LCFF Budget Overview for Parents

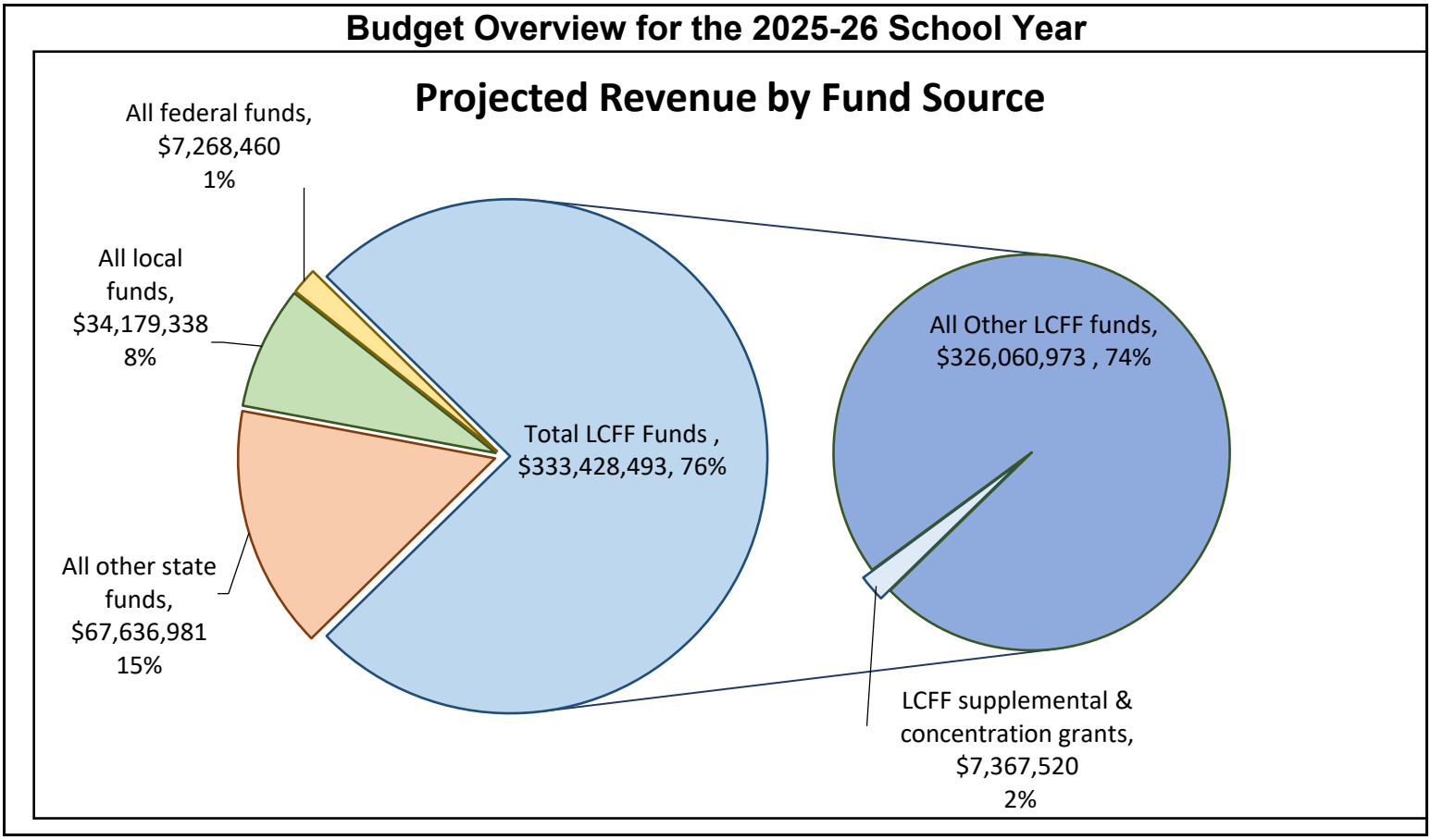
Local Educational Agency (LEA) Name: San Ramon Valley Unified School District

CDS Code: 07-61804

School Year: 2025-26

LEA contact information: Daniel Hillman, Asst. Supt. Business Services; dhillman@srvusd.net; 925-552-2905

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).

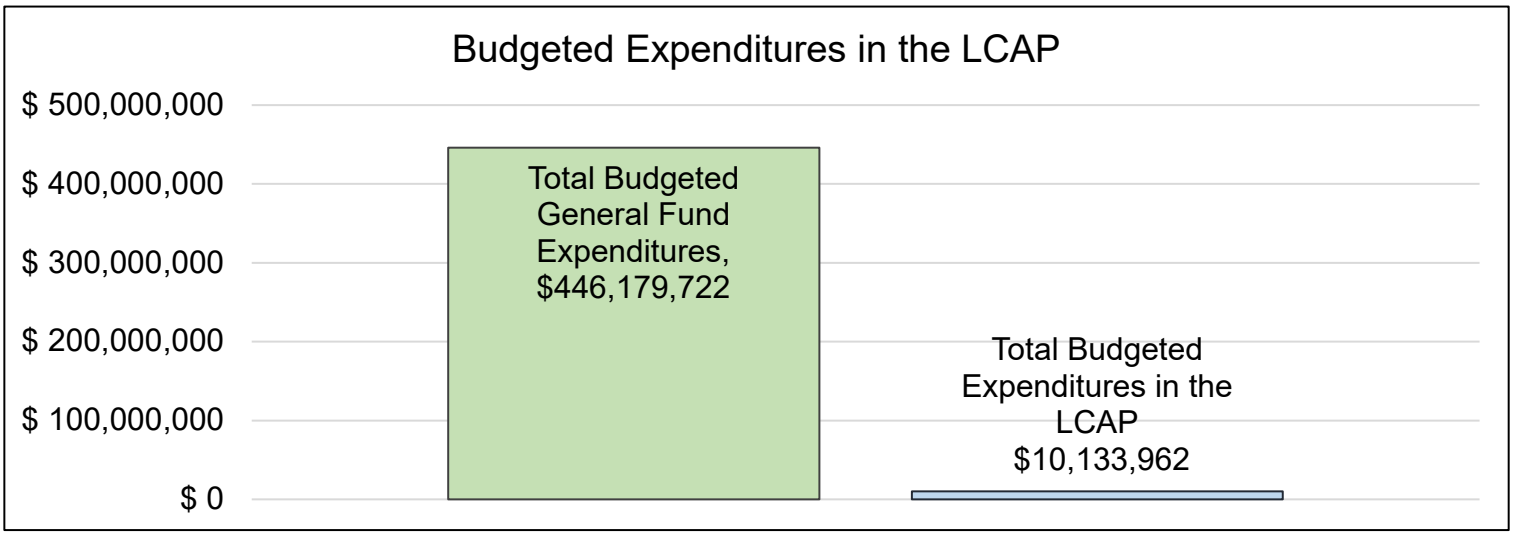


This chart shows the total general purpose revenue San Ramon Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Ramon Valley Unified School District is $442,513,272.00, of which $333,428,493.00 is Local Control Funding Formula (LCFF), $67,636,981.00 is other state funds, $34,179,338.00 is local funds, and $7,268,460.00 is federal funds. Of the $333,428,493.00 in LCFF Funds, $7,367,520.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Ramon Valley Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Ramon Valley Unified School District plans to spend $446,179,722.00 for the 2025-26 school year. Of that amount, $10,133,962.00 is tied to actions/services in the LCAP and $436,045,760.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

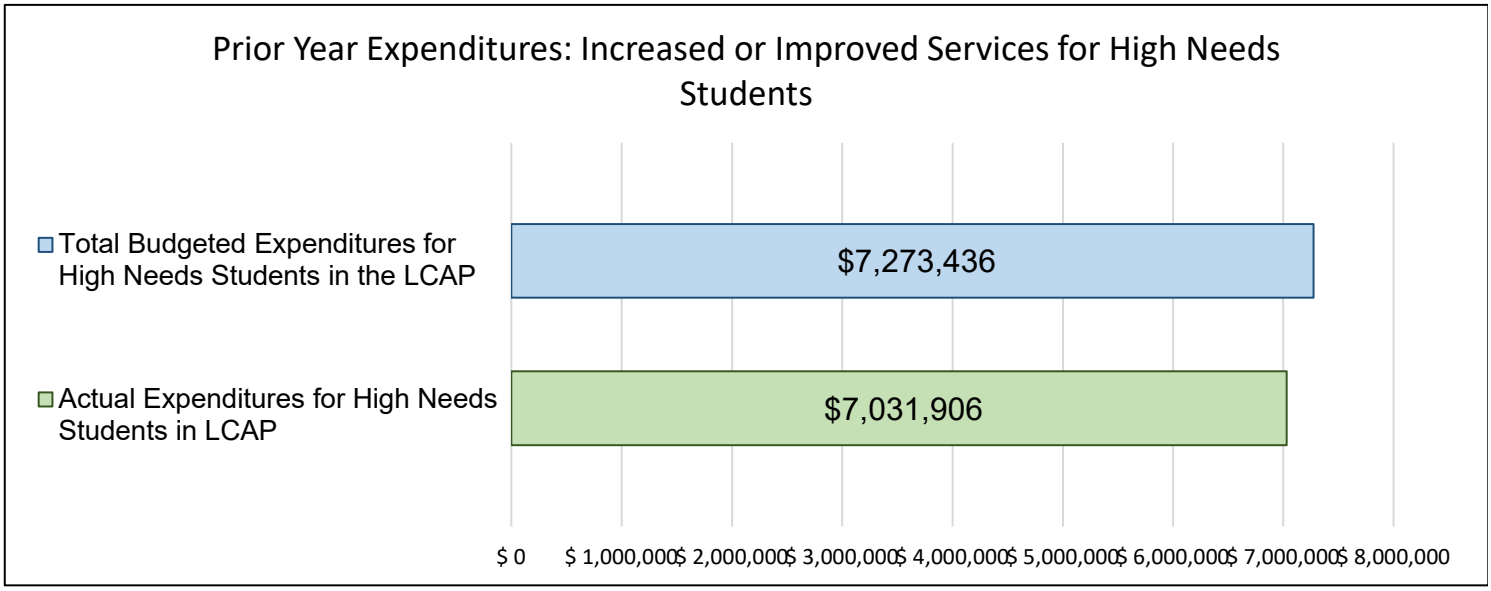
The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures described in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs, and restricted and unrestricted funds are accounted for separately. Restricted programs fulfill the requirements defined by the funding source, and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. Approximately 88-90% of SRVUSD's total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of basic educational activities, such as classroom teaching, clerical and administrative support, transportation, custodial activities, health and safety, building maintenance and operations, technology support, and more. These activities, along with related supplies and service costs, do not directly influence the outcome of the specific actions and services identified in the LCAP and are therefore generally not included in the LCAP unless specifically identified.

LCFF Budget Overview for Parents

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

In 2025-26, San Ramon Valley Unified School District is projecting it will receive $7,367,520.00 based on the enrollment of foster youth, English learner, and low-income students. San Ramon Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ramon Valley Unified School District plans to spend $7,367,671.00 towards meeting this requirement, as described in the LCAP.

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



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

The text description of the above chart is as follows: In 2024-25, San Ramon Valley Unified School District's LCAP budgeted $7,273,436.00 for planned actions to increase or improve services for high needs students. San Ramon Valley Unified School District actually spent $7,031,906.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $241,530.00 had the following impact on San Ramon Valley Unified School District's ability to increase or improve services for high needs students:

SRVUSD's 2024-25 Estimated Actual expenditures to increase or improve services for high needs students was $241,530 (approximately 3.3%) lower than projected at Adopted Budget, but is higher than total Supplemental grant funds generated by the District's unduplicated students. Estimated Actuals are lower due to budget reductions, vacant positions, and the use of more restrictive funds.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ramon Valley Unified School District	Daniel Hillman, Assistant Superintendent Business Services / Christine Huajardo, Assistant Superintendent of Educational Services	LCAP@srvusd.net 925-552-2905 / 925-552-2914

Plan Summary [2025-26]

General Information

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

The San Ramon Valley Unified School District (SRVUSD) is a microcosm of diversity, reflecting the rich tapestry of cultures, backgrounds, and experiences present in the East Bay region of Contra Costa County. Spanning an 18 square mile area, SRVUSD encompasses communities such as Alamo, Blackhawk, Danville, Diablo, and San Ramon, including the Dougherty Valley communities, as well as portions of Walnut Creek and Pleasanton. Within this vibrant district, of approximately 29,000 students, from Transition Kindergarten through Grade 12 embark on their educational journey, each bringing their unique perspectives and contributions to the learning environment.

Demographically, 31.4% of students identify as white, 44.4% of students identify as Asian, 9.3% of students identify as Hispanic or Latino, 3.6% of students identify as Filipino, 1.7% of students identify as African American, 0.3% of students identify as American Indian or Alaska Native, while 0.2% identify as Pacific Islander and 9.1% of students identify as two or more races.

Beyond racial and ethnic diversity, SRVUSD serves a variety of student groups with specific needs and backgrounds. Approximately 8.0% of students are classified as socio-economically disadvantaged, 4.5% of students are English learners, 11.13% of students have special needs, and 0.2% of students are classified as foster youth or homeless.

