



LCFF Budget Overview for Parents

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

CDS Code: 49 70953 0000000

School Year: 2024-25

LEA contact information:

Dr. Christina Casillas

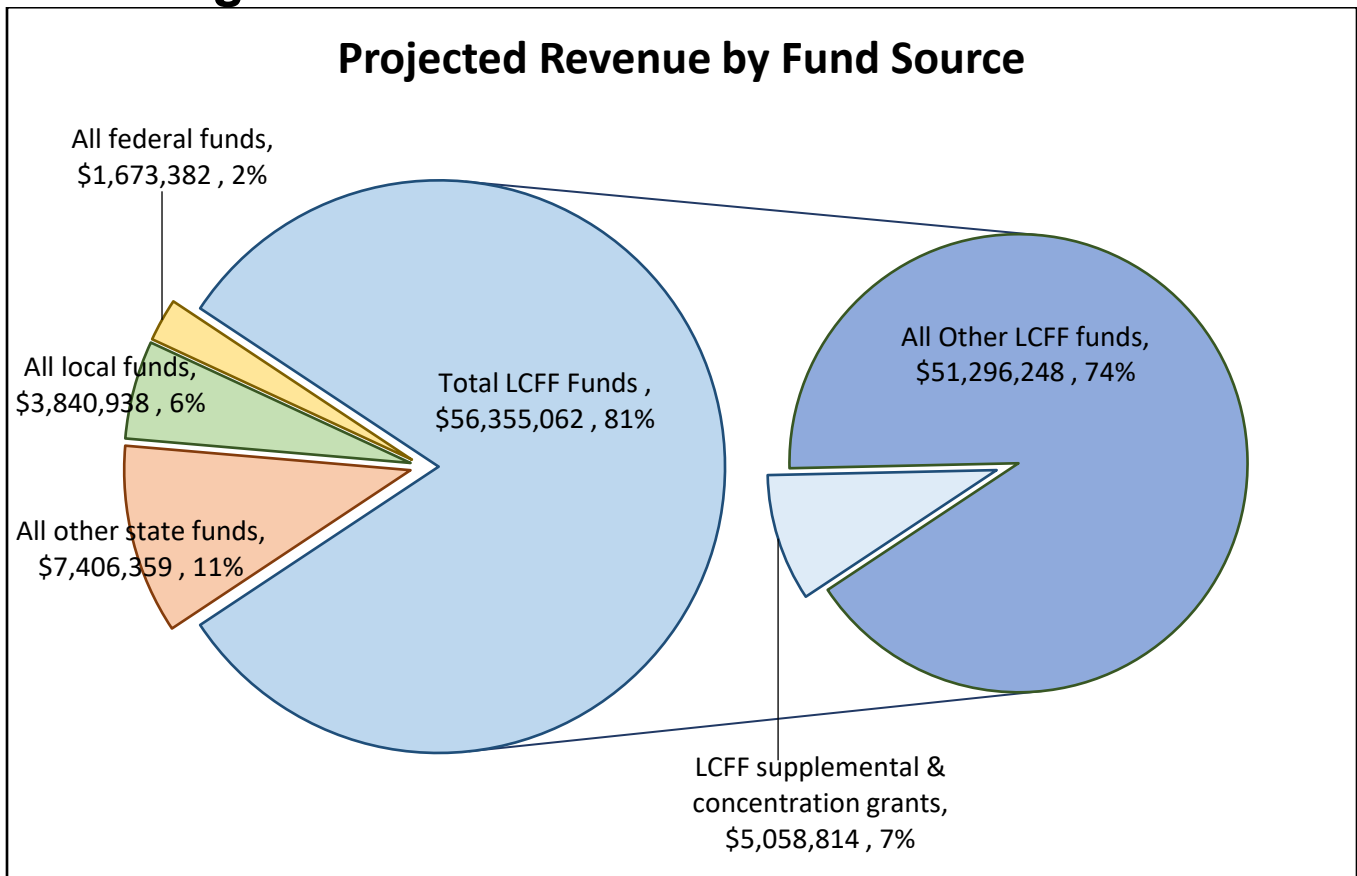
Associate Superintendent

ccasillas@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 2024-25 School Year

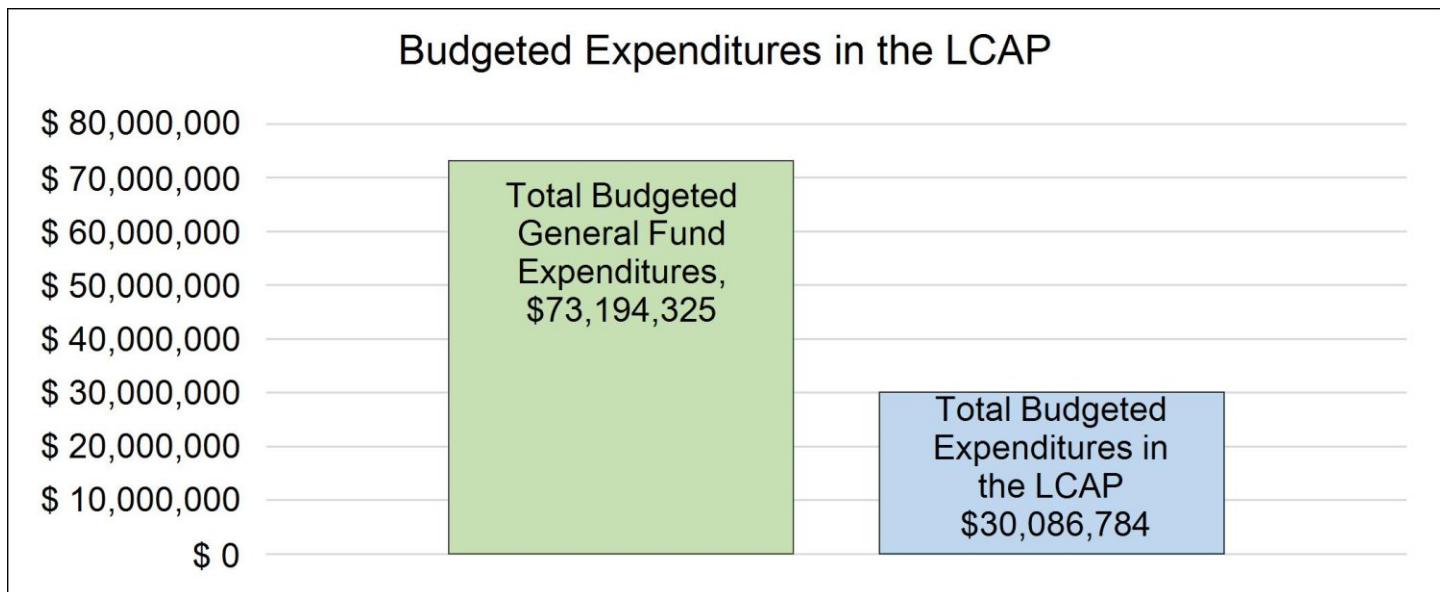


This chart shows the total general purpose revenue Sonoma Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonoma Valley Unified School District is \$69,275,741, of which \$56,355,062 is Local Control Funding Formula (LCFF), \$7,406,359 is other state funds, \$3,840,938 is local funds, and \$1,673,382 is federal funds. Of the \$56,355,062 in LCFF Funds, \$5,058,814 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 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sonoma Valley Unified School District plans to spend \$73,194,325 for the 2024-25 school year. Of that amount, \$30,086,784 is tied to actions/services in the LCAP and \$43,107,541 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

