focus on low-income students. By providing targeted support and resources, AVID helps to bridge the gap in graduation rates and college/career readiness for these students, ensuring they have the tools and opportunities to succeed academically and beyond. M3.11 will continue to monitor participation in AVID. Because that metric is not disaggregated by unduplicated pupil group, the district will also review M1.1 Graduation Rate and M2.12 College/Career Indicator as broader outcomes	M3.11 AVID Course Enrollment; M1.1 Graduation Rate; M2.12 College/Career Indicator

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
		aligned with AVID's purpose. M1.1 provides reported results for English learners, socioeconomically disadvantaged students, and foster youth, while M2.12 provides additional college- and career-readiness context. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our district's experience demonstrates that the AVID program significantly enhances college and career readiness for our low-income students. These students often face additional challenges that impede their academic progress. The AVID program provides them with essential skills and supports that are critical for overcoming these barriers, thereby improving their overall academic outcomes and graduation rates. Supporting Research: Research supports the efficacy of AVID in improving student outcomes related to college readiness and academic achievement. Studies have shown that AVID students are more likely to graduate high school and enroll in college compared to their peers who do not participate in the program. By continuing to support AVID, we ensure that our low-income students receive the targeted support they need to succeed in a global society. REFERENCES:	

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
		What Works Clearinghouse (2022). AVID Participation in High School and Post-Secondary Success: An Evaluation and Cost Analysis.	
3.8	**Action:** Targeted Program: Career Education (Previously CTE) **Need:** Our foster youth, English learners, and low-income students have lower rates of college and career readiness compared to their peers, as measured by the College/Career Indicator (M2.12). Lower rates of college/career readiness indicate that there are disparities in access to rigorous, relevant coursework that connects academic learning to future career pathways. Many students in these groups lack exposure to career-aligned experiences, industry certifications, and the applied skills needed to thrive after high school. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We will continue to provide additional support for Career Education, also known as Career and Technical Education (CTE), to provide students with practical, hands-on training and learning experiences in various career fields. This program equips students with the skills and knowledge necessary for both immediate employment and future educational opportunities. CTE is available for all students, with a particular focus on foster youth, English learners, and low-income students. This targeted support ensures that these students, who often face significant barriers to post-secondary success, have access to the resources and training they need to thrive in their chosen career paths. M3.10 will continue to monitor access through CTE enrollment. Because that metric is not disaggregated by unduplicated pupil group, the district will also review M2.14 CTE Pathway Completion, M2.15 A-G and CTE Completion, and M1.1 Graduation Rate. Together, these measures provide pathway-completion and graduation outcomes for the unduplicated pupil groups reported in the LCAP, including foster youth through M1.1. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience:	M3.10 CTE Enrollment; M2.14 CTE Pathway Completion; M2.15 A-G and CTE Completion; M1.1 Graduation Rate

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
		Our district's experience shows that students greatly benefit from the hands-on, practical training provided by CTE. This training helps them develop essential skills needed for immediate employment and further educational opportunities. By focusing on foster youth, English learners, and low-income students, we ensure they receive the targeted support and training necessary to overcome barriers to employment and achieve career success. Supporting Research: Research supports the efficacy of technical programs in improving student outcomes related to career readiness and post-secondary success, particularly for low-income students. Studies have shown that students who participate in career and technical education are more likely to graduate high school, find employment, and pursue further education. By continuing to support CTE, we ensure that our foster youth, English learners, and low-income students receive the targeted support they need to succeed in the workforce and in their future educational pursuits. REFERENCE Reed, Dougherty, et al (2018). A Portrait of California Career Technical Education Pathway Completers. Stanford University.	
3.9	**Action:** Targeted Program: New Teacher Induction **Need:** Our beginning teachers disproportionately work at Title-1 schools where students face	HOW ACTIONS ADDRESS NEEDS We will continue to support the New Teacher Induction program, which provides essential training and mentoring to help beginning teachers develop effective teaching strategies and	M3.1 Credentialed and Appropriately Assigned Teachers; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics

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
	increased barriers to learning. Our educational partners highlight need for the excellent teachers. **Scope:** LEA-wide	classroom management skills that are crucial in the first two years of teaching. This program is particularly vital because a higher percentage of our beginning teachers serve students at Title-I schools, where they instruct large portions of low-income students who face higher barriers to success. By investing in the success of our new educators, we ensure that they are well-prepared to enrich the learning experiences of all students and reduce barriers to learning for our foster youth, English learners, and low-income students. M3.1 will continue to monitor the credentialing and assignment context connected to induction. Because this staff measure cannot be disaggregated by student group, the district will also review M2.1 Dashboard English Language Arts and M2.5 Dashboard Mathematics. These student-outcome measures report results for English learners, socioeconomically disadvantaged students, and foster youth and allow the district to examine whether strengthened beginning-teacher practice is accompanied by improved academic outcomes. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS District Experience: Our district’s experience demonstrates that when we develop our own new teachers with a focus on culturally proficient practices, we can ensure they meet the specific needs of our students. By providing comprehensive support and mentoring through the New Teacher Induction program, we foster a systemic change that enhances the quality	

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
		of education across the district and directly addresses the challenges faced by foster youth, English learners, and low-income students. Supporting Research: Research supports the need for continuing support for beginning teachers at high-need schools. REFERENCES Institute of Education Sciences (2020). Implementing Systemic Change in Education. U.S. Department of Education. Mascarenhas, Parsons, and Burrowbridge (2010). Preparing Teachers for High-Need Schools: A Focus on Thoughtfully Adaptive Teaching. What Works Clearinghouse IES (2018). What is the relationship between culturally inclusive practices and student outcomes? Institute of Education Sciences, U.S. Department of Education.	
3.10	**Action:** Targeted Program: Technology Licenses and Subscriptions **Need:** Our foster youth, English learners, and low-income students have lower rates across multiple metrics, an indication of the need for targeted instruction and intervention. **Scope:** LEA-wide	HOW ACTIONS ADDRESS NEEDS We provide for technology licenses and subscriptions to enable teachers to gain the data needed to make instructional decisions, target interventions to specific students, and monitor progress. We do so district-wide to ensure consistency and to ensure that our data analysis includes complete and valid information on the progress of our foster youth, English learners, and low-income students, compared with other student groups. The licenses and subscriptions are a crucial component of our comprehensive	M3.6 Identify Areas to Improve Delivering Instruction; M2.1 Dashboard English Language Arts; M2.5 Dashboard Mathematics; M2.21 Academic Student Study Team Referrals

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
		assessment system that drives our MTSS, ensuring we have the necessary tools to effectively target interventions and support. M3.6 will continue to monitor implementation of the instructional and assessment system. Because this staff implementation measure cannot be disaggregated by student group, the district will also review M2.1 Dashboard English Language Arts, M2.5 Dashboard Mathematics, and M2.21 Academic Student Study Team Referrals. These measures provide disaggregated results for English learners, socioeconomically disadvantaged students, and foster youth and allow the district to examine whether the tools used for progress monitoring and intervention are accompanied by improved academic outcomes and reduced need for additional intervention. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS Educational Theory: Educational theories emphasize the importance of data-driven instruction and targeted interventions in improving student outcomes. The use of instructional technology as part of a comprehensive assessment system aligns with the MTSS framework, which promotes the use of data to inform instruction and support. This approach ensures that all students, especially those from underserved backgrounds, receive the personalized support they need to achieve academic success. REFERENCES	