SRVUSD recognizes the importance of embracing and celebrating this diversity, as it enriches the educational experience for all students. By fostering an inclusive learning environment where every student feels valued, respected, and supported, SRVUSD aims to promote

academic success and personal growth for all individuals. The district prioritizes equity and inclusion in its educational practices, striving to provide tailored support and resources to meet the diverse needs of its students.

In alignment with its mission, SRVUSD is dedicated to serving all students and preparing them to flourish as responsible, ethical, and productive citizens. The district's educational program is designed to inspire a lifelong love of learning and empower students to realize their full potential in an ever-changing world. With a focus on deep learning and instruction, equity and equitable access, and student and staff wellness, SRVUSD is committed to ensuring that all students learn at high levels in a safe, healthy, and caring environment.

At the heart of SRVUSD's ethos is a commitment to the holistic development of the whole child. The district's student-centered approach emphasizes not only academic achievement but also social, emotional, and physical well-being. By prioritizing the well-being of both students and staff, SRVUSD fosters a supportive and nurturing school culture where every individual can thrive.

Central to SRVUSD's strategic directions—Equity, Social Emotional Well-Being, Deep Learning and Innovation, Shared Leadership, Stewardship of Resources, and Culture of Responsiveness—is a commitment to continuous improvement and responsiveness to the needs of the school community. Through its Local Control and Accountability Plan (LCAP), the district addresses state priorities related to conditions for learning, pupil outcomes, and engagement, ensuring that every student receives a quality education tailored to their needs.

In addition to its educational endeavors, SRVUSD plays a significant role as an employer in the region. With approximately 4,500 staff members, the district is committed to recruiting and retaining high-quality educators and support staff who are dedicated to the success of every student.

Supported by an annual operating budget exceeding $440 million, SRVUSD also benefits from generous contributions from parent/private donations and local parcel taxes, amounting to over $18 million and $6.7 million per year, respectively. These additional resources enable the district to enhance educational programs, support extracurricular activities, and provide enrichment opportunities for students.

In summary, the San Ramon Valley Unified School District is a dynamic and inclusive learning community committed to fostering the academic, social, and emotional growth of all students. Through its dedication to equity, innovation, and excellence, SRVUSD continues to empower students to become lifelong learners and engaged citizens prepared to contribute positively to society.

Reflections: Annual Performance

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

Because our SRVUSD Dashboard was built with an eye toward our SRVUSD Strategic Directions, it acts as a complement to the California Dashboard. While there is some overlap, our SRVUSD Dashboard seeks to go further both in scope and reported data, while the CA Dashboard offers the ability to more closely analyze various populations of students within our district across demographics, as well as explore metrics relative to individual school performance. Local educational agencies and schools receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

The following shows current performance on the 2023 CA Dashboard:

Indicator Color Status:

Math - Blue
ELA - Green
ELP - Green
Absenteeism - Orange
Suspension - Yellow
Graduation - Blue
College & Career - High
Basics - Standard Met
Academic Standards - Standard Met
Parent & Family Engagement - Standard Met
Climate - Standard Met
Broad Course of Study - Standard Met

California Dashboard Overview (based on 2023 dashboard):

SRVUSD remains amongst the highest rated school districts in California. With the return of the five color rating system, SRVUSD continues to score in the “Blue and Green” categories with a rating of “Standard Met” in all subsequent metrics. Particular areas of celebration can be found in our color rating for Math, English Language Arts, and English Learner Progress.

Conversely, like nearly all districts in California, Chronic Absenteeism continues to challenge our progress under this indicator on the Dashboard. School districts continue to make recovery from the 10 day illness mandates for keeping children home during the pandemic, however, partnering with our community partners to ensure students are attending school regularly, should continue to be a priority in order to best serve our students and improve our metric on this indicator.

Similarly, a rating of Orange for the indicator Suspension Rate reflects disproportionately for students of color, students with disabilities, foster youth, and socioeconomically disadvantaged students. Our efforts under Dimension Four and Five of our SRVUSD Dashboard, seek to shift progressive disciplinary actions to research-based alternatives to suspension in order to reduce suspensions for the aforementioned student groups listed in this analysis.

Upon further disaggregation of the data; the CA Dashboard also reveals several red indicators. Our red status indicators are included in the attachments to this document.

Per the 2024 dashboard status - SRVUSD continues to be among the highest-rated school districts in California. With the continued use of the five-color rating system, our district maintains a strong presence in the “Blue” and “Green” categories and continues to meet the standard in all additional metrics. ELA = Blue, Absenteeism = Green, Suspension = Blue

Particular areas of celebration include the high ratings in Math, ELA, and Graduation, all of which earned the top Blue rating. Additionally, English Learner Progress (ELP) and Absenteeism showed positive growth, both rated Green, with Absenteeism improving from last year's Orange.

Our Suspension Rate also reflects significant progress, having moved from Yellow to Blue, indicating our ongoing efforts to implement restorative and research-based alternatives to traditional disciplinary practices are making an impact.

We remain committed to reducing disproportionality in student outcomes, particularly for students of color, students with disabilities, foster youth, and socioeconomically disadvantaged students. These efforts are central to Dimensions Four and Five of our SRVUSD Dashboard, which focus on student well-being and equity in disciplinary practices.

Learning Recovery Emergency Block Grant (LREBG):

SRVUSD is projected to have approximately $2,950,000 in unexpended funds from the LREBG, and plans to spend them over a two-year period to for mental health supports described in Actions 3.3 and 3.4.

Through our comprehensive needs assessment process, we have identified critical areas where our students require additional support to recover from the impacts of interrupted learning. While academic needs in English Language Arts and Mathematics are present — particularly for specific student groups such as Black/African American students, Homeless Youth, English Learners, and Students with Disabilities — our broader findings suggest that the needs may be deeply rooted in students' social-emotional well-being and overall engagement with school.

Social-Emotional Well-Being:
Qualitative and quantitative data, including stakeholder input and student group performance trends, point to a need for a systemic focus on social-emotional learning (SEL) as an essential foundation for academic success. In alignment with research from the Collaborative for Academic, Social, and Emotional Learning (CASEL), we recognize that "students are more likely to succeed academically when they feel safe, connected, and engaged." CASEL's framework emphasizes competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making — all of which support not only personal development but improved academic outcomes.

Attendance and Engagement:
Our chronic absenteeism data further indicate that many students are struggling with consistent school attendance. Attendance Works research shows that absenteeism often reflects broader challenges related to belonging, school climate, and access to supports — especially for historically underserved student groups. Chronic absenteeism can be both a symptom and a cause of academic underperformance, and addressing it requires a comprehensive strategy that combines academic, social-emotional, and behavioral interventions.

Student Groups and Schools Identified:
The following student groups appeared across two or more areas of identified need (ELA, Math, and Chronic Absenteeism): Black/African American students, Homeless Youth, English Learners, and Students with Disabilities.

Based on multiple metrics (CAASPP ELA, CAASPP Math, and/or Chronic Absenteeism), the following schools were identified from our 35 sites: Venture School, California High School, San Ramon Valley High School, Del Amigo High School.

Conclusion and Plan for Use of Funds:

Recognizing the critical intersection of academic achievement, social-emotional well-being, and student engagement, we are prioritizing a comprehensive, research-based approach to support student success. This includes counseling and mental health services aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, implementing targeted strategies to improve attendance and engagement informed by best practices from Attendance Works, and delivering high-impact academic interventions tailored to the needs of specific student groups. These academic supports are intentionally integrated with social-emotional skill development.

Additionally, we are deepening family and community partnerships to strengthen school connectedness and reinforce supports beyond the classroom. This holistic strategy ensures that learning recovery is not viewed through a solely academic lens but is embedded in a framework that addresses the broader conditions that influence a student's ability to learn, grow, and thrive. These actions align to allowable uses of funds in the area of mental health support services and evidence-based learning models.

Reflections: Technical Assistance

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

San Ramon Valley Unified School District (SRVUSD) qualifies for technical assistance based on California Dashboard data for the homeless student group due to math performance and suspension rates. SRVUSD is committed to ensuring that all students, including those experiencing homelessness or in foster care, receive the support and services they need to thrive academically, socially, and emotionally. To strengthen identification, outreach, and support for these students, SRVUSD will implement a series of strategic actions.

First, SRVUSD will develop clear procedures for following up with families who have not completed the Annual Update, a critical tool for verifying student information and identifying those in need of additional support. In addition, the district will establish a process to ensure that the Housing Questionnaire is consistently provided to families who report an address change outside the Annual Update window, allowing for timely identification of students who may qualify under the McKinney-Vento Act or foster care provisions.

To further support school sites and ensure consistency across the district, SRVUSD will create a comprehensive list of both site-level and district-level supports available to students experiencing homelessness or foster care placement. This list will include resources related to academic assistance, counseling services, transportation, access to extracurricular activities, and community-based partnerships. A separate, user-friendly resource guide will also be developed specifically for school-based teams, including administrators, counselors, and support staff, to help them proactively support the unique needs of Homeless and Foster Youth.

To monitor progress and guide continuous improvement, the district's Homeless/Foster Youth liaison will compile and submit a quarterly written summary report. This report will include data on student grades, attendance, and behavior, as well as documentation of interventions and supports provided. The summary will be shared with the Director of Student Services, the School Board and Cabinet, and the LCAP Advisory Committee to inform updates to the Local Control and Accountability Plan (LCAP) and ensure that district actions remain aligned with student needs.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee which is comprised of: community members, certificated and classified staff, district and site administration, 15 students, union leadership (San Ramon Valley Education Association & California Schools Education Association) District English Language Association and Community Advisory Committee members.	Four meetings during the 2024-2025 school year (Budget overview, collaborative working groups, feedback opportunities on goals, metrics and actions for 2024 LCAP). 10/13, 1/21, 4/23, 5/20
Principal and Assistant Principal Meetings	Presented Mid Year LCAP report and provided feedback opportunities on goals, metrics and actions for 2024 LCAP. Principal meetings occur twice a month and AP meetings are monthly.
District English Learner Advisory Committee (DELAC)	DELAC - District English Learner Advisory Committee San Ramon Valley Unified School District has 1253 English Learners enrolled; therefore, the district has established a functioning District English Learner Advisory Committee (DELAC) on programs and services for English Learners. DELAC provides district-wide input on programs for English learners. Four meetings during the 2024-2025 school year. 9/26, 1/23, 3/20, 5/15
Community Advisory Committee (CAC)	The purpose of the Community Advisory Committee (CAC), facilitated by the SRVUSD SELPA (Special Education Local Plan Area) Executive Director, is to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education and support, and coordinate activities on behalf of children with exceptional needs. Members provide and assist in the development of parent information materials and awareness activities in our school district. Membership is

Educational Partner(s)	Process for Engagement
	composed of school district board-appointed parents, educators, and district staff. Topic presentations and/or meetings are held five times a year. Meetings are open to the public. Five CAC Meetings during the 2024-25 school year. 8/22, 10/17, 1/23, 3/20, 5/8
PTA, Site Council and SRVUSD Educational Fund Meetings	Monthly meetings determined by school sites.
Facilities Development Master Plan Town Halls	There were no master plan meetings in the 2024-25 school year.
SRVUSD Board Member Office Hours	“Talk With a Trustee” series. Offering a monthly option for community members to meet with a Board member for a one-on-one discussion. We also support our student board member to offer a similar discussion opportunity for secondary students.
Student Senate Meetings - student representatives from all secondary schools	Monthly meetings, prior to regulary scheduled board meetings. LCAP goals and actions were presented at these meetings.
Communication Department Outreach: surveys, educational events, etc.	The Communications, Family and Community Engagement Department has hosted or supported 7 educational events for parents/caregivers. Many of the events were co-sponsored by the SRVCPTA. There has been a mix of in-person, virtual, and combined in-person/virtual options. To date, close to 600 people have attended our events. We have sent out surveys after most events to help us gauge people’s satisfaction with the topics, the presenters, event timing, and future interest in the topics discussed.
Listening sessions with the Superintendent, Trustees and district leadership during school-site visits.	All sites hosted visits to discuss the Strategic Directions and how those influenced the actions embedded in the LCAP.
ELAC - English Learner Advisory Committee	ELAC - English Learner Advisory Committee California schools with 21 or more English Learners are required to establish a functioning English Learner Advisory Committee (ELAC) on programs and services for English Learners. The purpose of the ELAC (or subcommittee, if appropriate) is to advise the principal and school staff on programs and services for

Educational Partner(s)	Process for Engagement
	ELs and the School Site Council on the development of the Single School Plan for Student Achievement. ELAC also assists the school on other tasks listed below. The ELAC assists in the school's needs assessment and the school's annual language census
Visual and Performing Arts Committee	Met multiple times to review supports for visual and performing arts and the use of Prop 28 funds.
Budget Advisory Committee was dedicated to addressing fiscal challenges the District is facing.	Seven meetings during the 2024-2025 school year. 8/28, 9/12, 9/25, 10/09, 10/23, 11/13, 12/04.The BAC played a crucial role in advising the District on strategies to achieve a balanced budget and ensure the long-term financial stability of our schools.