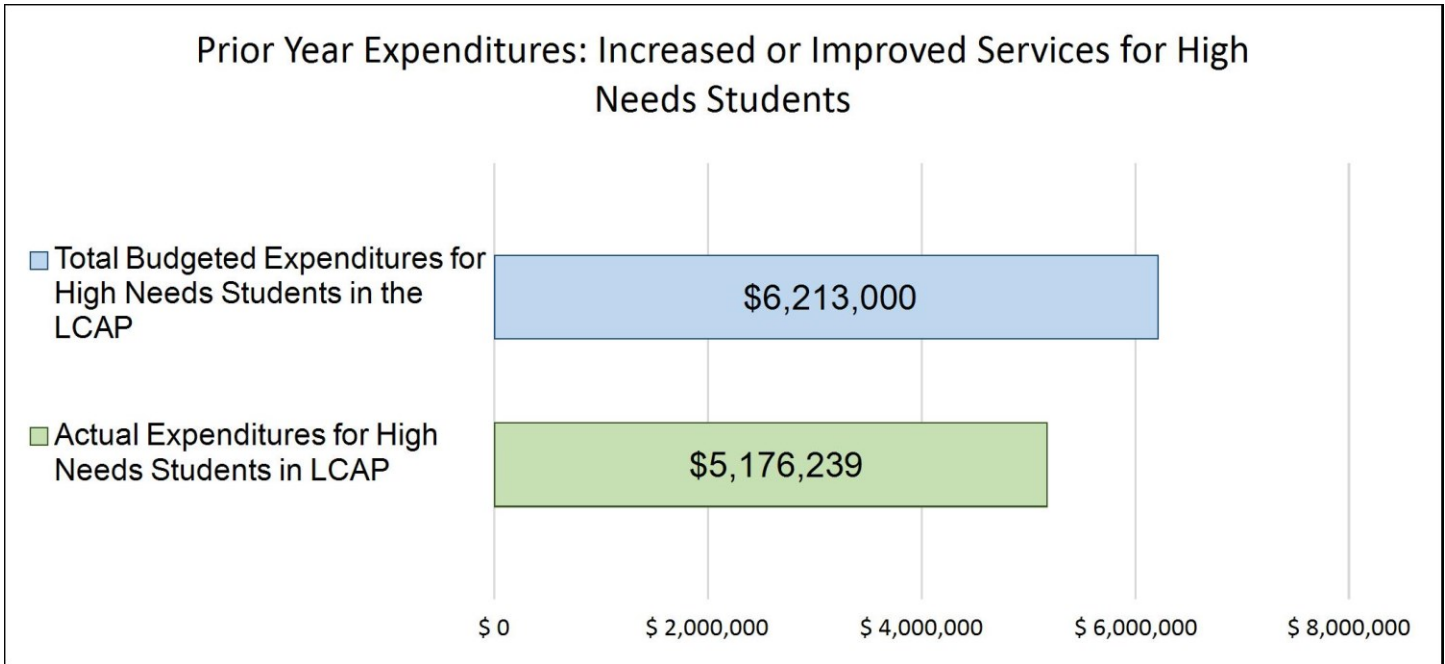
General Fund Budgeted Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) include attorney fees, utilities and insurance and other administrative costs as well as some federal and state funding.

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

In 2024-25, Sonoma Valley Unified School District is projecting it will receive \$5,058,814 based on the enrollment of foster youth, English learner, and low-income students. Sonoma Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonoma Valley Unified School District plans to spend \$7,338,420 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Sonoma Valley Unified School District's LCAP budgeted \$6,213,000 for planned actions to increase or improve services for high needs students. Sonoma Valley Unified School District actually spent \$5,176,239 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,036,761 had the following impact on Sonoma Valley Unified School District's ability to increase or improve services for high needs students:

This difference impacted our planned initiatives in several ways. Specifically, we were unable to offer certain professional development programs, such as CAST/UDL training, which are essential for equipping our staff with the skills needed to support diverse learners effectively. Additionally, we faced staffing shortages as we could not fill certain key positions that are crucial for providing targeted support to high needs students.

As a result, the reduction in expenditures limited our ability to fully implement the planned improvements and services. The absence of professional development opportunities meant that our staff missed out on important training that would have enhanced their ability to deliver inclusive and differentiated instruction. The unfilled positions also meant that students did not receive the level of personalized attention and support that was intended.

The decrease in actual spending compared to the budgeted amount meant that our efforts to increase or improve services for high needs students were not as extensive or effective as planned. This gap highlights the importance of ensuring adequate funding and resource allocation to meet the specific needs of our high needs student population. Moving forward, we will need to reassess our budgeting and resource strategies to better align with our commitment to providing equitable and effective education for all students.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Valley Unified School District	Dr. Christina Casillas Associate Superintendent	ccasillas@sonomaschools.org 707-935-6000

Goals and Actions

Goal

Goal #	Description
1	<p>Assure academic achievement by improving literacy and numeracy outcomes for all learners - especially English language learners, socio-economically disadvantaged, and students with disabilities as measured by the Spring 2024 California Dashboard.</p> <p>To improve outcomes and assure high achievement for all learners including socio-economically disadvantaged, students with disabilities, and English Language Learners, SVUSD will:</p> <ul style="list-style-type: none"> • provide training and coaching in the implementation of Universal Design for Learning to 100% of classroom teachers and administrators • scaffold instruction across the curriculum to accelerate use of "academic language" for English learners • develop a culture of high student engagement in the learning process • implement flexible professional development model targets • conduct monthly review of high engagement and UDL practices at school sites • continue to implement Tier 1 core programs with fidelity including use of program-embedded formative and summative assessments