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
		CDE (2023). Multi-Tiered System of Supports.	
3.13	**Action:** K-12 VAPA Access and Program Coordination **Need:** Low-income students, English learners, and foster youth need stronger and more consistent access to arts and music opportunities across grade spans and school sites. LCAP focus group feedback indicated uneven VAPA access for unduplicated students. The district will use VAPA participation, completion, and access data disaggregated by unduplicated student group, supplemented by site-level access patterns and educational partner feedback where available, to identify barriers in access and participation. **Scope:** LEA-wide	HOW THE ACTION ADDRESSES NEEDS The districtwide VAPA Coordinator will increase and improve services for unduplicated students by aligning VAPA practices with MTSS, supporting higher-need sites in expanding access, coordinating professional development on culturally proficient arts instruction, and helping schools reduce barriers that can make arts and music opportunities more accessible to students whose families may not have the means to provide outside enrichment. The coordinator role is separate from the universal VAPA program described in Action 3.2. LCFF Supplemental funds are proposed because the work is principally directed toward improving equitable access to VAPA and culturally proficient instruction for low-income students, English learners, and foster youth. DISTRICT EXPERIENCE AND EDUCATIONAL PARTNER EVIDENCE SVUSD's experience and LCAP educational partner feedback indicate that VAPA access varies across grade spans and school sites. A districtwide coordinator is therefore the most effective approach for aligning VAPA pathways, professional learning, MTSS practices, and access monitoring while directing additional implementation support to higher-need sites and unduplicated student groups. Relying only on separate site-level coordination would not provide the districtwide alignment or consistent access	M3.12 VAPA Course Completion Supplemental monitoring: VAPA participation, completion, and access data by low-income, English learner, and foster youth status where available; site-level access patterns for higher-need schools; relevant educational partner feedback about arts/music access and culturally responsive arts instruction

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
		monitoring needed to address the identified disparities. BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS Unduplicated students are enrolled across the district, and VAPA access depends on coherent districtwide coordination across elementary, intermediate, and high school programs. Providing the coordinator LEA-wide allows the district to align expectations, professional learning, MTSS practices, and access monitoring across all schools while focusing implementation support on higher-need sites and student groups identified through the needs assessment.	

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
1.14	**Action:** Intervention System: Transcript Translation **Need:** Some students entering from another country have transcript in another language. Without appropriate credit from classes they've already taken in another language, they would be short graduation requirements. **Scope:**	Transcript translation ensures that students who have met graduation requirements, even if taken in another language, is appropriately credited so students can graduate in a timely manner.	M1.1 Grad Rate.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.27	**Action:** Targeted Program: Homeless Youth Support **Need:** District data show that housing insecure and homeless students experience significantly higher rates of chronic absenteeism (M1.3), lower graduation rates (M1.1), higher dropout rates (M1.2), and higher suspension rates (M1.5) compared to all students. Housing instability creates barriers to consistent school attendance, credit accumulation, and academic progress. Because homeless students qualify as low-income under LCFF definitions, this student group is eligible for targeted Supplemental services. **Scope:** Limited to Unduplicated Student Group(s)	HOW ACTIONS ADDRESS NEEDS This action provides targeted case management and coordination services through the McKinney-Vento Liaison and site-based Student Champions. Services include: • Immediate enrollment and transfer of academic records • Monitoring attendance and academic progress • Coordinating transportation and school stability supports • Connecting students to counseling, academic intervention, and community-based resources • Collaborating with child welfare agencies and community partners LCFF Supplemental funds increase and improve services for low-income students who are experiencing homelessness by providing individualized oversight and rapid response to emerging barriers. These services are not part of the general education program and are specifically designed to address the educational disruptions associated with housing instability. BASIS FOR DETERMINING LIMITED TO UNDUPLICATED STUDENT GROUP(S) This action is limited to homeless students, who are identified as low-income under LCFF. The services provided are specifically designed to address the unique barriers associated with	M1.1 Grad Rate, M1.2 Dropout, M1.3 Chronic Absenteeism, and M1.5 Suspension Rate for our homeless/housing insecure students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		housing instability and are not delivered to the general student population. By focusing resources on this student group, the district increases services in proportion to the demonstrated need reflected in attendance, graduation, and discipline data. The targeted structure ensures that funds are principally directed toward low-income students experiencing homelessness.	
1.30	**Action:** Family Engagement: Improve Communication with Multilingual Families **Need:** While our parent engagement local indicator (M1.7) and parent survey (M1.8) show great improvement in our parent outreach, our LCAP community partner focus group feedback from DELAC shows that our multilingual families face higher barriers to engagement with the schools as they continued to call for more transparent communication and information about district programs. **Scope:** Limited to Unduplicated Student Group(s)	In response, the district will improve communication with multilingual families by: Providing dedicated interpretation and translation services Supporting site and district-level ELAC and DELAC meetings Offering linguistically responsive outreach strategies, including translated materials, bilingual liaisons, and digital platforms accessible in multiple languages These actions directly support increased family engagement and empowerment. By reducing communication barriers, multilingual families are better equipped to participate meaningfully in their children's education and advocate for their needs.	M1.7 Parent Engagement, M1.8 Parent Survey, and M1.3 Chronic Absenteeism
1.31	**Action:** Family Engagement: District Translator/Interpreter **Need:** While our parent engagement local indicator (M1.7) and parent survey (M1.8) show great	To address this, we will continue to fund a district translator/interpreter who provides: Written translation of key documents such as enrollment forms, report cards, newsletters, and district communications	M1.7 Parent Engagement, M1.8 Parent Survey

