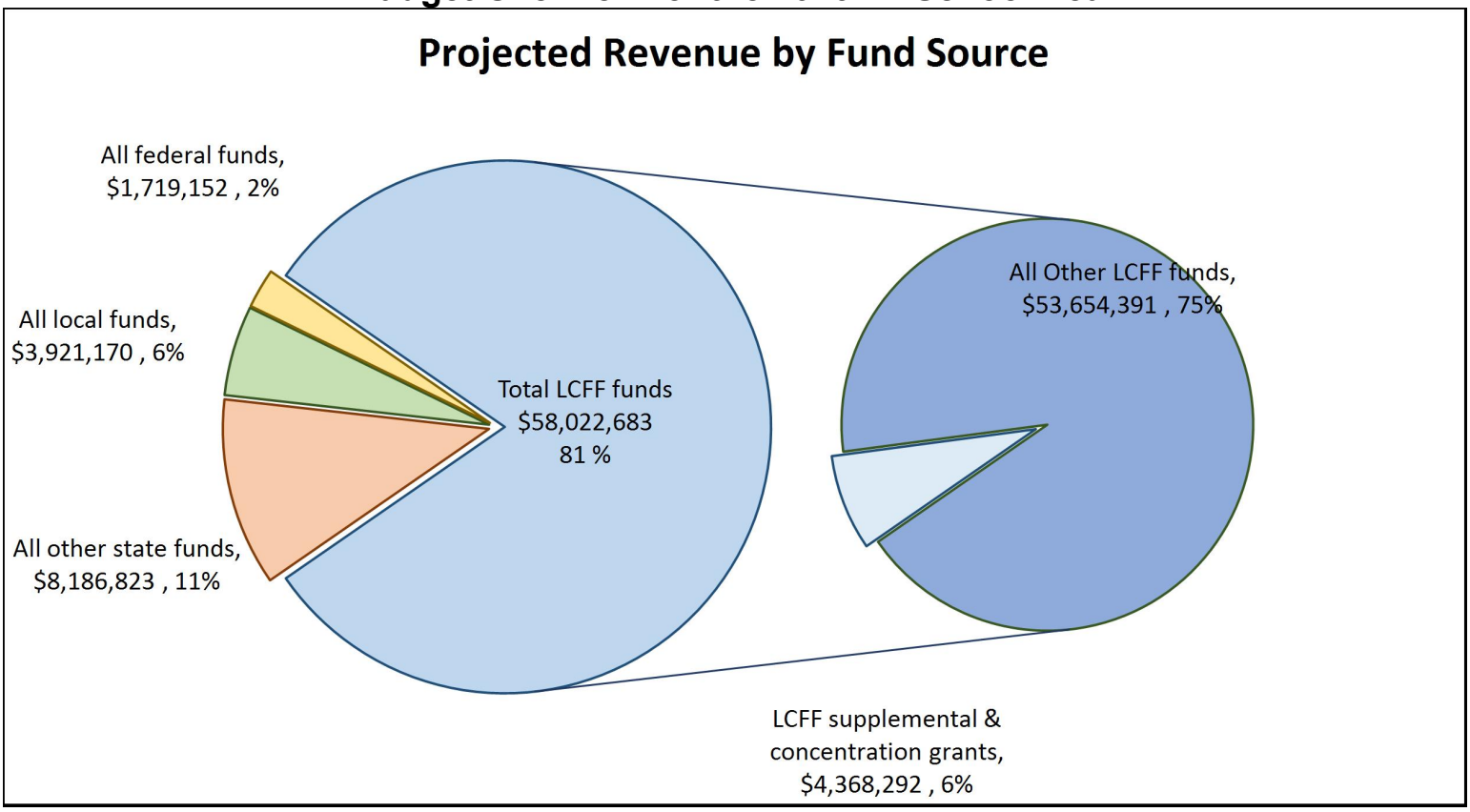
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonoma Valley Unified School District
CDS Code: 49 70953 0000000
School Year: 2026-27
LEA contact information:
Jason Sutter
Superintendent
jsutter@sonomaschools.org
707-935-6000

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

Budget Overview for the 2026-27 School Year

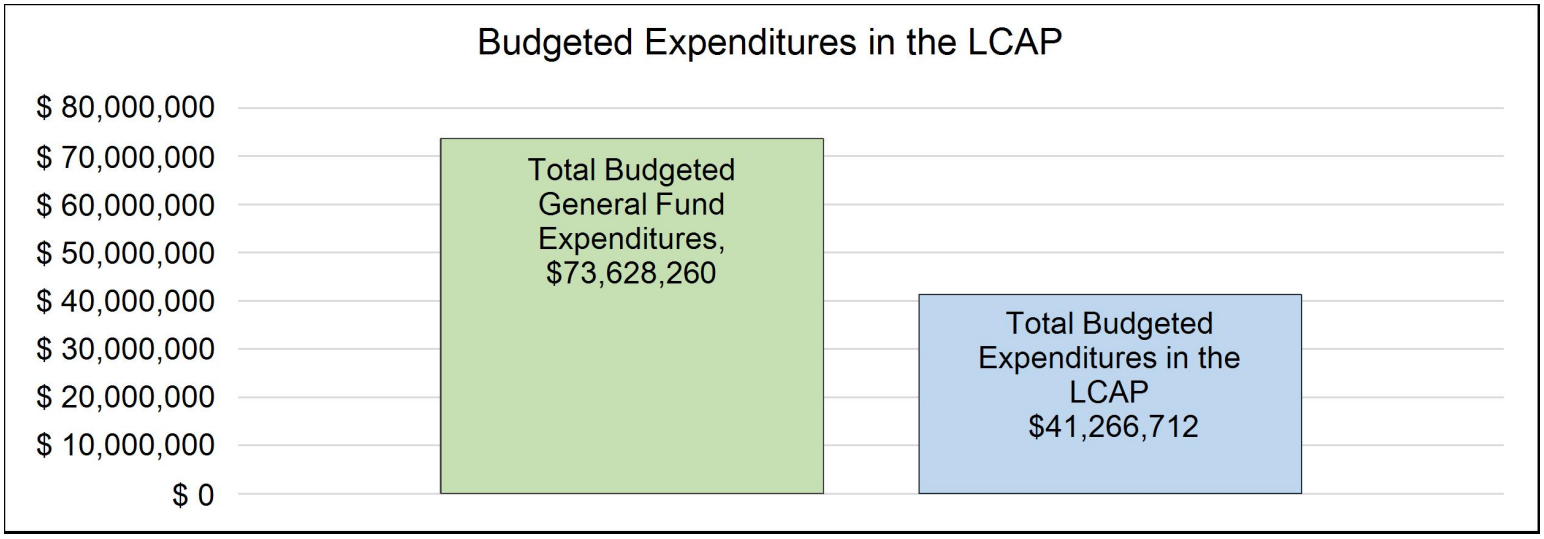


This chart shows the total general purpose revenue Sonoma Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Valley Unified School District is $71,849,828, of which $58,022,683 is Local Control Funding Formula (LCFF), $8,186,823 is other state funds, $3,921,170 is local funds, and $1,719,152 is federal funds. Of the $58,022,683 in LCFF Funds, $4,368,292 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sonoma Valley Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Valley Unified School District plans to spend $73,628,260 for the 2026-27 school year. Of that amount, $41,266,712 is tied to actions/services in the LCAP and $32,361,548 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

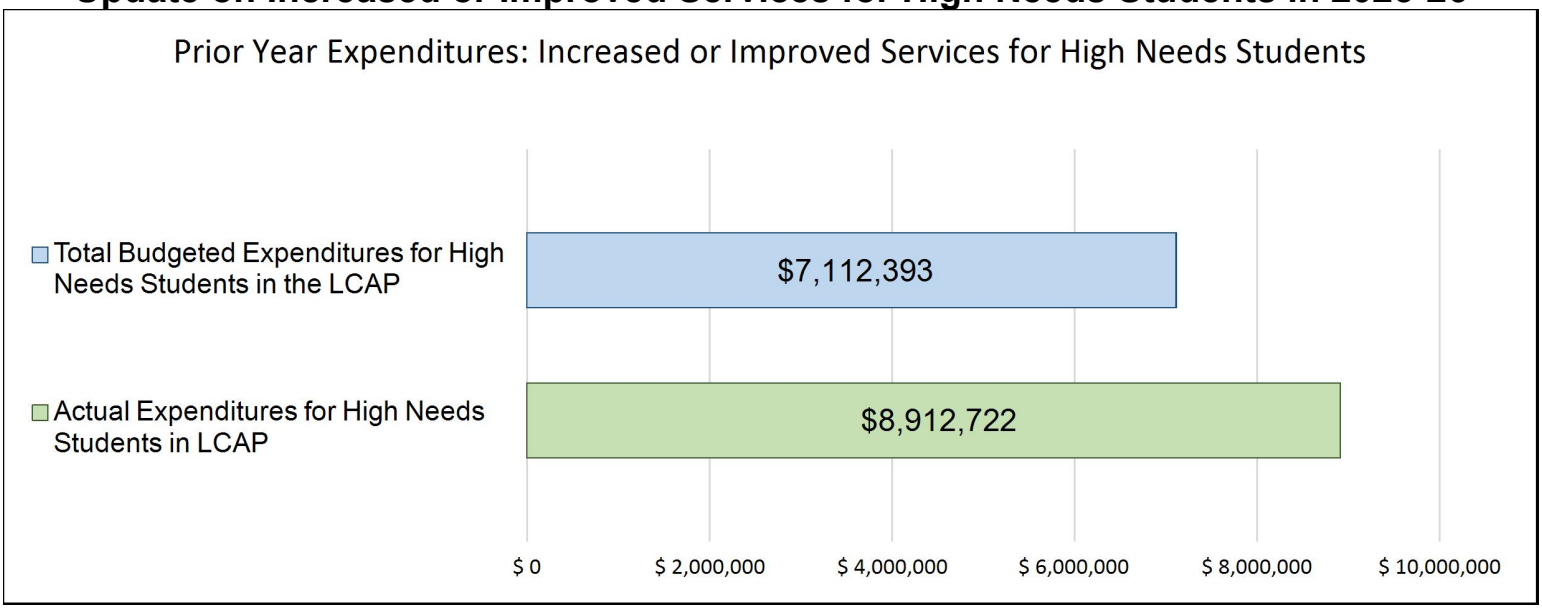
General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) are attorney fees, utilities, insurance and other administrative costs as well as some federal and state funding.

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

In 2026-27, Sonoma Valley Unified School District is projecting it will receive $4,368,292 based on the enrollment of Foster Youth, English learner, and low-income students. Sonoma Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Valley Unified School District plans to spend $4,777,014 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Sonoma Valley Unified School District's LCAP budgeted $7,112,393.24 for planned actions to increase or improve services for high needs students. Sonoma Valley Unified School District actually spent $8,912,722 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Valley Unified School District	Jason Sutter Superintendent	jsutter@sonomaschools.org 707-935-6000

Plan Summary [2026-27]

General Information

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

Sonoma Valley is located in the southeastern region of Sonoma County, also known as the "Valley of the Moon." Our district spans a number of communities, educating approximately 2,946 (TK-12) scholars and their families. Our community is rich in diversity, representing different cultures and languages, predominantly Spanish. Over the past few years, SVUSD has experienced leadership changes, with the former Superintendent resigning in June 2025. An Acting Superintendent was appointed by our Board in June 2025, and a new Superintendent assumed the role effective March 1, 2026.

Our district is comprised of seven school learning communities across Sonoma Valley:
Four Elementary Schools:

- El Verano Elementary School with Enrollment at 287 students Grades TK-5
- Flowery Elementary School with Enrollment at 352 students Grades TK-5
- Sassarini Elementary School with Enrollment at 275 students Grades TK-5
- Prestwood Elementary School with Enrollment at 270 students Grades TK-5

El Verano Elementary School was awarded the Community Schools Partnership Program (CSPP) Grant. Prestwood Elementary received a grant to focus on inclusion, and Flowery Elementary offers our Dual Immersion (Spanish) program.

Three Secondary Schools

- Altimira Middle School with Enrollment at 612 students Grades 6-8 (Altimira Middle School has been renamed Sonoma Valley Middle School starting the 2026-2027 school year)

- Sonoma Valley High School with Enrollment at 1055 students Grades 9-12
- Creekside High School (Continuation School) with Enrollment at 61 students Grades 11-12.

In addition to our students attending district schools, we have 34 students enrolled in a Non-Public School (NPS) through their Individualized Education Program (IEP). There are two independent charter schools who develop LCAPs independent of the school district.

A highlight of our district is the nine CTE pathways our students can take in six Industry sectors offered at Sonoma Valley High School: Agriculture & Natural Resources; Arts, Media & Entertainment; Building & Construction Trades; Manufacturing & Product Development; Engineering & Architecture; and Hospitality & Tourism. For the 2025-2026 school year, we added a new Healthcare Pathway with two CCAP (College and Career Access Pathways) courses and are planning two additional CCAP courses for the 2026-2027 school year.

Over the past 4 years, our enrollment has decreased from 3195 students in 2022-2023 to 2946 students in 2025-2026. Our student population includes: 68.97% Hispanic (N=2032), 27.05% White (N=797), and 3.97% Other (N=117). Additionally, 22.37% (N=659) are Multilingual Learners, 28.45% (N=838) are Redesignated Fluent English Proficient (rFEP), 60.22% (N=1774) are Economically Disadvantaged, 0.34% (N=10) are Foster Youth, and 17.85% (N=526) are Students with Disabilities. (Source: CALPADS).

Based on the data in the Ellevation platform (1/28/26) we have 142 students identified as Long Term English Learners (LTEL); 123 at-risk of LTEL and 58 dual identified as an English Learner and as a student with an IEP.

As of 2026-2027 school year, Creekside is no longer considered or eligible for Equity Multiplier funds as they no longer meet the threshold of identification (2% non stability rate and 70% socio-economically disadvantaged); however, we still have unexpended funds that will be continued to be spent in the upcoming year.

Our district continues to review enrollment data patterns and trends, budget resources, school capacity, and our Facilities Master Plan. Over the past few years, our district has had numerous conversations regarding school consolidation, beginning with the closure of Dunbar Elementary for 2023-2024 and the closure of Adele Middle School for the 2025-2026 school year, with students moving to Altimira Middle School. In October 2025, the Board of Trustees approved the closure of Prestwood Elementary School for the 2026-2027 school year. New elementary school boundaries were approved to show enrollment boundaries for El Verano Elementary School and Sassarini Elementary School. Flowery Elementary, our Dual Immersion School, will now be a school of choice. The Board also approved the opening of a new charter school, McArthur Park Charter School. This will have an impact on our overall enrollment numbers but we do not anticipate any impact on programming throughout the district. In May 2026, the Board approved the re-naming of Altimira Middle School to Sonoma Valley Middle School.

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

Graduate Portrait
-Real-World-Ready Graduate: SVUSD graduates are confident, capable, and prepared to thrive in life and career with a combination of academic knowledge and life skills.
-Creative and Critical Thinker: SVUSD students can innovate, think flexibly, embrace divergent approaches, and adapt to different ways of understanding, working, and problem solving.
-Courageous Self-Advocate: Each SVUSD student has a positive vision for themselves in the present, and into the future.
-Global and Inclusive Leader: SVUSD students are able to understand, champion, and relate to others across diverse backgrounds and perspectives.
-Skilled Communicator and Collaborator: SVUSD students are able to actively connect with others by using strong communication skills, and nurturing a sense of belonging and teamwork.
-Self-Directed, Lifelong Learner: SVUSD students are inquisitive, curious, open to new ideas, and know that learning is a continuous process.
-Resilient and Flourishing Adult: SVUSD students develop resilience, enabling them to learn from mistakes, maintain flexibility and the openness to be vulnerable in order to grow and move forward.

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

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

equipped to support collaboration and creativity among students and adults.

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

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

At the moment, the 2026-2027 SVUSD LCAP serves as our district's Strategic Plan.

Reflections: Annual Performance

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

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

Reflection of Annual Performance based on the California Dashboard and Local Data
Based on the 2025 California School Dashboard data, Sonoma Valley Unified performed in the following areas:

ACADEMIC PERFORMANCE
- English Language Arts:40.9 points below standard (Decrease 10.8 points) ORANGE

Equity Report: Red: EL, LTEL; Orange: SWD, SED, Hispanic; Yellow: White
- Mathematics: 83.8 points below standard (Maintained -0.6 points) ORANGE

Equity Report: Red: SED; Orange: EL, LTEL, SWD, Hispanic, White
- English Learner Progress: 39.95% Making progress (Declined 4.9%) ORANGE

Equity Report: Orange: EL; LTEL: Green
- College/Career: 49.3% Prepared (Increased 7.7 points)

Yellow: EL, LTEL, SWD; Green: SED, Hispanic, White
Science: 45.4 Science points (Declined 2.1 points) YELLOW (Informational purposes only)
- Local Indicators: Implementation of Academic Standards: Standard Met

ACADEMIC ENGAGEMENT

- Chronic Absenteeism:17.5% Chronically Absent (Declined 0.5 points) YELLOW

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

- Graduation Rate: 90% Graduated (Declined 2.8 points) ORANGE

Orange: EL, SWD, SED, Hispanic, Yellow: White: Blue: LTEL

- Local Indicators: Access to Broad Course of Study: Standard Met

CONDITIONS AND CLIMATE

- Suspension Rate: 2.9% Suspended at least one day (Declined 0.3 points) GREEN

Red: Foster Youth; Orange: EL, LTEL; Yellow: SWD, SED, Hispanic; Green: White, Asian, Two or More Races

- Local Indicators: Basics: Teachers, Instructional Materials, Facilities: Standard Met
- Local Indicators: Parent and Family Engagement: Standard Met

SUCCESSES based on 2025 CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard for "all students"
Suspension Rate Green
College/Career Green
The following local indicators were at the "standard met" level.
Basic Services
Implementation the Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to Broad Course of Study

CHALLENGES based on 2025 CA Dashboard and Local Data:
Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard for “all students”
-No districtwide indicators were in the red

Schools that received the lowest performance level on one or more state indicators:
El Verano: Chronic Absenteeism, English Learner Progress
Prestwood: English Learner Progress
Sassarini: English Learner Progress
Creekside: Suspension Rate, College/Career

Student groups within the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard:

Districtwide

English Learners: English Language Arts
Long Term English Learners: English Language Arts
Socially economically Disadvantaged: Chronic Absenteeism; Math

Student group within a school that received the lowest performance level (red) on one or more state indicators:
Adele Harrison
ELA: EL, Hispanic, SED, SWD
Math: EL, Hispanic, SED, SWD
Chronic Absenteeism: SWD

Altimira (Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School)
ELA: EL, Hispanic, LTEL, SED, SWD
Math: LTEL
Chronic Absenteeism: White
Suspension: SWD

Creekside
Suspension: Hispanic, SED

El Verano
Chronic Absenteeism: EL, Hispanic, SED

Flowery
ELA: SED
Chronic Absenteeism: SWD

Prestwood
ELA: EL
Chronic Absenteeism: SWD

Sassarini:
ELA: EL

SVHS
ELA: EL, SWD

2026-2027 REQUIRED ACTIONS
DIFFERENTIATED ASSISTANCE 2025 – Goal 1 Action 1.3 Attendance Support and Action 1.4 Supports for the Whole Child, and Goal 2 Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment, Action 2.4 Core Academic Instruction for ALL and Action 2.6 Targeted Instruction.

EQUITY MULTIPLIER: Equity Multiplier schools are identified with over 70% socioeconomically disadvantaged pupils and over 25% non-stability rates. Creekside is no longer eligible for Equity Multiplier funding. While most of the actions were effective, this goal will be discontinued. As there are remaining funds, the Creekside community agreed to continue with Action 5.1 For the 2026-2027 school year, Action 5.2 and Action 5.3 will be discontinued.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG):
LREBG funded actions specific to Chronic Absenteeism may be found in Goal 1 Action 1.1 Mental Health Support and Resources and Action 1.3 Attendance Support. These actions directly address student support to address barriers to learning, staff supports, social-emotional learning, and referrals to support for family or student needs. This will be measured through these metrics 1.1 Attendance Rate; 1.2 Chronic Absenteeism; 1.7 Sense of School Connectedness (Belonging and Engagement)

English Learners and Long-term English Learners (LTEL) Required Actions are found under Actions 2.4 Core Academic Instruction for all, 2.5 Support for Multilingual Learners, 2.6 Targeted Instruction, and 3.9 Professional Development English Language Development Pedagogy.