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

In the San Ramon Valley Unified School District (SRVUSD), the development and implementation of actions within each goal—Deep Learning and Innovation, Equity, and Social Emotional Well-Being—for the 2024–2025 school year are intentionally informed by the voices and insights of educational partners. These partners, which include teachers, site and district administrators, classified staff, students, families, and members of the broader community, serve as essential contributors in shaping a shared vision for student success.

Throughout the 2024–2025 planning process, SRVUSD actively engaged educational partners through a variety of formats, including online surveys, in-person and virtual listening sessions, advisory committees, and targeted stakeholder meetings. This input was gathered during the 2024–25 school year and will inform planning and implementation for the 2025–26 school year. This feedback not only affirmed many of the district's proposed directions but also introduced new perspectives and ideas that enhanced the depth and alignment of each goal.

Under the goal of Deep Learning and Innovation, educational partners provided valuable recommendations related to 21st-century learning environments, instructional relevance, and the integration of innovative practices across all grade levels. In response, SRVUSD is advancing several initiatives during 2024–2025 aimed at cultivating critical thinking, creativity, and real-world application. These include expanding project-based learning (PBL) opportunities that connect classroom learning to authentic, interdisciplinary challenges; increasing access to maker spaces and innovation labs that encourage hands-on exploration and problem-solving; and deepening the integration of instructional technology tools to support engagement, collaboration, and digital literacy. Educator professional development remains a critical driver of this work, with continued investment in learning cycles that focus on evidence-based teaching practices, formative assessment strategies, and the thoughtful use of digital platforms to support differentiation and student agency.

The goal of Equity is equally shaped by stakeholder feedback, particularly insights highlighting systemic barriers and opportunity gaps. Input gathered throughout 2024–2025 has emphasized the importance of ensuring that every student—regardless of race, ethnicity, socio-economic background, language, or ability—has full access to a high-quality education. As a result, the district is implementing a range of equity-driven actions. These include increasing the availability of targeted academic interventions and supports for underperforming and historically underserved students, expanding access to rigorous coursework such as honors and AP classes, and strengthening outreach

efforts to families from marginalized communities. The district is also investing in professional development focused on culturally responsive pedagogy, implicit bias, and inclusive practices to build classroom environments where all students feel affirmed and valued. Programs such as peer tutoring, mentorship, and expanded learning opportunities outside of traditional school hours are designed to provide wraparound academic and social support to students who need it most.

Additionally, educational partner input from the 2024–2025 engagement process informed the refinement of the Local Control and Accountability Plan (LCAP). Stakeholders repeatedly voiced a desire for the plan to be both aspirational and actionable. Input frequently validated the goals and metrics being developed, affirming that SRVUSD's strategic direction aligned with shared community priorities. At the same time, feedback introduced new areas of focus, such as expanding professional development for staff working with English Learners, strengthening multi-tiered systems of support (MTSS), and ensuring data is used transparently and equitably to monitor progress and adjust actions in real time.

The third strategic goal, Social Emotional Well-Being, remains a top priority across the district and was consistently emphasized by students, parents, educators, and mental health professionals throughout the 2024–2025 feedback process. Educational partners spoke to the ongoing need for safe, supportive, and inclusive environments where all students can thrive. Informed by their input, SRVUSD continues to implement districtwide social-emotional learning (SEL) curricula, ensuring that students gain essential competencies in areas such as self-awareness, self-regulation, empathy, and responsible decision-making. Additionally, the district is expanding access to on-campus mental health services, including school counselors, social workers, and mental health professionals who provide both individual and group supports. Mindfulness practices, wellness programs, and staff training in trauma-informed practices are being embedded into the school culture, helping educators respond proactively to student needs and build resilience. Safe spaces on campuses—such as wellness centers and affinity groups—are also being supported, fostering environments where students feel seen, heard, and valued.

Ultimately, SRVUSD's approach during the 2024–2025 school year reflects a commitment to shared leadership, inclusivity, and continuous improvement. Through authentic collaboration with educational partners, the district ensures that every goal, metric, and action step is responsive to the needs of its diverse community. The work continues, and SRVUSD remains steadfast in its efforts to ensure that the insights of stakeholders are not only heard but meaningfully reflected in each decision. This collective vision fuels a districtwide culture of innovation, equity, and care—where every student is empowered to reach their full potential academically, socially, and emotionally.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Deep Learning and Innovation: Create learning environments that empower students to to own their learning so they find purpose, meaning, and joy in their education and excel in post-high school endeavors.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

SRVUSD chose "Deep Learning and Innovation" as an LCAP goal for several key reasons. In a rapidly evolving world driven by technological advancements, fostering deep learning and innovation is essential for preparing our students to thrive in the 21st century. By prioritizing this goal, SRVUSD aims to equip students with the critical thinking, problem-solving, and creative skills necessary to adapt and excel in an ever-changing landscape. The actions and metrics included in this goal will help achieve this goal. Additionally, integrating deep learning and innovation into our curriculum can enhance student engagement and motivation. Innovative teaching methods, such as project-based learning, inquiry-based learning, and interdisciplinary approaches, create dynamic learning experiences that inspire curiosity and a passion for learning. Emphasizing deep learning and innovation also aligns with SRVUSD's broader educational objectives of promoting lifelong learning and fostering a culture of continuous improvement. By encouraging students to explore, experiment, and take risks in their learning, SRVUSD aims to cultivate a growth mindset and a willingness to embrace challenges. Furthermore, prioritizing deep learning and innovation can help bridge achievement gaps by providing all students with opportunities to develop essential skills for success, regardless of their background or circumstances. By investing in resources, professional development, and supportive learning environments, SRVUSD demonstrates a commitment to equity and excellence in education. Overall, choosing "Deep Learning and Innovation" as an LCAP goal reflects SRVUSD's commitment to providing students with the knowledge, skills, and mindset needed to thrive in a complex and rapidly changing world. The metrics will measure the effectiveness of the actions, and Year 1 data will allow our community of learners to gauge progress and necessary corrections.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner access to the state standards	100% of English learners have access to	2024-2025 100% of English learners		100% of English learners have	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and the English Language Development (ELD) standards (2B)	the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency.	have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency.		access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency	
1.2	Percentage of English learner pupils who make progress toward English proficiency as measured by English Language Proficiency Assessments for California (ELPAC) (CA Dashboard) (4E)	2022/2023 61.2% making progress towards English proficiency (CA Dashboard) 2022/23 Summative ELPAC 35.13% Level 4 (Well Developed), 37.35% Level 3 (Moderately Developed), 18.16% Level 2 (Somewhat Developed) 9.36%Level 1 (Minimally Developed) (ELPAC Report)	2023-2024 62.1% making progress towards English proficiency (CA Dashboard) 2023-24 Summative ELPAC 34.13% Level 4 (Well Developed), 38.13% Level 3 (Moderately Developed), 17.19% Level 2 (Somewhat Developed) 10.55%Level 1 (Minimally Developed) (ELPAC Report)		Increase according to the follow metrics: 65% making progress towards English proficiency (CA Dashboard) 37% Level 4 (Well Developed), 39% Level 3 (Moderately Developed), 16 Level 2 (Somewhat Developed) 7%Level 1 (Minimally Developed) (ELPAC Report)	Increased .9%
1.3	English Learner Reclassification rate (Data Quest) (4F)	2022/2023 19.1 % reclassification rate (local data)	2023-2024 19.6% reclassification rate (local data)		22% reclassification rate (local data)	Increased .5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Monitor Pupil achievement as measured by state and local assessments. (4A, 8A)	2022/2023 CAASPP 78.14% met or exceeded standards for ELA, 71.65% met or exceeded standards for Math 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 24.13% met or exceeded standards for ELA	2023-2024 CAASPP 77.22% met or exceeded standards for ELA, 71.92% met or exceeded standards for Math (CAASPP Report) 2023-2024 CAASPP EL 24.03% met or exceeded standards for ELA 33.60% met or exceeded standards for Math SED 60.79% met or exceeded standards for ELA 51.77% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math		Increase according to the follow metrics: CAASPP ELA: 80% Math: 74% CAASPP EL 32.15% met or exceeded standards for ELA 39.58% met or exceeded standards for Math SED 58.22% met or exceeded standards for ELA 49.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd	Overall CAASPP ELA decreased .92%. Overall Math increased .27%. English Learner ELA decreased by 6.12% and Math decreased 3.98%. SED ELA increased 5.57% and Math increased 4.46%. No data was gathered for Foster Youth as fewer than 11 were tested. SpEd ELA increased 12.39% and Math increased 25.45%.CAST decreased by 3.23%. Dibels data TBD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7.02% met or exceeded standards for Math 2022/2023 CAST 62.07% met or exceeded standards for Science 2023/2024 DIBELS At or Above Benchmark 81% in Grade K 91.9% in Grade 1 89.5 % in Grade 2 84% in Grade 3	* - data is fewer than 11 students tested SpEd 36.52% met or exceeded standards for ELA 32.47% met or exceeded standards for Math (CAASPP Report) 2023/2024 CAST 58.84% met or exceeded standards for Science (CAST Report) DIBELS End-Of-Year data is still being collected for 2024/2025		29% met or exceeded standards for ELA 13% met or exceeded standards for Math 2022/2023 CAST 65% met or exceeded standards for Science DIBELS At or Above Benchmark 83% in Grade K 94% in Grade 1 92 % in Grade 2 86% in Grade 3	
1.5	Increase enrollment in Advancement Via Individual Determination (AVID)(7)	2023/2024 Total Enrollment in grades 7-12, 262 students	2024-2025 Total Enrollment in grades 7-12, 275 students		Total Enrollment in grades 7-12, to exceed 300 students.	Increased by 13 students
1.6	Implementing the state board adopted academic content and performance stands for all students (CA Dashboard). (2A)	2023- 2024 Standard Met	2024- 2025 Standard Met		Maintain Standard Met	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	School Facilities are in good repair (1C)	2023-2024- Facilities received an exemplary rating	2024-2025- Facilities received an exemplary rating		All school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC) and receive an exemplary rating.	No change
1.8	The percentage of students who have passed AP exam with a score of 3 (4G)	2023-2024 Percentage of students who have passed AP exam with a score of 3 89.32% (College Board)	2024/2025 Percentage of students who have passed AP exam to be determined. (College Board)		Increase to 91%	Scores not released until July, 2025
1.9	Percentage of pupils who have successfully completed courses that satisfy the requirements forCareer Technical Education (CTE) and pupils who have successfully completed courses that satisfy the requirements for entrance to UC/CSU. (Infinite Campus) (4D)	2023-2024 of the 336 12th graders, 67% also met the UC/CSU requirement (local data)	2024-2025 12th graders meeting UC/CSU requirement TBD (local data)		Increase to 69%	Decrease by .6 %
1.10	Number of students successfully completing Career Technical Education (CTE)	2023-2024 791 students completed CTE courses (local data)	For the 2024–25 school year, students completing CTE		Increase to 800 students completing CTE courses.	Data will be available on June 6th, 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses (Student Information System, Infinite Campus)(4C)		courses TBD. (local data).			
1.11	Certificated staff that are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (1A)	2022-2023 88.2% of certificated staff are appropriately assigned. (Data Quest)	2023-2024 Data not yet available on Dataquest		Increase to 90%	Data unavailable

Goal Analysis [2024-25]

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

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

The district has made significant progress in implementing its planned actions, demonstrating alignment between strategic goals and execution. At the same time, we have adapted effectively to emerging needs and challenges, maintaining momentum while remaining responsive and flexible in our approach. Overall, the district implemented most planned actions as intended, with some changes made along the way. The sections below explain any major differences, challenges, and successes during implementation.

Successful Implementation:
Actions 1.1, 1.4, and 1.9: Professional Development Supporting English Language Learners. Successfully expanded training for administrators and secondary staff with a focus on language development and the implementation of new curriculum to support all English Learner students including Long-Term English Learners (LTELs).

Action 1.2 and 1.5 : English Learner Support. Successfully deployed certificated and classified staff across both elementary and secondary sites, equipping them to implement a new curriculum and provide targeted instruction to better support English Language Learners.

Action 1.3: ELD/ELA Coordinator. Successfully employed an ELA/ELD Coordinator who provided professional development, led the reclassification of EL students, and was responsible for the implementation of the new curriculum to support their academic growth.

Action 1.6: AVID. Successfully implemented AVID across five secondary sites, providing students with the tools and support needed to excel in college and career readiness.

Action 1.7: Intervention Support. Improved the ways in which we implement our intervention sections by focusing professional development on effective use of tools, such as an enhanced math and ELA screener, to guide data-driven interventions at the secondary level.

Action 1.8: Curriculum and Instruction Coordinators. Successfully employed three Curriculum and Instruction Coordinators to provide site-specific support to administrators and teachers on a variety of topics, including supporting the academic and social-emotional health of our unduplicated pupils, and analyzing social-emotional data with a particular focus on underserved students.