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	improvement in our parent outreach, our LCAP community partner focus group feedback from DELAC shows that our multilingual families face higher barriers to engagement with the schools as they continued to call for more transparent communication and information about district programs. **Scope:** Limited to Unduplicated Student Group(s)	Oral interpretation at public meetings, including ELAC, DELAC, and parent-teacher conferences This action helps ensure that families—regardless of home language—receive timely, accurate, and accessible information, fostering an inclusive school environment. By improving two-way communication, the translator/interpreter plays a direct role in helping multilingual families participate fully in school life and decision-making.	
1.39	**Action:** Targeted Program: Foster Youth Support **Need:** District data show that foster youth have lower graduation rates, higher dropout rates, higher chronic absenteeism, and higher suspension rates compared to all students. Foster youth also demonstrate lower academic performance in English language arts and mathematics. These outcomes reflect the educational impact of placement instability, transportation barriers, and disrupted schooling. **Scope:** Limited to Unduplicated Student Group(s)	HOW ACTIONS ADDRESS NEEDS This action provides targeted oversight and coordination for foster youth, including: -Monitoring enrollment and credit transfers to prevent loss of academic progress -Coordinating transportation and school stability supports -Reviewing attendance and behavior data to identify early warning indicators -Connecting students to counseling, tutoring, and other school-based interventions -Collaborating with child welfare agencies to align educational and placement decisions By providing individualized monitoring and rapid response to emerging barriers, the district reduces disruptions and supports foster youth in maintaining consistent academic progress. BASIS FOR DETERMINING LIMITED TO UNDUPLICATED STUDENT GROUP(S)	M1.1 Grad Rate, M1.2 Dropout, M1.3 Chronic Absenteeism, and M1.5 Suspension Rate for our foster youth students.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Foster youth are enrolled across multiple school sites and may experience school changes during the year. A centralized district structure ensures consistent monitoring, coordinated communication with agencies, and equitable access to supports regardless of school placement. Providing this service ensures that foster youth receive timely intervention and oversight wherever they are enrolled. RESEARCH / REFERENCES Research indicates that educational stability and coordinated case management improve academic and attendance outcomes for foster youth. Best practices suggest that proactive monitoring and cross-agency collaboration reduce school disruptions and increase graduation likelihood.	
2.7	**Action:** Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners **Need:** Our multilingual learners have consistently lower achievement rates in key academic metrics compared to their peers, indicating a need for more language support. Our educational partner feedback also calls for more support for multilingual learners. **Scope:** Limited to Unduplicated Student Group(s)	We provide ELD instructional aides to support communication in the classroom and to help personalize instruction to reduce barriers in accessing learning.	M2.10 ELPI and 2.11 Reclassification
2.12	**Action:** Intervention System: Language Assessment	Language assessments give us the information we need to target language support for our	2.10 ELPI and M2.11 Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Our multilingual learners have lower rate of academic achievement across multiple measures. Ensuring that our multilingual learners are making timely progress toward English proficiency will help increase their access to the curriculums. **Scope:** Limited to Unduplicated Student Group(s)	multilingual learners in order to support their language acquisition.	
2.14	**Action:** Intervention System: ML Site Coordinators **Need:** Our multilingual learners have a lower rate of academic achievement across multiple measures. Ensuring that our multilingual learners are making timely progress toward English proficiency will help increase their access to the curriculums. **Scope:** Limited to Unduplicated Student Group(s)	The ML site coordinators monitor the progress of our multilingual learners and collaborate with site administrators, guidance staff, and teachers to ensure that our multilingual learners are making timely progress toward English proficiency.	2.10 ELPI and M2.11 Reclassification
2.23	**Action:** Robust Professional Development: Integrated English Language Development **Need:** English learners need consistent access to integrated English language development across content areas, and foster youth and low-income students also benefit when teachers use clear language-development strategies that improve access to grade-level	HOW ACTIONS ADDRESS NEEDS Ellevation Strategies provides structured resources and planning tools for integrated English language development across content areas. The LCFF Supplemental portion increases and improves services by strengthening teacher capacity to provide language supports during grade-level instruction and by improving consistency across classrooms and schools.	M2.10 English Learner Progress Indicator M2.11 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	instruction as evidenced by our ELPI as well as our ELA and Math data. Teachers need practical tools and professional learning to plan instruction that builds content understanding and academic language at the same time. **Scope:** Limited to Unduplicated Student Group(s)	BASIS FOR DETERMINING LEA-WIDE IS MOST EFFECTIVE USE OF FUNDS English learners are enrolled across schools and grade levels. Providing integrated English language development allows the district to build consistent teacher practice while directing the increased service toward students who need language access and academic support.	
2.27	**Action:** Targeted Program: Language Acquisition Department **Need:** Our multilingual learners continue to demonstrate disproportionately lower academic achievement across key indicators: lower graduation rates (M1.1), and significantly lower performance in both ELA (M2.1) and Math (M2.5). These persistent gaps are strongly linked to language acquisition needs. Ensuring that students make timely progress toward English proficiency is essential for increasing their access to core curriculum and improving long-term academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	The Language Acquisition Department leads a comprehensive, systemwide approach to English language development that includes: Data monitoring of ELPAC progress (M2.10) and reclassification readiness (M2.11) Technical assistance to schools in implementing Designated and Integrated ELD Ongoing coaching and collaboration with site leadership and ELD TOSAs Support for parent engagement through multilingual resources and ELAC/DELAC alignment These coordinated actions directly support increased English Language Proficiency Assessment (ELPAC) growth rates, higher reclassification rates, and a reduction in the number of long-term English learners (LTELs). By equipping schools to implement linguistically responsive instruction and track EL progress with fidelity, the department ensures that multilingual	M2.10 ELPI and M2.11 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		learners are provided with the conditions necessary to reclassify in a timely and successful manner.	
2.29	**Action:** Targeted Program: Secondary Newcomer Courses **Need:** Our multilingual learners, particularly newcomers, demonstrate disproportionately lower academic achievement across multiple measures. In addition to scoring significantly below standard on ELA (M2.1) and Math (M2.5), newcomers often arrive with limited English proficiency and interrupted formal education, further compounding barriers to learning. **Scope:** Limited to Unduplicated Student Group(s)	The newcomer courses are Designated ELD courses, designed to accelerate English language acquisition while providing a safe, linguistically responsive, and academically rich environment. These courses integrate: Foundational literacy instruction Designated ELD aligned to newcomers' English proficiency levels Scaffolded content instruction that introduces academic vocabulary and concepts in science, math, and social studies This action supports academic achievement by enabling students to develop the English skills necessary to access grade-level curriculum and participate meaningfully in core academic instruction. Additionally, these courses reduce the likelihood of long-term English learner status by providing the intensive language and academic support needed in the critical first years of enrollment, particularly for secondary newcomers.	M2.10 ELPI, M2.1 ELA, and M2.5 Math
2.30	**Action:** Targeted Program: Secondary Intensive LTEL Courses **Need:** Our multilingual learners have a lower rate of academic achievement across multiple	The designated ELD courses for LTELs are designed to deepen English language skills and enhance literacy through targeted, skill-specific instruction.	M2.10 ELPI and M2.11 Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	measures. Ensuring that our multilingual learners are making timely progress toward English proficiency will help increase their access to the curriculum. Our LTELs have different language goals than our other multilingual learners. **Scope:** Limited to Unduplicated Student Group(s)		
2.35	**Action:** Targeted Program: Multilingual Learner Early Childhood Program **Need:** Our multilingual learners have lower rates of academic achievement across multiple measures, including ELA (M2.1), Math (M2.5). Research shows that early exposure to structured language development significantly improves long-term academic success for multilingual learners. **Scope:** Limited to Unduplicated Student Group(s)	The Multilingual Learner (ML) early childhood program—Learning Links—provides developmentally appropriate instruction focused on oral language, emergent literacy, and early academic vocabulary in both English and students' home languages. Through language-rich, play-based learning, students develop the foundational skills needed for academic achievement in kindergarten and beyond. By strengthening early phonemic awareness, vocabulary, and comprehension, this action supports academic achievement by: Accelerating English language development (M2.10 ELPI) Improving school readiness and early literacy (M2.2 i-Ready Reading, which has K–2 benchmarks aligned to M2.1) Reducing later intervention needs in reading and language arts Additionally, dual-language development supports cognitive flexibility, sustained attention, and early	M2.10 ELPI, M2.2 i-Ready for K-2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		numeracy, all of which contribute to improved academic trajectories.	
3.12	**Action:** Targeted Program: Student Device Repair Support **Need:** District experience this year showed that some low-income students were unable to pay assessed material repair costs for district-issued Chromebooks or related learning devices. When a student cannot access a working device, the cost creates a practical barrier to classwork, homework, assessment, and communication with school. **Scope:** Limited to Unduplicated Student Group(s)	HOW ACTIONS ADDRESS NEEDS LCFF Supplemental funds will cover eligible material repair costs for low-income students when the family is unable to pay the assessed cost. This support helps students keep access to the technology-based instructional materials needed for learning without creating a family cost barrier. BASIS FOR DETERMINING LIMITED TO LOW-INCOME STUDENTS This action is limited to low-income students because the identified need is specifically tied to the inability to pay the assessed material repair cost. Making support available at any SVUSD school ensures eligible students receive consistent access regardless of where they are enrolled, while keeping the service focused on low-income students.	M3.2 Standards-aligned Instructional Materials

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.