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

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

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

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

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

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

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

Altimira (Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School)
-ELA: Students with Disabilities, English Learners

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

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

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

Reflections: Technical Assistance

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

Sonoma Valley Unified School District (SVUSD) was eligible for Differentiated Assistance based on the 2024 California School Dashboard, as students identified as English Learners (EL), Long-Term English Learners (LTEL), and Students with Disabilities (SWD) performed in the "Red" (very low) category in the areas of Student Achievement (ELA and Math) and the College/Career Indicator.
As of the 2025 CA School Dashboard, SVUSD is no longer identified as eligible for Differentiated Assistance based on those specific student groups and areas. However, we remain qualified for a second consecutive year of support through the Sonoma County Office of Education (SCOE).

Furthermore, SVUSD is now eligible for support based on the performance of students identified as socioeconomically disadvantaged, who performed in the "Red" category for Student Achievement (Math) and Chronic Absenteeism. To address these challenges, SVUSD is

participating in a year-long Continuous Improvement Collaborative in partnership with SCOE and other eligible districts and charter schools. Through this model, we are analyzing public and local data to refine our strategies.
We have identified our Urgent Articulated Problem: Students identified as socioeconomically disadvantaged are experiencing high rates of chronic absenteeism and low performance in math due to limited instructional rigor, a lack of highly engaging learning experiences, and limited family support systems. The data highlights a need for stronger Tier I instruction in math and enhanced attendance supports.
As we plan for the 2026-2027 school year, we will focus on specific LCAP goals and actions to meet the needs of socioeconomically disadvantaged students: Goal 1 (Actions 1.3 and 1.4) and Goal 2 (Actions 2.1, 2.4, and 2.6). Additionally, we are launching a math pilot for textbook adoption in grades TK-8 grounded in the new state framework. We will continue to analyze data to determine the effectiveness of these actions in improving student outcomes.

In relation to continuous improvement, SVUSD is investing in professional learning to strengthen Tier I instruction through an MTSS framework. Additionally, SVUSD is working through our action plan for Significant Disproportionality (SigDis).

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

Comprehensive Support and Improvement

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

Schools Identified

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

Based on the 2025 Dashboard, no schools are eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (Certificated Staff/Teachers and Classified Staff)	November- December 2025 Teachers and Staff were invited to participate in a google survey for input and feedback on the LCAP goals. Fall 2025: Teachers and Staff also participated in engagement meetings held at their school sites to gather input. January 2026 Teachers and Staff participated in Youth Truth Survey which helps to inform our School Climate priority within our LCAP March-April 2026 Teachers and Staff were invited to participate in a google survey on input to the Goal Actions April 14, 2026 Valley of the Moon Teachers Association (VMTA) and Classified School Employees Association (CSEA) consulted on the LCAP April 14, 2026 Teachers and Staff were invited to a district town hall.
District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC)	DAC served as our Advisory Planning committee for LCAP. DAC reviewed summative/formative data, survey data and site feedback responses as well as provided input on the development and planning of engagement sessions to identify patterns/trends for goals/actions/strategies. DAC also provided input on the LCAP Mid Year Report and Local Indicators Self Reflection. Staff, parents, and student representatives are part of the DAC. During our DELAC meetings, we reviewed the Needs Assessment conducted from each site's ELAC to identify patterns and trends.

Educational Partner(s)	Process for Engagement
	DAC and DELAC General Meeting dates: October 15, 2025; December 17, 2025; February 18, 2026; and April 15, 2026. Executive Board dates: November 19, 2025; January 14, 2026; May 14, 2026. DAC
Valley of the Moon Teacher Association (VMTA) - Certificated Bargaining Unit	November- December 2025 VMTA members were invited to participate in a google survey for input and feedback on the LCAP goals. VMTA members were also engaged in site LCAP engagement meetings. January 2026 VMTA participated in Youth Truth Survey which helps to inform our School Climate priority within our LCAP March-April 2026 VMTA members were invited to participate in a google survey on input to the Goal Actions April 14, 2026 Consult with VMTA Co-Presidents
California School Employees Association (CSEA)- Classified Bargaining Unit	November- December 2025 CSEA members were invited to participate in a google survey for input and feedback on the LCAP goals. CSEA members were also engaged in school site LCAP engagement meetings. January 2026 CSEA participated in Youth Truth Survey which helps to inform our School Climate priority within our LCAP March-April 2026 CSEA members were invited to participate in a google survey on input to the Goal Actions April 14, 2026 Consult with CSEA President
Parents/Caregivers/Community	November- December 2025 Parents/Caregivers were invited to participate in a google survey for input and feedback on the LCAP goals. Parents/Caregivers were also engaged in site engagement meetings. January 2026 parents participated in Youth Truth Survey which helps to inform our School Climate priority within our LCAP Fall 2025 Site ELAC committees conducted a needs assessment on programs to support ELs.

Educational Partner(s)	Process for Engagement
	The District Advisory Committee reviewed LCAP mid year progress, Engagement survey results and Local Indicators Self Reflection. March-April 2026 Parents/Caregivers were invited to participate in a google survey on input to the Goal Actions April 14, 2026 Parents/Caregivers/Community were invited to a district town hall.
Administrators/Principals	November- December 2025 administrators were invited to participate in a google survey for input and feedback on the LCAP goals. December 2025 Site leaders examined dashboard data and chronic absenteeism exploring possible causes and actions needed Administrators were also engaged in site engagement meetings and in the LCAP Self Reflection. District Administrators and HS Principal participated in the Continuous Improvement Collaborative to review Dashboard data, and DA eligibility March-April 2026 Administrators were invited to participate in a google survey on input to the Goal Actions April 14, 2026 Administrators were invited to a district town hall.
Students	November- December 2025 Students at SVHS, Creekside and Altimira were invited to participate in a google survey for input and feedback on the LCAP goals. January 2026 students participated in Youth Truth Data which helps to inform our School Climate priority within our LCAP
Special Education Local Plan Area (SELPA)	The Special Education Local Plan Area (SELPA) Program Specialist has ongoing conversations with our Special Education Director regarding our CIM for Significant Disproportionality plan. SELPA Program Specialist provided consultation on April 11, 2026 to discuss concrete action , goals, and metrics with the LCAP and offering a full continuum of services and on May 7, 2026 during the 1:1 LCAP conversations.
Creekside High School (Equity Multiplier School)	March-April 2026 Creekside staff, students and parents/guardians were asked to provide input on how to spend the carry over of Equity Multiplier fundings

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

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

The overall engagement timeline for the entire SVUSD community is as follows:
September- December: Site based staff meetings, SSC, Parent meetings, and ELAC Needs Assessment
November- January School Consolidation:
October- April Administrator data review and analysis
November-December Community Engagement Survey #1 (State Priorities)
January-April Staff, VMTA, CSEA, Administrators, SELPA
March-April Community Engagement Survey #2 (Goals/Actions), Local Indicators Self Reflection; LREBG Needs Assessment
April Board Study Session
June Public Hearing

Sample engagement questions included, but not limited to:
Based on our student performance data, what actions should we continue doing?
-What actions should we stop doing?
-What actions should we start doing?
-How can we decrease SVUSD's Chronic Absenteeism data?
-How can we ensure our students are college/career prepared?
-How can we improve home/school communication?

The common themes for improvement identified during the LCAP engagement across the school sites are:
School Culture & Climate: Focus on strengthening school spirit, student relationships, and community-building activities, along with consistent positive behavior expectations/supports. Specific needs include emotional regulation and consistent supervision (El Verano and Flowery).
Student Achievement & Academic Support: Prioritize targeted academic interventions (especially in math and ELA), increased small-group support, and addressing attendance issues. Schools also highlighted the need for reading support for struggling/newcomer students and updated math curriculum (El Verano), aligning supports to the dual immersion model (Flowery), and promoting CTE/AP pathways (Secondary).
Staff Professional Learning: Need for more focused, relevant, and practical professional development that includes time for application and collaboration. Training in classroom management/de-escalation (Sassarini and El Verano) and content-specific PD like dual immersion or science (Flowery) were specifically mentioned.
Family and Parent Engagement: Aim to increase parent involvement beyond the core group, improve communication (e.g., ParentSquare use), offer flexible meeting times, and provide more community-building events. Specific focus areas include bicultural/inclusive outreach (El Verano) and streamlining the volunteer clearance process (Secondary).
Staffing/Resources (El Verano & Sassarini): Requests for increased staffing for ELD, mental health, supervision, and intervention resources

(El Verano) and additional staff/aides for small-group support (Sassarini).

The ELAC needs assessment recommendations from the various schools focus on four key areas:
-Direct Student Support
-Instructional Improvement/Program Implementation
-Parent/Family Engagement and Education
- Assessment/Progress Monitoring.

The following themes emerged from the Spring survey.
GOAL 1: Engagement, Connection, Belonging and Wellness
A. What changes should we consider? Please explain why SVUSD should make these changes in our LCAP.
Discipline and Behavior
Staffing and Support
Curriculum and Environment
B. How can SVUSD improve Chronic Absenteeism?
Accountability and Consequences
Systemic and Process Reform
Supportive and Logistical Interventions

GOAL 2: Academic Success and Excellence for ALL
C. What changes should we consider? Please explain why SVUSD should make these changes in our LCAP.
Academic Rigor and Intervention
Placement and Scheduling
Curriculum
D. How can SVUSD improve college and career readiness for all students?
Trades and Vocational Focus
High School Planning and Scheduling
Academic Standards and Programs
Community and Mentorship

GOAL 3: Highly Qualified Educators and Staff
E. What changes should we consider? Please explain why SVUSD should make these changes in our LCAP.
Staff Retention and Morale
Professional Development (PD) and Training
Resources and Support

GOAL 4: Family and Community Engagement
F. What changes should we consider? Please explain why SVUSD should make these changes in our LCAP.
Parent Involvement and Accountability
Support for Families

Systemic Issues
G. How can SVUSD improve home-school communication and engagement?
Bilingual Communication
Communication Methods
Clarity and Education

Feedback from CSEA: Wellness Centers are going well. Maintain Bilingual IAs. Offer training and certification for bus drivers and other staff especially in working with students with special needs including understanding student needs and how to interact with and de-escalate behavior.
Feedback from VMTA: Goal 1: Balance Restorative/Relationships and consequences; Increase engaging activities to improve school culture, especially middle school. Goal 2: Support for articulation dates; Looking at alternate math intervention program; Bilingual IAs to support academic and SEL; Stronger Tier I instruction and better communication. Goal 3: Training on PLC structures; Clarity around MTSS. Goal 4: Keep bilingual community liaisons.

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

We believe that student engagement and school connection directly correlate with participation and success in the educational experience. Based on 2023 Dashboard data, the following schools demonstrated student performance in the "very low" range related to Conditions & Climate and Engagement: Creekside for Suspension Rate. The student groups within a school that received the lowest performance level on one or more state indicators include:

- ENGLISH LEARNERS: Suspension: Adele Harrison*
- HISPANIC: Suspension: Adele Harrison*, Creekside
- SOCIOECONOMICALLY DISADVANTAGED: Suspension: Adele Harrison*

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

The 2025 Dashboard Data demonstrates the following:

- Chronic Absenteeism: 17.5% (Yellow), with 20.6% of students identified as SED (Red). This student group qualified SVUSD for Differentiated Assistance. Additionally, 18.7% of Hispanic students (Orange) and 29.2% of Students with Disabilities (Orange) are chronically absent.
- Suspension: 2.9% (Green) of students were suspended at least one day; 11.1% of Foster Youth (Red); 3.7% of EL (Orange); and 6.9% of LTEL (Orange).

Based on LREBG required analysis of Chronic Absenteeism status levels for each school:

- RED: El Verano
- ORANGE: Flowery, Prestwood*, Altimira**, Adele Harrison*

*Beginning in the 2025-2026 school year, Adele MS will be closed due to school consolidation. Prestwood ES will be closed starting the 2026-2027 school year.
**Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School

Feedback from educational partners include the following to increase student engagement:

- Building authentic relationships and providing daily care
- Implementing active, hands-on, and engaging classroom experiences
- Creating safe, bully-free environments
- Utilizing positive incentives and recognition
- Reducing barriers to learning and student stress

Feedback from educational partners on improving chronic absenteeism include:
-Accountability; Systemic Reform; Supportive Logistics

Given our diverse student population—particularly Students with Disabilities, English Learners, and Newcomers—it is vital to create conditions where all students feel safe, connected, and welcomed so they can fully access their learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate (Grades K-12)	2024 P2 Data ALL 92.65% Hispanic 92.86% White 92.37% Multiple 88.23% SED 92.79% EL 92.39% LTEL. 90.44% SWD 89.59%	2025 P2 Data ALL 93.71% Hispanic 93.63% White 94.05% Multiple 90.53% SED 92.02% EL 92.19% LTEL. 90.87% SWD 91.62%	2026 P2 Data ALL 92.80% Hispanic 92.81% White 91.23% Multiple 90.54% SED 92.59% EL 92.61% LTEL. 92.60% SWD 89.84%	To increase Average Daily Attendance for ALL students and student groups to 96% ADA.	ALL +0.15 Hispanic -0.05 White -1.14 Multiple +2.31 SED -0.20 EL -0.22 LTEL +2.16 SWD +0.25 *Difference reflects percentage points change.
1.2	Chronic Absenteeism (Dashboard: Grades K-8)	2023 ALL 25.38% Hispanic 27.27% White 20.91% Multiple 21.1% SED 28.46% EL 28.51% LTEL 21.44% SWD 35.65%	2024 ALL 17.9% Hispanic 18.7% White 15.5% Multiple 26.67% SED 19.6% EL 19.3% LTEL 10.98% SWD 29.9%	2025 ALL 17.5% Hispanic 18.7% White 12.8% Multiple 22.2% SED 20.6% EL 18.0% LTEL 12.7% SWD 29.2% *NEW TK-2 17.18%	ALL10% Hispanic 15% White 6% Multiple 0% SED 14% EL 14% LTEL 14% SWD 18% TK-2: 15%	ALL -7.88 Hispanic -8.57 White -8.11 Multiple +1.1 SED -7.86 EL -10.51 LTEL -8.74 SWD -6.45 TK-2: New

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Difference reflects percentage points change.
1.3	Suspension Rate (Dashboard)	2023 ALL 4.60% Hispanic 5% White 3.60% Multiple 2% SED 5.40% EL 5.10% LTEL 7.5% SWD 8.60%	2024 ALL 3.0% Hispanic 3.3% White 2.0% Multiple 2.9% SED 3.7% EL 2.8% LTEL 6.5% SWD 8.3%	2025 ALL 2.9% Hispanic 3.30% White 1.9% Multiple 4.50% SED 4.0% EL 3.70% LTEL 6.90% SWD 6.0%	ALL 3.50% Hispanic 3.5% White 2% Multiple 1% SED 4% EL 4% LTEL 4% SWD 5.5%	ALL -1.7 Hispanic -1.7 White -1.7 Multiple +2.5 SED -1.4 EL -1.4 LTEL. -0.6 SWD -2.6 *Difference reflects percentage points change.
1.4	Expulsion Rate (Dataquest)	2023 9 Expulsions (0.27%) Hispanic 4/9 (44.4%) White 5/9 (55.6%) SED 3/9 (33.3%) SWD 2/9 (22.2%)	2024 2 Expulsions (0.06%) Hispanic 2/2 (100%) White 0/2 (0%) SED 1/2 (50%) SWD 2/2 (100%)	2025 4 Expulsions (0.13%) Hispanic 4/4 (100%) White 0/4 (0%) SED 4/4 (100%) SWD 1/4 (25%)	Reduce expulsion rate at less than 0.2% with no distinctive disproportionate differences among significant ethnic subgroups All: <0.2%	Difference is a Decrease of 4 Expulsions (-0.14 percentage points). Hispanic 0 Unchanged White -5 SED +1 SWD -1
1.5	Drop Out Rate (Middle School and High School)	2023 Middle School: 0 High School: ALL 3 Hispanic:1 White: 2 SED: 1 EL: 0	2024 Middle School: 0 High School: 16 Hispanic: 11 White: 3 SED: 14 EL: 10	2025 Middle School: 0 High School: 16 Hispanic: 11 White: 3 SED: 14 EL: 10	Middle School: Maintain 0 High School: Maintain less than 3	Middle School: Maintain 0 High School +13 Hispanic: +10 White:+1 SED: +13 EL: +10 *Difference reflects change in drop out rate numbers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Tiered Fidelity of Implementation (TFI)	May 2024 El Verano 88% Flowery 87% Prestwood 80% Sassarini 97% Adele 87% Altimira 91% Creekside 93% SVHS 89%	May 2025 El Verano 95% Flowery 80% Prestwood 82% Sassarini 98% Adele 68% Altimira 87% Creekside 93% SVHS 87%	May 2026 El Verano 90% Flowery 87% Prestwood 86% Sassarini 98% Adele N/A Altimira 88% Creekside 90% SVHS 92%	Maintain 80% and above	El Verano +2 Flowery 0 Prestwood +6 Sassarini +1 Adele NA Altimira** -3 Creekside -3 SVHS +3 *Difference reflects percentage points change. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School
1.7	Sense of School Connectedness (Belonging and Engagement)	Youth Truth Survey January 2024 Belonging -Elementary 37%. -Middle School 44% -High School 33% Engagement -Elementary 81% -Middle School 38% -High School 41%	Youth Truth Survey January 2025 Belonging Elementary 41%. Middle School 39% High School 37% Engagement Elementary 83% Middle School 38% High School 47%	Youth Truth Survey January 2026 Belonging -Elementary 41%. -Middle School 37% -High School 44% Engagement -Elementary 88% -Middle School 33% -High School 48%	Belonging Elementary 66% Middle School 75% High School 75% Engagement Elementary 100% Middle School 90% High School 75%	Belonging Elementary +4 Middle -7 High +11 Engagement: Elementary +7 Middle -5 High +7 *Difference reflects percentage points change.
1.8	Facilities in "Good" Repair as measured by the Facilities Inspection Tool (FIT)	100% of facilities are in good repair	100% of facilities are in good repair	0% facilities are in good repair	Maintain 100%	Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Access to Standards - Aligned Instructional Materials	100% of students have access to instructional materials (per Williams)	100% of students have access to instructional materials (per Williams)	100% of students have access to instructional materials (per Williams)	Maintain 100%	Maintain 100%
1.10	Sense of School Safety	Youth Truth Survey January 2024 Elementary (Belonging): Do You Feel Safe at School?- Overall "Yes, very safe."63% Middle/ High School (Culture). "I feel safe during school.-Overall" Agree/Strongly Agree -Middle School 52% -High School 41%	Youth Truth Survey January 2025 Elementary 68%. Middle School 47% High School 51%	Youth Truth Survey January 2026 -Elementary 73%. -Middle School 48% -High School 57%	Elementary 75% Middle School 75% High School 75%	Elementary +10 Middle -4 High +16 *Difference reflects percentage points change.

Goal Analysis [2025-26]

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

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

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

Implementation Success
Action 1.1 Mental Health Support and Resources: (Ongoing Implementation) Wellness Centers are at secondary and wellness programming exists in all schools; Adele made progress in suspension rates
Action 1.3 Provide Targeted Attendance Support: (Fully Implemented) All schools are fully implementing School Status and using it effectively; chronic absenteeism continues to decline in the district; Keeping Kids in School Case manager carries a caseload and supports students and families across the district in Tier 3 attendance needs.
Action 1.4 Supports for the Whole Child: (Ongoing Implementation) Every school site has implemented effective systems to have regular COST meetings.
Action 1.5 Positive Behavior Intervention and Supports: (Ongoing Implementation) All schools have achieved an 80% or higher on their Tiered Fidelity of Implementation. Some schools have been recognized as a PBIS school.

Action 1.6 Create Inclusive and Welcoming Spaces: (Ongoing Implementation) All staff were trained by Positive Images in the 24-25 school year; Safety committee met and developed plan to support bullying prevention and other safety areas.
Action 1.8 Implement Strategic Scheduling Practices: (Not implemented) Due to limited budget, we are unable to offer a 7 period to the high school.
Action 1.9 Alternate Means to Suspension: (Ongoing implementation) This was successful as the suspension rate reduced from 4.6% (2023) to 3.9% (2025 (Metric 2.3)
Action 1.10 Lift Student Leadership and Voice: (Fully Implemented) Student leadership was implemented in Wellness Youth Council and Curriculum .Advisory Committee and District Advisory Committee.
Action 1.11 School Counselors: (Ongoing Implementation) All schools are supported by school counselors. The secondary counselors are engaged in a community of practices through SCOE.
Action 1.12 School Nursing Teams: (Ongoing Implementation) All schools are supported by health staff to meet student needs.
Action 1.13 Transportation: (Fully Implemented) All eligible students have transportation to/from schools.
Action 1.14 Broaden Elective offerings: (Ongoing Implementation) Elective offerings are driven by student interest. Arts and Music in Schools (Prop 28) funding has provided schools with funding to expand arts electives.