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Report on Credentialing and Assignment	2020: 100%	2021: 90.6%	2022: 100%	2023: 100%	100%
Annual Williams Report on Sufficient Materials	100%	100%	100%	100%	100%
Graduation Rate - Increases or	Class of 2020 vs. Baseline 2019	Class of 2021	Class of 2022	Class or 2023	INCREASE or MAINTAIN graduation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decreases in Percentage Points	SVUSD All: 2019: 88.8%; 2020: 93.8%; increased 5.0% SVHS All: 2019: 91%; 2020: 97.6%; increased 6.6% SVHS EL: 2019: 71.4%; 2020: 100%; increased 28.6% SVHS SED: 2019: 83.4%; 2020: 96.8%; increased 13.4% SVHS SWD: 2019: 76.1%; 2020: 91.1%; increased 15% CREEKSIDE: 2019: 54.1%; 2020: 47.4%; decreased 6.7% CA: 2019: 84.5%; 2020: 84.2%; decreased -0.3% 2019 SVUSD v CA: 88.8% v 85.8% (+3.0%) 2020 SVUSD v CA: 93.8% v 86.6% (+7.2%)	SVUSD All: 88.5% (2020 v 2021; decreased -0.3%) SVHS All: 93.8% (2020 v 2021; decreased 3.8%) SVHS EL: 78.6% (2020 v 2021; decreased -21.4%) SVHS SED: 91.3% (2020 v 2021; decreased -5.5%) SVHS SWD: 80.4% (2020 v 2021; decreased -10.7%) CREEKSIDE: 56.5% (2020 v 2021; increased 9.1%) CA: 86.6% (2020 v 2021; increased 0.8%) 2021 SVUSD v CA: 88.5% v 86.8% (+1.7%)	SVUSD All: 92.8% (2021 v 2022; increased 4.3%) SVHS All: 94.1% (2021 v 2022; increased 0.3%) SVHS EL: 91.2% (2021 v 2022; increased 12.6%) SVHS SED: 92.6% (2021 v 2022; increased 1.3%) SVHS SWD: 80.8% (2021 v 2022; increased 0.4%) CREEKSIDE: 87.0% (2021 v 2022; increased 30.5%) CA: 87.4% (2021 v 2022; increased 0.8%) 2022 SVUSD v CA: 92.8% v 87.4% (+5.4%)	SVUSD All: 93% (2022 v 2023; increased .2%) SVHS All: 96% (2022 v 2023; increased 1.9%) SVHS EL: 92.5% (2022 v 2023; decreased -1.3%) SVHS SED: 94.7% (2022 v 2023; increased 2.1%) SVHS SWD: 92.2% (2022 v 2023; increase 11.4%) CREEKSIDE: 75% (2021 v 2022; declined 12.5%) CA: 86.4% (2021 v 2022; declined by 1.0%) 2022 SVUSD v CA: 93% v 86.4% (+6.6%) CA Dashboard	rate above 90% for all student groups who receive a standard high school diploma or complete their graduation requirements at an alternative school. (Desired outcome is for all student groups to change to minimum GREEN in Dashboard when tiers resume. However, no Dashboard was available in 2020 and 2021, so data for these year are from DataQuest.) CREEKSIDE: Maintain graduation rate at or above 68% for three years from 2021 to 2023 to exit Comprehensive Support and Improvement (CSI) status
College and Career Readiness	2019 Rate: (Dashboard)	Not reported in 2020	Not reported in 2021	2023 Rate: (Dashboard)	INCREASE the percentage of high school graduates who