Implementation Challenges:
Actions 1.1, 1.4, and 1.9: Professional Development Supporting English Language Learners. While the professional development was originally designed for K–12 staff, it was challenging to find times that worked for elementary staff due to a demanding year and ongoing budget constraints.

Action 1.6: AVID. While one of our high schools added the AVID elective to their course offerings, one of our middle schools chose not to offer it due to a lack of student interest.

Modified Implementation:
Actions 1.1, 1.4, and 1.9: Professional Development Supporting English Language Learners. Due to scheduling challenges and the numerous demands of the year, we redirected our focus for professional development to secondary sites, prioritizing support for their staff.

Actions after 1.9 were added for implementation in the 25-26 school year.

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

Action 1.1 - Professional development was provided, but with fewer teachers than anticipated. Additionally, due to budget reductions, supplemental funds were not used and this action was supported with a restricted, one-time state grant.
Action 1.4 - Numerous attempts were made to schedule professional development for ELD Instructional Assistants, however no sessions were scheduled due to lack of availability and/or interest. However, ELD IAs at each site are supported by teachers with individual sessions and daily support.
Action 1.6 - Mid-year budget reductions reduced anticipated travel costs for the AVID summer institute.
Action 1.7 - Due to budget reductions, these intervention sections were funded with a more restrictive funding source.

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

Over the course of the year, we monitored the extent to which the various actions were successful in implementing our goal. See below for an indication of the level of success of the specific actions in making progress toward the goal.

Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.9: English Learner Support (Professional Development, Staffing). To assess the effectiveness of our supports for English learners, we reviewed Metrics 1.1 (English Learner Access to State Standards), 1.2 (Percentage of English Learners Making Progress Toward Proficiency), and 1.3 (English Learner Reclassification Rates).

In 2024–2025, 100% of English learners have access to both the state academic content standards and the English Language Development (ELD) standards, ensuring they receive instruction aligned to both academic and language goals (Metric 1.1). The reclassification rate increased from 19.1% in 2022–2023 to 19.6% in 2023–2024, indicating steady growth in English proficiency (Metric 1.3). These gains align with key actions implemented under this goal, including the employment of an ELA/ELD Coordinator, additional staffing to provide targeted support, and enhanced professional development for teachers to strengthen their ELD instructional practices. Between the 2022–2023 and 2023–2024 school years, the percentage of students making progress toward English proficiency increased from 61.2% to 62.1% (Metric 1.2). This 0.9 percentage point rise reflects a modest but positive trend in supporting English learners' language development.

Based on the above metrics, we found that the actions were effective in achieving the intended outcomes.

Actions 1.7 and 1.8: Academic and Social Emotional Intervention Support. To assess the effectiveness of our intervention supports, we reviewed Metrics 1.4 (State and Local Assessments), 1.7 (Facilities), and 1.9 (Completion Rates).

From 2022–2023 to 2023–2024, overall CAASPP results for all students remained steady, with ELA scores moving slightly from 78.14% to 77.22% and math improving marginally from 71.65% to 71.92%. English Learners saw a decrease in both areas, with ELA scores dropping from 30.15% to 24.03% and math from 37.58% to 33.60%. Socioeconomically disadvantaged (SED) students showed gains, increasing from 56.22% to 60.79% in ELA and from 47.31% to 51.77% in math. Students with Disabilities (SpEd) demonstrated notable improvement, with ELA scores rising from 24.13% to 36.52% and math from 7.02% to 32.47%. CAST science results declined from 62.07% in 2022–2023 to 58.84% in 2023–2024. Data for foster youth remained suppressed in both years due to small sample sizes (Metric 1.4).

In both 2023–2024 and 2024–2025, Facilities received an Exemplary rating, demonstrating sustained excellence in ensuring that school sites are clean, safe, and well-maintained, and reflecting the department’s continued commitment to providing high-quality learning environments for students and staff (Metric 1.7).

In comparing the data for the 2023–2024 school year, local data indicates that 67% of the 336 12th graders met the UC/CSU requirement, while DataQuest reports a slightly lower percentage of 66.4% meeting the same requirement. This small difference suggests a minor discrepancy between the two data sources, but overall, a strong portion of the graduating class met the college readiness standards for UC/CSU admission (Metric 1.9).

Based on the above metrics, we found that the actions were partially effective, showing progress in some areas but not consistently across all targets.

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.

No changes were made to the goals, metrics, or target outcomes. However, based on our reflections on prior practice, the following actions are changing:

Action 1.8: Coordinator Support. Coordinators added to analyze data, lead professional development, and coordinate programs to support our unduplicated pupils.

Action 1.11: Educational Services Personnel. Educational Services staff, including directors, added to analyze data, lead the development and implementation of various curricula, create and implement programs to support our unduplicated pupils, and provide professional development.

Action 1.14: Screeners. Screening and intervention tools such as STAR and DIBELS are being added to help better pinpoint targeted students in need of additional support.

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	Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.	Professional development for educators in English language learning equips teachers with essential skills and strategies to support diverse student needs. Through workshops and collaborative learning, educators gain insights into language acquisition theories, cultural competence, and effective instructional practices. Emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners provide teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	English Learner Support	This action provides supplemental support for English Learners	$997,202.00	Yes
1.3	ELD/ELA District Coordinator	This action provides site support to implement LCAP goals and actions. Data analysis revealed that unduplicated students performed at a much lower level on many metrics. The San Ramon Valley Unified School District is committed to educating our English Learners in order for them to become proficient in English as rapidly as possible so they can have success in the academic programs available to all students	$243,521.00	No
1.4	Classified Staff Professional Development for English Learner Instructional Assistants	Provide instructional assistants with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses.	$10,000.00	Yes
1.5	English Learner Instructional Assistants	English Learner Instructional assistants, assisting students at the elementary level, support English learners by providing individualized assistance, facilitating language development activities, reinforcing lessons, assisting with assignments, and offering cultural support, ensuring students' academic and linguistic success. Continually monitor the FTE assigned for EL Instructional Support K-12.	$515,623.00	Yes
1.6	Implementation of AVID (Advancement via Individual Determination) program.	This action step will provide supports to students to meet the entrance requirements for UC/CSU and to enroll and successfully complete AP courses and score three or better on the respective exams.	$62,764.00	No
1.7	Academic and Social Emotional Intervention Support	Intervention sections are tailored to nurture students' personal development, addressing individual needs and challenges while fostering growth. Through targeted support, these sections aim to ensure academic success while promoting academic skills that ensure ongoing success. The sections will be principally directed towards unduplicated students, but will be made up of students from the entire grade level. In order to support unduplicated students, staff will meet, weekly, to monitor academic, social	$86,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and emotional support and provide interventions, by name and by need. In addition, ongoing professional development on Tier 1 & Tier 2 strategies, will be provided to staff so that instruction and intervention can meet the needs of unduplicated students.		
1.8	Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning	This action provides site support to implement LCAP goals and actions. Data analysis revealed that unduplicated students performed at a much lower level on many metrics. It was determined to dedicate coordinator support to underserved student groups who are principally focused on supporting English learners, foster youth, and socioeconomically disadvantaged students. Their aim is to ensure equitable access to and achievement for these student groups across the district.These coordinators provide ongoing, specific professional development to certificated and classified staff on research based strategies to support English Learners, low income students and foster homeless youth with a specific focus on Math, English and SEL. Professional Development trainings are provided at both the site and district levels. To ensure that impact is positive towards student growth, three local assessments are used measure progress. Coordinators provide updates and trainings specifically designed to support unduplicated students. This action addresses the need as identified by the red indicator in the area of College and Career Readiness for students with disabilites.	$437,755.00	No
1.9	Long Term English Learner Support	Long Term Learner (LTEL) refers to English learner (EL) students who have been enrolled in a U.S. school for six years or more and have not been reclassified as fluent English proficient. These students may have had inadequate prior schooling experiences and they are usually struggling academically due to their limited literacy skills in English. To address these opportunity gaps, SRVUSD is providing curriculum and providing extensive professional development on ELD strategies. All school sites will leverage the adopted standards aligned curriculum, English 3D. This curriculum combines research-based principals, instructional routines, and programmatic goals aligned to the emerging, expanding, and bridging levels of the ELD curriculum. This curriculum includes formal evidence-based approaches for teaching LongTerm English Learners (LTELs) in the	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		secondary school setting. Ongoing professional development for the implementation of English 3D happens through a district-level professional learning community.		
1.11	Ed Services staff	Educational Services staff are committed to supporting unduplicated pupils—English learners, foster youth, and students from low-income households—through a strategic focus on data-informed decision-making, curriculum alignment, and targeted interventions. Staff regularly review and analyze academic and engagement data specific to unduplicated students to identify gaps and monitor progress. This analysis guides the implementation of high-quality curriculum and instructional materials that are culturally responsive and aligned to the needs of these students. In addition to curriculum support, Educational Services staff collaborate with site teams to provide and refine intervention systems that address academic, social-emotional, and engagement needs. This includes co-designing supports within Multi-Tiered System of Support (MTSS) frameworks, facilitating professional learning for teachers working with unduplicated pupils, and ensuring access to resources and enrichment opportunities that promote equity and close achievement gaps. This funding will support the salaries of several Educational Services staff members.	$1,140,425.00	Yes
1.14	Screeners	To better understand and address the needs of all students, including unduplicated pupils, Educational Services staff oversee a comprehensive districtwide screening system across all grade levels. These screeners—academic and social-emotional—provide timely and relevant data that help educators identify students who may benefit from additional support. By administering screeners multiple times throughout the year, staff can monitor progress, adjust interventions, and ensure that no student falls through the cracks.	$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The screening process is a foundational element of our Multi-Tiered System of Support (MTSS), enabling site teams to make informed, data-driven decisions about the types and intensity of support required. Educational Services staff provide training, guidance, and calibration to ensure consistency and effectiveness in how screening data is interpreted and used to design targeted interventions, particularly for students who are most at risk of academic or social-emotional challenges.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Equity: Ensure all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities and closing opportunity gaps.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SRVUSD chose equity as a Local Control and Accountability Plan (LCAP) goal for several compelling reasons. By prioritizing equity in our LCAP, the district demonstrates a steadfast commitment to narrowing achievement gaps and addressing disparities in educational outcomes among students of different racial, socioeconomic, linguistic, and ability backgrounds. This prioritization aligns with our strategic directions and learner profile of promoting social justice and inclusivity within the school community, fostering a sense of belonging and acceptance among all members. Furthermore, centering equity in the LCAP underscores the recognition of a moral imperative—to provide every student with an equitable chance to thrive, regardless of systemic barriers they may face.

Beyond its moral significance, emphasizing equity in the LCAP reflects a strategic approach to creating a more fair and just educational system. By addressing inequities head-on, SRVUSD aims to cultivate an environment where all students have access to the resources, support, and opportunities needed to succeed academically and personally. This proactive stance not only benefits individual students but also contributes to the overall strength and resilience of the school community. Moreover, prioritizing equity in education is essential for preparing students for success in an increasingly diverse and interconnected world. By fostering an environment where differences are embraced and valued, SRVUSD equips students with the skills and perspectives necessary to navigate and thrive in a global society. Thus, by setting equity as a central goal in their LCAP, SRVUSD endeavors to create a more equitable, inclusive, and empowering educational experience for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Course Access: Every pupil in SRVUSD has sufficient access to the standards-aligned instructional materials. Continue a broad course of study in all subject areas that allow access for students. Provide Socially Economically Disadvantaged, English Learners, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement and Career Technical Education courses. (1B, 7A, 7B, 7C)	2023-2034 100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.	2024-2025 100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.		100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.	100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.
2.2	Monitor Pupil achievement as measured by state and local assessments. (4A, 8A)	2022/2023 CAASPP 78.14% met or exceeded standards for ELA, 71.65% met or exceeded standards for Math 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math	2023-2024 CAASPP 77.22% met or exceeded standards for ELA, 71.92% met or exceeded standards for Math (CAASPP Report) 2023/2024 CAASPP EL 24.03% met or exceeded standards for ELA		Increase according to the follow metrics: CAASPP ELA: 80% Math: 74% CAASPP EL 32.15% met or exceeded standards for ELA 39.58% met or exceeded standards for Math	Overall CAASPP ELA decreased .92%. Overall Math increased .27%. English Learner ELA decreased by 6.12% and Math decreased 3.98%. SED ELA increased 5.57% and Math increased 4.46%. No data was gathered for Foster