Implementation Challenges
Action 1.2 Integrate Social Emotional Support and Resources: (Partially Implemented)TK-8 has adopted SEL curriculum; challenges include consistent implementation during class and advisory time; still need approval for the HS curriculum and still need to determine appropriate screeners.
Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: (Partially Implemented) The implementation of newcomer support is inconsistent across all schools.

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

Some actions had expenditure differences from what was initially planned:
Action 1.2 Integrate Social Emotional Support and Resources: Difference due to purchase of middle school SEL screener mid year.
Action 1.3 Provide Targeted Attendance Support: Did not purchase iTAPP.
Action 1.4 Supports for the Whole Child: Difference due to purchase of additional curriculum (Character Strong).
Action 1.5 Positive Behavior Intervention Supports (PBIS). With school consolidation, did not use as many licenses.
Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: Difference due to adjustments in salaries and benefits.
Action 1.8 Implement Strategic Scheduling Practices: Differences do to lack of training needed as high school did not shift to 7 periods. And middle school staff was trained in the 2024-205 school year.
Action 1.10 Lift Student Leadership and Voice: Staff did not utilize release days; therefore substitute costs were not needed.
Action 1.11 School Counselors: Difference due to adjustments in staffing, salaries and benefits for 8.8 FTE counselors. There was a data entry error in the planned expenditures, copying the amount from goal 1.7
Action 1.12 School Nursing Teams: Difference due to adjustments in staffing, salaries and benefits.
Action 1.13 Transportation: Increase due to adjustments in negotiated salaries and benefits increases.

Action 1.14 Broaden Elective offerings: Difference due to expansion of arts and music utilizing Prop 28 funds, adjusting for salaries and benefits.

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

After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators SVUSD shows varying levels of effectiveness in achieving Goal 1:
Action 1.1 Expand Mental Health Support and Resources: Wellness Centers have been effective based on data of students accessing support through drop ins, individual or group sessions as well as wellness youth council events. The two social workers supporting a clinical intern model has allowed us to support all school sites with therapists in a cost effective system. Due to the elementary school consolidation forming an elementary wellness committee was put on pause; however a Wellness Youth Council at Creekside is being piloted. (Metric 1.1: Attendance Rates: ALL +0.15, Hispanic -0.05, White -1.14, Multiple +2.31, SED -0.20, EL -0.22, LTEL +2.16, SWD +0.25)
Action 1.2 Integrate Social Emotional Support and Resources: This is effective. TK-8 schools implement Second Step/Character Strong curriculum; weekly activities helping to lower behavior referrals. While district wide SEL screener has not yet been established, the Kelvin Screener is being piloted at the middle school start in the spring semester. (Metric 1.3 Decreased suspension rate: All students -1.7, ALL -1.7, Hispanic -1.7, White -1.7, Multiple +2.5, SED -1.4, EL-1.4, LTEL. -0.6 SWD -2.6)
Action 1.3 Provide Targeted Attendance Support: This is effective as our chronic absenteeism has decreased district wide by 1.9 percentage points and is under State and County averages (Metric 1.2 ALL -7.88, Hispanic -8.57, White -8.11, Multiple +1.1, SED-7.86, EL -10.51, LTEL -8.74, SWD -6.45)
Action 1.4 Supports for the Whole Child: This is effective as COST continues to operate at all school sites and is improving in implementation since schools created individual COST implementation plans prior to the start of the school year. COST rubrics were introduced in the spring of 2025 to help support consistent implementation. Metric 1.7: Belonging, Elementary +4, Middle -7, High +11, Engagement: Elementary +7, Middle -5 , High +7
Action 1.5 Positive Behavior Intervention and Supports: This is effective as our Dashboard suspension rates decreased (Metric 1.3) All schools have achieved an 80% or higher on the TFI which shows implementation with fidelity. (Metric 1.6 El Verano +2, Flowery 0, Prestwood +6, Sassarini +1, Adele NA, Altimira** -3, Creekside -3, SVHS +3)
Action 1.6 Create Inclusive and Welcoming Spaces for All Students. This is somewhat effective as most certificated staff grades 6-12 have received training through Welcoming Schools. We also partnered with Changing Perspectives at Prestwood for Inclusion training. (Metric 1.7): Belonging, Elementary +4, Middle -7, High +11, Engagement: Elementary +7, Middle -5 , High +7
Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: This is somewhat effective. All schools have School Community Liaisons- Bilingual are assigned to support families with additional resources. However, some schools have systems in place for intake support especially for newcomer/immigrant students. This is not yet system-wide.(Metric 1.5): Middle School: Maintain 0, High School +13, Hispanic: +10, White:+1, SED: +13, EL: +10
*Difference reflects change in drop out rate numbers.
Action 1.8 Implement Strategic Scheduling Practices: This is effective. School sites continue to reflect on and review scheduling practices. For the 2025-2026 school year, we partnered with SCOE to conduct an analysis of our secondary schedules to review for strategic scheduling and fiscal efficiencies. The feedback and input will be used for future scheduling decisions. (Metric 1.5): Middle School: Maintain 0, High School +13, Hispanic: +10, White:+1, SED: +13, EL: +10

*Difference reflects change in drop out rate numbers.
Action 1.9 Alternate Means to Suspension: This is somewhat effective. Staff were trained in other means of correction and also attended a legal training on discipline; suspension rates decreased at sites (Metric 1.3): ALL -1.7, Hispanic -1.7 , White-1.7, Multiple +2.5, SED -1.4, EL -1.4, LTEL. -0.6, SWD -2.6, *Difference reflects percentage points change. (Metric 1.4): Difference is a Decrease of 4 Expulsions (-0.14 percentage points), Hispanic 0 Unchanged, White -5, SED +1, SWD -1
Action 1.10 Lift Student Leadership and Voice: This is effective. Student voice is included in the Board of Education, Curriculum Advisory Committee (CAC) and District Advisory Committee (DAC).
SVHS has more than 30 active clubs for students to participate in. Metric 1.7: Belonging, Elementary +4, Middle -7, High +11, Engagement: Elementary +7, Middle -5 , High +7
Action 1.11 School Counselors: This is effective as we have school counselors assigned TK-12. Secondary Counselors are in the beginning stages of the Counseling Community of Practice through SCOE (Metric 1.7): Belonging, Elementary +4, Middle -7, High +11, Engagement: Elementary +7, Middle -5 , High +7
Action 1.12 School Nursing Teams: This is effective as teams are currently in place and supporting district students based on individual health needs.
Action 1.13 Transportation: This is effective SVUSD has 17 buses operating 12 routes. We currently have have adequate staffing for bus drivers. (Metric 1.5): Middle School: Maintain 0, High School +13
Hispanic: +10, White:+1, SED: +13, EL: +10, *Difference reflects change in drop out rate numbers.
Action 1.14 Broaden Elective offerings: This is effective as sites are leveraging their Prop 28 budgets to expand arts and music classes at their school sites. SVHS is offering 2 CCAP courses this year and expanding to 4 additional courses next school year. (Metric 1.7): Belonging Elementary +4, Middle -7, High +11 Engagement: Elementary +7, Middle -5 , High +7 *Difference reflects percentage points change.

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

Based on our analysis, here are the planned adjustments for the 2026-2027 LCAP Cycle:
Goal Description: No changes to current goal.
Target Outcomes: No changes to target outcomes.

Metrics Modifications
Metric 1.2 Chronic Absenteeism Based on community input, added student group TK-2

Action Modifications
Action 1.1 Mental Health Support and Resources: Change position title to Community Outreach Specialist
Action 1.2 Social Emotional Support and Resources. Responsibility shifted as SVUSD will no longer have a Wellness and Inclusion department.
Action 1.3 Provide Targeted Attendance Support: A2A is now school status; remove iTAAP as we no longer partner with them. Add targeted attendance support for Grades TK-2.

Action 1.5 Positive Behavior Intervention and Supports: SVUSD is no longer receiving CIM support therefore is removed from this action description.
Action 1.6 Create Inclusive and Welcoming Spaces for All Students. We are no longer partnering with Positive Images. Aligned this goal to meet State requirements for PRISM.
Action 1.7 Develop Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation and Students Experiencing Homelessness: As the Wellness and Inclusion Director position has been eliminated, the activity description has been modified to include the Education Services Team to coordinate with Site community liaisons.
Action 1.8 Implement Strategic Scheduling Practices: Systems are in place for strategic scheduling practices, especially for middle school.
Action 1.9 Alternate Means to Suspension: Actions specific to Adele Harrison can be removed as the school was closed at the beginning of the school year.
Action 1.10 Lift Student Leadership and Voice: SVUSD is no longer partnering with California Center of School Climate.
Action 1.11 School Counselors: Recommendation to work with counseling team to build a system for supporting students being on track for high school graduation requirements to include 4-6 year planning.
Action 1.12 School Nursing Teams: Due to declining enrollment and budget reductions, we have reduced the amount of health office staff in our district.
Action 1.14 Broaden Elective offerings: Creekside is no longer an identified Equity Multiplier school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Mental Health Support and Resources	Increased or Improved Services for Unduplicated Students: While these wellness and mental health supports are universally available to all students, the action is principally directed toward meeting the identified needs of unduplicated students, including English Learners, socioeconomically disadvantaged students, and foster youth, who may experience greater barriers to accessing mental health, wellness, and community-based services. Providing these supports universally is an intentional strategy to improve access for unduplicated students. Limiting access based solely on unduplicated student status could unintentionally identify, stigmatize, or single out students based on their socioeconomic, foster youth, or English Learner status and create an additional barrier to seeking support. A universal access model allows unduplicated students to receive needed	$461,114.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services alongside their peers without having to disclose or be identified by their status. Through Wellness Centers, District Social Workers, Community Outreach Specialists, and an MTSS approach to wellness, the District reduces barriers to accessing services while ensuring that resources and outreach are principally targeted toward the needs of unduplicated students. This approach is intended to increase student connectedness and engagement, provide earlier intervention, reduce exclusionary discipline and suspension, and address disparities in outcomes experienced by unduplicated students. _____ 1) Maintain District Wellness Centers and Supports to include wellness centers or spaces at all secondary schools and wellness environments and programming at all elementary schools. -This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, and Socioeconomically Disadvantaged) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All). *Beginning the 2025-2026 Adele MS will be closed due to school consolidation. 2) Establish a District Elementary Wellness Committee- A Wellness Committee comprised of elementary staff, students, and families will convene to determine MTSS for Wellness in the elementary levels. 3) Assign Two 1.0 District Social Workers to coordinate Mental Health Services and Supports for all students TK-12. The social workers will also coordinate the Wellness Centers, advise Youth Wellness Councils, and coordinate and/or facilitate district wellness trainings for students, staff, and staff. Additionally, the district social workers will supervise interns to support Wellness Centers and school campuses to provide Mental Health Supports for students district wide. 4) Assign Community Outreach Specialists (one per Wellness Center) who will support students in the Wellness Centers with taking breaks,		

Action #	Title	Description	Total Funds	Contributing
		communicate with staff on student needs, and support families and students with connecting to care (refer to Action 4.2). This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail.		
1.2	Social Emotional Support and Resources	Students will receive social emotional learning activities weekly (ie Second Step, Character Strong etc) 1) Elementary Schools will prioritize morning meetings built into their daily schedule for connecting and community building through Restorative Practices or Responsive Classroom 2) Secondary schools will incorporate an advisory type class within their bell schedule to provide opportunities for community building, peer to peer connections, and teaching the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. 3) Identify and implement a SEL screener for elementary school -This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All). *Beginning the 2025-2026 Adele MS will be closed due to school consolidation.	$6,000.00	No
1.3	Attendance Support	1) District Office will partner with School Status Attend to support school sites with a focus on our high need, unduplicated population (low income, foster youth, English Learners) 2) Student Attendance Review Board (SARB) will continue their collaboration with KKIS (Keeping Kids in School) (in partnership with Sonoma County Probation Department)	$124,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3) Utilize District adopted databases and tools to monitor students at risk of chronic absenteeism and promote equity through comprehensive review and planning processes. 4) A Child Welfare and Attendance Specialist will partner with school teams and coordinate SARB interventions as needed. 5) Provide targeted TK–2 attendance support through proactive family outreach, home visits when appropriate, and collaboration with site teams to identify and remove barriers early to include connecting families to resources, reinforcing the importance of early attendance, and supporting routines that promote consistent school participation. As the truancy process does not apply for students under 6 years old it requires more preventative and relationship based approaches to support consistent attendance. This is a required action based on Learning Recovery Emergency Block Grant (LREBG): See 'Reflections:Annual Performance' for more detail.		
1.4	Supports for the Whole Child	Conduct Coordination of Services Team (COST) meetings weekly to support MTSS (multi-tiered system of support) across all schools. The team, comprised of a multidisciplinary site team, will utilize multiple forms of data (academic, attendance, behavioral, etc.) through an MTSS framework with a focus on our high need, unduplicated population (socioeconomically disadvantaged, foster youth, English Learners).	$0.00	Yes
1.5	Positive Behavior Intervention Supports (PBIS)	We will provide intentional supports to monitor data, provide training, and examine disproportionality in behavior data to ensure implementation of PBIS and Restorative Practices. This action will assist school teams in monitoring referral data in real-time to make data-based decisions on interventions and supports. Teams will utilize the equity reports in SWIS to identify how students experience school-wide discipline based on race, ethnicity, gender, language, etc.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1) Site-based PBIS Teams (multi-disciplinary), made up of certificated, classified, and administrative staff, will meet monthly to plan, monitor implementation, and identify additional actions needed throughout the school year to ensure successful implementation with Positive Behaviors Interventions and Supports. School sites will utilize the Tiered Fidelity Inventory (TFI) to monitor progress and action plan as well as SWIS (school-wide information system).Additional supports will be provided for schools to be considered for California PBIS recognition. 2) PBIS/School Climate and Culture site teams will further review and update district Restorative guidelines for consistent training and implementation to ensure fidelity and to streamline restorative practices. Compliance, Implementation and Monitoring (CIM) PBIS and Special Education Department will meet quarterly to identify a plan to continue efforts to reduce discipline disproportionality in racial and ethnic overall as well as student groups in special education as a result of inappropriate identification. 3) District Office will coordinate training for all administration and campus supervision staff on alternatives to suspensions and expulsions as well as district wide training for staff on Restorative Practice and Crisis Prevention.		
1.6	Create Inclusive and Welcoming Spaces	1) Provide resources and supports to students identified as LGBTQIA+, including updating board policy and admin regulations. (Education Code 218) 2) Provide training for secondary staff on PRISM (Providing Relevant, Inclusive Support that Matters) 3) SVUSD Safety committee will develop and monitor an action plan to address bullying and provide staff training 4) Identify safe spaces for all students on campus (ie affinity groups/culturally inclusive clubs) 5) Support students with disabilities with opportunity and access to inclusive settings.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		6) Use strengths-based language to understand and describe students and families, interrupt and reframe deficit language practices		
1.7	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	1) Site Community Liaisons to monitor youth in transition and share services, strategies, resources and programs that are available within the District and/or offered in community organizations to serve students identified as students in Foster Care, immigrant students, youth on probation or students experiencing homelessness. 2) A district-wide Newcomer intake process, that supports academic and wellness needs, will be developed to increase feelings of safety and belonging at school and appropriately identifying and supporting academic and language levels	$393,990.00	Yes
1.8	Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students	Ensure a range of offerings based on student interest and need (ie Expanding visual and performing arts (VAPA), ethnic studies and other elective choices). 1) Implement Guiding Principles established January 2024 2) Establish strategic scheduling principles for elementary schools 3) SVUSD will consider alternative bell schedules for the high school. Explore variations beyond a 6 period day such as 7 period, A/B, 4 x 4 etc. Also explore community service activities as an option at the high school. 4) Schedule bi-annual training on best practices in scheduling with site scheduling teams to ensure opportunity, access and equity in acceleration and intervention. 5) Attend applicable conferences on student centered scheduling practices.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Alternative Means to Suspension	This action will focus on alternative means to suspension by an intentional focus on staff training, data review and root cause analysis to prevent over suspension of students. 1) Actively monitor discipline referrals and establish goals that aim to avoid the removal of students from the learning space before referral or suspension. 2) School staff at Adele Harrison* and Creekside will utilize their site PBIS and Leadership teams to identify and address disproportionalities in student data through the use of evidence based and preventive supports consistent with SVUSD PBIS and Restorative Practices. Team will meet monthly to examine data, conduct a root cause analysis and determine necessary interventions and supports. 3) Convene a team of students, staff, leaders, parents/caregivers to review and update SVUSD's Discipline Matrix. -This is a required action to address the RED indicators Suspension Rate indicator for Adele* (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All). (See Creekside Goal 5- Equity Multiplier) *Effective the 2026-2027 school year, Creekside is no longer identified as an Equity Multiplier school *Beginning the 2025-2026 Adele MS will be closed due to school consolidation.	$0.00	No
1.10	Lift Student Leadership and Voice	1) Create multiple opportunities for student leadership, and voice through listening circles, and inclusion at district level meetings (Wellness Youth Council, Curriculum Advisory Committee, District Advisory Meeting, Superintendent Council, Safety Committee.) 2) Expand student listening circles, following the protocols shared by the California Center for School Climate, with staff observers to both middle schools and continue to hold at least once annually at each secondary school.	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
		3) Students will have the opportunity to establish affinity groups on campus.		
1.11	School Counselors	School counselors are assigned to schools to support and monitor student growth in relation to academic, college and career readiness, and social emotional learning (SEL) and develop support plans as appropriate. This funding allows additional counselors to support unduplicated students by lowering the average caseload. Counselors will provide ongoing communication with families to minimize barriers to learning and to provide supports/resources. 1) Ongoing collaboration/support: School counselors, psychologists and district Wellness Staff will meet monthly for collaboration, support, community resource connections, etc. 2) Secondary counselors will monitor student grades to ensure students are on on-track for high school readiness and graduation requirements.Counselors will implement interventions for students as needed by regularly reviewing D/F grades, review classroom/campus behavior referrals and implement school counseling interventions for students. 3) Counselors will participate regularly in COST to support students.	$897,305.00	Yes
1.12	School Nursing Teams	School nursing teams will provide school-based care that is responsive to student needs, ensuring immunizations are up-to-date, vision and hearing screening, other health issues contributing to chronic absenteeism, and provide professional development for best practices and resources/referrals to families who may need additional follow up care, especially for our English Learners who newly arrived to the country, socioeconomically disadvantaged and foster youth/homeless.	$297,822.00	Yes
1.13	Transportation	Provide transportation to eligible students as established by State Requirements and district policy (Home-to-school, before/afterschool programs, supplemental activities and learning opportunities for English Learners, socioeconomically disadvantaged and foster youth/homeless).	$1,737,962.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SVUSD will expand their outreach and recruitment effort to ensure an adequate pool of bus drivers.		
1.14	Broaden Elective Offerings	1) With the implementation of the Arts and Music in Schools grant, implement the Strategic Arts Plan by building a strong and robust TK-12 Visual and Performing Arts pathway beginning at the elementary school. (Supplemental Prop 28 funding) 2) SVHS will continue to explore opportunities to expand and enrich CTE pathway courses as well as dual enrollment courses.	$429,270.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student achievement data f continues to show low academic performance in ELA and Math.
Based on 2025 data, 37.05% meet or exceed standards in ELA and 20.02% in Math. Dashboard results:
-ELA (Orange) with students performing 40.9 points below standards; EL and LTEL in Red
-Math (Orange) with students performing 83.8 points below standards; SED in RED.
-CCI (Green) 49.3% students prepared
-Graduation Rate (Orange) 90% Graduate
-ELPI (Orange) 39.9% Making Progress
Feedback from our educational partners to improve college and career readiness include: More individual guidance, start earlier, expand real world learning, and strengthen academic foundations. Academic performance data demonstrates learning gaps across our district, especially with students identified as Multilingual Learners and Students with Disabilities.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced ELA %Meeting or Exceeding	2023 DATA: ALL 35.15% -Hispanic 24.77% -White 59.55% -Multiple 50.00% -SED 24.23% -EL 4.66% -LTEL 3.80% -SWD 9.43%	2024 DATA: ALL 37.63% Hispanic 27.09% White 60.69% Multiple 47.06% SED 28.94% EL 8.24% LTEL 3.03% SWD 7.88%	2025 DATA ALL 37.05% Hispanic 27.03% White 60.36% Multiple 65% SED 25.03% EL 5.69% LTEL 2.74% SWD 7.98%	ALL 70% Hispanic 60% White 85% Multiple 75.00% SED 60% EL45% LTEL 45% SWD 60%	ALL +1.9 Hispanic +2.26 White +0.81 Multiple +15.0 SED +0.08 EL +1.03 LTEL -1.06 SWD -1.45 *Difference reflects percentage points change.
2.2	California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Math %Meeting or Exceeding	2023 DATA: ALL 20.97% -Hispanic 13.20% -White 39.46% -Multiple 31.82% -SED 12.68% -EL 6.16% -LTEL 1.27% -SWD 4.93% SVHS 18.75%	2024 DATA: ALL 20.91% Hispanic 13.51% White 37.19% Multiple 41.17% SED 14.5% EL 8.27% LTEL 0% SWD 5.9% SVHS 19.76%	2025 DATA ALL 20.02% Hispanic 13.94% White 35.13% Multiple 15% SED 13.47% EL 6.83% LTEL 1.37% SWD 4.22% SVHS 16.74%	ALL 70% Hispanic 60% White 85% Multiple 75% SED 60% EL45% LTEL 45% SWD 60%	ALL -0.95 Hispanic +0.74 White -4.33 Multiple -16.82 SED +0.79 EL +0.67 LTEL +0.1 SWD -0.71 SVHS -2.01 *Difference reflects percentage points change.
2.3	Early Assessment Program (EAP) - 11th Grade CAASPP ELA/MATH % Meeting (Conditionally Ready)/Exceeding (Ready)	2023 Data: -ALL ELA: 51.56% Math: 18.75% -Hispanic ELA: 41.25%; Math: 11.18%	2024 Data: ALL ELA: 56.72% Math: 18.52% Hispanic ELA: 47.64%; Math:9.89%	2025 Data: ALL ELA:52.63% Math: 16.74% Hispanic ELA: 43.43%; Math: 12.0%	ALL ELA: 80% Math: 50% Hispanic ELA:75%; Math:45%	ALL ELA: +1.07; Math: -2.01 Hispanic ELA: +2.18; Math: +0.82