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 47.0% YELLOW EL: ORANGE SED: YELLOW SWD: RED			All: 39.2% Medium EL: 11.1% Low SED: 30.5% Low SED 11.1% Low	are placed in the "PREPARED" level on the College/Career Indicator. Performance Color: minimum GREEN in Dashboard when tiers resume. Minimum of: All: 60% EL: 40% SED: 50% SWD: 20%
English Language Arts CAASPP	2018-19 - meet/exceed standard All: 42.3% EL: 7.7% SED: 29.0% SWD: 11.2%	Not reported in 2020 & 2021	2021-22 - meet/exceed standard and Dashboard STATUS All: 36.8% (Low) EL: 8.6% (Very Low) SED: 27.6% (Low) SWD: 9.6% (Very Low)	2022-23 meet/exceed standard Dashboard Status All: 35.1% (Orange) EL: 4.66% (Red) SED: 24.23% (Orange) SWD: 9.43% (Orange)	INCREASE the percentage of students in grades 3-8 and 11 who meet grade level standards on the English language arts assessment. Performance Color: minimum GREEN when tiers resume All: GREEN EL: GREEN SED: GREEN SWD: GREEN
Mathematics CAASPP	2018-19 - meet/exceed standard	2020 and 2021: No data available	2021-22 - meet/exceed standard	2022-23 - meet/exceed standard Dashboard Status	INCREASE the percentage of students in grades 3-8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 26.8% EL: 5.2% SED: 15.9% SWD: 6.1%		All: 19.9% (Low) EL: 3.6% (Very Low) SED: 12.6% (Very Low) SWD: 3.6% (Very Low)	All: 20.97% (Yellow) EL: 6.16% (Red) SED: 12.68% (Orange) SWD: 4.93% (Orange)	and 11 who meet grade level standards on the mathematics assessment. Performance Color: GREEN when tiers resume All: GREEN EL: GREEN SED: GREEN SWD: GREEN
STAR Reading gr. 3-12 (Local Measure)	STAR Reading Met/Exceeded Proficient Fall 2020 (baseline) All: 32.8% gr. 3-5: 31.0% gr. 6-8: 33.0% gr. 9-12: 35.0%	STAR Reading Percent Met/Exceeded Proficient Fall 2021 All: 39.9% (7.1%) gr. 3-5: 48.7% (17.7%) gr. 6-8: 40.4% (7.4%) gr. 9-12: 34.3% (-0.7%)	STAR Reading Percent Met/Exceeded Proficient Fall 2022 All: 33.9% (-6.0%) gr. 3-5: 44.4% (-4.3%) gr. 6-8: 32.0% (-7.6%) gr. 9-12: 24.7% (-9.6%) Spring of 2023 All: 34.2% (-0.3%) gr. 3-5: 43.1% (-1.3%) gr. 6-8: 29.6% (-2.4%) gr. 9-12: 29.3% (4.6%) Fall of 2023 not yet available	STAR Reading Percent Met/Exceeded Proficient Fall 2023 All: 43% (+9.1) gr. 3-5: 37% (-7.4) gr. 6-8: 40% (+8) gr. 9-12: 49% (+24.3) Spring of 2024 All: 35% (+0.8) gr 3-5: 44.0% (+0.9) gr 6-8: 34% (+4.4) gr 9-12: 29% (+0.3)	INCREASE proficient or above to minimum 50% at all levels All: 50% gr. 1-5: 50% gr. 6-8: 50% gr. 9-12: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math gr. 3-12 (Local Measure)	<p>STAR Math Met/Exceeded Proficient</p> <p>Fall 2020 (baseline)</p> <p>All: 26% gr. 3-5: 21% gr. 6-8: 22% gr. 9-12: 34%</p>	<p>STAR Math Met/Exceeded Proficient (revised to state benchmarks)</p> <p>Fall 2021</p> <p>All: 20% gr. 3-5: 12% gr. 6-8: 19% gr. 9-12: 36%</p>	<p>STAR Math Met/Exceeded Proficient (revised to state benchmarks)</p> <p>Fall 2022</p> <p>All: 17% gr. 3-5: 25% gr. 6-8: 16% gr. 9-12: 17%</p> <p>Spring of 2023 All: 42.5% (-1.7) gr. 3-5: 49.2% (-4) gr. 6-8: 36.1% (1.5) gr. 9-12: 51.5% (5.6)</p> <p>Fall of 2023 not yet available</p>	<p>STAR Math Met/Exceeded Proficient (revised to state benchmarks)</p> <p>Fall 2023</p> <p>All: 20% (+3%) gr. 3-5: 27% (+2%) gr. 6-8: 18% (+2%) gr. 9-12: 16% (-1%)</p> <p>Spring of 2024 All: 42% (-0.5) gr 3-5: 49.0% (-0.2) gr 6-8: 36% (-0.1) gr 9-12: 42% (-9.5)</p>	<p>INCREASE proficient or above to minimum 50% at all levels</p> <p>All: 50% gr. 1-5: 50% gr. 6-8: 50% gr. 9-12: 50%</p>
English D/F rate gr. 6-8 (Local Measure) for first trimester -	<p>T 1 Fall 2020 (PowerSchool, updated Jan. 2023)</p> <p>All: 24.3% EL: 37.0% SWD: 35.3% HOMELESS: 1/1</p>	<p>T 1 Fall 2021 (PowerSchool, Jan. 2023)</p> <p>All: 16.7% (-7.6%) EL: 29.4% (-7.6%) SWD: 13.3% (-22.0%) HOMELESS: 0/0</p>	<p>T 1 Fall 2022 (PowerSchool, Jan. 2023)</p> <p>All: 17.2% (0.4%) EL: 32.0% (2.5%) SWD: 12.2% (-1.1%) HOMELESS: 0/0</p>	<p>T1 Fall 2023 (PowerSchool, Jan. 2024)</p> <p>All: 21.7% (+4.5%) EL: 47% (+15%) SWD: 25.0% (+12.8%) Homeless: 0/0</p>	<p>DECREASE D/F rate; (IMPROVE until no disparity in performance of groups)</p> <p>All: =<15% EL: =<25% SWD: =<15%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					HOMELESS: =<25%**
Math D/F rate gr. 6-8 (Local Measure) for first trimester	T 1 Fall 2020 (PowerSchool, updated Jan. 2023) All: 25.7% EL: 41.1% SWD: 39.0% HOMELESS: 2/2	T 1 Fall 2021 (PowerSchool, Jan. 2023) All: 17.0% (-8.7%) EL: 25.3% (-15.8%) SWD: 21.6% (-17.4%) HOMELESS: 0/0	T 1 Fall 2022 (PowerSchool, Jan. 2023) All: 24.6% (7.6%) EL: 47.9% (22.7%) SWD: 25.4% (3.8%) HOMELESS: 1/1	T 1 Fall 2023 (PowerSchool, Jan. 2024) All: 20.2% (-4.4%) EL: 39.6% (-8.3%) SWD: 25% (+0.4%) HOMELESS: 0/0	DECREASE D/F rate; (IMPROVE until no disparity in performance of groups) All: <15% EL: <25% SWD: <25% HOMELESS: =<25%
English D/F rate gr. 9-12 (Local Measure) for first semester	S 1 Fall 2020 (PowerSchool, updated Jan. 2023) All: 26.4% EL: 65.6% RFEP: 31.0% SWD: 52.4% SED: 35.9%	S 1 Fall 2021 (PowerSchool, Jan. 2023) All: 23.5% (-2.9%) EL: 45.0% (-20.6%) RFEP: 25.9% (-5.1%) SWD: 43.1% (-9.3%) SED: 25.7% (-12.2%)	S 1 Fall 2022 (PowerSchool, Jan. 2023) All: 26.1% (2.6%) EL: 37.9% (-7.1%) RFEP: 29.6% (3.7%) SWD: 48.3% (5.2%) SED: 31.6% (5.9%)	S 1 Fall 2023 (PowerSchool, Jan. 2024) All: 28% (+1.9%) EL: 20.3% (+17.6%) RFEP: 51.1% (+21.5%) SWD: 25.7% (-22.6%) SED: 39.1% (+5.9%)	DECREASE D/F rate; (IMPROVE until no disparity in performance of groups) All: =<20% EL: =<25% RFEP: =<25% SWD: =<25% SED: =<25%
Math D/F rate gr. 9-12 (Local Measure) for first semester	S 1 Fall 2020 (PowerSchool, updated Jan. 2023) All: 23.5% EL: 55.1% RFEP: 27.5% SWD: 52.6% SED: 65.3%	S 1 Fall 2021 (PowerSchool, Jan. 2023) All: 28.0% (4.5%) EL: 53.1% (-2.0%) RFEP: 38.3% (10.8%) SWD: 57.8% (5.2%) SED: 44.8% (-20.5%)	S 1 Fall 2022 (PowerSchool, Jan. 2023) All: 34.5% (6.5%) EL: 68.7% (15.6%) RFEP: 25.7%(-12.6%) SWD: 58.6% (0.8%) SED: 43.6% (-1.2%)	S 1 Fall 2023 (PowerSchool, Jan. 2024) All: 16.3% (-18.2%) EL: 28.7% (-40.0%) RFEP: 18.8%(-6.9%) SWD: 26.7% (-31.9%) SED: 21.5% (-22.1%)	DECREASE D/F rate; (IMPROVE until no disparity in performance of groups) All: =<25% EL: =<50% RFEP: =<25% SWD: =<25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					SED: =<25%
High School Readiness gr. 8 (enrolled 3 yr in SVUSD) passing with C- or better in four core classes (history, science, English, mathematics)	Spring 2019 - All Middle Schools (Local Measure) All: 27.0% White: 44.1% Latinx: 16.0% SED: 15.9% EL: 0.0% SWD: 0.0%	Spring 2021 - All Middle Schools (Local Measure) All: 20.0% (-7.0%) White: 33.3%(-10.8%) Latinx: 12.0% (-4.0%) SED: 13.4% (-2.5%) EL: 0.0% No change SWD: 0.0% No change	Spring 2022 - All Middle Schools (Local Measure) All: 34.0% (14.0%) White: 48.0% (14.7%) Latinx: 10.0% (-2.0%) SED: 18.5% (5.1%) EL: 0.0% No change SWD: 2.3% (2.3%)	Spring 2023 - All Middle Schools (Local Measure) All: 59.9% (+25.9%) White: 52.4% (+4%) Latinx: 42.9% (+32.9%) SED: 28.6% (+10.1%) EL: 0% (0%) SWD: 4.8% (+2.5%)	INCREASE High School Readiness Rate gr. 8 (3 yr in SVUSD) passing with C- or better; (IMPROVE until no disparity in performance of groups) All: 40% White: 50% Latinx: 30% SED: 20% EL: 20% SWD: 20%
Annual Facilities Implementation Tool	All facilities report a score of "good" or better.	All facilities report a score of "good" or better.	All facilities report a score of "good" or better.	All facilities report a score of "good" or better.	All facilities maintain a score of "good" or better.
a-g Completion Rate	Class of 2019 v. Class of 2020 All: 49.4% v. 54.7% (5.3%) White: 64.1% v. 72.6% (8.5%) Latinx: 33.6% v. 41.0% (7.4%) SED: 34.4% v. 40.2 (5.8%)	Class of 2021 All: 56.0% (1.3%) White: 70.8% (-1.8%) Latinx: 44.8% (3.8%) SED: 43.6% (3.4%) EL: 13.3% (4.7%) SWD: 15.5% (-1.6%)	Class of 2022 All: 45.1% (-6.9%) White: 61.6% (-0.9%) Latinx: 33% (-3.4%) SED: 32.2% (-7.5%) EL: 11.8% (-0.5%) SWD: 4.4% (-9.7%)	Class of 2023 All: 42.1% (-3%) White: 62% (+.4%) Latinx: 41.8% (+8.8%) SED: 40.9% (+8.7%) EL: 14.8%(+3.0%) SWD: 12.7% (+8.3%)	INCREASE % of students completing a-g requirements; (IMPROVE until no disparity in performance of groups) All: 50% White: 65% Latinx: 50% SED: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 8.6% v. 24.3% (15.7%) SWD: 2.9% v. 17.1% (14.2%)				EL: 20% SWD: 20%
AP Passing Rate & Enrollment (Evidence of Access to a Broad Course of Study for all Learners)	2019-20 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 64% White: 70.2% Latinx: 58.3% AP Enrollment: 2019-20 All: 370 White: 181 (49%) Latinx: 164 (44%)	2020-21 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 43.8% White: 50.7% Latinx: 36.2% AP Enrollment 2020-21 All: 298 (-72) White: 139 (-42; 47%) Latinx: 141 (-23; 47%)	2021-22 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 55.9% White: 53.8% Latinx: 55.9% AP Enrollment 21-22 v. 22-23 All: 310 (+12) v. 368 (+58) White: 165 (+26) v. 157 (-8), 43% Latinx: 124 (- 17), 40% v. 184 (+60), 50%	2022-23 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 58.3% White: 61.5% Latinx: 53.4% AP Enrollment 22-23 v. 23-24 All: 368 (+58) v. 331 (-37) White: 142 (+26; 53%) v. 165 (-23, 39%) Latinx: 163 (+60) v. 124 (-39, 44%)	INCREASE percent passing AP exams with score 3,4, or 5 compared to number of tests taken. All: 75% White: 75% Latinx: 75% AP Enrollment (reflects demographics): White: minimum 40% Latinx: minimum 40%
Implementation of Content Area Standards INSTRUCTIONAL MATERIALS	2019-20 ELA: 3 ELD: 2 Math: 3 NGSS: 2 HSS: 3	2020-21 ELA: 4 ELD: 4 Math: 4 NGSS: 4 HSS: 3	2021-22 ELA: 4 ELD: 4 Math:4 NGSS: 4 HSS:4	2022-23 ELA: 4 ELD: 4 Math:4 NGSS: 4 HSS:4	District Local Indicator Rating for Instructional Materials will equal 4-5 (full implementation/full implementation with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					sustainability = "Met") for all subject areas
Implementation of Content Area Standards PROFESSIONAL DEVELOPMENT	2019-20 ELA: 3 Math: 3 HSS: 3 SCI: 3 ELD: 3	2020-21 ELA: 3 Math: 3 HSS: 3 SCI: 3 ELD: 3	2021-22 ELA: 4 Math: 4 HSS: 3 SCI: 3 ELD: 4	2022-23 ELA: 4 Math: 4 HSS: 3 SCI: 3 ELD: 4	District Local Indicator Rating for Professional Learning will equal 4-5 (full implementation/full implementation with sustainability = "Met")
Career Technical Education (Percent of SVHS graduates were CTE completers)	Class of 2020 27.5%	Class of 2021 24.2% (-3.3%)	Class of 2022 30% (75/252) (+5.8%)	Class of 2023 24.1% (76/316) (+.6%)	Increase in overall percentage of students completing CTE Pathway to minimum 30%
Percent of Graduates Completing a-g and at Least One CTE Pathway (Dashboard)	N/A	Class of 2021 = 13.9%	Class of 2022 = 14.4%	Class of 2023 = 13.3%	Increase annually the percent of graduates completing a-g and at least one CTE pathway to target of minimum 15%