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	262,125,684	23,859,510	9.102%	0.000%	9.102%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$23,859,510.00	$5,858,440.00	$603,493.00	$2,691,248.00	$33,012,691.00	$28,615,041.00	$4,397,650.00

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	Universal Program: MTSS SEB Program for Social, Emotional, and Behavior Well-Being of All Students	All	No			All Schools									
1	1.2	Universal Program: Second Step Social-Emotional Learning Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-8	Ongoing	$0.00	$144,943.00	$144,943.00	$0.00	$0.00	$0.00	$144,943.00	
1	1.3	Universal Program: Digital Citizenship Program for All Students	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	Intervention System: School Climate Assessment and Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$64,677.00	$64,677.00				$64,677.00	
1	1.5	Intervention System: MTSS SEB School Teams	All	No			All Schools									
1	1.6	Intervention System: Student Study Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$36,753.00	$0.00	$36,753.00				$36,753.00	
1	1.7	Intervention System: Elementary Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6	Ongoing	$1,179,846.00	$0.00	$154,173.00	$596,354.00	$429,319.00		$1,179,846.00	
1	1.8	Intervention System: Supplemental Elementary Counselors at Title-1 Schools	All	No			Specific Schools: Title-1 Schools	Ongoing	$457,721.00	$0.00				$457,721.00	$457,721.00	
1	1.9	Intervention System: Secondary Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$4,656,646.00	$0.00	$4,656,646.00				$4,656,646.00	
1	1.10	Intervention System: Mental Wellness Counseling Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$743,936.00	$9,744.00	$753,680.00				$753,680.00	

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	1.11	Intervention System: Attendance	All	No			All Schools									
1	1.12	Intervention System: Alternative to Suspension (ATS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$200,348.00	$0.00	$200,348.00				$200,348.00	
1	1.13	Intervention System: Many Routes to Graduation	All	No			All Schools Gr 9-12									
1	1.14	Intervention System: Transcript Translation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 9-12	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.15	Intervention System: Secondary Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	Ongoing	$458,480.00	$0.00	$458,480.00				$458,480.00	
1	1.16	Intervention System: Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 9-12	Ongoing	$425,506.00	$67,096.00	$492,602.00				$492,602.00	
1	1.17	Intervention System: Secondary Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 9-12	Ongoing	$375,662.00	$2,500.00	$378,162.00				$378,162.00	
1	1.18	Robust Professional Development Program: Cultural Proficiency	All	No			All Schools	Ongoing	$1,000.00	$0.00				$1,000.00	$1,000.00	
1	1.19	Robust Professional Development Program: Engagement Strategies	All	No			All Schools	Ongoing	$974.00	$0.00		$974.00			$974.00	
1	1.20	Robust Professional Development Program: Social-Emotional Learning	All	No			All Schools	Ongoing	$4,000.00	$0.00				$4,000.00	$4,000.00	
1	1.21	Robust Professional Development Program: Community Circles/Restorative Practices	All	No			All Schools	Ongoing	$1,000.00	$0.00				$1,000.00	$1,000.00	
1	1.22	Robust Professional Development: Leadership Academy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$121,528.00	$0.00	$121,528.00				$121,528.00	
1	1.23	Robust Professional Development Program: MTSS TOSA for SEB	All	No			All Schools	Ongoing	$555,962.00	$0.00			$174,174.00	$381,788.00	$555,962.00	
1	1.24	Robust Professional Development Program: MTSS SEB Facilitators	All	No			All Schools	Ongoing	$1,000.00	$0.00		$0.00		$1,000.00	$1,000.00	

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	1.25	Targeted Program: Student Services Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$679,911.00	$22,670.00	$702,581.00				$702,581.00	
1	1.26	Targeted Program: Secondary Orientation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 6 and Gr 8	Ongoing	$19,200.00	$800.00	$20,000.00				$20,000.00	
1	1.27	Targeted Program: Homeless Youth Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	Ongoing	$196,236.00	$80,478.00	$276,714.00				$276,714.00	
1	1.28	Family Engagement: Community Partnership	All	No			All Schools									
1	1.29	Family Engagement: Communication & Engagement Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,689.00	$4,689.00				$4,689.00	
1	1.30	Family Engagement: Improve Communication with Multilingual Families	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.31	Family Engagement: District Translator/Interpreter	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$99,279.00	$2,670.00	$101,949.00				$101,949.00	
1	1.32	Family Engagement: School Community Outreach Liaisons (SCOLs)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,543,304.00	$8,205.00	$1,551,509.00				$1,551,509.00	
1	1.33	Targeted Program: Supplemental Mental Health Counseling	All	No			All Schools									
1	1.34	Targeted Program: Unified PE	All Students with Disabilities	No			All Schools									
1	1.35	Targeted Program: Supplemental Cultural Proficiency Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.36	Targeted Program: Additional Secondary Counseling	All	No			All Schools	Ongoing	$51,417.00	$0.00		$51,417.00			$51,417.00	

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
							Gr 7-12									
1	1.37	Family Engagement: Promote Parent Participation	All	No			All Schools									
1	1.38	Family Engagement: Promote Parent Participation in Programs for Students with Disabilities	Students with Disabilities	No												
1	1.39	Targeted Program: Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.40	Targeted Program: Transition Support for Kindergarten	All	No			All Schools Kindergarten	First five days of school	$57,139.00	$0.00		$57,139.00			$57,139.00	
1	1.41	Targeted Program: Additional SEL & Behavior Support for SWD	Students with Disabilities	No			All Schools	Ongoing	$167,104.00	$0.00		$167,104.00			$167,104.00	
1	1.42	Targeted Program: STAR Behavior Intervention Specialists	All	No			All Schools	Ongoing	$167,104.00	$0.00		$167,104.00			$167,104.00	
2	2.1	Universal Program: MTSS Academics TK-12	All	No			All Schools									
2	2.2	Intervention System: Elementary Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr K-6	Ongoing	$1,337,772.00	$0.00	$114,990.00	$1,222,782.00			$1,337,772.00	
2	2.3	Intervention System: Additional Resources for Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr K-6	Ongoing	$0.00	$4,090.00	$4,090.00				$4,090.00	
2	2.4	Intervention System: Elementary Extended Learning Time	All	No			All Schools Gr K-6	Ongoing	$71,341.00	$5,855.00		$77,196.00			$77,196.00	
2	2.5	Intervention System: Elementary i-Ready Personalized Pathways	All	No			All Schools Gr K-6									
2	2.6	Intervention System: Secondary Extended Learning Time	All	No			All Schools Gr 7-12									
2	2.7	Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools	Ongoing	$997,106.00	$0.00	$997,106.00				$997,106.00	