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-White ELA: 69.51%; Math: 33.75% -SED ELA: 37.03%; Math: 9.02% -EL ELA: 4.55%; Math: 3.70% -LTEL ELA: 5.88%; Math: 5.88% -SWD ELA: 12.12%; Math:0%	White ELA:74.42%; Math: 37.72% SED ELA:48.34%; Math: 9.27% EL ELA: 7.69%; Math: 0% LTEL ELA: 5.0%; Math: 0% SWD ELA: 12.51%; Math: 6.25%	White ELA:70%; Math: 29.31% SED ELA: 45.46%; Math: 12.73% EL ELA: 6.9%; Math: 6.9% LTEL ELA:12.5%; Math: 0% SWD ELA: 15.38%; Math: 2.63%	White ELA:85%; Math:45% SED ELA:70%; Math:50% EL ELA:40%; Math:40% LTEL ELA:40%; Math:40%; SWD ELA:70%; Math:50%	White ELA:+0.49; Math: -4.44 SED ELA: +8.43; Math: +3.71 EL ELA: +2.35; Math: +3.2 LTEL ELA: +6.62; Math: -5.88 SWD ELA: +3.26; Math:+2.63 *Difference reflects percentage points change.
2.4	California Assessment Science Test (CAST) %Meeting/Exceeding	2023 DATA: -ALL 24.6% -Hispanic 13 % -White 52% -SED 13.24% -EL 0% -LTEL 0% -SWD 8.55%	2024 DATA: ALL 23.37% Hispanic 13.93% White 43.60% SED 13.25% EL 2.08% LTEL 0% SWD 2.94%	2025 DATA ALL 18.19% Hispanic 11.87% White 35.29% Multiple 20% SED 10.87% EL 0% LTEL 0% SWD 3.77%	ALL 50% Hispanic 30 % White 65% SED 30% EL 30% LTEL 30% SWD 30%	ALL -6.41 Hispanic -1.13 White -16.71 SED -2.37 EL No Change LTEL No Change SWD -4.78 *Difference reflects percentage points change.
2.5	Graduation Rate (CALPADS) *Graduation requirements will change beginning with the class of 2024	Class of 2023 ALL 93% -Hispanic 92.70% -White 92.70% -SED 91.50% -EL 87.00% -LTEL. 81.25% -SWD 85.70%	Class of 2024 ALL 92.9% Hispanic 92% White 96.20% SED 91.90% EL 85.30% LTEL 89.80% SWD 83.90%	Class of 2025 ALL 90% Hispanic 88.5% White 93.8% SED 88.5% EL 77.5% LTEL 95.5% SWD 76.1%	ALL 93% Hispanic 90% White 90% SED 90% EL 90% LTEL 90% SWD 90%	ALL -3.0 Hispanic -4.2 White +1.1 SED -3.0 EL -9.5 LTEL +14.25 SWD -9.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Difference reflects percentage points change.
2.6	College and Career Indicator (CCI) % Prepared (Dashboard)	2023 -ALL 39.2% -Hispanic 30.4 % -White 51.8% -SED 30.5% -EL 11.1% -LTEL NA -SWD 11.1% Creekside 0%	2024 ALL 34.4% Hispanic 34.4% White 52.8% SED 25.4% EL 7.6% LTEL 8.2% SWD 3.6% Creekside 0%	2025 ALL 49.3% Hispanic 43.2% White 61.9% SED 42.3% EL 15.5% LTEL 18.2% SWD 11.1% Creekside 0%	ALL 65% Hispanic 50% White 70% SED 50% EL 50% LTEL 50% Creekside 50%	ALL +10.1 Hispanic +12.8 White +10.1 SED +11.8 EL +4.4 LTEL +10 from Year 1 SWD No Change Creekside Maintain 0% *Difference reflects percentage points change.
2.7	English Learner Progress Indicator (ELPI) % of ELs who make progress towards English proficiency (Dashboard)	51.5% Making Progress Dashboard= Yellow Flowery 33.9% (Red)	44.8% Making Progress Dashboard= Orange Flowery 54.4% (Green)	39.9% Making Progress Dashboard= Orange Flowery 48% (Orange)	75% Making Progress Flowery 50%	-11.6 Making Progress Flowery +14.1 *Difference reflects percentage points change.
2.8	STAR Reading % At or Near Expectations (40% percentile)	2023-2024 ALL 35% -Hispanic 22% -White 62% -SED 23% -EL 6% -LTEL 5.90% -SWD 8%	2024-2025 ALL 51% Hispanic 20% White 63% SED 41% EL 13% LTEL 18% SWD 20%	2025-2026 ALL 51.62% Hispanic 39.49% White 80.28% SED 39.72% EL 10.94% LTEL 8.94% SWD 21.56%	ALL 65% Hispanic 52% White 92% SED 53% EL 50% LTEL 50% SWD 50%	ALL +16.62 Hispanic +17.49 White +18.28 SED +16.72 EL +4.94 LTEL +3.04 SWD +13.56 *Difference reflects percentage points change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	STAR Math % At or Near Expectations (40% percentile)	2023-2024 ALL 40% -Hispanic 31% -White 58% -SED 30% -EL 15% -LTEL 17.27% -SWD 13%	2024-2025 ALL 51% Hispanic 41% White 72% SED 41% EL 18% LTEL 11% SWD 18%	2025-2026 ALL 49.47% Hispanic 40.02% White 70.02% SED 39.10% EL 20.35% LTEL 10.83% SWD 20.49%	ALL 70% Hispanic 61% White 88% SED 63% EL 50% LTEL 50% SWD 50%	ALL +9.47 Hispanic +9.02 White +12.02 SED +9.1 EL +5.35 LTEL -6.44 SWD +7.49 *Difference reflects percentage points change.
2.10	A-G Completion (Dashboard)	ALL 42.1% -Hispanic 34% -White 53.6% -SED 34.1% -EL 14.8% -LTEL NA -SWD 12.7%	ALL 38.60% Hispanic 30.20% White 51.90% SED 31.90% EL 19.10% LTEL 24.50% SWD 8.90%	ALL 45.2% Hispanic 40.8% White 54.6% SED 40.9% EL 12.7% LTEL 18.2% SWD 15.2%	ALL 65% Hispanic 55% White 70% SED 55% EL 45% LTEL 50% SWD 45%	ALL +3.1 Hispanic +6.8 White +1.0 SED +6.8 EL -2.1 LTEL +18.2 SWD +2.5 *Difference reflects percentage points change.
2.11	Advanced Placement (AP) Pass Rate with a 3 or higher	ALL 58.3% -Hispanic 53.4% -White 61.5% -Multiple 92% -SED 50.8% -EL NA -LTEL NA -SWD NA	ALL 70.03% Hispanic 62.86% White76.63% Multiple 63.64% SED 50.81% EL 0% LTEL 0% SWD 80%	ALL 73.29% Hispanic 67.96% White 77.36% Multiple 85.71% SED 81.94% EL 100% LTEL 0% SWD 46.15%	ALL 70% Hispanic 65% White75% Multiple 95% SED 65% EL 40% LTEL 40% SWD 40%	ALL +14.99 Hispanic +14.56 White +15.86 Multiple -6.29 SED +31.14 EL +100 from Year 1 LTEL No Change SWD -33.85 *Difference reflects percentage points change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Reclassification Rate	18.8% Multilingual Learners reclassified	9.84% Multilingual Learners reclassified	17.5% Multilingual Learners reclassified	50% Multilingual Learners reclassified	-1.3 percentage points
2.13	Career Technical Education (CTE) Pathway Completion	ALL 24.1% -Hispanic 20.4% -White 29.1% -SED 22.4% -EL 14.8% -LTEL NA -SWD 19%	ALL 24.6% Hispanic15.6% White 45.3% SED 17% EL 8.8% LTEL 8.2% SWD 19.6%	ALL 28.90% Hispanic 22.0% White 44.3% SED 24% EL 11.3% LTEL 11.4% SWD 17.4%	ALL 24.6% Hispanic 15.6% White 45.3% SED 17% EL 8.8% LTEL 8.2% SWD 19.6%	ALL +4.8 Hispanic +1.6 White +15.2 SED +1.6 EL -3.5 LTEL +3.2 from Year 1 SWD -1.6 *Difference reflects percentage points change.
2.14	CTE Completion + A-G Completion	ALL 13.3% -Hispanic 9.9% -White 19.1% -SED 11.7% -EL 5.6% -LTEL NA -SWD11.7%	ALL 12.20% Hispanic 7.10% White 23.60% SED 8.10% EL 2.9% LTEL 2% SWD 0%	ALL 15.6% Hispanic 10.5% White 26.80% SED 11.5% EL 0% LTEL 0% SWD 2.2%	ALL 45% Hispanic 40% White 50% SED 43% EL43% LTEL43% SWD 43%	ALL +2.3 Hispanic +0.6 White +7.7 SED -0.2 EL -5.6 LTEL -2.0 from Year 1 SWD -9.5 *Difference reflects percentage points change.
2.15	Access to and Enrollment in a Broad Course of Study: -Enrollment in AP Grades 9-12; -AVID Grades 6-12 • % of unduplicated students participating in Expanded	2023-2024 -AVID Gr 6-12 Enrollment: 151 -AP Class Enrollment: 634 2023 -41% of Unduplicated students participated in ELOP	2024-2025 AVID Gr 6-12 Enrollment:191 AP Class Enrollment: 594 55.35% of Unduplicated students participated in ELOP	2025-2026 AVID Gr 6-12 Enrollment: 232 AP Class Enrollment: 728 45.92% of Unduplicated students participated in ELOP	AVID Gr 6-12 Enrollment: 180 AP Class Enrollment: 675 70% of Unduplicated students participation in ELOP	AVID: +81 AP Enrollment: +94 Unduplicated students participation in in ELOP: +4.92 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning Opportunities Program (ELOP) Grades TK-6 -%Seal of Biliteracy	-27.4% Earned Seal of Biliteracy (and 3 on SBAC)	40% Earned Seal of Biliteracy (and 3 on SBAC)	40.5% Earned Seal of Biliteracy (and 3 on SBAC)	45% Earn Seal of Biliteracy (and 3 on SBAC)	SEAL of Biliteracy: +13.1
2.16	Middle and High School Below 2.0 Grades Point Average (GPA)	ALL 21.55% -Hispanic 25.34% -White 11.15% -SED 39.30% -EL 37.50% -LTEL 29.90 -SWD 28.40%	ALL 19.39% -Hispanic 24.56% -White 7.94% -SED 27.12% -EL 39.58% -LTEL 49.59% -SWD 32.16%	ALL 20.14% -Hispanic 25.09% -White 9.03% -SED 29.38% -EL 41.92% -LTEL 47.93% -SWD 32.16%	ALL 10% Hispanic 12% White 5% SED 15% EL 15% LTEL 15% SWD 15%	ALL -1.4 -Hispanic -0.25 -White -2.12 -SED -9.92 -EL +4.42 -LTEL +18.03 -SWD +3.76 *Difference reflects percentage points change.
2.17	IEP Compliance "Overdue" Monitoring (CALPADS)	December 1, 2023 -7 plans "Non Compliant" with an Overdue IEP/592 = 1.2%	December 1, 2024, • 2 plans "Non Compliant " with an Overdue IEP/568 = 0.35%	December 1, 2025 -2025: 31 plans "Non-Compliant" with overdue IEP/586= 5.29%	0 Plans "Non Compliant"	+4.09 percentage points

Goal Analysis [2025-26]

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

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

Most of the Actions identified in Goal 2 have been fully implemented across SVUSD with a few actions in the partially implemented stages due to some challenges.
Implementation Success
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: (Ongoing implementation) A highlight is that every site has a MTSS Site Leads who has been engaged in a year long PD to review data around attendance STAR data, course grades, and referrals through the lens of Tier I/II/III. The use of Ellevation and Star has provided staff with access to data.

Action 2.3 Foundational Literacy Support (Elementary): (Ongoing Implementation) Every elementary school has sustainable systems to implement small group literacy instruction (Walk 2 Read). Two instructional coaches provide support to the schools on SEAL implementation and Amira is used across all sites to varying degrees).
Action 2.4 Core Academic Instruction for ALL: (Ongoing Implementation) All students have access to core instructional materials. (Metric 1.9)
Action 2.5 Support for Multilingual Learners: (Fully Implemented) There was intentionality around offering year long, focused and job embedded PD across the district with a lens on Multilingual Learners. All elementary teachers grades K-5 are trained in SEAL Cycles 1-3 and grades 6-12 have been trained in Ellevation Strategies.
Action 2.6 Targeted Instruction: (Ongoing Implementation) Algebra Lab is offered at the high school for students needing additional math help. Credit Recovery is also in place at the high school level. At the elementary level, targeted instruction is provided in small group focused on foundational literacy based on assessment (Walk to Read and Amira).
Action 2.7 Specialized/Intensive Instruction: (Ongoing Implementation) Eligible students with IEPs have specialized support based on their areas of need. We have expanded our MMSN classroom to middle school this school year to provide the continuum of services. Just Words at the high school level presented challenges with implementation.
Action 2.8 Supports for Students Receiving Special Education Services: (Ongoing Implementation) A Co-Teaching model has been successfully implemented in 11th grade English with plans to expand in the following year. The Special Education Department is working on the alternate diploma pathway for eligible students.
Action 2.10 Expanded/Summer Learning: (Fully Implemented) Due to the partnership with Boys and Girls Club of Sonoma Valley, we have created systems to streamline enrollment process for ELOP. SVEF has partnered with SVUSD to expand Elevate Math.
Action 2.12 High School Graduation Plans for College Career Readiness: (Ongoing Implementation) SVUSD showed an increase of students prepared for college and career based on the 2025 Dashboard (Metric 2.6)
Action 2.13 Transitional Kindergarten: (Fully Implemented) TK classrooms are offered at every school site.

Implementation Challenges:
Action 2.2 Instructional Guide and Clear Learning Goals for All Courses. (Not Implemented) With school consolidation, this was not a priority for elementary; however we have formed a Math Adoption committee to review the framework and engage in a pilot process
Action 2.9 Strategic Scheduling: (Not Implemented) Limiting the high school to 6 periods presents challenges to expand elective courses. Lack of district funding is a challenge.
Action 2.11 Targeted After School Programs: (Partially Implemented) Aside from our partnership with the Youth Empowerment Academy; offering after school tutoring has been challenging with lack of staff.
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes. (Partially Implemented) While Creekside and Altimira** had training on PBL in October, the implementation has been lacking due to time and follow through.
Action 2.15 AVID (Advancement via Individual Determination) (Partially Implemented) AVID Enrollment (Metric 2.15) did dip from last year. The challenge is the reduction in section offerings.

** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School

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

Some actions had expenditure differences from what was initially planned:
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: Difference due to add on of Ellevation Strategies.
Action 2.2 Instructional Guide and Clear Learning Goals for All Courses: Did not implement due to school consolidation priority.
Action 2.3 Foundational Literacy Support (Elementary): Difference due to salary and staffing adjustment.
Action 2.5 Support for Multilingual Learners: Difference due to reduction of expenditures of ELPAC Test proctors shifting responsibility to site staff.
Action 2.6 Targeted Instruction: The planned expenditures included salaries specific to targeted instruction as well as instructional materials. Actual salaries are absorbed into Action 3.1.
Action 2.7 Specialized/Intensive Instruction: Difference due to purchasing Teach Town curriculum for all ESN classes grades K-12
Action 2.8 Supports for Students Receiving Special Education Services: Collaboration and learning occurred during the work day; did not need to leverage extra teacher hours for compensation.
Action 2.9 Strategic Scheduling: Differences do to lack of training needed as high school did not shift to 7 periods. And middle school staff was trained in the 2024-205 school year.
Action 2.10 Expanded/Summer Learning: Cost of secondary summer programming was not as high as anticipated as we shifted to a credit recovery model and did not need to hire as many teachers.
Action 2.11 Targeted After School Programs: Mostly funded through site funds or philanthropic efforts and the variance is due to challenges in staffing the program.
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes: Teachers did not opt into extra hours for planning/release days.
Action 2.15 AVID (Advancement via Individual Determination). Difference due to not sending a team to the Summer AVID conference in 2025.

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

After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators, SVUSD shows varying levels of effectiveness in achieving Goal 2.
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: This is effective. We have systems in place for administering and reviewing formative assessments to adjust instruction. (Metric 2.9) ALL +9.47, Hispanic +9.02, White +12.02, SED +9.1, EL +5.35, LTEL -6.44, SWD +7.49
*Difference reflects percentage points change; (Metric 2.1) ALL +1.9, Hispanic +2.26, White +0.81, Multiple +15.0, SED +0.08, EL +1.03, LTEL -1.06, SWD -1.45
*Difference reflects percentage points change.
Action 2.2 Instructional Guide and Clear Learning Goals for All Courses: This is not yet effective as this was not a priority due to school consolidation. A math committee has been launched. (Metric 2.5) ALL -3.0, Hispanic -4.2, White +1.1, SED -3.0, EL -9.5, LTEL +14.25, SWD -9.6, *Difference reflects percentage points change
Action 2.3 Foundational Literacy Support (Elementary): This is somewhat effective with STAR Reading scores increasing by 16.62 percentage points (Metric 2.8) ALL +16.62, Hispanic +17.49, White +18.28, SED +16.72, EL +4.94, LTEL +3.04, SWD +13.56

Action 2.4 Core Academic Instruction for ALL: This is somewhat effective with STAR Reading scores increasing by 16.62 percentage points (Metric 2.8) ALL +16.62, Hispanic +17.49, White +18.28, SED +16.72, EL +4.94, LTEL +3.04, SWD +13.56
Action 2.5 Support for Multilingual Learners: This is somewhat effective as the % of Multilingual Learners reclassified increased from 2024-2025 (Metric 2.12) -1.3 percentage points
Action 2.6 Targeted Instruction: This is somewhat effective. Based on our MTSS data, Tier 3 data decreased thereby increasing Tier 2. Our focus has been on MTSS for the year. (Metric 2.8): ALL +16.62, Hispanic +17.49, White +18.28, SED +16.72, EL+4.94
LTEL +3.04, SWD +13.56 (Metric 2.9): ALL +9.47, Hispanic +9.02, White +12.02, SED +9.1, EL +5.35, LTEL -6.44, SWD +7.49
Action 2.7 Specialized/Intensive Instruction: This is somewhat effective. Based on our MTSS data, Tier 3 data decreased thereby increasing Tier 2. Our focus has been on MTSS for the year. (Metric 2.8): ALL +16.62, Hispanic +17.49, White +18.28, SED +16.72, EL+4.94, LTEL +3.04, SWD +13.56 (Metric 2.9): ALL +9.47, Hispanic +9.02, White +12.02, SED +9.1, EL +5.35, LTEL -6.44, SWD +7.49
Action 2.8 Supports for Students Receiving Special Education Services: This is somewhat effective. Based on the 11th Grade CAASPP in ELA and Math Students with Disabilities meeting/exceeding standards increased ELA: +3.26; Math:+2.63 (Metric 2.3) Professional development for implementation took place at both district PD days as well as additional 1:1 time with teachers. TeachTown units are being written into the course of study for the Alt. Pathway for a Diploma.
Action 2.9 Strategic Scheduling: This is effective at the middle school as there is a 7 period offering. The high school experiences challenges. (Metric 2.15) AVID: +81, AP Enrollment: +94, Unduplicated students participation in in ELOP: +4.92 percentage points, SEAL of Biliteracy: +13.1
Action 2.10 Expanded/Summer Learning: This is effective as we partner with the Boys and Girls Club of Sonoma Valley to offer summer enrichment opportunities. (Metric 2.15) Unduplicated students participation in in ELOP: +4.92 percentage points
Action 2.11 Targeted After School Programs This is somewhat ineffective. The partnership with Boys and Girls Club and the Youth Empowerment Academy at the high school is effective. Having students stay after school for targeted tutoring grades 6-12 has been a challenge. (Metric 2.16) ALL -1.4, -Hispanic -0.25, -White -2.12, -SED -9.92, -EL +4.42, -LTEL +18.03, -SWD +3.76
Action 2.12 High School Graduation Plans for College Career Readiness This is effective as evidenced by the increase in the number of students prepared for CCI (Metric 2.6) ALL +10.1, Hispanic +12.8, White +10.1, SED +11.8, EL +4.4, LTEL +10 from Year 1
SWD No Change, Creekside Maintain 0% *Difference reflects percentage points change.
Action 2.13 Transitional Kindergarten: This is effective as we have filled our TK classes across 4.5 classrooms. Teachers engage in pyramid training.
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes This is not yet effective. While training was offered in the fall with Altimira** and Creekside, there has not been follow through with planning integrated and innovative learning experiences. (Metric 2.5): ALL -3.0, Hispanic -4.2, White +1.1, SED -3.0, EL -9.5, LTEL +14.25, SWD -9.6
Action 2.15 AVID (Advancement via Individual Determination). This is effective. As the number of students enrolled in AVID grew by 81 (Metric 2.15). AVID: +81

** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School

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

Based on our analysis, here are the planned adjustments for the 2026-2027 LCAP Cycle:

Goal Description: No changes to current goal.
Metrics: No changes to identified metrics.
Target Outcomes: No changes to target outcomes.