Goal Analysis

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

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

SVUSD's successes in Goal 1 include the middle school master schedule restructuring, which will allow more students to access the core curriculum, supports, and electives. This goal has already seen some success during the last year, allowing more access and increasing high school readiness, and the schedule change should continue this trajectory.

Tier I and II support at the elementary level has been successful. One of the schools can reorganize their 4-5 tier II supports because of the program's success.

Reduction in D/Fs in high school and some in middle school is also an area of celebration.

Staff now have easy access to student data and reports. All current staff have been trained on Performance Matters and can access scores, grades, attendance, and more.

Many of the actions in Goal 1 depended upon opportunities for training and professional learning. Some of the opportunities were limited or adjusted based on budgetary pressures. The professional development plan was also adjusted to address the needs of English Learners and tier I strategies in the classroom to support all learners. The substantive differences between the planned actions and the actual implementation are as follows:

1.2 Building Common Assessments. Many of the departments created and delivered common assessments to their students, but it is not yet districtwide. The assessments that were used for common understanding of student learning were STAR math and ELA administered to students Grades 3-12. Primary grades students were administered the Core Phonic Screen and Wonders fluency

1.3 Library Student Development Techs were added due to the increased need for access to technology-integrated education and literacy. 3 Altimira teachers, 3 Adele Harrison, 1 Sassarini, and 1 Flowery teacher were added to have lower class sizes.

1.4 and 1.5 Universal Design for Learning was not implemented in 23/24. Although there was training in 22/23, the training was not continued on the 23/24 school year. This was a budgetary decision.

1.7 The middle school master schedule was not revised to allow for more access to the core curriculum for the 23/24 school year. During the 23/24 school year a student centered approach and guiding principles were established. The middle school master schedule is revised for 24/25.