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	2.8	Intervention System: Comprehensive Assessment System TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,997.00	$0.00	$116,997.00				$116,997.00	
2	2.9	Intervention System: Elementary Academics Assessment and Progress Monitoring	All	No			All Schools									
2	2.10	Intervention System: Secondary Academics Assessment and Progress Monitoring	All	No			All Schools Gr 7-12									
2	2.11	Intervention System: Secondary Intervention Participation Progress Monitoring System	All	No			All Schools Gr 7-12									
2	2.12	Intervention System: Language Assessment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$278,010.00	$7,468.00	$285,478.00				$285,478.00	
2	2.13	Intervention System: English Language Assessment and Progress Monitoring using Ellevation	All	No			All Schools	Ongoing	$0.00	$43,296.00				$43,296.00	$43,296.00	
2	2.14	Intervention System: ML Site Coordinators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$110,621.00	$0.00	$110,621.00				$110,621.00	
2	2.15	Intervention System: Student Study Team	All	No			All Schools									
2	2.16	Robust Professional Development: Elementary Instructional Coaches	All	No			All Schools									
2	2.17	Robust Professional Development: Elementary MTSS TOSA at Title-1 Schools	All	No			All Schools Specific Schools: Title-1 schools	Ongoing	$830,885.00	$500.00				$831,385.00	$831,385.00	
2	2.18	Robust Professional Development: Secondary Instructional Coaches	All	No			All Schools									
2	2.20	Robust Professional Development: Elementary MTSS TOSA for Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr TK-6	Ongoing	$728,304.00	$0.00	$728,304.00				$728,304.00	

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	2.21	Robust Professional Development: Secondary MTSS TOSA for Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$695,045.00	$0.00	$695,045.00				$695,045.00	
2	2.22	Robust Professional Development: TOSA for English Language Development (ELD)	All	No			All Schools	Ongoing	$295,291.00	$653.00				$295,944.00	$295,944.00	
2	2.23	Robust Professional Development: Integrated English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$44,711.00	$0.00	$39,711.00			$5,000.00	$44,711.00	
2	2.24	Robust Professional Development: CRLP for Language Development	All	No			All Schools	Ongoing	$10,000.00	$0.00				$10,000.00	$10,000.00	
2	2.25	Robust Professional Development: Effective Dual Language Immersion TK-12	All	No			All Schools	Ongoing	$2,500.00	$0.00				$2,500.00	$2,500.00	
2	2.26	Robust Professional Development: Special Education Coach	Students with Disabilities	No			All Schools	Ongoing	$185,614.00	$0.00				$185,614.00	$185,614.00	
2	2.27	Targeted Program: Language Acquisition Department	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$344,825.00	$15,518.00	$360,343.00				$360,343.00	
2	2.28	Targeted Program: Elementary Designated English Language Development (ELD)	All	No			All Schools Grades K-6									
2	2.29	Targeted Program: Secondary Newcomer Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 7-12	Ongoing	$1,214,905.00	$0.00	$1,214,905.00				$1,214,905.00	
2	2.30	Targeted Program: Secondary Intensive LTEL Courses	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 7-12	Ongoing	$161,857.00	$0.00	$161,857.00				$161,857.00	
2	2.31	Targeted Program: ML Site Based Allocations	All	No			All Schools									
2	2.32	Targeted Program: Dual Language Immersion Program TK-12	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Ralph A.	Ongoing	$4,700.00	$3,700.00	$4,200.00	$0.00		$4,200.00	$8,400.00	

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	Gates Elementary, Los Alisos Intermediate, Laguna Hills HS										
2	**2.33**	Targeted Program: Elementary Newcomer Summer Camp	All	No			All Schools Gr TK-6									
2	**2.34**	Targeted Program: Secondary ML Summer School Support	All	No			All Schools Grades 7-12									
2	**2.35**	Targeted Program: Multilingual Learner Early Childhood Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr TK	Ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	**2.36**	Targeted Program: Elementary MTSS Academics Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr TK-6	Ongoing	$331,159.00	$12,375.00	$343,534.00				$343,534.00	
2	**2.37**	Targeted Program: Secondary MTSS Academics Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$670,733.00	$1,100.00	$671,833.00				$671,833.00	
2	**2.38**	Target Program: Personalized Instruction Through Instruction Design and Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,997.00	$0.00	$116,997.00				$116,997.00	
2	**2.39**	Targeted Program: Magnet Schools K-12	All	No			All Schools Specific Schools: Magnet Schools and Programs	Ongoing	$10,000.00	$0.00				$10,000.00	$10,000.00	
2	**2.40**	Targeted Program: Gifted and Talented Program (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$39,650.00	$39,650.00				$39,650.00	
2	**2.41**	Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$54,350.00	$86,620.00	$140,970.00				$140,970.00	
2	**2.42**	Targeted Program: Elementary Combination Class Reduction	All	No			All Schools	Ongoing	$1,085,000.00	$0.00		$1,085,000.00			$1,085,000.00	

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
							K-1									
2	2.43	Targeted Program: College/Career Readiness Department	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$293,627.00	$10,300.00	$303,927.00				$303,927.00	
2	2.44	Targeted Program: Integrated Professional Development for SAI/SPED	Students with Disabilities	No			All Schools	Ongoing	$84,770.00	$0.00		$84,770.00			$84,770.00	
2	2.45	Robust Professional Development: Professional Learning Community (PLC)	All	No			All Schools									
2	2.46	Robust Professional Development: Elementary PLC Support Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6	Ongoing	$1,296,675.00	$21,300.00	$1,317,975.00				$1,317,975.00	
2	2.47	Intervention System: Intensive Reading Intervention for SWD	Students with Disabilities	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.1	Universal Program: Textbook and Instructional Materials Adoptions	All	No			All Schools	Ongoing	$0.00	$1,665,162.00		$1,665,162.00			$1,665,162.00	
3	3.2	Universal Program: Visual Arts and Performing Arts (VAPA) K-12	All	No			All Schools	Ongoing	$229,517.00	$0.00		$229,517.00			$229,517.00	
3	3.3	Universal Program: Evaluation of School Facility Conditions	All	No			All Schools									
3	3.4	Robust Professional Development: Implementation of State Standards	All	No			All Schools	Ongoing	$437,600.00	$19,200.00				$456,800.00	$456,800.00	
3	3.5	Targeted Program: Building Teacher Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$785,029.00	$0.00	$785,029.00				$785,029.00	
3	3.6	Targeted Program: LCAP School Site Allocation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$142,618.00	$142,618.00				$142,618.00	
3	3.7	Targeted Program: AVID K-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Schools with AVID programs	Ongoing	$0.00	$76,263.00	$76,263.00				$76,263.00	
3	3.8	Targeted Program: Career Education (Previously CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	Ongoing	$2,720,827.00	$849,712.00	$3,570,539.00				$3,570,539.00	
3	3.9	Targeted Program: New Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$160,779.00	$8,170.00	$168,949.00				$168,949.00	