Action Modifications
Action 2.1 Develop a Culture of Data Use Utilizing a Continuum of Assessment: Add conduct assessment audit of all formative measures
Action 2.3 Foundational Literacy Support (Elementary): Move SEAL and Instructional Coaches to Action 2.4 to align actions.
Action 2.4 Core Academic Instruction for ALL Eliminate NewsELA. Move SEAL and Instructional Coaches to Action 2.4 from Action 2.3 to align actions. Secondary focus on AVID school-wide strategies
Action 2.7 Specialized/Intensive Instruction: Due to school consolidation, Prestwood will be closed starting in the 2026-207 school year.
Action 2.8 Supports for Students Receiving Special Education Services: Update action to focus on special education Action Plan. Expand co-teaching sections at the high school.
Action 2.9 Strategic Scheduling: This action is eliminated as it is duplicative to action 1.8
Action 2.14 Implement Relevant, Innovative Learning Experiences Across Content Area Classes: PBL was ineffective, shift language to exploring innovative practices.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Develop a Culture of Data use Utilizing a Continuum of Assessment	Develop a comprehensive assessment system to include universal screener, formative assessments and summative assessments with ongoing progress monitoring. Continue the District Assessment Teacher on Special Assignment (TOSA) position who will be responsible for state and district adopted formative measures to include providing training, creating universal protocols/systems for administration, generating reports and tools for progress monitoring utilizing data tools/systems (i.e. STAR Renaissance, ELLEVATION). Conduct an assessment inventory of district formative assessments. District Formative Assessments include i.e. STAR Reading/Math 3-12; Core Phonics K-2; Wonders Fluency K-5; Interim assessments, Reading Difficulties Screener (Amira) K-2; Classroom Based Assessments. School teams will schedule ongoing Professional Learning Communities (PLC)/data meetings to review data and determine instructional next steps (Action 3.7).	$272,360.00	No

Action #	Title	Description	Total Funds	Contributing
		Summative Assessments include state assessments CAASPP, ELPAC and end of unit exams. Additionally, at least two Interim Assessment Blocks (ELA and Math) will be administered in grades 3-12.		
2.2	Instructional Guide and Clear Learning Goals for all Courses	1) Develop and implement an Instructional Guide Grade TK-5 for English and Math. Establish a common framework for consistency to be used across all grade levels with essential standards to be addressed each year and benchmark assessment. 2) Secondary content area teams will develop common course goals, expectations, and benchmark assessments based on content area standards and English Language Development (ELD) standards and benchmark assessments based on content area and ELD standards and aligned to a common scope and sequence and progressions of learning.	$7,320.00	No
2.3	Foundational Literacy Support (Elementary)	1) All elementary schools will implement four 6-week small group reading instruction cycles based on literacy data (Walk to Read) with an intentional focus on unduplicated student groups (English Learners, Foster Youth, Socioeconomically disadvantaged). Instructional Assistants to support with small group instruction. 2) Amira Learning Reading Difficulties Risk Screener will be utilized at least two times a year in grades K-2. Amira Learning Platforms provide instructional virtual/AI tutoring based on the science of reading.	$346,658.00	Yes
2.4	Core Academic Instruction for ALL	Educators will implement differentiated instructional strategies through an MTSS framework and value the importance of student identity to implement principles of culturally responsive teaching. All students will be provided with core academic instruction integrating English Language Development with supplemental materials, programs and universal support to ensure students access standards based learning. All students will have	$516,145.00	No

Action #	Title	Description	Total Funds	Contributing
		access to district adopted instructional materials (Williams). Supplemental programs may be utilized to support student learning in the classroom (such as Amira, Frax/Reflex) Elementary: Two District Instructional Coaches will assist four elementary schools with data, professional learning, and instructional support to bolster Tier I academic instruction. Grades K-5 will integrate SEAL strategies to support student oral and academic language development. Secondary: Focus on AVID strategies school wide		
2.5	Support for Multilingual Learners	Designated English Language Development (DELD) instruction and integrated ELD instruction will be provided to all students identified as English Learners. At the elementary level, the SEAL instructional strategies promotes oral and academic language skills for multilingual learners At the secondary schools, DELD courses are scheduled within the student's school day with students identified as newcomers enrolled in two periods of ELD. We will leverage Ellevation instructional strategies to support all secondary teachers in meeting the needs of their students. A learning progression guide was developed for proper ELD placement and support. Coordinator of Education Services will be responsible for coordinating Multilingual supports to include a districtwide EL Master Plan. 1) SVUSD will develop guidance to support EL instruction, especially for newcomer students as well as an intake/assessment process. 2) Elementary Site Principals and Secondary Vice Principals and ELD teachers are responsible for the coordination for the ELPAC assessment, EL annual monitoring and reclassification process. This includes full implementation of online progress monitoring and reclassification through the Elevation platform and use of the Observation Protocol of Teachers of English Learners (OPTEL). Sites will annually monitor EL student progress in core content and language acquisition and provide supports as needed, especially for our Long Term English Learners. (LTELs). 3) A biliteracy pathway will support dual language learning in alignment with the Seal of Biliteracy.	$414,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This is a required action to address the RED ELPI indicator at Flowery; RED ELA indicator for our English Learners district wide and at Adele*, Altimira**, SVHS, El Verano, and Flowery. *Beginning the 2025-2026 school year, Adele MS will be closed due to school consolidation. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School		
2.6	Targeted Instruction	Targeted/supplemental instruction will be provided to students based on assessed area of need (language development, social emotional, academics utilizing evidence based strategies and/or tutoring with a specific focus on unduplicated students (English Learner, Foster Youth, socioeconomically disadvantaged) in order to access Tier I instruction. Supplemental resources may include Orton-Gillingham, Wilson (Just Words) SIPPS, extra support routines and Amira. At the secondary levels, students may be placed in additional intervention/support for ELA/math through class size reduction and/or intervention support class (ie Algebra lab, English bridging). Credit recovery is provided to secondary students 9th-12th grade to ensure they are on track for graduation. Partner with organizations such as SVEF to provide high impact tutoring. This is a required action to address the RED Math indicator district wide (Hispanic and English Learners) and at SVHS (SED, Hispanic and all), El Verano (SED, EL), and Adele* (Hispanic, EL). This is a required action to address the RED ELA indicator district wide(EL); El Verano (SED, Hispanic, and EL); Flowery (EL), Adele* (Hispanic, EL); Altimira** (EL) and SVHS (EL). *Beginning the 2025-2026 school year, Adele Harrison MS will be closed due to school consolidation. **Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	$285,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Specialized /Intensive Instruction	Students requiring specialized and intensive support, based on assessed area of need, will be provided with small group targeted instruction based on individualized academic plans. Resources may include: using strategies for struggling readers such as teacher modeling, repeated reading and text, and progress monitoring; TeachTown to build comprehension and context relative to their community and world, develop critical-thinking and communication skills as well as other supports to address differentiated instruction. TeachTown units are being written into the course of study for the Alternate Pathway for a Diploma. Due to the closure of Prestwood, the SELPA Inclusion Cohort professional learning was shifted to Sassarini. This is a required action to address the RED ELA and Math indicator SVHS (SWD)	$0.00	No
2.8	Supports for Students Receiving Special Education Services	The District's Special Education Professional Learning Community is currently updating the Action Plan for 2026-29 school years. Focus will include continued progress on expanding the district's continuum of services and co-teaching model at the high school. This includes expanding our Mild/Moderate Support Needs program to K-2, and implementing a Course of Study at SVHS for students eligible for the Alternative Pathway for a Diploma. IEP monitoring using the SEIS dashboard is supported by the Special Education Department Staff. Co-teaching will expand beyond 11th grade English this year to 9th grade English in 2026-27. Co-teaching training opportunities will include additional sections in English, Math, and Science. This is a required action to address the RED ELA indicator at Altimira** for SWD. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	$0.00	No
2.9	Strategic Scheduling	This action is eliminated as it is duplicative to action 1.8	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Expanded/Summer Learning	Elementary- Provide after school, summer and intersession programs for students prioritizing unduplicated pupils with the highest levels of need based on performance data.- Expanded Learning Opportunity Program (ELOP) /After School Enrichment and Safety Program (ASES) Targeted support will be on foundational ELA/Math skills, SEL and enrichment. Secondary focus is to offer Credit Recovery for grades 9-12 during summer school and opportunities for Multilingual Learners to accelerate language needs to promote reclassification. In partnership with the Ed Foundation, SVUSD will offer a math summer program for the middle school students	$2,169,471.00	Yes
2.11	Targeted After School Program	1)After-school tutoring for grades 6-12 for identified students based on assessed area of need (ie Newcomers, Reading 3 years below grade level) with the focus on literacy skills and/or language proficiency and math based on student need, prioritizing services for students who are English learners, foster youth and socioeconomically disadvantaged. 2) Continue partnership with outside programs (such as Mentoring Alliance, Boys and Girls Club- Youth Empowerment Academy) to build connections with students.	$0.00	Yes
2.12	High School Graduation Plans for College Career Readiness	1) High school counselors will meet with each student to ensure that students have a well-articulated high school plan with enrollment in a course of study that leads to a meaningful graduation. All students will have open access to A-G courses, accelerated course (i.e. Advanced Placement) as well as appropriate intervention and CTE/VAPA pathways of their interest. A targeted graduation plan will be developed for students below a 2.0 GPA or identified as at-promise. 2)Secondary Students Grades 6-12 will work with the school counselors on college and career planning towards their post-secondary goals through a platform like CCGI. All high school students (SVHS and Creekside) will be informed of post secondary opportunities and sign up to	$253,188.00	No

Action #	Title	Description	Total Funds	Contributing
		participate with college fairs, college visits, internships, financial aid etc. SVUSD will continue to partner with programs like AVID and 10,000 degrees to support students. Individualized Education Program (IEP) Teams will incorporate and connect with College Career Center (CCC) staff on the development of transition plans and participation in college/career readiness activities. for students with disabilities. 3) Develop a strong school to career program at the secondary schools, including partnerships with businesses, non-profit organizations and local universities and community colleges to develop pathways for collaboration across systems (CCAP, CTE certifications, internships). 4) Build college and career awareness starting at the elementary level through career days, guest speakers, college highlights, field trips etc. This is a required action to address the RED College and Career Indicator (CCI) at Creekside for all students and SED.		
2.13	Transitional Kindergarten	This action ensures that a TK classroom is offered at every site.	$831,653.00	No
2.14	Implement Relevant, Innovative Learning Experiences Across Content Area Classes.	Explore engaging experiences, digital tools (i.e. Artificial Intelligence (AI) and/or STEAM initiatives) that will incorporate innovative pedagogy, technology and curriculum that will align to standards based instruction. The goal is to expand to innovate learning experiences to all schools.	$0.00	No
2.15	AVID (Advancement via Individual Determination)	Strengthen AVID pathways across SVUSD by increasing AVID sections at the middle and high school. An AVID district leadership team will be established to develop a long term district AVID plan and meet quarterly to review site plan progress and overall implementation of AVID districtwide.	$20,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research shows that Teacher Collective Efficacy has the highest impact on student learning (Hattie, 2018). Sonoma Valley Unified is invested in ensuring our students excel and are prepared for a future yet to be imagined.
Feedback from engaging educational partners include:
Make Learning Engaging & Relevant
-Students ask for fun, interactive lessons, projects, labs, field trips, makerspaces, and examples that relate to future careers and everyday life.
Differentiate for Every Learner
-Support includes helping struggling students sooner, providing advanced options for students who are ahead, working at an appropriate pace, explaining concepts in multiple ways, and more help for English learners and students with disabilities.
Support & Empower Teachers
-Teachers need more planning and collaboration time, meaningful and practical professional development, competitive pay and better morale, and genuine listening to their input on curriculum and instructional tools.
Improve Classroom Climate
-Essential elements include consistent discipline and less disruption, better classroom management support, fewer distractions from phones and unnecessary tech, and building relationships based on empathy and respect.
Reduce Busywork, Emphasize Mastery
-Students request less pointless homework and repetitive worksheets, more time to practice and understand before tests, meaningful feedback on mistakes, and grading that shows what they know rather than just compliance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed Teachers (CALSAAS)	2023-2024 100% Teachers Properly Credentialed	100% Teachers Properly Credentialed	96% Teachers Properly Credentialed	Maintain 100% Teachers are Properly Credentialed	-4.0
3.2	Implementation of State Standards • Academic Context Standards -EL Access to CA Standards including ELD Standards	Youth Truth: Academic Challenge (Student Survey: District Report) January 2024 -Elementary "Does what you learn in school help you in your life? 48% -Middle/High School "In most of my classes, we learn a lot almost every day.- Overall" Agree/Strongly Agree Middle School: 42% High School: 46% Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum. -Dashboard: Standard Met	Elementary: 50% Middle School: 51% High School: 49% Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum. Dashboard: "Standard Met"	Elementary: 60% Middle School: 60% High School: 60% Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum. Dashboard: "Standard Met"	Youth Truth: Academic Challenge Elementary 60% Middle School : 60% High School: 60% Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum Dashboard: "Standard Met"	Elementary +12 Middle +18 High +14 *Difference reflects percentage points change.
3.3	District PD Attendance Fall PD Day	October 2023 -Certificated 78.7% -Classified 65%	October 2024 Certificated 82.5% Classified 79.2%	October 2025 Certificated 78.3% Classified 69.4%	Certificated 95% Classified 85%	Certificated -0.4 Classified +4.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						*Difference due to staff attendance
3.4	Staff Daily Attendance	District Daily Absences August 2023-March 2024 54.86 absences/day	District Daily Absences August-March 2025 45.60 absences/day	District Daily Absences August-March 2026 51.19 absences/day	District Daily Absences 44 absences/day	-3.67 absences/day
3.5	% Of Staff Participating in Youth Truth (Response Rate)	January 2024 -Elementary 82% -Middle 79% -High 89%	January 2025 Elementary 86% Middle 72% High 87%	January 2026 Elementary 92% Middle 89% High 95%	Youth Truth Survey-Staff Elementary 92% Middle 89% High 95%	Elementary +10 Middle +10 High +6 *Difference reflects percentage points change.
3.6	Sense of School Connectedness (Culture)	Youth Truth Survey District Report- Staff January 2024 "My school creates a positive work environment.- Overall" Agree/Strongly Agree -Elementary 79% -Middle School 87% -High School 71%	Youth Truth Survey District Report- Staff January 2025 Elementary 87% Middle School 86% High School 77%	Youth Truth Survey District Report- Staff January 2026 Elementary 90% Middle School 95% High School 85%	Youth Truth Survey District Report- Staff Elementary: 90% Middle School: 95% High School: 85%	Elementary +11 Middle +8 High +14 *Difference reflects percentage points change.
3.7	Sense of School Safety	Youth Truth Survey District Report- Staff January 2024 "I feel safe from harm while at my school.- Overall" Agree/Strongly Agree	Youth Truth Survey District Report- Staff January 2025 Elementary 89% Middle School 75%	Youth Truth Survey District Report- Staff January 2026 Elementary 90% Middle School 90%	Youth Truth Survey District Report- Staff Elementary: 90% Middle School: 90% High School: 80%	Elementary +8 Middle +15 High +30 *Difference reflects percentage points change.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Elementary 82% -Middle School 75% -High School 50%	High School 67%	High School 80%		

Goal Analysis [2025-26]

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

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

Most of the Actions identified in Goal 3 have been fully implemented across SVUSD with a few actions in the partially implemented stages due to some challenges.
Implementation Successes
Action 3.1 Attract and Retain Highly Qualified Staff: (Full Implementation) Human Resources is proactive in outreach and recruiting efforts to ensure highly qualified staff.
Action 3.3 Teacher Leadership and Collaboration: (Ongoing Implementation) Every site has a leadership team made up of department/grade level chairs that meet monthly.
Action 3.4 District-Wide Professional Learning: (Full Implementation)There was intentionality around offering year long, focused and job embedded PD across the district. All elementary teachers grades K-5 are trained in SEAL Cycles 1-3 and grades 6-12 have been trained in Ellevation Strategies. (Metric 3.3) Certificated -0.4 Classified +4.4 Difference due to staff attendance
Action 3.6 Staff Wellness: (Full Implementation) Working in collaboration with VMTA, the district offered Wellness sessions led by certificated staff.
Action 3.7 Professional Learning Communities: Culture of Data Use. This is more successful at the elementary school as there are data meeting structures every 6 weeks after the Walk to Read assessments to drive instructional groups. Data is reviewed at the high school.
Action 3.9 Professional Development English Language Development Pedagogy: (Ongoing Implementation) SVUSD has been intentional with a PD focus on Multilingual Learners with SEAL (elementary) and Elevation Strategies (Secondary)
Action 3.10 Inclusive Education Practices: (Full Implementation) Prestwood Elementary School engaged in an Inclusion cohort with Changing Perspectives through SCOE and SELPA.11th Grade ELA General Ed and Ed Specialist co-teach 2 sections together. The pilot co-teaching model is taught in two sections of 11th grade English. Students with IEPs have increased access to both teachers as they develop their reading and writing skills.
Action 3.12 Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP). (Full Implementation) Staff were trained in PBIS, Restorative Practices, and CPI (Crisis Prevention Institute)
Action 3.13 Innovative Library Media Centers. (Full Implementation) Our schools have library spaces that are rich with library materials.

Implementation Challenges

Action 3.2 New Teacher and Staff Support: (Partial Implementation) Aside from teacher orientation at the beginning of the year and an Induction coach for eligible staff, scheduling and time has prevented a more district focused new staff support. School sites do provide onboarding to their new staff.
Action 3.5 Ongoing Training with Instructional Assistants: (Partial Implementation) Due to IA work hours, it is challenging to schedule PD time as their priority is to directly support students.

Implementation Differences.
Action 3.8 Culturally Inclusive/Relevant Pedagogy and Training: (Not Implemented) Due to other district priorities, we shifted from training through welcoming schools and equity audit. Instead, the secondary teaching staff received training on PRISM.

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

Some actions had expenditure differences from what was initially planned:

Action 3.1 Attract and Retain Highly Qualified Staff: Difference due to staffing salaries and benefits, including the recently approved raises. Stipends are also included in the total actual expenditures.
Action 3.3 Collaborate with Teacher Leadership Teams: Difference due to not as many teachers on Leadership Teams.
Action 3.7 Expand Professional Learning Communities: Due to transition in leadership, PLCs didn't operate as intended.
Action 3.8 Engage in Culturally Inclusive/Relevant Pedagogy and Training: Difference due to not conducting an equity audit and implicit bias training with outside experts.
Action 3.10 Develop Inclusive Education Practices: Staff did not need additional release time for planning. Planning was embedded during the work day.
Action 3.13 Create Innovative Library Media Centers: The planned amount was carryover from last year's LCAP which include salaries and benefits for a 1.0 FTE District Librarian. This position was eliminated for the 25-26 school year.