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 24.13% met or exceeded standards for ELA 7.02% met or exceeded standards for Math 2022/2023 CAST 62.07% met or exceeded standards for Science 2023/2024 DIBELS At or Above Benchmark 81% in Grade K 91.9% in Grade 1 89.5 % in Grade 2 84% in Grade 3	33.60% met or exceeded standards for Math SED 60.79% met or exceeded standards for ELA 51.77% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 36.52% met or exceeded standards for ELA 32.47% met or exceeded standards for Math (CAASPP Report) 2023-2024 CAST 58.84% met or exceeded standards for Science		SED 58.22% met or exceeded standards for ELA 49.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 29% met or exceeded standards for ELA 13% met or exceeded standards for Math 2022/2023 CAST 65% met or exceeded standards for Science 2023/2024 DIBELS At or Above Benchmark	Youth as fewer than 11 were tested. SpEd ELA increased 12.39% and Math increased 25.45%. CAST decreased by 3.23%. Dibels data TBD.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(CAST Report)		83% in Grade K 94% in Grade 1 92 % in Grade 2 86% in Grade 3	
2.3	The percentage of students who successfully complete UC/CSU requirements (4B)	2022/2023 67% of students met UC/CSU Requirements EL - 42.4% SED - 42.9% Foster - * N size below 10 (Data Quest)	2023-2024 66.4% of students met UC/CSU Requirements EL - 36.5% SED - 42.4% Foster - * N size below 10 (Data Quest)		70% of students will meet UC/CSU Requirements EL - 45% SED - 46% (Data Quest)	Decrease .3 % of students who met UC/CSU requirements. EL decrease 5.9% SED decrease .5%
2.4	Percentage of students who participate in and demonstrate college preparedness based on the EAP or subsequent assessment of college preparedness. (4H) (Data Quest)	2022-2023 Assessment Program (EAP), students demonstrated college readiness 80.2% in English language arts/literacy (ELA) EL - 20% SED - 62.7% Foster - * N size below 10 59.96% of 11 grade math EL - 23.5% SED - 34.3% Foster - * N size below 10	2023-2024 Assessment Program (EAP), students demonstrated college readiness 79.06% in English language arts/literacy (ELA) EL - 7.41% SED - 67.51 % Foster - * N size below 10 62.52% of 11 grade math EL - 12.51% SED - 41.21 % Foster - * N size below 10		Assessment Program (EAP), 62% of 11 grade students demonstrated college readiness in math and 83% in English language arts/literacy (ELA) 80.2% in English language arts/literacy (ELA) EL - 23% SED - 66% 63% of 11 grade math EL - 26%	Assessment Program (EAP) ELA overall decrease 1.14% EL decrease 12.59% SED increase 4.81% Math overall increase 2.56% EL decrease 10.99% SED increase 6.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					SED - 37%	
2.5	Pupil Engagement measured by school attendance rates (Metric 5A, 5B), and chronic absenteeism (Data Quest)	2023/2034 95.89% Attendance 9% Chronic Absenteeism (Semester 1) EL - 14.7% SED - 13.4% Foster - * N size below 10 SpEd - 18.2% Asian - 7.4% Filipino - 6.1% Hispanic - 14.3% Two or More races - 9.6% White - 9.4% (local data) 2022/2023 14 school sites in Red for Chronic Absenteeism	2024-2025 Fall Semester 1 96.24% Attendance 7.12% Chronic Absenteeism (Semester 1) EL - 9.5% SED - 15.48% Foster - * N size below 10 SpEd - 15.22% Asian - 5.74% Filipino - 5.81% Hispanic - 11.63% Two or More races - 6.61% White - 7.39% (local data)		97% Attendance Less than 6% Chronic Absenteeism (Semester 1) EL - Less than 10% SED - Less 9% Foster - * N size below 10 SpEd - 15% Asian - Less than 5% Filipino - Less than 4% Hispanic - Less than 10% Two or More races - Less than 7% White - Less than 7% Zero schools in Red	Attendance overall- increase by .35% Chronic absenteeism decreased by 1.88% EL decreased 5.2% SED increased 2.08% SPED decreased 2.98% Asian decreased 1.66% Filipino decreased .29% Hispanic decreased 2.67% Two or more races decreased 2.99% White decreased 2.01%
2.6	District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (3B)	2023-2024 8% of parents/guardians of EL students participated in DELAC.	2024-2025 8% of parents/guardians of EL students participated in DELAC.		20% of parents/guardians of EL students participate in DELAC	No change
2.7	Average number of parent/guardian	2023-2024	2024-2025 CAC average - average		20% of parents/guardians	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engagement participation in SRVUSD Community Advisory Committee (CAC) supporting students with disabilities, through the exceptional education committee and LCAP meetings. (3C)	CAC average - average of 15 participants Exceptional Education Committee - average 20 participants LCAP meetings - average 10 parents/guardian (local data)	of 15-20 participants Exceptional Education Committee - average 20-25 participants LCAP meetings - average 10 parents/guardian (local data)		participate in CAC, EEC, LCAP meetings.	
2.8	Seek input from parents in decision-making and promote parent participation in programs dedicated to inform LCAP decision making. (3A)	2023-2024 Maintain standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)	2024-2025 Standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)		Standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)	No change

Goal Analysis [2024-25]

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

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

The district has made significant progress in implementing its planned actions, demonstrating alignment between strategic goals and execution. Please see below for additional information.
Successful Implementation:

Action 2.1: Recruit, Onboard, and Retain More Diverse Staff. The SRVUSD Human Resources department developed a process to recruit, onboard, and retain a more diverse staff. This included researching best practices in hiring and engaging all administrators in anti-bias training. These efforts have led to increased diversity among staff, ensuring a more inclusive learning environment and greater representation of our student population.

Action 2.2: Certificated Staff to Support Educational Equity. This action provided district-level leadership to interrupt inequitable practices in school culture and curriculum while eliminating barriers to academic and personal success. The position focused on increasing academic

achievement, reducing disparities in discipline data, and improving school connectedness. The employee in this role worked to create a learning environment that validates and celebrates each student's individuality, ensuring that all students' needs are met.

Action 2.3: Home to School Transportation. The district subsidized Traffix bus passes for low-income students, providing them with a reliable transportation option to and from school. This initiative aimed to reduce transportation barriers, improve school attendance, and provide equitable access to educational opportunities for students facing financial challenges.

Action 2.4: Foster Youth Support through Social Workers. Social workers within SRVUSD play a crucial role in addressing barriers to learning, such as poverty and family issues. They provide tailored family services, including parenting support and crisis intervention, and coordinate transportation solutions for students. Additionally, social workers organize food drives, clothing donations, and connect families with essential resources to ensure that students' basic needs are met. Social workers also offer individual and group counseling to help students cope with personal and academic challenges, creating a supportive and inclusive environment that fosters student success.

Action 2.5: Parent Night for Multilingual Families. Our Director worked alongside the PTA parent group to support multicultural rights at school sites, organizing events aimed at strengthening the connection between multilingual families and their children's education. This collaboration provided valuable resources and support for multilingual families, helping them engage more effectively in their children's academic journeys.

Action 2.6: Student Attendance Review Board (SARB). The SRVUSD SARB staff coordinates the SARB Panel, which includes district personnel and community partners. This panel meets monthly to review cases of chronically absent or truant students, providing support and interventions. By using a data-driven, multi-disciplinary approach, the SARB Panel has improved attendance, particularly for student groups and sites previously flagged for chronic absenteeism. The SARB coordinator leads quarterly professional development sessions for district and site staff, and regularly collaborates with students, families, and site administration to monitor and address attendance issues using Infinite Campus.

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

Action 2.2 - Included additional Educational Services staff focused on supporting Educational Equity.
Action 2.3 - There were fewer requests for TRAFFIX vouchers than anticipated.
Action 2.4 - Transportation costs for foster youth was higher than anticipated.
Action 2.5 - Fewer parent multilingual nights were held than anticipated.
Action 2.6 - Extra hours and health / welfare expenditures were higher than aniticipated.

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

Throughout the year, we carefully monitored and assessed the effectiveness of our actions in achieving the set goals. Below is an overview of the metrics used to evaluate the progress and impact of these actions in meeting our objectives.

Action 2.2: Employ Certificated Staff to Support Educational Equity. This action focused on eliminating barriers and promoting equity across school culture and curriculum. In 2023–2024, students with disabilities and socioeconomically disadvantaged students showed strong growth in ELA and math compared to 2022–2023. For example, students with disabilities improved from 24.13% to 36.52% in ELA and from 7.02% to 32.47% in math on CAASPP. SED students also increased in both subjects. However, English learners declined in both areas, signaling a continued need for targeted support. Overall, progress was made in some student groups, while disparities persist in others, reinforcing the importance of this action's focus (Metric 2.2).

In 2023–2024, 66.4% of students met the UC/CSU requirements, a slight decrease from 67% in 2022–2023. English Learner eligibility declined from 42.4% to 36.5%, while Socioeconomically Disadvantaged students remained relatively stable, shifting slightly from 42.9% to 42.4%. Foster youth data remained suppressed due to small sample size in both years (Metric 2.3).

In 2023–2024, the percentage of students demonstrating college readiness through the EAP remained strong in English language arts at 79.06%, a slight decline from 80.2% in 2022–2023. While socioeconomically disadvantaged (SED) students improved from 62.7% to 67.51%, English learners (EL) experienced a drop from 20% to 7.41%. In math, overall readiness rose from 59.96% to 62.52%, with gains among SED students (34.3% to 41.21%) but a decrease for EL students (23.5% to 12.51%). Foster youth data remained suppressed due to small sample sizes in both years (Metric 2.4).

In 2024–2025, pupil engagement showed improvement, with the average attendance rate increasing from 95.89% to 96.24%, and chronic absenteeism dropping from 9% to 7.12% in Semester 1. Notably, chronic absenteeism among English learners declined from 14.7% to 9.5%, and among students with disabilities (SpEd), it fell from 18.2% to 15.22%. Hispanic students saw a reduction from 14.3% to 11.63%, and white students from 9.4% to 7.39%. Although socioeconomically disadvantaged (SED) student absenteeism increased slightly from 13.4% to 15.48%, overall, fewer student groups are flagged for chronic absenteeism, and fewer schools are anticipated to fall into the "red" performance level compared to 2022–2023, when 14 sites were in red (Metric 2.5).

Based on the above metrics, we found that the actions were partially effective, showing progress in some areas but not consistently across all targets.

Action 2.5: Parent Night Multi-Lingual Families. In both 2023–2024 and 2024–2025, 8% of parents/guardians of English Learner students participated in the District English Learner Advisory Committee (DELAC). While this represents consistent engagement, continued efforts are needed to expand outreach and increase participation among multilingual families (Metric 2.6).

In the 2024-2025 school year, we observed a slight increase in participation, signaling growing community involvement. The CAC saw an average of 15-20 participants, the Exceptional Education Committee grew to an average of 20-25 participants, and the LCAP meetings maintained steady engagement with around 10 parents and guardians in attendance (Metric 2.7).

Based on the above metrics, we found that the actions were partially effective, showing some progress.

Action 2.6: Student Attendance Review Board. In 2024–2025, pupil engagement showed improvement, with the average attendance rate increasing from 95.89% to 96.24%, and chronic absenteeism dropping from 9% to 7.12% in Semester 1. Notably, chronic absenteeism

among English learners declined from 14.7% to 9.5%, and among students with disabilities (SpEd), it fell from 18.2% to 15.22%. Hispanic students saw a reduction from 14.3% to 11.63%, and white students from 9.4% to 7.39%. Although socioeconomically disadvantaged (SED) student absenteeism increased slightly from 13.4% to 15.48%, overall, fewer student groups are flagged for chronic absenteeism, and fewer schools are anticipated to fall into the “red” performance level compared to 2022–2023, when 14 sites were in red (Metric 2.5).

Based on the above metrics, we found that the actions were effective in achieving the intended outcomes.

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.

Metric 2.2: The following metrics 2.6, 2.7, and 2.8 were added to the baseline using 2023-2024 data.