1.9 Due to budgetary constraints and analyzing district needs, the 1.0 SIS Technology Administrator and the Technology Leads were not filled.

1.12 Counseling staff has participated in limited professional development, but not through the annual American School Counselor Association.

1.13 There has been limited opportunity for staff to attend conferences. Some conferences this year include AVID, CUE and Project Based Learning (scheduled for June). This is ongoing with budgetary and substitute teacher limitations.

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.

Only the expenditures that had a material difference are listed:

1.2 Due to budget constraints and moving some of the activities in-house at no additional cost, there were no costs in this action item for 2023/24. 1. SVUSD did not pursue adding the common assessments in Performance Matters. 2. Continued work on essential standards was

put on hold due to time constraints and using PD time for ELA/ELD instructional practices. 3 and 4 were completed at no additional cost by using district staff and PD time built into the calendar. 5. No additional iPads were purchased, and training was done on 22/23. Contributing

1.3 Added library student techs and additional classroom teachers.

1.4 Only scheduled PD days were used.1. We are currently waiting on state guidance to address the Dyslexia screener. We did not participate in CAST UDL training as indicated in 1.3. 3. We did not use release time for standard-based assessment PD. Contributing.

1.6 Staff did not attend training/conferences in Power School, Performance Matters, and Unified Insights. Contributing.

1.8 In-house training was utilized.

1.9 One SIS FTE positions were not filled. There were no Tech Leads for 2023/24.

1.12 Counselors attended the Annual American School Counseling Association. Contributing.

1.13 Staff and site/district leaders attended AVID and CUE conferences. Contributing.

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

AP: Advanced Placement

AVID: Advancement Via Individual Determination

CUE: CUE is a nonprofit community of connected educators focused on improving education for all learners in California.

CAST: The Universal Design for Learning (UDL) professional development provider specifically named in the LCAP

CSI: Comprehensive Support and Improvement

SVUSD has prioritized academic achievement for all learners, particularly English Learners (EL), Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD). This evaluation analyzes data on graduation rates, standardized test performance, and reading/math proficiency to assess progress toward this goal. While there have been some positive trends, such as consistently exceeding the graduation rate target and slight improvements in overall test scores, significant achievement gaps persist, particularly for EL students. This data provides valuable insights to inform future strategies and ensure all students graduate college career-ready.

Graduation Rate:

SVUSD:

Overall graduation rates: The district consistently exceeded the 90% target, ranging from 91.0% to 93.8%, indicating successful achievement of the desired outcome. Disaggregated data: While all student groups generally performed well, SVHS-EL (English Learners) and SWD showed significant fluctuations. EL students met the goal in 2022 and 2023. Students with disabilities met the goal in 2023.

Creekside:

Graduation rates: The school maintained its rate above 68% only in 2023 (75.0%), failing to meet the desired outcome of consistent performance above 68%. While there was improvement from 2021 and 2022, it wasn't enough to exit CSI status.

There is some concern regarding graduation rates after the Covid allowances are lifted.

College and Career Readiness:

Overall decline: Compared to 2019, the percentage of graduates placed in the "PREPARED" level across all groups has decreased in 2023.

Significant disparities: There are substantial performance gaps between different student groups, with EL, SED, and SWD groups falling substantially below the desired minimum targets.

Limited Data: California did not report College and Career Readiness on the 2020, 2021 and 2022 dashboard. Limited data through COVID and recovery limit the ability to truly evaluate this data point.

ELA SBAC:

All groups in SVUSD except EL students maintained a slight decline in percentages meeting grade-level standards from 2022 to 2023.

Additionally, all groups in SVUSD remain below the state average performance.

Persistent achievement gaps: Significant disparities in performance persist between different student groups. EL, SWD, and SED students continue to achieve significantly lower than the overall average or White student group.

SVUSD - 36.8% ("Low") to 35.1% (Orange) remains well below average and the desired GREEN performance level.

EL: 8.6% ("Very Low") to 4.66% (Red) -

SWD: 9.6% ("Very Low") to 9.43% (Orange) Dashboard indicators

SED: 27.6% ("Low") to 24.23% (Orange)

Math SBAC:

While the minimum GREEN performance color was not attained, the overall district average and some student groups improved slightly from 2018-19 to 2022-23. However, the overall percentage of students meeting grade-level standards remains below expectations.

All: 19.9% (Low) to 20.97% (Yellow) There was a slight decrease in 2021-22, followed by a small increase in 2022-23, but overall performance remains "Yellow".

EL: 3.6% (Very Low) to 6.16% (Red). Their performance shows some improvement but remains significantly below all other groups.

SWD: 3.6% (Very Low) to 4.93% (Red). Like EL, the performance shows slight improvement but remains lower than that of other groups.

SED: 12.6% (Very Low) to 12.68% (Red). Although this group performs better than EL and SWD students, it remains lower than desired.

Significant performance gaps persist between different student groups, particularly EL, SWD, and SED, compared to the overall average.

STAR Reading:

Fluctuations: Performance fluctuates across years, with an overall increase in 2021, followed by a decrease in 2022 and then another increase in 2023.

Elementary vs. secondary: Elementary grades (3-5) consistently outperform middle (6-8) and high school (9-12) grades.

All: Reached 43% in 2023, exceeding the starting point but still below what might be considered a desired proficiency level.

Grades 3-5: Showed initial improvement but haven't maintained 2021's high (48.7%). This group requires monitoring to ensure continued progress.

Grades 6-8: Experienced a significant decline between 2022 and 2023.

Grades 9-12: Showed the most dramatic improvement in 2023.

STAR Math:

The overall percentage of students meeting or exceeding proficiency remained unchanged from 20% in 2021 to 20% in 2023.

There are improvements in elementary grades (3-5), which rose from 12% to 27%.

Unfortunately, grades 6-8 and 9-12 haven't experienced significant improvement and remain below the overall district average.

All: While the 3% increase is positive, it represents a slow progress towards the 50% goal.

Grades 3-5: This group shows the most consistent progress, exceeding the starting point by 6%.

Grades 6-8: This group's performance remains steady.

Grades 9-12: There is a slight decline in performance.

Specific Actions Evaluation:

1.1, 1.9, 1.10, and 1.11 Were fully implemented and effective. SVUSD has fewer unfilled positions across the district in all categories. A higher percentage of local and state assessments are completed. Data is being evaluated at district and site levels with key partners, to make data-based decisions on how to support students and families.

1.2 Aside from common assessments not being fully implemented at the secondary level, TK-5 has seen this action as effective.

1.3 Was fully implemented and effective except CAST UDL coaching and Unified Talent and there has been a promising increase in students completing A-G requirements.

1.4 As stated earlier, UDL was not implemented and was not effective, but there has been professional development coordinated throughout the 23/24 school year that focused on multilingual learners, which was effective.