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

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

Action 3.1 Attract and Retain Highly Qualified Staff: This is somewhat effective as we did decrease the percentage of teachers properly credentialed. (Metric 3.1) -4.0
Action 3.2 New Teacher and Staff Support: This is somewhat effective. A new teacher orientation is offered at the beginning of the school year. School sites meet with new staff to provide operational and technical support. New teachers participate in Induction with guidance from a Lead Teacher (and supported by SCOE). (Metric 3.6)Elementary +11, Middle +8, High +14 *Difference reflects percentage points change.

Action 3.3 Teacher Leadership and Collaboration: This is effective as we build the capacity of teacher leaders. School teams have a Leadership Team who meets monthly. School sites have identified MTSS leads who represent their schools during MTSS district-wide training. (Metric 3.6)Elementary +11, Middle +8, High +14 *Difference reflects percentage points change.
Action 3.4 District-Wide Professional Learning: This is effective as we have engaged in several continuous profession learning across our district. With SEAL, Ellevation Strategies , MTSS and Building Thinking Classrooms. Based on walk through data, we see various levels of implementation. (Metric 3.3) Certificated -0.4, Classified +4.4 *Difference due to staff attendance
Action 3.5 Ongoing Training with Instructional Assistants: This is somewhat effective. Approximately 60 Special Education Staff received Crisis Prevention Institute (CPI) verbal de escalation training at the October PD training. Part 2 of CPI training will be scheduled for Instructional Assistants and Paraprofessionals In April. Classified staff working with students also receive twice monthly training provided by the district behavior analyst. Certificated -0.4 Classified +4.4 *Difference due to staff attendance
Action 3.6 Staff Wellness: This is effective. During the October PD day, staff wellness opportunities were offered to both certificated and classified staff. 8 different sessions were offered ranging from improv, hiking, pasta making, art led by our very own staff. Feedback from staff was fairly positive. (Metric 3.3) Certificated -0.4, Classified +4.4, *Difference due to staff attendance
Action 3.7 Professional Learning Communities: Culture of Data Use: This is somewhat effective. Data PLC time has been embedded within the Wednesday PD time looking at summative and formative data results.
Elementary schools also have data meetings at the end of each assessment cycle. Attendance and behavior referral data are monitored along with academic data through District MTSS Professional Development. (Metric 3.6) Elementary +11, Middle +8, High +14 *Difference reflects percentage points change.
Action 3.8 Culturally Inclusive/Relevant Pedagogy and Training: This is somewhat effective. All teachers have received intentional professional development on supports for multilingual learners (SEAL- Elementary and Ellevation Strategies- Secondary). Secondary staff received PRISM training. (Metric 3.3) Certificated -0.4 Difference due to staff attendance
Action 3.9 Professional Development English Language Development Pedagogy: This is effective. SEAL training (Cycle 1-3 2) has been delivered to teachers grades K-2. Principals attended a SEAL convening to learn about dELD practices. Secondary schools utilized Ellevation Strategies to provide PD on ELD Supports (Metric 3.4) -3.67 absences/day
Action 3.10 Inclusive Education Practices: Co-teaching model has been effective in supporting 11th grade students in the Gen Ed English class with plans for expanding to more grade levels in 26-27. 11th grade EAP increased in ELA for SWD from 12.51% (2024) to 15.38% (2025) (Metric 2.3) Prestwood Elementary also engaged in Inclusion Training through Changing Perspectives supported via SCOE and SELPA.
Action 3.11 Principal & School Leadership: This is effective as Principals and vice principals engage in monthly PLC facilitated by Educational Services. Principals engage in and facilitate monthly learning walks to strengthen instructional leadership through observation and feedback.
Action 3.12 Positive Behavior Interventions and Supports (PBIS) and Restorative Practices. This is somewhat effective as suspension rates have reduced. District staff have attended CPI (Crisis Prevention Intervention) Training as a "train the trainer" model. (Metric 3.7) Elementary +8, Middle +15 High +30, *Difference reflects percentage points change.
Action 3.13 Innovative Library Media Centers: This is somewhat effective. Sonoma Valley partners with Sonoma County Library for support on current library resources. Library staff are committed to ensuring equitable access to high quality, diverse texts.

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

Based on our analysis, here are the planned adjustments for the 2026-2027 LCAP Cycle
Goal Description: No changes to current goal.
Metrics: No changes to identified metrics.
Target Outcomes: No changes to target outcomes.

Action Modifications:
Based on our analysis, here are the planned adjustments for the 2026-2027 LCAP Cycle:
Action 3.1 Attract and Retain Highly Qualified Staff: In prior years LCAP, the expenditures only included certificated teachers. As this action is about highly qualified staff, the total funds represent classified and certificated staff.
Action 3.12 Positive Behavior Interventions and Supports (PBIS) and Restorative Practices SVUSD no longer has a CIM plan specific for behavior/suspension therefore this goal should be deleted.
Action 3.13 Innovative Library Media Centers: Due to declining enrollment and budget reductions, we have reduced the amount of library staff in our district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attract and Retain Highly Qualified Staff	The Human Resources department will expand their hiring outreach efforts in a timely manner to recruit highly qualified, effective and experienced staff with a focused effort on staff who represent the cultural and linguistic diversity of our student body assigned.	$30,768,957.00	No
3.2	New Teacher and Staff Support	1)Develop a new teacher and staff onboarding support to include mandated training, current policies and procedures, restorative practices, district staff handbook, curriculum/instructional guide, student supports as well as an overview of SVUSD's vision with quarterly check ins throughout the year. 2) Provide on-going coaching to new teachers	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Teacher Leadership and Collaboration	Each school site will establish a Leadership Team (made up of grade level representatives/department chairs) who will meet regularly with the site principal to share expertise and provide input regarding curriculum, instruction, assessment and professional learning aligned to site and district goals. The team will constantly review academic formative data (such as STAR, grades, behavior data, etc.) with an intentional focus on unduplicated student performance and students not yet meeting standards to determine school-wide support. The team will also be responsible for facilitating implementation of Professional Learning Communities (PLCs) and Multi Tiered Systems of Support (MTSS) across their school site.	$214,720.00	Yes
3.4	District-wide Professional Learning	SVUSD will develop district wide professional learning opportunities focused on: Welcoming Schools; Crisis Prevention Institute, and Multi-Tiered System of Support (MTSS) with an intentional focus on improving pedagogy to address the needs of multilingual learners, students socioeconomically disadvantaged and foster youth. If funding allows and substitute coverage is available, the district may prioritize outside training opportunities aligned to Goals 1 and 2. Summer conferences may include: Computer Using Educators, Inc (CUE); Project Based Learning (PBL); California Association for Bilingual Education (CABE), AVID etc. Staff attending district sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time. -Elementary Teachers (Grades K-5) will engage in Sobrato Early Academic Language (SEAL) Professional Development. Grades K-2 will continue with Unit Development Days and Grades 3-5 will launch the full SEAL model. -Secondary math teams will continue their learning with SCOE on Building Thinking Classrooms. Secondary sites will focus on AVID strategies professional learning. -Year 2 of MTSS will support each specific site and context. -Innovative Teaching Practices: Engage staff in learning current innovative and digital tools such as AI (Artificial Intelligence), Lego Robotics, Khanmigo, PBL and/or interdisciplinary teaching practices.	$77,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Ongoing Training with Instructional Assistants	Classified staff members assigned to support classroom instruction will be provided with ongoing training opportunities necessary for small group instruction and support with unduplicated students. Training may include participation in district collaboration days (Wednesdays), afterschool training or other sessions. Classified staff working with students directly will receive ongoing training opportunities covering behavior management, academic support, and social engagement, as well as training to address students' health needs.	$3,000.00	Yes
3.6	Staff Wellness	Staff will have access to a variety of services to support staff wellness. Services may include: teacher and staff recognition, Staff Newsletter, resources to community self-care activities, referrals to wellness workshops/events, peer led and supported activities.	$0.00	No
3.7	Professional Learning Communities: Culture of Data Use	Develop a culture of data use across the system utilizing data tools and data protocols during teacher PD and Wednesday minimum days. 1) Implementation of data driven high functioning Professional Learning Communities with cycles of inquiry to immediately impact instruction. Teachers will utilize student performance data compared to mastery of standards to tailor support. Elementary School leverage Walk to Read data cycles and expand data conversations to math. Secondary Teams at Altimira** and SVHS Math department will continue their Community of Practice working collaboratively on Building Thinking Classrooms in partnership with Sonoma County Office of Education (SCOE). 2) School teams will work with district Special Education department to monitor and analyze student data from a culturally responsive perspective, aiding in identifying the underlying causes of disciplinary issues, implementing tailored interventions, and monitoring progress to ensure equitable practices for all students, particularly Hispanic students due to the recognition of disproportionality, and aligned with the current CIM plan. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	$0.00	No

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

Action #	Title	Description	Total Funds	Contributing
	Restorative Practices (RP)	to effectively implement behavior intervention plans for students with disabilities.		
3.13	Innovative Library Media Centers	Work with library staff to develop centers of innovation, research and instructional learning spaces to ensure equitable access to high-quality, diverse texts, technology and library skills for all students, specifically our students identified as English Learners, foster youth and socioeconomically disadvantaged.	$269,496.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sonoma Valley Unified School District values home-school partnership to strengthen the conditions of student success. Parent responses to surveys continue to be low; with the exception of Youth Truth increasing over time.
Based on feedback from educational partners, the following themes emerged:
-Strengthen two-way communication and early outreach
-Offer more flexible and accessible meeting options
-Create more inclusive, culturally responsive family events
-Build trust through transparency and genuine listening
-Reduce barriers to volunteering and participation.

A strength within Sonoma is the number of outside agencies and non-profit organizations eager to support SVUSD from after school programming, the arts, mentoring, and family resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Participation in Youth Truth	25% Families completed the 2024 Youth Truth Survey	34% Families completed the 2025 Youth Truth Survey	40% Families completed the 2026 Youth Truth Survey	40% Families completed the 2024 Youth Truth Survey	+15 percentage points
4.2	Average Participation/Attendance at District Meetings	DAC (District Advisory Committee)= 8.6	DAC (District Advisory Committee)= 12 DELAC (District	DAC=10 DELAC 8.25 CAC=11	DAC= 12 DELAC = 10 CAC = 10	DAC= +1.4 DELAC = +3.65 CAC = +1.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DELAC (District English Learner Advisory Committee)= 4.6 CAC (Curriculum Advisory Committee)= 8.4 Parent Connect(SPED)= 8.2	English Learner Advisory Committee)= 7.25 CAC (Curriculum Advisory Committee)=6.75 Parent Connect(SPED)= 11	Parent Connect (SPED)= 2	Parent Connect(SPED)= 20	Parent Connect(SPED)= -6.2 *Difference due to parent participation/attendance
4.3	District Website/Email Views	Open rate of monthly district email = 58.35%	Open rate of monthly district email = 65%.	Open rate of monthly district email = 59.9%	Increase open rate of district email to 75%	+1.55 percentage points
4.4	Meaningful Participation: Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Families of Students with Disabilities (Responses to Surveys) -Overall, did you feel you had meaningful participation (were you involved in the identification, evaluation and placement of your child and in identifying the Free and Appropriate Education (FAPE) placement, in the IEP process? = 100% Response to Local Survey (Spanish Speaking families) -The school promotes parent/guardian	Families of Students with Disabilities (Responses to Surveys) Overall, did you feel you had meaningful participation (were you involved in the identification, evaluation and placement of your child and in identifying the Free and Appropriate Education (FAPE) placement, in the IEP process? =100%	Families of Students with Disabilities (Responses to Surveys) -As a means of improving services and results for your child did the school facilitate parent involvement? = 98.6% Response to Local Survey (Spanish Speaking families) • The school promotes	100% of families of students with disabilities feeling they meaningfully participated. 100% of families who speak Spanish agree/strongly agree the school promotes meaningful participated.	Families of Students with Disabilities Maintained 100% Response to Local Survey (Spanish Speaking families) Decreased by 6 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		participation in school activities = 91.7%	Response to Local Survey (Spanish Speaking families) • The school promotes parent/guardian participation in school activities =91.70%	parent/guardian participation in school activities =85.70%		
4.5	Sense of Connectedness (Engagement)	Youth Truth Survey Family District Survey January 2024 " I feel engaged with my school.- Overall" Agree/Strongly Agree -Elementary 74% -Middle 47% -High 40%	Youth Truth Survey Family District Survey January 2025 Elementary 78% Middle School 56% High School 43%	Youth Truth Survey Family District Survey January 2026 Elementary 80% Middle School 60% High School 54%	Youth Truth Survey Family District Survey Elementary 90% Middle 75% High 75%	Elementary +6 Middle +13 High +14 *Difference reflects percentage points change.
4.6	Sense of School Safety	Youth Truth Survey Family District Survey January 2024 "My child's learning environment is safe.- Overall" Agree/Strongly Agree -Elementary 81% -Middle 51% -High 35%	Youth Truth Survey Family District Survey January 2025 Elementary 85% Middle School 64% High School 49%	Youth Truth Survey Family District Survey January 2026 Elementary 89% Middle School 66% High School 58%	Youth Truth Survey Family District Survey Elementary 90% Middle75% High 75%	Elementary +8 Middle +15 High +23 *Difference reflects percentage points change.

Goal Analysis [2025-26]

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

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

Most of the Actions identified in Goal 4 have been fully implemented across SVUSD with a few actions in the partially implemented stages due to some challenges.
Implementation Successes
Action 4.1 Home- to-School/District Communication: (Fully Implemented) SVUSD regularly uses Parent Square to send out information to families. A monthly newsletter to highlight district and school news/events also is shared across the SVUSD community. The website purchased last year also provides a means of home school communication.
Action 4.2 Bilingual Community School Liaisons: (Fully Implemented) All schools have Bilingual Community School Liaisons assigned to serve and support families.
Action 4.3 Welcoming Center (District): (Fully Implemented) This has been successfully implemented, with a full-time classified staff member serving as the primary point of contact for the district office.
Action 4.5 Community Schools: (Ongoing Implementation) El Verano is identified as a Community School. The District added a certificated position in addition to the classified one, once the funding for the grant was updated in the budget CSPP budget.
Action 4.7 Interpretation and Translation Services: (Fully Implemented) We have district interprets to facilitate conversations with families. We also contract with Language People to support translation.
Action 4.8 Understanding and Access to Student Performance and Progress: (Fully Implemented) All families have access to their student's performance and progress through the Parent Portal in Power School or through the Video Score reports. Parents/Caregivers of multilingual learners also are provided with annual notification of their students.
Action 4.9 Family Outreach and Support and Action 4.10 Parent and Family Engagement and Involvement: (Fully Implemented) All schools have activities and events to encourage family involvement and engagement. The district also facilitated outreach through the school consolidation process.

Implementation Challenges
Action 4.4 Strategic Visioning and Planning Process: (Partially Implemented) Due to the superintendent transition, the implementation was put on hold .
Action 4.6 Parent Training: (Not Implemented) Due to other commitments and time, especially with the school consolidation process, a parent needs assessment has not been developed.

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 4.1 Home- to-School/District Communication. Difference due to actual costs of platforms less than budgeted.
Action 4.4 Strategic Visioning and Planning Process: Did not implement therefore no cost
Action 4.5 Community Schools: Difference due to adding a certificated position to support the program in addition to the initial classified position that staffed the Community Schools Implementation Grant

Action 4.10 Parent and Family Engagement and Involvement: Difference due to no cost. Staff utilized adjunct duty to plan for family events.

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

After our analysis of metrics and outcomes and a review of both quantitative data and qualitative indicators SVUSD shows varying levels of effectiveness in achieving Goal 4.
Action 4.1 Home- to-School/District Communication: This is somewhat effective. While more than 50% of our families viewed District Website/Emails, viewership did go down (Metric 4.3) +1.55 percentage points
Action 4.2 Bilingual Community School Liaisons: This is effective as all schools have Bilingual Community School Liaisons assigned to serve and support families. (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Action 4.3 Welcoming Center (District): This action is effective as a point person at the district office to facilitate parents/guardians and guests serving as a liaison with schools and district offices. (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Action 4.4 Strategic Visioning and Planning Process: This process has not yet been effective as this action was put on pause during the Superintendent transition. (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Action 4.5 Community Schools: This has been somewhat effective. El Verano is in its beginning journey of maximizing the Community Schools resources. (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Action 4.6 Parent Training: The action is somewhat effective. School sites offer parent activities (Literacy Night, Science Night, FAFSA, etc) (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Action 4.7 Interpretation and Translation Services: This process is somewhat effective as SVUSD uses multiple ways of interpretation services. (Metric 4.4) Families of Students with Disabilities Maintained 100% (Metric 4.5) Elementary +6, Middle +13, High +14
*Difference reflects percentage points change.
Response to Local Survey (Spanish Speaking families) Decreased by 6 percentage points
Action 4.8 Understanding and Access to Student Performance and Progress: This process is effective as all families who had a student participate in the CAASPP/ELPAC were provided with video score reports.Parents also have access to parent scores through Power School. (Metric 4.4) Families of Students with Disabilities Maintained 100% Response to Local Survey (Spanish Speaking families) Decreased by 6 percentage points
Action 4.9 Family Outreach and Support and Action 4.10 Parent and Family Engagement and Involvement: Both of these actions are somewhat effective. Parent Participation in Youth Truth Survey increased from baseline 25% to 40%, meeting our target(Metric 4.1) and response to Parent Sense of Connectedness increased at all levels (Metric 4.5) Elementary +6, Middle +13, High +14 *Difference reflects percentage points change.