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	Recruit, onboard and retain a more diverse staff.	SRVUSD Human Resources department has developed a process to recruit, onboard and retain a more diverse staff. Research best practices on hiring and engage all administrators in anti-bias training.	$1,000.00	No
2.2	Employ certificated staff to support Educational Equity	This action will provide district level leadership to interrupt any inequitable practices in school culture and curriculum and eliminate barriers to personal and academic success. Further, to establish learning as an institution that validates and celebrates each student as an individual and meets the needs of all students. This position will focus on increasing academic achievement, reducing disparities in discipline data and increasing school connectedness.	$287,824.00	Yes
2.3	Home to School Transportation	Subsidize Traffix bus passes for low income students	$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Foster Youth Support	Social workers in the San Ramon Valley Unified School District (SRVUSD) play a crucial role in addressing barriers to learning, such as poverty and family issues. They provide tailored family services, including parenting support and crisis intervention, and coordinate transportation solutions for students. By organizing food drives, clothing donations, and connecting families with resources, they ensure students' basic needs are met. Additionally, social workers offer individual and group counseling to help students cope with personal and academic challenges, and facilitate access to medical care. Their comprehensive support fosters a supportive, inclusive school environment, enabling all students to succeed academically and personally.	$385,992.00	Yes
2.5	Parent Night Multilingual Families	District-led Parent Multilingual Night to support all multilingual families in SRVUSD. Provide a template to all sites to support sites in facilitating site-based Parent Multilingual Nights.	$10,000.00	Yes
2.6	SARB staff	The SRVUSD SARB staff, coordinates, the District's SARB (Student Attendance Review Board) Panel which consists of district personnel and community partners who meet monthly to consider cases of chronically truant or absent students and make appropriate recommendations. This panel utilizes a multi-disciplinary approach to provide support and intervention to meet the special needs of students with school attendance issues. The SARB Panel looks for creative ways to encourage students to return to, and succeed in, school. SARB cases are brought forward to be reviewed and addressed by the Board based on attendance information provided by both the school site and district. Actions are strongly informed by the use of data. Student groups and 14 sites were in the red indicator for chronic absenteeism and actions taken by the district, within 2.6 will lead to a decrease in absenteeism. The SARB coordinator will host quarterly data and professional development sessions with district and site administration, along with attendance clerks. This action addresses the need as identified by the red indicator in the area of chronic absenteeism. SARB staff will regularly meet with students and families of unduplicated pupils. Additionally, SARB staff will partner with site administration for ongoing review using infinite campus to monitor daily and weekly	$146,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and utilize re-engagement strategies in a timely and effective manner.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Social Emotional Well-Being: Creating and nurturing inclusive learning environment where all students, staff, and families feel deeply connected to their school community.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

San Ramon Valley Unified School District (SRVUSD) has chosen social-emotional well-being as a pivotal goal within its Local Control and Accountability Plan (LCAP) for several compelling reasons. First and foremost, there's a growing acknowledgment within education circles of the critical role that social and emotional factors play in students' overall success. Research consistently demonstrates that students with strong social-emotional skills not only perform better academically but also exhibit greater resilience and adaptability in navigating life's challenges. By prioritizing social-emotional well-being, SRVUSD is adopting a holistic approach to education, recognizing that nurturing students' emotional intelligence alongside their academic abilities is essential for their long-term growth and fulfillment. Moreover, focusing on social-emotional well-being aligns with broader educational initiatives promoting equity, inclusion, and diversity. By fostering empathy, understanding, and respect for others, SRVUSD aims to create a more supportive and inclusive learning environment where all students feel valued and empowered to succeed. Additionally, the decision to prioritize social-emotional well-being stems from input from various stakeholders, including parents, teachers, students, and community members, who understand the importance of addressing these issues within the school community. Overall, by making social-emotional well-being a central focus of our LCAP, SRVUSD is taking proactive steps to ensure that students receive the comprehensive support they need to thrive academically, emotionally, and socially.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil Engagement measured by suspension and expulsion rates rates (California Dashboard Data) (6A and 6B)	Suspension Rate 2023-2024 (Semester 1) 0.7% Suspension Rate 2023/2024 (Semester 1) EL - 0.5%	Suspension Rate 2024-2025 (Semester 1) 0.5% EL - 0.9% SED - 1.3%		Suspension Rate 0.5% Suspension Rate EL - 0.3% SED - 0.5% Foster Youth - 0%	Suspension rate decrease .2% EL increase .4% SED increase .6% Foster Youth - increase 7.1%(1 student)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED - 0.7% Foster Youth - 0% African American - 4.1% SpEd - 2.3% White - 0.8% Expulsion rate 0.0% (Semester 1) (Local Data- Infinite Campus SIS) Suspension Rate 2023-2024 1.2% Expulsion Rate 2023-2024 0.0% (Data Quest)	Foster Youth - 7.1% African American - 2.3% SpEd - 1.6% White - 0.6% Expulsion rate 0.0% (Semester 1) (Local Data - Infinite Campus SIS)		African American - 2% SpEd - 1.5% White - 0.4% Expulsion rate 0.0% (Local Data- Infinite Campus SIS)	African American decrease 1.8% SpEd - decrease .7% White - decrease .2%
3.2	California Healthy Kids Survey (CHKS) to measure the sense of safety and school connectedness. (Metric 6C)	2023/2024 CHKS Data (Self-Reported) 5th grade Connectedness 82% Safety 89% - N/A 7th grade Connectedness 67% Safety 73% 9th grade Connectedness 67% Safety 76% 11th grade Connectedness 59% Safety 75%	2024-2025 CHKS Data (Self-Reported) 5th grade Connectedness 82% Safety 89% 7th grade Connectedness 72% Safety 76% 9th grade Connectedness 68% Safety 78%		CHKS data 5th grade Connectedness 84% Safety 91% 7th grade Connectedness 73% Safety 77% 9th grade Connectedness 73% Safety 80% 11th grade	5th grade Connectedness 0% change Safety 0% change 7th grade Connectedness increase 5% Safety increase 3% 9th grade Connectedness increase 1% Safety increase 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			11th grade Connectedness 68% Safety 80%		Connectedness 65% Safety 79%	11th grade Connectedness increase 9% Safety increase 5%
3.3	High School Dropout Rate (5D)	2022/2023 1.8% EL - 10.8% SED - 5.7% Foster - *N size less than 10 (Data Quest)	2023-2024 1.2% EL - 1.8 % SED - 4.1% Foster - *N size less than 10 (Data Quest)		Dropout rate less than 1.0%EL EL dropout rate less than 1.0% SED dropout rate less than 1.0%	High School dropout rate decrease .6% EL decrease 9 % SED - decrease 1.6% Foster - *N size less than 10 (Data Quest)
3.4	High School Graduation Rate (5E)	2022/2023 97% EL - 89.2% SED - 92.9% Foster - *N size less than 10 (Data Quest)	2023-2024 97% EL - 91.2% SED - 92.8% Foster - *N size less than 10 (Data Quest)		Graduation rate greater than 98% EL graduation rate greater than 95% SED graduation rate greater than 95.0%	Graduation rate- no change EL - increase 2% SED - decrease .1% Foster - *N size less than 10
3.5	Middle School Dropout Rate (5C)	2022/2023 0.0% (Local Data- Infinite Campus SIS)	2023-2024 0.0% (Local Data- Infinite Campus SIS)		Dropout rate 0.0%(Local Data- Infinite Campus SIS)	no change

Goal Analysis [2024-25]

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

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

The district has made significant progress in implementing its planned actions, demonstrating alignment between strategic goals and execution. At the same time, we have adapted effectively to emerging needs and challenges, maintaining momentum while remaining responsive and flexible in our approach. Overall, the district implemented most planned actions as intended, with some changes made along the way. The sections below explain any major differences, challenges, and successes during implementation.

Successful Implementation:
Actions 3.1: Social Workers. Social workers were successfully deployed across school sites, providing targeted support to unduplicated students and families through mental health services, wraparound supports, and resource coordination.

Action 3.2:. SCIP Services. SCIP counseling was effectively implemented, with counselors-in-training providing supervised, short-term support. Services were prioritized for unduplicated students and included regular progress monitoring to ensure needs were met.

Action 3.3: Wellness Rooms. Wellness Centers were fully staffed at each comprehensive high school, offering both drop-in and scheduled support. Staff received professional development to increase engagement with unduplicated students, who were a primary focus.

Action 3.4: Counselors. Student Support Counselors collaborated with school teams to create support plans for students in crisis, with services primarily directed at unduplicated students. Weekly site meetings ensured effective progress monitoring and responsive support.

Action 3.5: Rainbow Paraprofessional Support. The Rainbow Program was implemented districtwide at elementary schools, with trained paraprofessionals providing structured social-emotional support. Unduplicated students received additional focus through regular data reviews and targeted interventions.

Implementation Challenges:

Action 3.5: Rainbow Paraprofessional Support. There were challenges in fully staffing all paraprofessional positions.

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

Action 3.5 - Certain Rainbow paraeducator support positions were open at various points during the school year.

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

Over the course of the year, we monitored the extent to which the various actions were successful in implementing our goal. See below for an indication of the level of success of the specific actions in making progress toward the goal.

3.1: Social Workers and 3.4: Counselors.

In 2023–2024, the district's overall suspension rate was 1.2%, and the expulsion rate remained at 0.0%, according to DataQuest. While full-year disaggregated suspension data has not yet been released, Semester 1 data revealed important subgroup trends. African American students had a suspension rate of 4.1%, students with disabilities (SpEd) 2.3%, White students 0.8%, English Learners 0.5%, socioeconomically disadvantaged (SED) students 0.7%, and foster youth 0%. These figures highlight the need for ongoing attention to equity and culturally responsive disciplinary practices (Metric 3.1).

In 5th grade, both connectedness and safety scores remained consistent year over year, with 82% of students reporting a sense of connectedness and 89% feeling safe at school. These high levels suggest a strong foundational climate in our elementary schools.

At the 7th grade level, connectedness rose from 67% in 2023–24 to 72% in 2024–25, indicating a positive shift in how students perceive their relationship with school during the critical middle school transition. Similarly, perceptions of safety improved, increasing from 73% to 76%.

In 9th grade, connectedness edged up slightly from 67% to 68%, while safety perceptions rose more significantly, from 76% to 78%. This modest growth in connectedness may suggest that continued support is needed to ease the transition into high school, though the increased sense of safety is encouraging.

The most substantial gains were seen in 11th grade, where connectedness increased from 59% to 68%, marking a nine-point improvement. Safety perceptions also improved, climbing from 75% to 80%. These increases suggest progress in fostering a more inclusive and secure environment for upper-grade students, who previously reported the lowest levels of connectedness.

Overall, the data reflect meaningful improvements in school climate for middle and high school students, particularly in the areas of connectedness and safety, while maintaining already strong outcomes in elementary grades. Continued focus on relationship-building, belonging, and safe learning environments appears to be positively impacting student perceptions districtwide (Metric 3.2).

The district's overall dropout rate declined from 1.8% in 2022–2023 to 1.2% in 2023–2024, reflecting a positive trend in student retention and support. This improvement suggests that interventions and supports aimed at keeping students engaged and enrolled are having a measurable impact.

Among English Learners (EL), the dropout rate saw a dramatic decrease, falling from 10.8% to just 1.8%. This remarkable improvement indicates that targeted efforts to support EL students—whether through language acquisition supports, culturally responsive practices, or increased academic engagement—are working effectively.

For students who are socioeconomically disadvantaged (SED), the dropout rate also improved, dropping from 5.7% in 2022–2023 to 4.1% in 2023–2024. While there is still work to do to close equity gaps, the downward trend is promising and points to the impact of focused supports for historically underserved student groups.

For foster youth, the sample size remains too small (fewer than 10 students) to report specific rates without compromising confidentiality. However, their continued inclusion in monitoring efforts underscores the district's commitment to addressing the needs of all student populations.

In summary, the district made meaningful gains in reducing dropout rates across the board, with especially significant progress among English Learners. These outcomes highlight the importance of ongoing, targeted interventions and student-centered supports that help ensure all learners stay on track for graduation (Metric 3.3).

The district maintained a high overall graduation rate of 97% for both the 2022–2023 and 2023–2024 school years, demonstrating continued success in supporting students through to high school completion.

For English Learners (EL), the graduation rate increased from 89.2% to 91.2%, marking a two-point gain. This improvement reflects the positive impact of the district's efforts to support EL students through targeted instructional strategies, language development programs, and culturally responsive practices.

Among socioeconomically disadvantaged (SED) students, the graduation rate remained strong and consistent, with a slight change from 92.9% in 2022–2023 to 92.8% in 2023–2024. This stability suggests that supports for SED students are sustaining positive outcomes, even as the district continues to refine and expand equity-driven initiatives.

For foster youth, the number of students remains below the reporting threshold (fewer than 10), making it impossible to publicly disclose specific data. However, the inclusion of this subgroup in district reporting affirms a continued focus on equity and attention to vulnerable student populations.

In summary, the district continues to demonstrate high levels of success in graduating students across all groups, with particular gains among English Learners. Maintaining a 97% graduation rate two years in a row is a strong indicator of the district's commitment to ensuring all students are supported in reaching this important milestone (Metric 3.4).

The district maintained a 0.0% middle school dropout rate in both 2022–2023 and 2023–2024, according to local data from Infinite Campus, reflecting strong student engagement and retention at the middle school level (Metric 3.5).

Based on the above metrics, we found that the actions were partially effective, showing progress in some areas but not consistently across all targets.

3.2: SCIP Services, 3.3: Wellness Rooms, 3.5: Rainbow Paraprofessional Support. The CHKS results for Metric 3.2, which focuses on connectedness and perceptions of safety, show notable improvement across most secondary grade levels in 2024–2025, while elementary results remained stable.

In 5th grade, both connectedness and safety scores remained consistent year over year, with 82% of students reporting a sense of connectedness and 89% feeling safe at school. These high levels suggest a strong foundational climate in our elementary schools.

At the 7th grade level, connectedness rose from 67% in 2023–24 to 72% in 2024–25, indicating a positive shift in how students perceive their relationship with school during the critical middle school transition. Similarly, perceptions of safety improved, increasing from 73% to 76%.

In 9th grade, connectedness edged up slightly from 67% to 68%, while safety perceptions rose more significantly, from 76% to 78%. This modest growth in connectedness may suggest that continued support is needed to ease the transition into high school, though the increased sense of safety is encouraging.

The most substantial gains were seen in 11th grade, where connectedness increased from 59% to 68%, marking a nine-point improvement. Safety perceptions also improved, climbing from 75% to 80%. These increases suggest progress in fostering a more inclusive and secure environment for upper-grade students, who previously reported the lowest levels of connectedness.

Overall, the data reflect meaningful improvements in school climate for middle and high school students, particularly in the areas of connectedness and safety, while maintaining already strong outcomes in elementary grades. Continued focus on relationship-building, belonging, and safe learning environments appears to be positively impacting student perceptions districtwide (Metric 3.2).