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										
3	3.10	Targeted Program: Technology Licenses and Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$893,856.00	$893,856.00				$893,856.00	
3	3.11	Targeted Program: Unified VAPA	All Students with Disabilities	No			All Schools									
3	3.12	Targeted Program: Student Device Repair Support	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	On-going	$0.00	$51,272.00	$51,272.00				$51,272.00	
3	3.13	K-12 VAPA Access and Program Coordination	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$229,517.00	$0.00	$229,517.00				$229,517.00	
4	4.1	Silverado Summer School	All	No			Specific Schools: Silverado High School									
4	4.2	Additional ML ELD Instructional Aide Support	All	No			Specific Schools: Silverado High School									
4	4.3	Additional Sections: Math	All	No			Specific Schools: Silverado High School									
4	4.4	Additional Sections: Electives	All	No			Specific Schools: Silverado High School	Ongoing	$275,545.00	$0.00		$275,545.00			$275,545.00	
4	4.5	Intensive Professional Development: Engagement Strategies	All	No			Specific Schools: Silverado High School									
4	4.6	Intensive Professional Development: Trauma-Informed Teaching	All	No			Specific Schools: Silverado High School									
4	4.7	Intensive Professional Development: Standards-	All	No			Specific Schools:									

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
		Based Instruction in an Alternative Setting					Silverado High School									
4	**4.8**	Intensive Professional Development: Integrated Language Support	All	No			Specific Schools: Silverado High School									
4	**4.9**	Additional Mental Health Counseling	All	No			Specific Schools: Silverado High School									
4	**4.10**	College/Career Experiences	All	No			Specific Schools: Silverado High School	Ongoing	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	**4.11**	Additional Assistant Principal Support	All	No			Specific Schools: Silverado High School	Ongoing	$171,376.00	$0.00		$171,376.00			$171,376.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
262,125,684	23,859,510	9.102%	0.000%	9.102%	$23,859,510.00	0.000%	9.102 %	**Total:**	$23,859,510.00
								LEA-wide Total:	$20,216,054.00
								Limited Total:	$3,643,456.00
								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	**1.2**	Universal Program: Second Step Social-Emotional Learning Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$144,943.00	
1	**1.4**	Intervention System: School Climate Assessment and Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,677.00	
1	**1.6**	Intervention System: Student Study Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,753.00	
1	**1.7**	Intervention System: Elementary Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,173.00	
1	**1.9**	Intervention System: Secondary Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$4,656,646.00	
1	**1.10**	Intervention System: Mental Wellness Counseling Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$753,680.00	

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	1.12	Intervention System: Alternative to Suspension (ATS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$200,348.00	
1	1.14	Intervention System: Transcript Translation	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 9-12	$1,000.00	
1	1.15	Intervention System: Secondary Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$458,480.00	
1	1.16	Intervention System: Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 9-12	$492,602.00	
1	1.17	Intervention System: Secondary Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 9-12	$378,162.00	
1	1.22	Robust Professional Development: Leadership Academy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,528.00	
1	1.25	Targeted Program: Student Services Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$702,581.00	
1	1.26	Targeted Program: Secondary Orientation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 6 and Gr 8	$20,000.00	
1	1.27	Targeted Program: Homeless Youth Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$276,714.00	
1	1.29	Family Engagement: Communication & Engagement Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,689.00	
1	1.30	Family Engagement: Improve Communication with Multilingual Families	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
1	1.31	Family Engagement: District Translator/Interpreter	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$101,949.00	
1	1.32	Family Engagement: School Community Outreach Liaisons (SCOLs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,551,509.00	

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	1.35	Targeted Program: Supplemental Cultural Proficiency Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
1	1.39	Targeted Program: Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$10,000.00	
2	2.2	Intervention System: Elementary Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,990.00	
2	2.3	Intervention System: Additional Resources for Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr K-6	$4,090.00	
2	2.7	Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$997,106.00	
2	2.8	Intervention System: Comprehensive Assessment System TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,997.00	
2	2.12	Intervention System: Language Assessment	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$285,478.00	
2	2.14	Intervention System: ML Site Coordinators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$110,621.00	
2	2.20	Robust Professional Development: Elementary MTSS TOSA for Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr TK-6	$728,304.00	
2	2.21	Robust Professional Development: Secondary MTSS TOSA for Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$695,045.00	
2	2.23	Robust Professional Development: Integrated English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,711.00	
2	2.27	Targeted Program: Language Acquisition Department	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$360,343.00	

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 (%)
2	2.29	Targeted Program: Secondary Newcomer Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 7-12	$1,214,905.00	
2	2.30	Targeted Program: Secondary Intensive LTEL Courses	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr 7-12	$161,857.00	
2	2.32	Targeted Program: Dual Language Immersion Program TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Ralph A. Gates Elementary, Los Alisos Intermediate, Laguna Hills HS	$4,200.00	
2	2.35	Targeted Program: Multilingual Learner Early Childhood Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Gr TK	$30,000.00	
2	2.36	Targeted Program: Elementary MTSS Academics Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr TK-6	$343,534.00	
2	2.37	Targeted Program: Secondary MTSS Academics Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$671,833.00	
2	2.38	Target Program: Personalized Instruction Through Instruction Design and Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,997.00	
2	2.40	Targeted Program: Gifted and Talented Program (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$39,650.00	
2	2.41	Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$140,970.00	
2	2.43	Targeted Program: College/Career Readiness Department	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$303,927.00	
2	2.46	Robust Professional Development: Elementary PLC Support Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools TK-6	$1,317,975.00	
3	3.5	Targeted Program: Building Teacher Leadership	Yes	LEA-wide	English Learners Foster Youth	All Schools	$785,029.00	

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 (%)
					Low Income			
3	3.6	Targeted Program: LCAP School Site Allocation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,618.00	
3	3.7	Targeted Program: AVID K-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Schools with AVID programs	$76,263.00	
3	3.8	Targeted Program: Career Education (Previously CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Gr 7-12	$3,570,539.00	
3	3.9	Targeted Program: New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,949.00	
3	3.10	Targeted Program: Technology Licenses and Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$893,856.00	
3	3.12	Targeted Program: Student Device Repair Support	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$51,272.00	
3	3.13	K-12 VAPA Access and Program Coordination	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,517.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,843,826.00	$37,279,911.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Universal Program: MTSS SEB Program for Social, Emotional, and Behavior Well-Being of All Students	No	$0.00	0.00
1	**1.2**	Universal Program: Second Step Social-Emotional Learning Curriculum	No	$0.00	0.00
1	**1.3**	Universal Program: Digital Citizenship Program for All Students	No	$0.00	0.00
1	**1.4**	Intervention System: School Climate Assessment and Progress Monitoring	No	$61,597.00	0.00
1	**1.5**	Intervention System: MTSS SEB School Teams	No	$0.00	0.00
1	**1.6**	Intervention System: Student Study Team	Yes	$72,660.00	$72,685
1	**1.7**	Intervention System: Elementary Counseling Program	Yes	$982,929.00	$1,480,829
1	**1.8**	Intervention System: Supplemental Elementary Counselors at Title-1 Schools	No	$410,162.00	$430,661
1	**1.9**	Intervention System: Secondary Counseling Program	Yes	$2,470,502.00	$2,982,773.00
1	**1.10**	Intervention System: Mental Wellness Counseling Program	Yes	$680,730.00	$714,845
1	**1.11**	Intervention System: Attendance	No	$0.00	0.00