1.5 and 1.6 The TOSAs and release days for elementary staff have been instrumental and effective in aligning tier I and II instruction to support RTI across the elementary level.

1.7 The master schedule at the middle school level has been revised for the 2024/25 school year to allow all students access to intervention when needed and electives. We cannot measure effectiveness until after the 24/25 school year.

1.8 A. It has effectively screened and addressed the needs of students in tier I and II at elementary sites. Site PLCs across all grade levels have been monitoring student data. B(1) Staff have been trained in Performance Matters. It will need ongoing training and quality assurance for data accuracy. B(2) Tech Tuesdays were discontinued based on participation. It will not be included in the new LCAP.

1.12 Counselors did not attend the annual American School Counselor Association Training, so it was ineffective.

1.13 We partner with SCOE to provide in-person training in lieu of conferences. Due to budget constraints, attendance at conferences was limited. Some staff attended the AVID, AP, and CUE conferences, which were limited in effectiveness.

1.14 We are waiting for direction from the state of CA for the dyslexia screeners. Data-driven decision-making has been essential and effective in setting up systems to support all learners. At this time it was not effective.

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

SAM (https://floridarti.usf.edu/resources/program_evaluation/sam/sam_revised_2021.pdf for details of each domain): Self-Assessment of Multi-Tiered Systems of Support Implementation Tool

L: Leadership

TT: Three-Tiered Instruction and Intervention

IM: Infrastructure

CB: Capacity Building

DBPS: Data-Based Problem-Solving

CC: Communication and Collaboration

AP: Advanced Placement

AVID: Advancement Via Individual Determination

CUE: CUE is a nonprofit community of connected educators focused on improving education for all learners in California.

CAST: The Universal Design for Learning (UDL) professional development provider specifically named in the LCAP

CSI: Comprehensive Support and Improvement

PBL: Project-Based Learning

MTSS: Multi-tiered Systems of Support

TOSA: Teacher on Special Assignment

After reflecting upon the 2023-2024 actions and the impact on improving teaching and student learning, we have made some shifts to the planned goals, metrics, outcomes, and actions for the new 24/25 three-year LCAP. Our new Goal will focus on academic excellence for all incorporating universal, targeted and intensive support focused on closing the achievement gap for our Multilingual Learners and Students with Disabilities.

We will continue to drive for improved gains and mastery of standards for all students in Sonoma Valley. We will build upon some of the actions identified in the 2023-2024 LCAP, specifically around a focus on district-wide expectations, using assessment for data-driven decisions, collaboration time, and professional learning for staff. The action focused on the master schedule development, which will go into effect for the 2024-2025 school year as guiding principles were established in Winter 2024. The academic goal in the current LCAP is goal I, and the 24/25 will establish academics in goal II. After careful evaluation of the action in the current LCAP, the following lists the differences in the actions that will be taken.

1.1, 1.4 Maintain High-Quality and Highly Qualified staff moves to action 3.1. The new language will read, attract, and retain highly qualified staff: The Human resources department will expand hiring outreach efforts to recruit highly qualified staff with a focused effort on staff who represent the cultural and linguistic diversity of our student body. The new language for 1.4 will be: The new language and action will be Professional Development English Language Development Pedagogy: Build upon training to support multilingual learners within Tier I instruction and to support ELs (including LTEL) meet the reclassification criteria. All classrooms will build upon the strategies of Academic Talk and Student Discourse within their classrooms. Leverage partnership with SCOE to provide ongoing- sessions focused on the ELD framework and standards and the EL Roadmap.

1.2 SAM TT/IM 29: Tier 1 (Core) Academic Practices Identity Learning Standards and Districtwide Expectations for Learning moves to Action

2.4. The new language will be Tier I Core Academic Instruction for ALL: Educators will use Universal Design for Learning (UDL), funds of knowledge, and value the importance of student identity to implement principles of culturally responsive teaching. All students will receive core academic instruction with supplemental materials and programs with universal support to ensure students access standards-based learning (Universal Design for Learning). All students will have access to district-adopted instructional materials (Williams). Supplemental programs may be utilized to support student learning in the classroom (i.e. NewsELA, Formative Loop, Mystery Science)

1.3 and 1.7 Staffing to Support Standards-based Curriculum, instructions, and Assessment and Professional Collaboration-Master Schedules will be discontinued as an action. Professional development is included in multiple actions, including 3.10 and 3.11. Technology Coaches will be discontinued; credit recovery is addressed in actions 2.6 and 2.10, and Master Schedules has been executed and is no longer an action,

1.5 and 1.6 will included in actions 3.8 and 3.6. The current language is 1.5 SAM CB7/8 and DBPS21: Professional Development on Data-Based Problem Solving, and 1.6 Professional Development Release Time. The new language will be Professional Learning Communities: Culture of Data Use: Develop a culture of data use across the system utilizing data tools and data protocols. 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 Schools: leverage Walk to Read data cycles and expand data conversations to math. Secondary Teams: Math will continue their Community of Practice working collaboratively on Building Thinking Classrooms in partnership with Sonoma County Office of Education (SCOE); ELA, History, and Science will be provided with two release days to identify, review and monitor common formative assessments and the impact of instruction. 2) School teams will work with the district Special Education Department to monitor data through to 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. 3.6 action language for the 24/25 LCAP will be: Workshops/ Training: If funding allows and substitute coverage is available, the district may prioritize outside training opportunities focused on: MTSS, UDL; Co-Teaching, and Belonging. Summer conferences may include: CUE, PBL, and AVID. Staff attending district-sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time.

1.8 SAM DED 35 and 1.9: Policies and Procedures for Decision-making are Established for Administration of Assessments Access to Data Sources, and the Use of Data is now action 2.1, Develop a culture of data use utilizing a continuum of assessment, The District will establish a District Assessment TOSA will be responsible for state and district adopted formative measures to include providing training, creating universal protocols/systems for administration, generating reports and tools for progress monitoring utilizing data tools/systems (ie Performance Matters, STAR Renaissance, ELLEVATION). 1) Summative State Assessments (CAASPP, ELPAC) 2) District Formative Assessments: ie STAR Reading/Math; Core Phonics, Dyslexia Screener (pending Guidance from CDE)

1.10, 1.11, 1.13 and 1.14 SAM DED36 Effective Data Tools Used Appropriately and Independently by Staff, SAM DED 39 Data Sources are Monitored for Consistency and Accuracy in Collection and Entry Procedures, Professional Development Conferences and Professional Development Consultants are woven into multiple actions in the 24/25 LCAP such as 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 3.3, 3.8