Based on the above metrics, we found that the actions were effective in achieving the intended outcomes.

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.

No changes were made to the planned goal, metrics, or target outcomes. The following changes were made to the actions:

3.1: Social Workers have been reduced to zero and this action will not occur in 2025-26 due to budget constraints.

3.5: Rainbow Room Paraeducator Support. While Rainbow Room paraprofessionals will remain at our elementary sites, budget constraints mean we will no longer have a dedicated staff member overseeing their work.

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	SRVUSD Social Workers	SRVUSD school social workers are trained mental health professionals who support students with mental health, behavior, and academic needs. They collaborate with teachers, parents, and administrators and help connect students and families with resources like bus passes, clothing, food, tutoring, and other support services.	$0.00	No
3.2	Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center	In partnership with SRVUSD, in which counselors in-training complete their required supervised clinical hours by providing short term individual and group counseling supervised by the Discovery Center Practitioners. All students can benefit from support provided by SCIP counselors, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from SCIP counselors is a top priority. SCIP counselors provide supplemental counseling support, above what is provided by school counselors.SCIP counselors, on a weekly basis, will review and monitor progress of unduplicated students, at their sites, and provide increased counseling services if needed.	$480,000.00	Yes
3.3	SRVUSD Wellness Rooms	Each comprehensive high school will have a Wellness Center, staffed by an intake coordinator and social worker.All students can benefit from support provided by he Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. A staffed wellness room to support the social emotional needs of students. Both scheduled and drop in visits are available. A trained mental health social worker is on site in the wellness room. In addition, all Wellness Center employees with receive ongoing professional development on strategies to engage unduplicated students and increase access to the Wellness rooms. This action supports Metric 3.2 by enhancing students' sense of safety and school connectedness, as measured by the California Healthy Kids Survey (CHKS). It is funded with $748,528 from the Learning Recovery Emergency Block Grant (LREBG).	$957,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	SRVUSD Counselors	School counselors are here to help and support you strive and empower all students to maximize their potential. In partnership with other educators, parents, and community members, school counselors support the educational community to ensure all students are prepared with the knowledge and skills needed for success in an ever changing world. Support counselors do not serve a specific student group with academic needs but are principally directed to supporting unduplicated students. Their primary responsibility is to support students and families in crises. Working with social workers, counselors, community partners and students/families, student support counselors develop a plan of support. In addition, during weekly counseling/administrative support meetings, progress monitoring of unduplicated students will occur to ensure that the services of Student Support Counselors in principally directed towards them. This action addresses the need as identified by the red indicator in the area of suspension by providing specific and timely support in a restorative and safe environment. This action supports Metrics 3.1 through 3.5 by promoting pupil engagement and well-being. Specifically, it addresses suspension and expulsion rates (Metric 3.1), sense of safety and school connectedness as measured by the California Healthy Kids Survey (Metric 3.2), high school dropout and graduation rates (Metrics 3.3 and 3.4), and middle school dropout rates (Metric 3.5). This action is funded with $748,528 from the Learning Recovery Emergency Block Grant (LREBG).	$3,447,261.00	Yes
3.5	Rainbow Room Paraeducator Support	The Rainbow Program is a research based early intervention program aimed at the following objectives: *Helping students get a good start in school *Developing and enhancing social skills *Fostering healthy self-concept *Improving school adjustment *Developing leadership skills *Assisting with life transitions The Rainbow Program is available at all San Ramon Valley Unified School District elementary school sites. Trained paraprofessionals staff the	$424,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program and work directly with students. Paraprofessionals regularly review student progress and collaborate with site teams to identify and implement supports. While all students benefit from the Rainbow Program, unduplicated students receive additional attention during weekly grade-level meetings where teachers analyze data, monitor interventions, and plan next steps. Rainbow Room staff also engage in ongoing professional development focused on addressing the specific needs of unduplicated students and their families.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,367,520	$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
2.272%	0.000%	$0.00	2.272%

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
1.3	**Action:** ELD/ELA District Coordinator **Need:** ELD students making progress currently sits at 61.2% and reclassification rate at 19.1%. Overall SRVUSD CASSPP data. shows 78.15% met or exceeded standards for ELA and 71.65% met or exceeded standards for Math. ELD met or exceeded standards for ELA was 31.14% a 40% gap and ELD met or	English Language Development Coordinator provides professional development, support to secondary classroom sections and uses data to inform instruction and additional supports principally directed towards English Learners.	1.1, 1.2, 1.3,

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
	exceeded standards for Math was 37.58% a 34.07 % gap. **Scope:**		
1.7	**Action:** Academic and Social Emotional Intervention Support **Need:** Significantly lower CAASPP data than District average (78.4% ELA & 71.65% Math) 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math SpEd (Red Indicator) 24.13% met or exceeded standards for ELA 7.02% met or exceeded standards for Math **Scope:** Schoolwide	Through targeted support, these sections aim to ensure academic success, by name and by need, while promoting academic skills that ensure ongoing success. Such supports include the use of technology such as IXL, edgenuity, STAR and Fastbridge to monitor progress and provide timely, specific and guaranteed interventions. These sections are principally directed towards unduplicated students who make up the majority of the class. In order to support unduplicated students, staff will meet, weekly, to monitor academic, social and emotional support and provide interventions, by name and by need. In addition, ongoing professional development on Tier 1 & Tier 2 strategies, will be provided to staff so that instruction and intervention can meet the needs of unduplicated students. This action addresses the needs as indicated by red status in the area of Math and ELA, as well as CCR at a number of our sites.	1.4
1.8	**Action:**	Dedicated coordinators who are principally focused on supporting English learners, foster youth, and socioeconomically disadvantaged	1.4

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
	Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning **Need:** Significantly lower CAASPP data than District average (78.4% ELA & 71.65% Math) 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math **Scope:**	students. These coordinators provide ongoing, specific professional development to certificated and classified staff on research based strategies to support English Learners, low income students and foster homeless youth with a specific focus on Math, English and SEL. Professional Development trainings are provided at both the site and district levels. To ensure that impact is positive towards student growth, three local assessments are used measure progress. Coordinators provide updates and trainings specifically designed to support unduplicated students.	
1.11	**Action:** Ed Services staff **Need:** Significantly lower CAASPP data than District average (78.4% ELA & 71.65% Math) 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA	Educational Services staff are dedicated to supporting English learners, foster youth, and socioeconomically disadvantaged students by working directly with site leaders and teachers. They assist in analyzing a wide range of student data to design and implement effective tiered interventions. Staff also provide ongoing, targeted professional development focused on research-based strategies in Math, English, and Social-Emotional Learning (SEL). Trainings occur at both the site and district levels, with student progress monitored through multiple local assessments.	1.4

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
	47.31% met or exceeded standards for Math **Scope:** LEA-wide		
1.14	**Action:** Screeners **Need:** Significantly lower CAASPP data than District average (78.4% ELA & 71.65% Math) 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math **Scope:** LEA-wide	At both the elementary and secondary levels, the district utilizes a variety of screening tools to identify students experiencing reading difficulties and math challenges. These screeners are essential for early detection, allowing educators to pinpoint specific areas where students need support. Based on the screening results, targeted interventions are implemented to address individual learning gaps, helping to ensure students receive timely and effective assistance.	1.4
2.2	**Action:** Employ certificated staff to support Educational Equity **Need:** Academic proficiency and access significantly lower than district average. Suspension and	District level leadership to interrupt any inequitable practices in school culture and curriculum and eliminate barriers to personal and academic success.This position will support all students but will principally directed on increasing academic achievement, reducing disparities in discipline data, increasing school connectedness for unduplicated students.	2.2, 2.3, 2.4, 2.5

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
	chronic absenteeism data is significantly higher than district average. Academic Data:2022/2023 CAASPP 78.14% met or exceeded standards for ELA, 71.65% met or exceeded standards for Math 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math Suspension Data: **Scope:** LEA-wide		
2.5	**Action:** Parent Night Multilingual Families **Need:** Low turnout community meetings with only a few parents/families. DELAC and ELAC participation was low and educational partner input stated that having more support may increase participation. **Scope:** LEA-wide	Provide resources for child care and food in order to foster a more accessible opportunity to attend community meetings. These events will focus on serving the needs of unduplicated students and families and to increase school connectedness.	2.6, 2.7

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
2.6	**Action:** SARB staff **Need:** 14 Schools in Red for Chronic Absenteeism Unduplicated student rates EL - 14.7% SED - 13.4% **Scope:** LEA-wide	Student presentations, staff trainings, parent nights, school attendance review teams (SART) and School Attendance Review Board (SARB)meetings. This action serves needs of unduplicated students by meeting regularly with students and families of unduplicated pupils and students in the red indicator. Additionally, SARB staff will partner with site administration for ongoing review using infinite campus to monitor daily and weekly attendance and utilize re-engagement strategies in a timely and effective manner for students in the red indicator.	2.5
3.1	**Action:** SRVUSD Social Workers **Need:** Increase in student population of English Learners, Foster Youth and Low Income. Higher suspension and dropout rates for unduplicated students. **Scope:**	Social emotional support provided by trained mental health experts. Wraparound services provided to student and families. The social workers primary focus is on unduplicated students and families.Social workers will review the site rosters, and provide time and resources, principally directed towards those students and families. Examples of services, include, and are not limited to bus passes, clothing, food, counseling, tutoring, mentorship and other wraparound supports.	3.1, 3.2, 3.3, 3.4, 3.5
3.2	**Action:** Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center **Need:** Educational partner input significantly expressed the need for increased social emotional support	All students can benefit from support provided by SCIP counselors, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from SCIP counselors is a top priority. SCIP counselors provide supplemental counseling support, above what is provided by school counselors. SCIP counselors, on a weekly basis, will review and monitor progress of unduplicated students, at their	3.2

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	sites, and provide increased counseling services if needed.	
3.3	**Action:** SRVUSD Wellness Rooms **Need:** CHKS data shows that only 59% of 11th graders feel connected to school. **Scope:** Schoolwide	All students can benefit from support provided by he Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. A staffed wellness room to support the social emotional needs of students. Both scheduled and drop in visits are available. Trained mental health social worker is on site in the wellness room. In addition, all Wellness Center employees with receive ongoing professional development on strategies to engage unduplicated students and increase access to the Wellness rooms.	3.2
3.4	**Action:** SRVUSD Counselors **Need:** Crisis student support to meet the needs of students who are faced with depression, anxiety, stress or emotional distress of any kind.The need was identified by educational partners, school counselors, wellness room intake coordinators and student focus groups. Suspension Rate Red Indicator African American - 4.1% SpEd - 2.3% White - 0.8% **Scope:**	All students can benefit from support provided by crisis counselors but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from these counselors is a top priority. Support counselors do not serve a specific student group with academic needs but are principally directed to supporting unduplicated students. Additionally, student support counselors will monitor and support students in danger of suspension that fall within red indicator identified subgroups, providing restorative justice practices intervention, wellness and SEL strategies, and liaison with site admin. Their primary responsibility is to support students and families in crises. Working with social workers, counselors, community partners and students/families, student support counselors develop a plan of support. In addition, during	3.1, 3.2, 3.3, 3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	weekly counseling/administrative support meetings, progress monitoring of unduplicated students will occur to ensure that the services of Student Support Counselors is principally directed towards these students.	
3.5	**Action:** Rainbow Room Paraeducator Support **Need:** Increasing self esteem, confidence, problem solving, leadership and supporting life transitions **Scope:** LEA-wide	All elementary students can receive benefits from Rainbow Rooms, but resources are principally directed towards unduplicated students. Research based early intervention programs provided at all elementary schools have proven to be the required and necessary intervention to increase academic and social emotional growth.	3.2