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

Based on our analysis, here are the planned adjustments for the 2026-2027 LCAP Cycle
Goal Description: No changes to current goal.
Metrics: Metric 4.4 The parent survey question was changed to assess parental involvement. The new question is: As a means of improving services and results for your child did the school facilitate parent involvement?
Target Outcomes: No changes to target outcomes.
Actions: No changes to actions

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Home- to-School/District Communication	Ensure that all families across the district receive clear and timely communication, fostering their active engagement in their child's education. Communication will be offered in both English and Spanish, ensuring accessibility and understanding for all. SVUSD will revamp and improve their district and school websites to provide easily accessible information. Develop, maintain and share a district wide family engagement calendar that incorporates monthly family activities and engagement opportunities (literacy night, attendance information, meeting information, special education Parent Connect, DAC, DELAC, etc.). This calendar will be organized online and connected to each school's website/ regular communication.	$33,000.00	No
4.2	Bilingual Community School Liaisons	To support home/school partnerships, every school site will be assigned a bilingual community liaison whose primary responsibility will be to work directly with families and provide them with necessary connections to district/community resources as well as facilitate parent meetings and trainings/resources. To support our newcomers, youth in foster care youth in probation, and students unhoused, an intentional welcome and intake process will be developed.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Welcoming Center (District)	The District Office will serve as a main point of contact welcoming families and supporting families navigating general questions and facilitate a smooth connection to the appropriate department.	$160,133.00	No
4.4	Strategic Visioning and Planning Process	Develop a strategic plan to include a Portrait of a Graduate, Portrait of an Adult/Educator, and a Portrait of a System. This will incorporate voice, input and participation of community members to include students, staff and families. A comprehensive strategic plan will be developed and grounded on the portraits.	$0.00	No
4.5	Community Schools	Using the Community School Implementation Grant El Verano will: 1) Strengthen Integrated Student Supports: Expand/maintain access to mental health resources, academic interventions, and newcomer support to ensure all students can thrive academically, socially, and emotionally. Hire Intervention Teacher to support academic intervention focused on multilingual learners; Expand tutoring with Family Resource Center 2) Fostering Authentic Family & Community Engagement: Deepen collaboration with families and community partners by creating inclusive opportunities for meaningful participation in school activities and decision-making processes. Hire Community School Coordinator to support family communication/participation and community partnerships. 3) Promoting a Positive and Restorative School Climate. Implement social-emotional learning (SEL) programs, restorative practices, and culturally responsive teaching to create a safe, supportive, and inclusive school environment. Increase enrichment opportunities (i.e. sports, games, activities etc.).	$200,071.00	Yes
4.6	Parent/Caregiver Training	SVUSD will conduct a needs assessment to identify areas of parent/caregiver training on workshops and develop a training series to inform and educate families in supporting their involvement in their student's learning. Topics will be aligned to district initiatives such as: Reclassification; Literacy; Graduation (A-G) Requirements; CABE	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		(California Association of Bilingual Educators); Bullying; Safety/Cyber Safety, LGBTQIA, Attendance, and for students with disabilities: IEP and Designated Supports, Alternative Pathway to Diploma, Transitions preschool-22 years old, IEP Compliance and aligned with the CIM plan.		
4.7	Interpretation and Translation Services	The District will provide interpretation for families who speak a language other than English during district sponsored meetings/trainings.	$21,000.00	Yes
4.8	Understanding and Access to Student Performance and Progress	1) Redesign elementary report cards aligned to grade level standards. Identify a core team of elementary teachers to serve as an elementary report card redesign committee. 2) Families will be provided timely reports of their student's performance on standardized assessments. 3) Parents of multilingual learners will receive the required annual notifications of their child's language progress. 4) Students will have opportunities to share their progress through student showcases, student-led conferences, and/or capstone projects	$5,000.00	No
4.9	Family Outreach and Support	District staff (Attendance, Welfare Specialist and Community School Liaisons) will connect with community partners to provide resources to families (McKinney Vento, housing supports, health referrals, food banks) for families experiencing homelessness or are socioeconomically disadvantaged and/or students in foster care. (See Activity 1.7)	$0.00	Yes
4.10	Parent and Family Engagement and Involvement	The District and all schools will review, research, develop, and implement family outreach programs to increase parent participation of families of diverse cultural backgrounds in order to increase involvement and inclusion in decision making.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		With three elementary schools; streamline activities and events as district-wide events (one Literacy night supported and attended by all elementary schools)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Creekside will increase student outcomes by improving student achievement, engagement and overall school climate for all students, including students identified as Hispanic and Socioeconomically Disadvantaged. NOTE: CREEKSIDE NO LONGER IS ELIGIBLE FOR EQUITY MULTIPLIER FUNDING; THEREFORE THIS GOAL WILL BE DISCOUNTED FOR THE 2026-2027 SCHOOL YEAR. AS THERE ARE REMAINING EQUITY MULTIPLIER FUNDS, FUNDS WILL BE SPENT IN ALIGNMENT WITH THE 25/26 IDENTIFIED ACTIONS, PER COMMUNITY INPUT.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

NOTE: THIS GOAL WILL BE DISCOUNTED FOR THE 2026-2027 SCHOOL YEAR

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	All 14.8% -Hispanic 14% -SED 15.80 %	All 12.50% • Hispanic 11.80% • SED 12.50%	All 16.2% • Hispanic 16.30% • SED 22.70%	All 3% -Hispanic 3% -SED 3%	All +1.4 -Hispanic +2.3 -SED +6.9
5.2	College and Career Indicator	All 0% -Hispanic 0% -SED 0%	All 0% • Hispanic 0% • SED 0%	All 0% • Hispanic 0% • SED 0%	All 70% -Hispanic 70% -SED 70%	All 0 -Hispanic 0 -SED 0

Goal Analysis [2025-26]

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

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

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

Implementation Strength-
Action 5.1 Mental Health Support and Resources: During the 2025–2026 school year, Empowerment sessions were implemented through Awakening Wisdom.
Action 5.2 Student Listening Circles and Professional Learning: During the fall semester, listening circles were held with female students to better understand their experiences at Creekside.
Action 5.3 Engaging Learning Experiences: Partnership with Magnolia provided opportunities for career exploration.

Implementation Challenge:
Action 5.1 Mental Health Support and Resources: A six-week pause in the Awakening Wisdom contract disrupted both Empowerment group sessions and one-on-one check-ins.
Action 5.2 Student Listening Circles and Professional Learning: Student engagement has been gradual, with slower-than-anticipated growth in participation. While momentum is starting to build, expanding involvement remains an ongoing effort. There is also a continued focus on ensuring students are not missing core academic instruction due to the various programs scheduled during the school day.

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

Some actions had expenditure differences from what was initially planned:
Action 5.1 Mental Health Support and Resources: There is a difference in budgeted and actuals because there was a pause in services.
Action 5.2 Student Listening Circles and Professional Learning: The Creekside Campus Council has been facilitated by principal and district social worker so no expenditures have been encumbered.
Action 5.3 Engaging Learning Experiences: Actual contract was less than budgeted.

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

Action 5.1 Mental Health Support and Resources: This action is somewhat effective. In the fall semester, five boys groups were facilitated, serving 30 unduplicated male students. In the spring semester, four boys groups are currently running, supporting 24 unduplicated male students who meet weekly. In addition to group sessions, weekly one-on-one check-ins with six students, providing consistent, targeted support were provided.
Action 5.2 Student Listening Circles and Professional Learning: This action is effective. A total of three circles were conducted, engaging 14 students. Additionally, the principal, in collaboration with the District Social Worker, launched the Creekside Campus Council. Although

initially envisioned as a Wellness Youth Council, students voiced a clear preference for the name Creekside Campus Council. The group has met three times so far, with 7–9 students regularly participating.
Action 5.3 Engaging Learning Experiences: This action is effective. During the Spring Semester all 60 students have participated in lessons within their English classes all focused on career exploration. The culminating project was interviews with career mentors 57 students participated.

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.

NOTE: CREEKSIDE NO LONGER IS ELIGIBLE FOR EQUITY MULTIPLIER FUNDING; THEREFORE THIS GOAL WILL BE DISCOUNTED FOR THE 2026-2027 SCHOOL YEAR.
AS THERE ARE REMAINING EQUITY MULTIPLIER FUNDS, FUNDS WILL BE SPENT IN ALIGNMENT WITH THE 25/26 IDENTIFIED ACTIONS, PER COMMUNITY INPUT.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Social Emotional Support	To support students' mental health and social emotional needs, Creekside will increase youth empowerment groups focused on social and academic success to nurture self belief, emotional understanding, social skills and personal responsibility. This is a required action to address the RED Suspension Rate for Hispanic, SED and ALL students.(2023). RED College/Career Indicator for SED and all students (2024).	$20,000.00	No
5.2	Student Listening Circles and Professional Learning (School Climate)	NOTE: THIS ACTION WILL BE DISCOUNTED FOR THE 2026-2027 SCHOOL YEAR	$0.00	No
5.3	Engaging Learning Experiences	NOTE: THIS ACTION WILL BE DISCOUNTED FOR THE 2026-2027 SCHOOL YEAR	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,368,292	$117,188

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
12.016%	0.000%	$0.00	12.016%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Mental Health Support and Resources **Need:** Based on January 2026 Youth Truth data, 70.3% Elementary students, 48% Middle School and 57% High School feel that school is safe. Social emotional supports and wellness supports were identified as an area of focus. To meet the needs of our students, we need to provide MTSS supports across the	Our students need safe, supportive and welcoming spaces to address mental health and/or social emotional support. Staff will need to collaborate to identify student need, notice patterns and trends, and develop resources and interventions for students. The Wellness Centers and support will provide this level of support. This action is provided on an LEA-wide basis because all students benefit from mental health support and resources, especially for our English	We will monitor this by increases in attendance and decrease in chronic absenteeism and suspension. Additionally, we will look at Youth Truth Survey responses on belonging and connection

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district to include Wellness Centers and Support. **Scope:** LEA-wide	Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school and who may need this support to access school and engage in learning.	
1.3	**Action:** Attendance Support **Need:** Per 2025 Dashboard, chronic absenteeism shows slight progress from 17.9% to 17.5%. Student group with higher rate of chronic absenteeism include: English Learners 18% and Socioeconomically Disadvantaged 20.6%. SVUSD is eligible for differentiated assistance due to Chronic Absenteeism. Based on feedback from our students and staff, they identify attendance as a barrier for students accessing their learning at school **Scope:** LEA-wide	Each individual student has an individual story and unique context. It is important to build supports around the student in order to promote positive attendance. Attendance supports will assist staff with utilizing attendance data to make data-based decisions on proactive strategies to increase attendance, daily monitoring of attendance to inform individualized interventions, and communicate collective and individual progress throughout the school year. Child Welfare Specialist will support on-site communication, outreach, and supports, maintain communication with families. This action is provided on an LEA-wide basis because all students benefit from attendance supports, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils to access school and engage in learning.	We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically disadvantaged, English Learners.
1.4	**Action:** Supports for the Whole Child **Need:** Suspension Rate 2.9%; Chronic Absenteeism 17.5%. Socioeconomically Disadvantaged Suspension rate is 4.0% and English Learner is 3.7%	By identifying a student's need, our educators and staff can work in partnership to address the whole child. Specifically, COST will work together to 1) Identify data based interventions and then progress monitor throughout the school year. 2) Utilize a multitude of data sources to create an intervention plan for identified students with follow up meetings to monitor progress 3) Partner with	We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically disadvantaged, English Learners. We will also pay

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In order to support our District's MTSS model, each school site has a Coordination of Services Team (COST) which is a multidisciplinary team that looks at data as well as staff referrals to identify students in need of Tier 2 and/or 3 support (academic, social emotional or behavioral). Once a student need is identified, the team assigns interventions and tracks student progress to ensure the interventions are appropriately matched. **Scope:** LEA-wide	community organizations (such as Family Resource Center, Sonoma Valley Community Health Center, etc.). This action is provided on an LEA-wide basis because all students benefit from coordinated support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school due to limited resources and who may need school and community support to access school and engage in learning.	attention to student responses on the Youth Truth survey.
1.11	**Action:** School Counselors **Need:** Based on 2025-2026 Youth Truth Survey data, less than 50% of students have a sense of belonging to school: Elementary 414%, Middle School 37%, High School 37%. Additionally, College and Career indicators show only 49.3% are prepared with SED 42.3%, EL 15.5%, **Scope:** LEA-wide	This action is provided on an LEA-wide basis because all students benefit from coordinated support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to this support outside of school due to limited resources and who may need counseling services to address social emotional needs. Counseling can support students in high school planning for college readiness.	We will monitor Youth Truth Survey (Belonging) results, and College and Career Indicators.
1.12	**Action:** School Nursing Teams **Need:**	When students are healthy, they are prepared and ready to learn. Students need regular vision and hearing checks and referrals to appropriate agencies. The district nursing team will continue	We will monitor attendance and chronic absenteeism rates especially for our students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Feedback from our partners, especially our staff indicated a need to provide basic health needs and resources to our students, especially to those who do not have regular access to care. More than half of our students fall within the socioeconomically disadvantaged group (60.2%). **Scope:** LEA-wide	to meet twice monthly to collaborate on student health initiatives, share best practices, and coordinate services across schools. This action is provided on an LEA-wide basis because all students benefit from health support and resources, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular access to health/nursing support outside of school in order to access school and engage in learning.	identified as socioeconomic disadvantaged.
1.13	**Action:** Transportation **Need:** Feedback from our partners demonstrate a need for school buses to allow students with daily access to school and before/afterschool care. More than half of our students fall within the socioeconomically disadvantaged group (60.2%). **Scope:** LEA-wide	It is critical that SVUSD provides transportation to identified students in order to access school and before/afterschool programs. Students who ride the school bus may not have regular means of transportation to and from school. This action is provided on an LEA-wide basis because all students benefit from transportation, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have regular modes of transportation to access school.	We will monitor attendance and chronic absenteeism rates, especially our students identified as socioeconomic disadvantaged.
2.3	**Action:** Foundational Literacy Support (Elementary) **Need:** 2025 Dashboard ELA Data: El Verano students perform 51.3 points below standard with EL and SED performing in yellow. Flowery: 49 points below standard with SED Red, EL orange; Prestwood 18.4 points below standards with EL Red, SED Orange.	This targeted action is focused on providing all students with literacy instruction based on assessed areas of need. Students are assessed on the CORE phonics screener, fluency assessment, and STAR reading four times a year. Teachers collaborate during regularly scheduled Data Cycle Meetings on intentional grouping and instructional support for each student that incorporates elements of the Science of Reading. Additionally, teachers receive instructional	We will monitor students' reading and literacy skills through STAR Reading and CAASPP ELA, especially our low-income and English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Sassarini: 45.8 points below standard with EL red and SED red. Staff and families have shared that they value the "walk-to-read" (literacy intervention support) support at the elementary schools to increase student's literacy skills. **Scope:** LEA-wide	coaching to improve pedagogy and student learning. This action is provided on an LEA-wide basis at the elementary level because all students benefit from targeted literacy instruction based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need additional literacy support to access grade level curriculum.	
2.6	**Action:** Targeted Instruction **Need:** 2025 SBAC Data: Students meeting or exceeding standards in ELA = 37.05%. Math = 20.02%. On the Dashboard students perform 40.9 points below standard in ELA with EL and LTEL red and SED orange. Based on SBAC Data from 2023, 35.15% of SVUSD students meet or exceed ELA standards and 20.97% in Math. According to Dashboard data, the average ELA performance is 37.1 points below standard and Math 84.8 points below standard. Based on 2023 Dashboard data, the following schools demonstrated very low Academic performance: Flowery: English Learner Progress (Red); Sonoma Valley High School: Math (Red); Creekside: College/Career Indicator (Very Low). Student groups that received the lowest performance level on one or more state indicators: English Learner:	Targeted instruction is considered Tier II support to provide students with the academic intervention and assistance they need based on frequent assessment. Elementary schools utilize the Walk to Read for targeted support and provide intervention groups for targeted students. The secondary schools are leveraging the scheduling process to provide strategic support to students. At Adele*, they have incorporated an ELA/Math Academic Support class taught by the grade level teacher, who will pre-teach and reteach concepts. Altimira** is using additional FTE to reduce class size in ELA and math. SVHS has incorporated an Algebra support class with concurrent enrollment in Algebra. Students are also enrolled in credit recovery as needed. This action is provided on an LEA-wide because students benefit from additional targeted instruction based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum.	We will monitor performance data on the CAASPP ELA, Math, and STAR Reading/Math, as well as Graduation Rates, especially for our English Learners and students identified as socioeconomically disadvantaged.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English Language Arts (Red) and Math (Red); and Student group within a school that received the lowest performance level on one or more state indicators: include English Learners (El Verano, Flowery, Adele*, Altimira**, SVHS) Hispanic (El Verano, Adele*, SVHS), and Socioeconomically disadvantaged (El Verano, Adele*, SVHS). Feedback from our educational partners identifies a need for intervention, support, and resources. *Beginning the 2025-2026 Adele MS will be closed due to school consolidation. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School **Scope:** LEA-wide	*Beginning the 2025-2026 Adele MS will be closed due to school consolidation. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	
2.10	**Action:** Expanded/Summer Learning **Need:** Based on performance data, students are still not meeting grade-level standards (ELA = 37.05%. Math = 20.02%). Students identified as socioeconomically disadvantaged may need access to year-round support/care for continued learning and to mitigate learning loss. **Scope:** LEA-wide	The expanded learning/summer school program is focused on serving English learners, homeless and foster youth and is designed to support academic and enrichment up to 9 hours for 30 days (20 summer and 10 intersession). It provides students with continuity of learning to mitigate learning loss or summer slide. This action is provided on an LEA-wide because students benefit from expanded learning opportunities based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum.	We will monitor performance by increasing STAR Reading/Math; CAASPP ELA/Math for students identified as socioeconomically disadvantaged, and English Learners

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
2.11	**Action:** Targeted After School Program **Need:** Based on Academic Data from middle and high school students: 29.39% have a Grade Point Average less than a 2.0 (D/F range). With unduplicated students at a high rate: socioeconomically disadvantaged 27.12% EL 39.58% and LTEL 49.59% .Feedback from the middle and high school identified providing tutoring services to students before or after school. **Scope:** LEA-wide	Identified students may need additional small group or individualized support to relearn/preview concepts taught and/or an opportunity to improve their grades. Tutoring can support students who need the assistance. This action is provided on an LEA-wide because students benefit from after school supports like tutoring, based on assessed areas of need, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may have experienced learning gaps and need intervention and additional support to access grade level curriculum.	We will monitor progress by increasing performance in CAASPP ELA/Math and Grades for secondary schools with 2.0 GPA or higher
2.15	**Action:** AVID (Advancement via Individual Determination) **Need:** Currently in the 2025-2026 school year, 139 students are enrolled in AVID across middle and high schools. The class of 2025 A-G completion rates was 45.2% with SED 40.9%, EL 12.7%, LTEL 18.2%. We need to increase access to enrollment in a broad course of study for all students. **Scope:** LEA-wide	With the SVUSD graduation requirements returning to 220 credits, we are committed to supporting our students with their college planning and college readiness. Our goal is to be identified as an AVID district with an AVID pathway. across elementary- middle and- high school. A district AVID team will be created to provide ongoing support and monitoring of AVID implementation. This action is provided on an LEA-wide because students benefit from college readiness and planning especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may need additional guidance for college planning, and FAFSA/CADAA completion and strategies and supports for academic success.	We will monitor progress by increased Graduation Rate; A-G Completion Rate; AVID Enrollment especially for students who are identified as socioeconomically disadvantaged.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.3	**Action:** Teacher Leadership and Collaboration **Need:** Compared with all student dashboard performance in ELA at 40.9 points below standards (orange), the following groups were significantly below : EL Red 84.7 points below standard; LTEL red 118.8 points below standard and SED orange 67.1 points below standard . Teachers are learning about differentiation, especially for ELs. **Scope:** LEA-wide	It is imperative for teachers to gather data to examine student strength and design instructional supports to ensure students make progress towards standards. Teacher efficacy is a high lever for transformation. El Verano, Flowery, Adele Harrison*, Altimira**, and SVHS all have student groups performing within the lowest performance levels. School teams must provide specific strategies to address the achievement gaps grounded on formative assessment data and evidenced-based strategies to provide differentiated instruction (universal and targeted supports). This action is provided on an LEA-wide because teachers needs to understand their students strengths and areas of needed in order to differentiate their instruction, specially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils. *Beginning the 2025-2026 Adele MS will be closed due to school consolidation. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	We will monitor student performance with increases in CAASPP ELA/MATH, STAR Reading/Math, and Academic Grades.
3.4	**Action:** District-wide Professional Learning **Need:** Compared with all student dashboard performance in ELA at 40.9 points below standards (orange), the following groups were significantly below : EL Red 84.7 points below standard; LTEL red 118.8 points below standard and SED orange 67.1 points below standard .	This action is provided on an LEA-wide because all teachers needs to strengthen their Tier I instructional practices by learning how to differentiate their instruction, specially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils. In order for teachers to provide high quality instruction, they need the professional learning, training and resources grounded in evidenced based strategies.	We will monitor student performance with increases in CAASPP ELA/MATH, STAR Reading/Math, and Academic Grades.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.5	**Action:** Ongoing Training with Instructional Assistants **Need:** Compared with all student dashboard performance in ELA at 40.9 points below standards (orange), the following groups were significantly below : EL Red 84.7 points below standard; LTEL red 118.8 points below standard and SED orange 67.1 points below standard . Due to limited work hours, IAs are unable to attend training. Feedback from staff indicates a need to include instructional assistants in training opportunities. **Scope:** LEA-wide	There is a need for our Instructional Assistants to be trained in understanding student strength, their data, and how they can provide academic support. IAs work directly with our students in whole group, small group, and/or individualized assistance. They need to be knowledgeable of the learning outcomes as well as student needs. This action is provided on an LEA-wide because instructional assistants need to have the skills, supports and resources through ongoing training in order to provide instructional support to students, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils.	We will monitor progress of increased Student Achievement as measured by the CAASPP ELA & Math; STAR Reading and Math; Reclassification; ELPI
3.8	**Action:** Culturally Inclusive/Relevant Pedagogy and Training **Need:** Feedback from educational partners indicate a need to design supports for all students. Educational partner feedback shows 61.4% agree/strongly agree that teachers provide culturally relevant lessons. Compared with all student dashboard performance in ELA at 40.9 points below	We want all students to feel welcome, safety, and that they belong. This action will assist in creating a more culturally affirming and inclusive learning environment. This action is provided on a LEA-wide basis because our leaders and educators (teachers and staff) need explicit training to meet the needs of our unduplicated population, specifically our English Learners, especially our newcomers, students in foster care and socioeconomically disadvantaged as well as students identified	We will monitor progress of increased Student Achievement as measured by the CAASPP ELA & Math; STAR Reading and Math; Reclassification; ELPI and Youth Truth(school connectedness and culture)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standards (orange), the following groups were significantly below : EL Red 84.7 points below standard; LTEL red 118.8 points below standard and SED orange 67.1 points below standard . **Scope:** LEA-wide	BIPOC and LGBTQIA. All of our staff district wide need to build their knowledge, skills and expertise to embrace the diversity of their student strengths.	
3.13	**Action:** Innovative Library Media Centers **Need:** Based on the 2026 Youth Truth data: 88% elementary, 33% middle and 48% high school students report that school is engaging, and preparing them for life. Based on student listening circles, they expressed a desire for schools to be more interesting and relevant to what they need for life. Survey results also shared that students would like to have materials and resources that reflect the diversity of our community. With the rise of technology and innovation, there is a need to prepare our students with the digital tools, resources and support to be prepared for their future. **Scope:** LEA-wide	These centers would provide tailored resources, culturally relevant materials, and language development support, addressing the unique needs of each group. These centers would foster a sense of belonging and engagement while equipping students with the tools they need to succeed academically despite any challenges they may face outside of school. As we integrate more innovation in our schools, library support will help students to be on the cutting edge of increasing research skills. This action is provided on an LEA-wide because students benefit from accessing library services, research, support, technology and safe spaces, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have access to the library/media resources.	Annual Youth Truth data metric 3.2 Implementation of State Standards.
4.5	**Action:** Community Schools **Need:**	The grants provide an integrated focus on academics, health and social services, youth and community development, and community	Effectiveness will be monitored through the data points identified in the Implementation Plan:

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
	El Verano has been identified as a Community School. **Scope:** Schoolwide	engagement, essential areas to support student success. This action is provided on a school-wide because students benefit from community resources especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not have access to the additional resources community schools can provide.	Attendance; Engagement (surveys); Academic Performance; Increased in services.
4.9	**Action:** Family Outreach and Support **Need:** Many of our families are low income. Our district supports 60.20% (1,774) families considered socioeconomic disadvantaged and may lack stable sources of health care, income and food. This impacts students readiness and preparation for school. Based on feedback, our community recognizes the importance of overall care for our students. **Scope:** LEA-wide	When students and families are well, students are more ready and prepared to learn. This action will focus on conducting needs assessments to determine how best the school can support our families to fully participate, engage and be success in school. This action is provided on an LEA-wide because when schools and parents/caregivers work together, students will be more prepared to succeed and thrive in schools, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils who may not otherwise have access to support.	We will monitor progress by increases in Student Attendance and Parent Participation.