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	1.12	Intervention System: Alternative to Suspension (ATS)	Yes	$223,098.00	$236,378
1	1.13	Intervention System: Many Routes to Graduation	No	$0.00	0.00
1	1.14	Intervention System: Transcript Translation	Yes	$1,000.00	$1,000
1	1.15	Intervention System: Secondary Intervention	No	$407,823.00	$426,257
1	1.16	Intervention System: Credit Recovery	Yes	$783,529.00	$744,321
1	1.17	Intervention System: Secondary Summer School	Yes	$406,746.00	$374,702
1	1.18	Robust Professional Development Program: Cultural Proficiency	No	$6,056.00	$18,983
1	1.19	Robust Professional Development Program: Engagement Strategies	No	$969.00	$974
1	1.20	Robust Professional Development Program: Social-Emotional Learning	No	$144,943.00	$102,197
1	1.21	Robust Professional Development Program: Community Circles/Restorative Practices	No	$0.00	0.00
1	1.22	Robust Professional Development: Leadership Academy	Yes	$121,523.00	$83,636
1	1.23	Robust Professional Development Program: MTSS TOSA for SEB	No	$762,854.00	$811,910
1	1.24	Robust Professional Development Program:	No	$89,450.00	$138,301

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)
		MTSS SEB Facilitators			
1	1.25	Targeted Program: Student Services Department	Yes	$638,002.00	$633,686
1	1.26	Targeted Program: Secondary Orientation	Yes	$20,420.00	$34,814
1	1.27	Targeted Program: Homeless Youth Support	Yes	$346,954.00	$244,858
1	1.28	Family Engagement: Community Partnership	No	$0.00	0.00
1	1.29	Family Engagement: Communication & Engagement Tools	Yes	$14,965.00	$13,582
1	1.30	Family Engagement: Improve Communication with Multilingual Families	Yes	$11,597.00	$12,005
1	1.31	Family Engagement: District Translator/Interpreter	Yes	$94,850.00	$100,429
1	1.32	Family Engagement: School Community Outreach Liaisons (SCOLs)	Yes	$1,268,130.00	$1,483,420
1	1.33	Targeted Program: Supplemental Mental Health Counseling	No	$0.00	0.00
1	1.34	Targeted Program: Unified PE	No	$0.00	0.00
1	1.35	Targeted Program: Supplemental Cultural Proficiency Professional Development	Yes	$16,497.00	0.00
1	1.36	Targeted Program: Supplemental Secondary Counseling	No	$1,956,330.00	0.00
1	1.37	Family Engagement: Promote Parent Participation	No	$0.00	0.00

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	1.38	Family Engagement: Promote Parent Participation in Programs for Students with Disabilities	No	$2,000.00	0.00
1	1.39	Targeted Program: Foster Youth Support	Yes	$10,000.00	$10,000
1	1.40	Targeted Program: Transition Support for Kindergarten	No	$56,602.00	$57,923
1	1.41	Targeted Program: Additional SEL & Behavior Support for SWD	No	$160,313.00	$165,359
2	2.1	Universal Program: MTSS Academics TK-12	No	$0.00	0.00
2	2.2	Intervention System: Elementary Reading Intervention Program	Yes	$1,409,930.00	$2,018,671
2	2.3	Intervention System: Additional Resources for Reading Intervention Program	Yes	$5,000.00	$4,090
2	2.4	Intervention System: Elementary Extended Learning Time	No	$0.00	$74,037
2	2.5	Intervention System: Elementary i-Ready Personalized Pathways	No	$0.00	0.00
2	2.6	Intervention System: Secondary Extended Learning Time	No	$0.00	0.00
2	2.7	Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners	Yes	$994,883.00	$901,880
2	2.8	Intervention System: Comprehensive Assessment System TK-12	Yes	$113,071.00	$171,409
2	2.9	Intervention System: Elementary Academics Assessment and Progress Monitoring	No	$0.00	0.00

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	**2.10**	Intervention System: Secondary Academics Assessment and Progress Monitoring	No	$0.00	0.00
2	**2.11**	Intervention System: Secondary Intervention Participation Progress Monitoring System	No	$0.00	0.00
2	**2.12**	Intervention System: Language Assessment	Yes	$344,493.00	$332,542
2	**2.13**	Intervention System: English Language Assessment and Progress Monitoring using Ellevation	No	$112,180.00	$97,180
2	**2.14**	Intervention System: ML Site Coordinators	Yes	$139,136.00	$109,622
2	**2.15**	Intervention System: Student Study Team	Yes	$0.00	$4,013
2	**2.16**	Robust Professional Development: Elementary Instructional Coaches	No	$0.00	0.00
2	**2.17**	Robust Professional Development: Elementary MTSS TOSA at Title-1 Schools	No	$646,454.00	$825,737
2	**2.18**	Robust Professional Development: Secondary Instructional Coaches	No	$0.00	0.00
2	**2.20**	Robust Professional Development: Elementary MTSS TOSA for Academics	Yes	$844,536.00	$762,956
2	**2.21**	Robust Professional Development: Secondary MTSS TOSA for Academics	Yes	$851,721.00	$744,005
2	**2.22**	Robust Professional Development: TOSA for English Language Development (ELD)	No	$287,214.00	$291,642
2	**2.23**	Robust Professional Development: Integrated English Language Development	No	$39,712.00	$39,717

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	2.24	Robust Professional Development: CRLP for Language Development	No	$282,942.00	$170,534
2	2.25	Robust Professional Development: Effective Dual Language Immersion TK-12	No	$2,422.00	$4,924
2	2.26	Robust Professional Development: Special Education Coach	No	$181,131.00	$182,714
2	2.27	Targeted Program: Language Acquisition Department	Yes	$407,432.00	$402,608
2	2.28	Targeted Program: Elementary Designated English Language Development (ELD)	No	$0.00	0.00
2	2.29	Targeted Program: Secondary Newcomer Courses	Yes	$2,203,361.00	$1,362,223
2	2.30	Targeted Program: Secondary Intensive LTEL Courses	Yes	$145,850.00	$150,192
2	2.31	Targeted Program: ML Site Based Allocations	Yes	$57,520.00	$23,569
2	2.32	Targeted Program: Dual Language Immersion Program TK-12	No	$0.00	$4,000
2	2.33	Targeted Program: Elementary Newcomer Summer Camp	No	$0.00	0.00
2	2.34	Targeted Program: Secondary ML Summer School Support	No	$0.00	0.00
2	2.35	Targeted Program: Multilingual Learner Early Childhood Program	Yes	$63,278.00	0.00
2	2.36	Targeted Program: Elementary MTSS Academics Department	Yes	$288,024.00	$325,402
2	2.37	Targeted Program: Secondary MTSS Academics Department	Yes	$450,318.00	$655,119

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	2.38	Target Program: Personalized Instruction Through Instruction Design and Technology	Yes	$113,071.00	$115,417
2	2.39	Targeted Program: Magnet Schools K-12	No	$50,862.00	$53,094
2	2.40	Targeted Program: Gifted and Talented Program (GATE)	Yes	$41,311.00	$39,661
2	2.41	Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program	Yes	$121,403.00	$137,754
2	2.42	Targeted Program: Elementary Combination Class Reduction	No	$545,954.00	$569,769
2	2.43	Targeted Program: College/Career Readiness Department	Yes	$119,864.00	$306,172
2	2.44	Targeted Program: Integrated Professional Development for SAI/SPED	No	$84,770.00	$107,963
2	2.45	Robust Professional Development: Professional Learning Community (PLC)	No	$0.00	0.00
2	2.46	Robust Professional Development: Elementary PLC Support Teams	Yes	$1,750,248.00	$1,276,331
2	2.47	Intervention System: Intensive Reading Intervention for SWD	No	$0.00	$66,423
3	3.1	Universal Program: Textbook and Instructional Materials Adoptions	No	$4,582,798.00	$4,684,876
3	3.2	Universal Program: Visual Arts and Performing Arts (VAPA) K-12	No	$662,102.00	$273,520
3	3.3	Universal Program: Evaluation of School Facility Conditions	No	$0.00	0.00