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
1.1	**Action:** Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs. **Need:** ELD students making progress currently sits at 61.2% and reclassification rate at 19.1%. Overall SRVUSD CASSPP data. shows	Emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners provide teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses.	1.1, 1.2, 1.3,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	78.15% met or exceeded standards for ELA and 71.65% met or exceeded standards for Math. ELD met or exceeded standards for ELA was 31.14% a 40% gap and ELD met or exceeded standards for Math was 37.58% a 34.07 % gap. **Scope:** Limited to Unduplicated Student Group(s)		
1.2	**Action:** English Learner Support **Need:** ELD students making progress currently sits at 61.2% and reclassification rate at 19.1%. Overall SRVUSD CASSPP data. shows 78.15% met or exceeded standards for ELA and 71.65% met or exceeded standards for Math. ELD met or exceeded standards for ELA was 31.14% a 40% gap and ELD met or exceeded standards for Math was 37.58% a 34.07 % gap. **Scope:** Limited to Unduplicated Student Group(s)	To create supplemental support of core classrooms.	1.1, 1.2, 1.3,
1.4	**Action:** Classified Staff Professional Development for English Learner Instructional Assistants **Need:** ELD progress currently sits at 61.2% and reclassification rate at 19.1%. Overall	Allows EL Instructional Assistants to develop new strategies to support classroom teachers of English Learners. This action is principally directed towards English Learners.	1.1, 1.2, 1.3,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	SRVUSD CASSPP data. shows 78.15% met or exceeded standards for ELA and 71.65% met or exceeded standards for Math. ELD met or exceeded standards for ELA was 31.14% a 40% gap and ELD met or exceeded standards for Math was 37.58% a 34.07 % gap. **Scope:** Limited to Unduplicated Student Group(s)		
1.5	**Action:** English Learner Instructional Assistants **Need:** ELD progress currently sits at 61.2% and reclassification rate at 19.1%. Overall SRVUSD CASSPP data. shows 78.15% met or exceeded standards for ELA and 71.65% met or exceeded standards for Math. ELD met or exceeded standards for ELA was 31.14% a 40% gap and ELD met or exceeded standards for Math was 37.58% a 34.07 % gap. **Scope:** Limited to Unduplicated Student Group(s)	EL Instructional Assistants support classrooms with English Learner Students.	1.1,1.2,1.3
1.9	**Action:** Long Term English Learner Support **Need:** 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math	To address these opportunity gaps, SRVUSD is providing curriculum and providing extensive professional development on ELD strategies. All school sites will leverage the adopted standards aligned curriculum, English 3D. This curriculum combines research-based principals, instructional routines, and programmatic goals aligned to the emerging, expanding, and bridging levels of the ELD curriculum. This curriculum includes formal evidence-based approaches for teaching	1.2,1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Dropout Rate EL 10.8% **Scope:** Limited to Unduplicated Student Group(s)	LongTerm English Learners (LTELs) in the secondary school setting. Ongoing professional development for the implementation of English 3D happens through a district-level professional learning community. This academic gap has led to a dropout rate of over 10% that must be reduced. This action will provide professional development that supports English Learners.	
2.3	**Action:** Home to School Transportation **Need:** Cost of Traffix bus passes **Scope:** Limited to Unduplicated Student Group(s)	Provide more access to Traffix buses. This action is principally directed towards Socio-Economically Disadvantaged students who are unable to pay for bus passes.	2.6
2.4	**Action:** Foster Youth Support **Need:** Academic support, tutoring, food, clothes, transportation identified by input from educational partners, including social workers, wellness room data, parent information. **Scope:** Limited to Unduplicated Student Group(s)	They provide tailored family services, including parenting support and crisis intervention, and coordinate transportation solutions for students. By organizing food drives, clothing donations, and connecting families with resources, they ensure students' basic needs are met.	2.3, 2.4, 2.5, 2.6

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$324,224,367	$7,367,520	2.272%	0.000%	2.272%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,431,435.00	$2,702,527.00	$0.00	$0.00	$10,133,962.00	$8,854,399.00	$1,279,563.00

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	Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$5,000.00	$0.00	$5,000.00				$5,000.00	
1	1.2	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$997,202.00	$0.00	$997,202.00				$997,202.00	
1	1.3	ELD/ELA District Coordinator	English Learners	No			All Schools		$243,521.00	$0.00		$243,521.00			$243,521.00	
1	1.4	Classified Staff Professional Development for English Learner Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.5	English Learner Instructional Assistants	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: K-5 schools		$515,623.00	$0.00	$515,623.00				$515,623.00	
1	1.6	Implementation of AVID (Advancement via Individual Determination) program.	All	No			Specific Schools: Windermere		$9,201.00	$53,563.00	$62,764.00				$62,764.00	

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
							Ranch MS, Iron Horse MS, Monte Vista HS, Dougherty Valley HS 7-12									
1	1.7	Academic and Social Emotional Intervention Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Pine Valley MS, Iron Horse MS, Gale Ranch MS		$86,213.00	$0.00	$86,213.00				$86,213.00	
1	1.8	Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning	All	No			All Schools		$437,755.00	$0.00		$437,755.00			$437,755.00	
1	1.9	Long Term English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.11	Ed Services staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,140,425.00	$0.00	$1,140,425.00				$1,140,425.00	
1	1.14	Screeners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$450,000.00	$350,000.00	$100,000.00			$450,000.00	
2	2.1	Recruit, onboard and retain a more diverse staff.	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.2	Employ certificated staff to support Educational Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$287,824.00	$0.00	$287,824.00				$287,824.00	
2	2.3	Home to School Transportation	Low Income	Yes	Limited to Unduplicated	Low Income	Specific Schools: Sites served by		$0.00	$40,000.00	$40,000.00				$40,000.00	

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
					Student Group(s)		TRAFFIX									
2	2.4	Foster Youth Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Sites with foster youth enrolled		$185,992.00	$200,000.00	$385,992.00				$385,992.00	
2	2.5	Parent Night Multilingual Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.6	SARB staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$146,226.00	$0.00	$146,226.00				$146,226.00	
3	3.1	SRVUSD Social Workers	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.2	Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$480,000.00	$200,000.00	$280,000.00			$480,000.00	
3	3.3	SRVUSD Wellness Rooms	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	9-12		$917,966.00	$40,000.00	$20,000.00	$937,966.00			$957,966.00	
3	3.4	SRVUSD Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Provided at each Middle School and High School		$3,447,261.00	$0.00	$2,743,976.00	$703,285.00			$3,447,261.00	
3	3.5	Rainbow Room Paraeducator Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary TK-5		$424,190.00	$0.00	$424,190.00				$424,190.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$324,224,367	$7,367,520	2.272%	0.000%	2.272%	$7,367,671.00	0.000%	2.272 %	**Total:**	$7,367,671.00
								LEA-wide Total:	$2,558,665.00
								Limited Total:	$1,958,817.00
								Schoolwide Total:	$2,850,189.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.	Yes	Limited to Unduplicated Student Group(s)	English Learners		$5,000.00	
1	1.2	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$997,202.00	
1	1.4	Classified Staff Professional Development for English Learner Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners		$10,000.00	
1	1.5	English Learner Instructional Assistants	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: K-5 schools	$515,623.00	
1	1.7	Academic and Social Emotional Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pine Valley MS, Iron Horse MS, Gale Ranch MS	$86,213.00	

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	1.9	Long Term English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$5,000.00	
1	1.11	Ed Services staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,140,425.00	
1	1.14	Screeners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$350,000.00	
2	2.2	Employ certificated staff to support Educational Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$287,824.00	
2	2.3	Home to School Transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Sites served by TRAFFIX	$40,000.00	
2	2.4	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: Sites with foster youth enrolled	$385,992.00	
2	2.5	Parent Night Multilingual Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.6	SARB staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$146,226.00	
3	3.2	Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
3	3.3	SRVUSD Wellness Rooms	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$20,000.00	
3	3.4	SRVUSD Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Provided at each Middle School and High School	$2,743,976.00	
3	3.5	Rainbow Room Paraeducator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary TK-5	$424,190.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,360,200.00	$7,363,888.00

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**	Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.	Yes	$5,000.00	$3,531
1	**1.2**	English Learner Support	Yes	$974,618.00	$951,445.00
1	**1.3**	ELD/ELA District Coordinator	Yes	$241,908.00	$243,522.00
1	**1.4**	Classified Staff Professional Development for English Learner Instructional Assistants	Yes	$10,000.00	$0.00
1	**1.5**	English Learner Instructional Assistants	Yes	$473,883.00	$493,022.00
1	**1.6**	Implementation of AVID (Advancement via Individual Determination) program.	No	$76,764.00	$62,761.00
1	**1.7**	Academic and Social Emotional Intervention Support	Yes	$359,410.00	$295,489.00
1	**1.8**	Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning	Yes	$537,670.00	$525,153.00
1	**1.9**	Long Term English Learner Support	Yes	$5,000.00	$5,006.00
2	**2.1**	Recruit, onboard and retain a more diverse staff.	No	$10,000.00	$10,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Employ certificated staff to support Educational Equity	Yes	$280,349.00	$370,735.00
2	2.3	Home to School Transportation	Yes	$40,000.00	$31,000.00
2	2.4	Foster Youth Support	Yes	$328,088.00	$388,082.00
2	2.5	Parent Night Multilingual Families	Yes	$10,000.00	$7,000.00
2	2.6	SARB staff	Yes	$142,786.00	$187,555.00
3	3.1	SRVUSD Social Workers	Yes	$678,369.00	$666,406.00
3	3.2	Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center	Yes	$500,000.00	$480,000.00
3	3.3	SRVUSD Wellness Rooms	Yes	$860,756.00	$895,319.00
3	3.4	SRVUSD Student Support Counselors	Yes	$1,344,549.00	$1,349,593.00
3	3.5	Rainbow Room Paraeducator Support	Yes	$481,050.00	$398,269.00
3	3.6	Alternatives to Suspension			

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$6,998,013.00	$7,273,436.00	$7,031,906.00	$241,530.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.	Yes	$5,000.00	$0.00		
1	1.2	English Learner Support	Yes	$974,618.00	$951,445.00		
1	1.3	ELD/ELA District Coordinator	Yes	$241,908.00	$243,522.00		
1	1.4	Classified Staff Professional Development for English Learner Instructional Assistants	Yes	$10,000.00	$0.00		
1	1.5	English Learner Instructional Assistants	Yes	$473,883.00	$493,022.00		
1	1.7	Academic and Social Emotional Intervention Support	Yes	$359,410.00	$44,805.00		
1	1.8	Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning	Yes	$537,670.00	$525,153.00		
1	1.9	Long Term English Learner Support	Yes	$5,000.00	$0.00		
2	2.2	Employ certificated staff to support Educational Equity	Yes	$280,349.00	$370,735.00		
2	2.3	Home to School Transportation	Yes	$40,000.00	$31,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Foster Youth Support	Yes	$328,088.00	$388,082.00		
2	**2.5**	Parent Night Multilingual Families	Yes	$10,000.00	$7,000.00		
2	**2.6**	SARB staff	Yes	$142,786.00	$187,555.00		
3	**3.1**	SRVUSD Social Workers	Yes	$678,369.00	$666,406.00		
3	**3.2**	Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center	Yes	$500,000.00	$480,000.00		
3	**3.3**	SRVUSD Wellness Rooms	Yes	$860,756.00	$895,319.00		
3	**3.4**	SRVUSD Student Support Counselors	Yes	$1,344,549.00	$1,349,593.00		
3	**3.5**	Rainbow Room Paraeducator Support	Yes	$481,050.00	$398,269.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$323,308,359.00	$6,998,013.00	0.008%	2.173%	$7,031,906.00	0.000%	2.175%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

SRVUSD

Student Group Red indicators:

Student Group	Indicator
African American: Suspension **Foster Youth:** Suspension **Socioeconomically Disadvantaged:** Chronic Absenteeism **Students with Disabilities:** Chronic Absenteeism	**Chronic Absenteeism:** Socioeconomically Disadvantaged, Students with Disabilities **Suspension:** African American, Foster Youth

School	ELA	Math	ELPI	Chronic Absenteeism	Suspension	Grad Rate	CCI
Alamo Elementary (Chronic Absenteeism)				All White			
Bella Vista	SWD	SWD		SWD	White		
Bollinger Canyon Elementary (Chronic Absenteeism)				Asian, EL, SED, SWD			
California High		SWD					
Charlotte Wood Middle		SWD		SED			
Country Club Elementary (Chronic Absenteeism)				Asian, EL, Hispanic, SWD			
Coyote Creek Elementary (Chronic Absenteeism)				Asian, Hispanic, SWD, White			
Creekside Elementary (Chronic Absenteeism)				Filipino, Hispanic, SED, SWD			

School	ELA	Math	ELPI	Chronic Absenteeism	Suspension	Grad Rate	CCI
Del Amigo High (No Indicators)							
Diablo Vista Middle				White			
Dougherty Valley High							SWD
Gale Ranch Middle					AfAm		
Golden View Elementary (Chronic Absenteeism)				Asian, EL, Hispanic, SWD, White			
Green Valley Elementary (Chronic Absenteeism)				Hispanic, SWD, White			
Greenbrook Elementary							
Hidden Hills Elementary (Chronic Absenteeism)				Asian, Two or More Races, EL, SED			
Iron Horse Middle	SWD	SWD		EL, SED, SWD			
John Baldwin Elementary							
Live Oak Elementary (Chronic Absenteeism)				Hispanic, SED, SWD			
Los Cerros Middle	SWD						

School	ELA	Math	ELPI	Chronic Absenteeism	Suspension	Grad Rate	CCI
Montair Elementary	SWD			Two or More Races, SED			
Monte Vista High		SWD					
Montevideo Elementary (Chronic Absenteeism)				Asian, EL, Hispanic, White			
Neil A. Armstrong Elementary (Chronic Absenteeism)				Asian			
Pine Valley Middle							
Quail Run Elementary				Filipino			
Rancho Romero Elementary							
San Ramon Valley High							
Stone Valley Middle (Chronic Absenteeism)							
Sycamore Valley Elementary				White			
Tassajara Hills Elementary (Chronic Absenteeism)				Asian, Two or More Races, SWD, White			
Twin Creeks Elementary				Asian, Hispanic, SED			
Venture (Alt.) (ELA and Math)							

School	ELA	Math	ELPI	Chronic Absenteeism	Suspension	Grad Rate	CCI
Vista Grande Elementary (Chronic Absenteeism)				White			
Walt Disney Elementary				SWD			
Windemere Ranch Middle				Hispanic	SWD		