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	written language. The feedback from engagement sessions indicates a need for support for our ELs through ELD time. **Scope:** Limited to Unduplicated Student Group(s)		
3.9	**Action:** Professional Development English Language Development Pedagogy **Need:** Based on ELA Dashboard data, English Learners performed in the very low range at El Verano, Flowery, Adele Harrison*, Altimira**, and SVHS. About 18.8 % of ELs are reclassified each year. Based on engagement feedback, there is a great need for instructional support and resources for our English Learners across our district, especially for newcomer students. *Beginning the 2025-2026 Adele MS will be closed due to school consolidation. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School **Scope:** Limited to Unduplicated Student Group(s)	By providing intentional professional learning on understanding the ELD standards and language acquisition, teachers can provide targeted intervention and supports to improve student's language development . Teachers will be focused on Designated ELD instruction as well as integrated ELD to provide language rich learning experiences for all students depending on their need. This action is provided on a limited basis because all English Learners need specific and targeted instruction for language acquisition to support with reclassification. Teachers need to have the skills, resources and training in order to meet students' needs.	We will monitor student performance with increases on CAASPP ELA; CAST; ELPI; ELPAC, and Reclassification
4.2	**Action:** Bilingual Community School Liaisons **Need:** Our district supports 61.4% of families considered socioeconomically disadvantaged,	Our families need a supportive point of contact to facilitate their interactions at school and ensure they have the necessary resources to facilitate their children's access to learning. Specifically, the bilingual liaisons will support the implementation of an intake process for families of our Newcomers/	We will monitor this by increases in attendance and parent participation at district trainings/workshops.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	25.9% of multilingual families, and 0.3% of families identified in foster care. To ensure a successful experience and support management, a dedicated staff member is needed to make the connections with families. **Scope:** Limited to Unduplicated Student Group(s)	youth in foster care and students experiencing homelessness and train staff on McKinney Vento. This action is provided on a limited basis because English Learners, especially our newcomers, as well as our students in foster care, or socioeconomically disadvantaged may need additional resources and programs to access their education.	
4.7	**Action:** Interpretation and Translation Services **Need:** A number of our parents speak a language other than English. In our engagement sessions, parents have asked that the information presented be clear and easy to understand. Based on the parent survey at IEP meetings, 96.4% feel that interpretation is helpful. **Scope:** Limited to Unduplicated Student Group(s)	For parents to be meaningfully involved in their child's education, this action will increase parent engagement to support their student's learning. This is provided on a district-wide basis to support all families. This action is provided on a limited because parents of our English Learners need translation or interpretation services in order to participate meaningfully in their child's education.	We will monitor this metric by increases in parent participation in district trainings/workshops and in feedback surveys.

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

NA

Additional Concentration Grant Funding

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

Action 2.5 Support for multilingual learners will provide the necessary English language acquisition supports to English Learners to ensure ELD standards are being addressed
districtwide within designated and integrated ELD through an EL Master Plan. Bilingual staff will be assigned to support Multilingual Learners and their families.This action is provided on a limited because all English Learners need specific and targeted instruction for language acquisition to support with reclassification. Action 1.7 also provides for supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness.

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	1:36.36	1:58.60
Staff-to-student ratio of certificated staff providing direct services to students	1:16.875	1:19.28

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$36,353,057	4,368,292	12.016%	0.000%	12.016%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$35,920,431.00	$4,949,286.00	$235,995.00	$161,000.00	$41,266,712.00	$38,292,639.00	$2,974,073.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Mental Health Support and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$461,114.00	$0.00	$0.00	$386,635.00	$74,479.00		$461,114.00	
1	1.2	Social Emotional Support and Resources	All	No			All Schools	On-going	$0.00	$6,000.00	$6,000.00	$0.00	$0.00	$0.00	$6,000.00	
1	1.3	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$82,420.00	$42,500.00	$124,920.00	$0.00	$0.00	$0.00	$124,920.00	
1	1.4	Supports for the Whole Child	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Weekly	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Positive Behavior Intervention Supports (PBIS)	All	No			All Schools	On-going	$0.00	$3,000.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	
1	1.6	Create Inclusive and Welcoming Spaces	All	No			All Schools	On-going	$0.00	$3,000.00	$0.00	$0.00	$0.00	$3,000.00	$3,000.00	
1	1.7	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$393,990.00	$0.00	$393,990.00	$0.00	$0.00	$0.00	$393,990.00	
1	1.8	Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students	All	No			All Schools	Annually	$6,000.00	$0.00	$0.00	$0.00	$0.00	$6,000.00	$6,000.00	
1	1.9	Alternative Means to Suspension	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.10	Lift Student Leadership and Voice	All	No			All Schools 6-12	On-going	$0.00	$2,500.00	$2,500.00	$0.00	$0.00	$0.00	$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$897,305.00	$0.00	$897,305.00	$0.00	$0.00	$0.00	$897,305.00	
1	1.12	School Nursing Teams	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$297,822.00	$0.00	$136,306.00	$0.00	$161,516.00	$0.00	$297,822.00	
1	1.13	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	$1,295,662.00	$442,300.00	$1,737,962.00	$0.00	$0.00	$0.00	$1,737,962.00	
1	1.14	Broaden Elective Offerings	All	No			All Schools	Annually	$416,868.00	$12,402.00	$0.00	$429,270.00	$0.00	$0.00	$429,270.00	
2	2.1	Develop a Culture of Data use Utilizing a Continuum of Assessment	All	No			All Schools	On-going	$173,460.00	$98,900.00	$272,360.00	$0.00	$0.00	$0.00	$272,360.00	
2	2.2	Instructional Guide and Clear Learning Goals for all Courses	All	No			All Schools Specific Schools: 7320	On-going	$7,320.00	$0.00	$7,320.00	$0.00	$0.00	$0.00	$7,320.00	
2	2.3	Foundational Literacy Support (Elementary)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Flowery, Sassarini	On-going	$346,658.00	$0.00	$346,658.00	$0.00	$0.00	$0.00	$346,658.00	
2	2.4	Core Academic Instruction for ALL	All	No			All Schools	On-going	$323,145.00	$193,000.00	$0.00	$456,145.00	$0.00	$60,000.00	$516,145.00	
2	2.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$414,657.00	$0.00	$414,657.00	$0.00	$0.00	$0.00	$414,657.00	
2	2.6	Targeted Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	$140,000.00	$145,000.00	$220,000.00	$65,000.00	$0.00	$0.00	$285,000.00	
2	2.7	Specialized /Intensive Instruction	Students with Disabilities	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.8	Supports for Students Receiving Special Education Services	Students with Disabilities	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.9	Strategic Scheduling	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.10	Expanded/Summer Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$325,000.00	$1,844,471.00	$0.00	$2,169,471.00	$0.00	$0.00	$2,169,471.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.11	Targeted After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adele Harrison, Altimira**, SVHS, Creekside ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School 6-12	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.12	High School Graduation Plans for College Career Readiness	All Students with Disabilities	No			All Schools	On-going	$253,188.00	$0.00	$102,602.00	$150,586.00	$0.00	$0.00	$253,188.00	
2	2.13	Transitional Kindergarten	All	No			Specific Schools: El Verano, Flowery, Prestwood, Sassarini	On-going	$831,653.00	$0.00	$831,653.00	$0.00	$0.00	$0.00	$831,653.00	
2	2.14	Implement Relevant, Innovative Learning Experiences Across Content Area Classes.	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.15	AVID (Advancement via Individual Determination)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Adele Harrison, Altimira**, SVHS. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	On-going	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
3	3.1	Attract and Retain Highly Qualified Staff	All	No			All Schools	On-going	$30,768,957.00	$0.00	$29,719,849.00	$1,049,108.00	$0.00	$0.00	$30,768,957.00	
3	3.2	New Teacher and Staff Support	All	No			All Schools	On-going	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Teacher Leadership and Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$214,720.00	$0.00	$214,720.00	$0.00	$0.00	$0.00	$214,720.00	
3	3.4	District-wide Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$77,000.00	$0.00	$0.00	$0.00	$77,000.00	$77,000.00	
3	3.5	Ongoing Training with Instructional Assistants	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$0.00	$3,000.00	
3	3.6	Staff Wellness	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.7	Professional Learning Communities: Culture of Data Use	All Students with Disabilities	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Culturally Inclusive/Relevant Pedagogy and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.9	Professional Development English Language Development Pedagogy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$5,000.00	$0.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
3	3.10	Inclusive Education Practices	All Students with Disabilities	No			All Schools Specific Schools: SVHS	On-going	$0.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	$4,000.00	
3	3.11	Principal & School Leadership	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.12	Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP)	Students with Disabilities	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.13	Innovative Library Media Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$269,496.00	$0.00	$269,496.00	$0.00	$0.00	$0.00	$269,496.00	
4	4.1	Home- to-School/District Communication	All	No			All Schools	On-going	$0.00	$33,000.00	$33,000.00	$0.00	$0.00	$0.00	$33,000.00	
4	4.2	Bilingual Community School Liaisons	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
4	**4.3**	Welcoming Center (District)	All	No			All Schools	On-going	$160,133.00	$0.00	$160,133.00	$0.00	$0.00	$0.00	$160,133.00	
4	**4.4**	Strategic Visioning and Planning Process	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.5**	Community Schools	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Verano Elementary School	On-going	$200,071.00	$0.00	$0.00	$200,071.00	$0.00	$0.00	$200,071.00	
4	**4.6**	Parent/Caregiver Training	All	No			All Schools	On-going	$0.00	$1,000.00	$0.00	$0.00	$0.00	$1,000.00	$1,000.00	
4	**4.7**	Interpretation and Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	$0.00	$21,000.00	$21,000.00	$0.00	$0.00	$0.00	$21,000.00	
4	**4.8**	Understanding and Access to Student Performance and Progress	All English Learners	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
4	**4.9**	Family Outreach and Support	Low Income	Yes	LEA-wide	Low Income	All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	**4.10**	Parent and Family Engagement and Involvement	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.1**	Social Emotional Support	All Socioeconomically Disadvantaged	No			Specific Schools: Creekside High School	Annually	$0.00	$20,000.00	$0.00	$20,000.00	$0.00	$0.00	$20,000.00	
5	**5.2**	Student Listening Circles and Professional Learning (School Climate)	All Socioeconomically Disadvantaged	No			Specific Schools: Creekside High School	Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.3**	Engaging Learning Experiences	All Socioeconomically Disadvantaged	No			Specific Schools: Creekside High School	Discontinued	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$36,353,057	4,368,292	12.016%	0.000%	12.016%	$4,777,014.00	0.000%	13.141 %	**Total:**	$4,777,014.00
								LEA-wide Total:	$3,947,367.00
								Limited Total:	$829,647.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Mental Health Support and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.3**	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,920.00	
1	**1.4**	Supports for the Whole Child	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	**1.7**	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$393,990.00	
1	**1.11**	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$897,305.00	
1	**1.12**	School Nursing Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$136,306.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.13	Transportation	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,737,962.00	
2	2.3	Foundational Literacy Support (Elementary)	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Flowery, Sassarini	$346,658.00	
2	2.5	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$414,657.00	
2	2.6	Targeted Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	$220,000.00	
2	2.10	Expanded/Summer Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
2	2.11	Targeted After School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adele Harrison, Altimira**, SVHS, Creekside ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School 6-12	$0.00	
2	2.15	AVID (Advancement via Individual Determination)	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Adele Harrison, Altimira**, SVHS. ** Effective the 2026/2027 school year, Altimira has been renamed Sonoma Valley Middle School	$0.00	
3	3.3	Teacher Leadership and Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$214,720.00	
3	3.4	District-wide Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Ongoing Training with Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.8	Culturally Inclusive/Relevant Pedagogy and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.9	Professional Development English Language Development Pedagogy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$0.00	
3	3.13	Innovative Library Media Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,496.00	
4	4.2	Bilingual Community School Liaisons	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.5	Community Schools	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: El Verano Elementary School	$0.00	
4	4.7	Interpretation and Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$21,000.00	
4	4.9	Family Outreach and Support	Yes	LEA-wide	Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$29,077,392.81	$30,572,872.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Mental Health Support and Resources	Yes	$496,970.81	$437,202.00
1	**1.2**	Social Emotional Support and Resources	No	$3,000.00	$4,584.86
1	**1.3**	Attendance Support	Yes	$156,486.00	$128,449.00
1	**1.4**	Supports for the Whole Child	Yes	$0.00	$3,996.00
1	**1.5**	Positive Behavior Intervention Supports (PBIS)	No	$3,200.00	$2,800.00
1	**1.6**	Create Inclusive and Welcoming Spaces	No	$0.00	$0.00
1	**1.7**	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	Yes	$654,247.00	$593,347.00
1	**1.8**	Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students	No	$6,000.00	$0.00
1	**1.9**	Alternative Means to Suspension	No	$0.00	$0.00
1	**1.10**	Lift Student Leadership and Voice	No	$5,784.00	$2,304.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	School Counselors	Yes	$654,247.00	$1,130,454
1	1.12	School Nursing Teams	Yes	$322,904.00	$367,953
1	1.13	Transportation	Yes	$1,529,509.00	$1,831,975
1	1.14	Broaden Elective Offerings	No	$218,005.00	$475,659.00
2	2.1	Develop a Culture of Data use Utilizing a Continuum of Assessment	No	$220,358.00	$293,402.00
2	2.2	Instructional Guide and Clear Learning Goals for all Courses	No	$35,000.00	$3,750.00
2	2.3	Foundational Literacy Support (Elementary)	Yes	$769,631.00	$836,864.00
2	2.4	Core Academic Instruction for ALL	No	$290,262.00	$280,076.00
2	2.5	Support for Multilingual Learners	Yes	$659,603.00	$417,444.00
2	2.6	Targeted Instruction	Yes	$2,028,988.00	$260,668.00
2	2.7	Specialized /Intensive Instruction	No	$0.00	$42,945.00
2	2.8	Supports for Students Receiving Special Education Services	No	$3,000.00	$0.00
2	2.9	Strategic Scheduling	No	$5,000.00	$0.00
2	2.10	Expanded/Summer Learning	Yes	$2,093,302.00	$1,792,729

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Targeted After School Program	Yes	$13,500.00	$4,000.00
2	2.12	High School Graduation Plans for College Career Readiness	No	$0.00	$0.00
2	2.13	Transitional Kindergarten	No	$857,884.00	$832,450.00
2	2.14	Implement Relevant, Innovative Learning Experiences Across Content Area Classes.	No	$13,500.00	$10,999.00
2	2.15	AVID (Advancement via Individual Determination)	Yes	$15,552.00	$10,618.00
3	3.1	Attract and Retain Highly Qualified Staff	No	$16,204,734.00	$19,419,469
3	3.2	New Teacher and Staff Support	No	$5,000.00	$5,000.00
3	3.3	Teacher Leadership and Collaboration	Yes	$281,315.00	$163,665.00
3	3.4	District-wide Professional Learning	Yes	$282,240.00	$296,554.00
3	3.5	Ongoing Training with Instructional Assistants	Yes	$3,000.00	$3,000.00
3	3.6	Staff Wellness	No	$0.00	$0.00
3	3.7	Professional Learning Communities: Culture of Data Use	No	$25,230.00	$17,542.00
3	3.8	Culturally Inclusive/Relevant Pedagogy and Training	Yes	$55,000.00	$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)
3	3.9	Professional Development English Language Development Pedagogy	Yes	$9,000.00	$8,700.00
3	3.10	Inclusive Education Practices	No	$4,000.00	$0.00
3	3.11	Principal & School Leadership	No	$0.00	$0.00
3	3.12	Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP)	No	$0.00	$0.00
3	3.13	Innovative Library Media Centers	Yes	$723,080.00	$490,819.00
4	4.1	Home- to-School/District Communication	No	$86,666.00	$71,022.35
4	4.2	Bilingual Community School Liaisons	Yes	$0.00	$0.00
4	4.3	Welcoming Center (District)	No	$134,875.00	$148,345.00
4	4.4	Strategic Visioning and Planning Process	No	$90,000.00	$0.00
4	4.5	Community Schools	Yes	$19,020.00	$102,815.00
4	4.6	Parent/Caregiver Training	No	$0.00	$75.00
4	4.7	Interpretation and Translation Services	Yes	$21,688.00	$21,470.00
4	4.8	Understanding and Access to Student Performance and Progress	No	$4,000.00	$3,327.00
4	4.9	Family Outreach and Support	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.10**	Parent and Family Engagement and Involvement	No	$5,000.00	$0.00
5	**5.1**	Social Emotional Support	No	$39,600.00	$26,400.00
5	**5.2**	Student Listening Circles and Professional Learning (School Climate)	No	$2,000.00	$0.00
5	**5.3**	Engaging Learning Experiences	No	$26,012.00	$20,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,474,850	$7,112,393.24	$8,912,722.00	($1,800,328.76)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Mental Health Support and Resources	Yes	$184,992.24	$437,202.00		
1	1.3	Attendance Support	Yes	$143,986.00	$128,449.00		
1	1.4	Supports for the Whole Child	Yes	$0.00	$3,996.00		
1	1.7	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	Yes	$557,241.00	$593,347.00		
1	1.11	School Counselors	Yes	$654,247.00	$1,130,454.00		
1	1.12	School Nursing Teams	Yes	$165,438.00	$367,953.00		
1	1.13	Transportation	Yes	$1,529,509.00	$1,831,975.00		
2	2.3	Foundational Literacy Support (Elementary)	Yes	$281,364.00	$836,864.00		
2	2.5	Support for Multilingual Learners	Yes	$524,045.00	$417,444.00		
2	2.6	Targeted Instruction	Yes	$2,028,988.00	$260,668.00		
2	2.10	Expanded/Summer Learning	Yes	$0.00	$1,792,729.00		

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	**2.11**	Targeted After School Program	Yes	$13,500.00	$4,000.00		
2	**2.15**	AVID (Advancement via Individual Determination)	Yes	$0.00	$10,618.00		
3	**3.3**	Teacher Leadership and Collaboration	Yes	$281,315.00	$163,665.00		
3	**3.4**	District-wide Professional Learning	Yes	$0.00	$296,554.00		
3	**3.5**	Ongoing Training with Instructional Assistants	Yes	$3,000.00	$3,000.00		
3	**3.8**	Culturally Inclusive/Relevant Pedagogy and Training	Yes	$0.00	$10,000.00		
3	**3.9**	Professional Development English Language Development Pedagogy	Yes	$0.00	$8,700.00		
3	**3.13**	Innovative Library Media Centers	Yes	$723,080.00	$490,819.00		
4	**4.2**	Bilingual Community School Liaisons	Yes	$0.00	$0.00		
4	**4.5**	Community Schools	Yes	$0.00	$102,815.00		
4	**4.7**	Interpretation and Translation Services	Yes	$21,688.00	$21,470.00		
4	**4.9**	Family Outreach and Support	Yes	$0.00	$0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$36,334,852.00	$4,474,850	0%	12.316%	$8,912,722.00	0.000%	24.529%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024