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	3.4	Robust Professional Development: Implementation of State Standards	No	$526,283.00	$513,550
3	3.5	Targeted Program: Building Teacher Leadership	Yes	$788,994.00	$780,926
3	3.6	Targeted Program: LCAP School Site Allocation	Yes	$145,964.00	$91,193
3	3.7	Targeted Program: AVID K-12	Yes	$183,792.00	$85,114
3	3.8	Targeted Program: Career Education (Previously CTE)	Yes	$5,225,697.00	$5,097,758
3	3.9	Targeted Program: New Teacher Induction	Yes	$400,315.00	$823,572
3	3.10	Targeted Program: Technology Licenses and Subscriptions	Yes	$812,308.00	$892,219
3	3.11	Targeted Program: Unified VAPA	No	$0.00	0.00
4	4.1	Silverado Summer School	No	$0.00	0.00
4	4.2	Additional ML ELD Instructional Aide Support	No	$0.00	0.00
4	4.3	Additional Sections: Math	No	$0.00	0.00
4	4.4	Additional Sections: Electives	No	$385,747.00	$292,620
4	4.5	Intensive Professional Development: Engagement Strategies	No	$0.00	0.00

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	**4.6**	Intensive Professional Development: Trauma-Informed Teaching	No	$0.00	0.00
4	**4.7**	Intensive Professional Development: Standards-Based Instruction in an Alternative Setting	No	$0.00	0.00
4	**4.8**	Intensive Professional Development: Integrated Language Support	No	$0.00	0.00
4	**4.9**	Additional Mental Health Counseling	No	$208,504.00	$33,170
4	**4.10**	College/Career Experiences	No	$0.00	$3,495

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$23,725,023	$23,736,601.00	$23,736,601.00	$0.00	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	1.6	Intervention System: Student Study Team	Yes	$72,660.00	$72,685		
1	1.7	Intervention System: Elementary Counseling Program	Yes	0.00	$454,554		
1	1.9	Intervention System: Secondary Counseling Program	Yes	$2,470,502.00	$2,982,773.00		
1	1.10	Intervention System: Mental Wellness Counseling Program	Yes	$680,730.00	$714,845		
1	1.12	Intervention System: Alternative to Suspension (ATS)	Yes	$223,098.00	$236,378		
1	1.14	Intervention System: Transcript Translation	Yes	$1,000.00	$1,000		
1	1.16	Intervention System: Credit Recovery	Yes	$783,529.00	$744,321		
1	1.17	Intervention System: Secondary Summer School	Yes	$406,746.00	$374,702		
1	1.22	Robust Professional Development: Leadership Academy	Yes	$121,523.00	$83,636		
1	1.25	Targeted Program: Student Services Department	Yes	$638,002.00	$633,686		
1	1.26	Targeted Program: Secondary Orientation	Yes	$20,420.00	$34,814		

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	1.27	Targeted Program: Homeless Youth Support	Yes	$346,954.00	$244,858		
1	1.29	Family Engagement: Communication & Engagement Tools	Yes	$14,965.00	$13,582		
1	1.30	Family Engagement: Improve Communication with Multilingual Families	Yes	$11,597.00	$12,005		
1	1.31	Family Engagement: District Translator/Interpreter	Yes	$94,850.00	$100,429		
1	1.32	Family Engagement: School Community Outreach Liaisons (SCOLs)	Yes	$1,268,130.00	$1,483,420		
1	1.35	Targeted Program: Supplemental Cultural Proficiency Professional Development	Yes	$16,497.00	0.00		
1	1.39	Targeted Program: Foster Youth Support	Yes	$10,000.00	$10,000		
2	2.2	Intervention System: Elementary Reading Intervention Program	Yes	0.00	$784,447		
2	2.3	Intervention System: Additional Resources for Reading Intervention Program	Yes	$5,000.00	$4,090		
2	2.7	Intervention System: ELD Instructional Aides (IAs) to Support Multilingual Learners	Yes	$994,883.00	$901,880		
2	2.8	Intervention System: Comprehensive Assessment System TK-12	Yes	$113,071.00	$171,409		
2	2.12	Intervention System: Language Assessment	Yes	$344,493.00	$332,542		
2	2.14	Intervention System: ML Site Coordinators	Yes	$139,136.00	$109,622		
2	2.15	Intervention System: Student Study Team	Yes	0.00	$4,013		

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	2.20	Robust Professional Development: Elementary MTSS TOSA for Academics	Yes	$844,536.00	$762,956		
2	2.21	Robust Professional Development: Secondary MTSS TOSA for Academics	Yes	$851,721.00	$744,005		
2	2.27	Targeted Program: Language Acquisition Department	Yes	$407,432.00	$402,608		
2	2.29	Targeted Program: Secondary Newcomer Courses	Yes	$2,203,361.00	$1,362,223		
2	2.30	Targeted Program: Secondary Intensive LTEL Courses	Yes	$145,850.00	$150,192		
2	2.31	Targeted Program: ML Site Based Allocations	Yes	$57,520.00	$23,569		
2	2.35	Targeted Program: Multilingual Learner Early Childhood Program	Yes	$63,278.00	0.00		
2	2.36	Targeted Program: Elementary MTSS Academics Department	Yes	$288,024.00	$325,402		
2	2.37	Targeted Program: Secondary MTSS Academics Department	Yes	$450,318.00	$655,119		
2	2.38	Target Program: Personalized Instruction Through Instruction Design and Technology	Yes	$113,071.00	$115,417		
2	2.40	Targeted Program: Gifted and Talented Program (GATE)	Yes	$41,311.00	$39,661		
2	2.41	Targeted Program: Advanced Placement (AP) and International Baccalaureate (IB) Program	Yes	$121,403.00	$137,754		
2	2.43	Targeted Program: College/Career Readiness Department	Yes	$119,864.00	$306,172		
2	2.46	Robust Professional Development: Elementary PLC Support Teams	Yes	$1,750,248.00	$1,276,331		
3	3.5	Targeted Program: Building Teacher Leadership	Yes	$788,994.00	$780,926		

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)
3	3.6	Targeted Program: LCAP School Site Allocation	Yes	$145,964.00	$91,193		
3	3.7	Targeted Program: AVID K-12	Yes	$183,792.00	$66,085		
3	3.8	Targeted Program: Career Education (Previously CTE)	Yes	$5,169,505.00	$5,097,758		
3	3.9	Targeted Program: New Teacher Induction	Yes	$400,315.00	$1,320		
3	3.10	Targeted Program: Technology Licenses and Subscriptions	Yes	$812,308.00	$892,219		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
259,496,263	$23,725,023	0.000%	9.143%	$23,736,601.00	0.000%	9.147%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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