1.12 Professional Development and Coaching for Counseling Staff is now action 1.11, and the language is School Counselors. School counselors will be assigned to schools to support and monitor student growth in relation to academic, college, and career readiness and social-emotional learning (SEL) and develop support plans as appropriate. Counselors will provide ongoing communication with families to

minimize barriers to learning and to provide supports/resources. 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 on on-track for high school readiness or graduation requirements by reviewing D/F grades, review classroom/campus behavior referrals (SWIS), and implement school counseling interventions.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Close the achievement and opportunity gap for English language learners, socio-economically disadvantaged, and students with disabilities by providing differentiated supplemental and intensive academic support. By June 2024 increases will be demonstrated in the following metrics from baseline data:</p> <ol style="list-style-type: none"> 1) reclassification rate (ELs) 2) graduation rate (SWD) 3) high school readiness rate (8th grade - All) 4) percent meeting/exceeding proficiency in literacy and numeracy as measured by STAR (ELs, SWD, SED) 5) students passing high school math/English with C- or above (reduction in D/F rates) (ELs, SWD, SED) 6) a-g completion rates (ELs, SWDs, SED) 7) AP enrollment that reflects school subgroup and/or program demographics 8) annual progress on ELPAC (ELs)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate DataQuest	<p>Spring 2020</p> <p>SVUSD: 16.8% County: 17.6% California: 13.8% SVUSD v County: -0.6% lower SVUSD v CA: +3.0% higher</p>	<p>Spring 2021</p> <p>SVUSD: 9.5% (-7.3%) County: 9.1% (-8.5%) California: 6.9% (-11.7%) SVUSD v County: +0.4% higher SVUSD v CA: +2.6% higher</p>	<p>Spring 2022</p> <p>SVUSD: 16.5% (+9.2%) County: Not yet available California: Not yet available SVUSD v County: Not yet available SVUSD v CA: Not yet available</p>	<p>Spring 2023</p> <p>SVUSD: 18.8% (+2.3%) County: Not yet available California: Not yet available SVUSD v County: Not yet available SVUSD v CA: Not yet available</p>	<p>MAINTAIN higher percentage reclassified than the statewide rate</p> <p>Percent of SVUSD ELs enrolled at least 6 years who are reclassified SVUSD: 17% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement Passing Rate (score 3 or above) (Evidence of ACCESS to a broad course of study for all students)	2019-20 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 64% White: 70.2% Latinx: 58.3%	2020-21 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 43.8% White: 50.7% Latinx: 36.2%	2021-22 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 55.9% White: 61.5% Latinx: 53.44% Spring 2023: All: 58.3% White: 61.5% Latinx: 53.4%	2022-23 - Percent of tests passed with score 3,4, or 5 compared to the number of tests taken (Test Takers) (College Board) All: 58.3% White: 61.5% Latinx: 53.4% Spring 2024: Not Available till July of 2024	INCREASE percent passing AP exams with score 3,4, or 5 compared to number of tests taken. All: 75% White: 75% Latinx: 75%
Graduation Rate	Class of 2020 vs. Baseline 2019 SVUSD All: 2019: 88.8%; 2020: 93.8%; increased 5.0% SVHS All: 2019: 91%; 2020: 97.6%; increased 6.6% SVHS EL: 2019: 71.4%; 2020: 100%; increased 28.6% SVHS SED: 2019: 83.4%; 2020: 96.8%; increased 13.4%	Class of 2021 SVUSD All: 88.5% (2020 v 2021; decreased -0.3%) SVHS All: 93.8% (2020 v 2021; decreased 3.8%) SVHS EL: 78.6% (2020 v 2021; decreased -21.4%) SVHS SED: 91.3% (2020 v 2021; decreased -5.5%)	Class of 2022 SVUSD All: 92.8% (2021 v 2022; increased 4.3%) SVHS All: 94.1% (2021 v 2022; increased 0.3%) SVHS EL: 91.2% (2021 v 2022; increased 12.6%) SVHS SED: 92.6% (2021 v 2022; increased 1.3%)	Class or 2023 SVUSD All: 93% (2022 v 2023; increased .2%) SVHS All: 96% (2022 v 2023; increased 1.9%) SVHS EL: 92.5% (2022 v 2023; decreased -1.3%) SVHS SED: 94.7% (2022 v 2023; increased 2.1%)	INCREASE or MAINTAIN graduation rate above 90% for all student groups who receive a standard high school diploma or complete their graduation requirements at an alternative school. (Desired outcome is for all student groups to change to minimum GREEN in Dashboard when tiers resume. However, no

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SVHS SWD: 2019: 76.1%; 2020: 91.1%; increased 15% CREEKSIDE: 2019: 54.1%; 2020: 47.4%; decreased 6.7% CA: 2019: 84.5%; 2020: 84.2%; decreased -0.3% 2019 SVUSD v CA: 88.8% v 85.8% (+3.0%) 2020 SVUSD v CA: 93.8% v 86.6% (+7.2%)	SVHS SWD: 80.4% (2020 v 2021; decreased -10.7%) CREEKSIDE: 56.5% (2020 v 2021; increased 9.1%) CA: 86.6% (2020 v 2021; increased 0.8%) 2021 SVUSD v CA: 88.5% v 86.8% (+1.7%)	SVHS SWD: 80.8% (2021 v 2022; increased 0.4%) CREEKSIDE: 87.0% (2021 v 2022; increased 30.5%) CA: 87.4% (2021 v 2022; increased 0.8%) 2022 SVUSD v CA: 92.8% v 87.4% (+5.4%)	SVHS SWD: 92.2% (2022 v 2023; increase 11.4%) CREEKSIDE: 75% (2021 v 2022; declined 12.5%) CA: 86.4% (2021 v 2022; declined by 1.0%) 2022 SVUSD v CA: 93% v 86.4% (+6.6%) CA Dashboard	Dashboard was available in 2020 and 2021, so these data for these years are from DataQuest) CREEKSIDE: Maintain graduation rate at or above 68% for three years from 2021 to 2023 to exit Comprehensive Support and Improvement (CSI) status
High School Readiness gr. 8 (enrolled 3 yr in SVUSD) passing with C- or better in four core classes (history, science, English, mathematics) (Local Measure)	Spring 2019 - All Middle Schools All: 27.0% White: 44.1% Latinx: 16.0% SED: 15.9% EL: 0.0% SWD: 0.0%	Spring 2021 - All Middle Schools All: 20.0% (-7.0%) White: 33.3% (-10.8%) Latinx: 12.0% (-4.0%) SED: 13.4% (-2.5%) EL: 0.0% No change SWD: 0.0% No change	Spring 2022 - All Middle Schools All: 34.0% (14.0%) White: 48.0% (14.7%) Latinx: 10.0% (-2.0%) SED: 18.5% (5.1%) EL: 0.0% No change SWD: 2.3% (2.3%)	Spring 2023 - All Middle Schools (Local Measure) All: 59.9% (+25.9%) White: 52.4% (+4%) Latinx: 42.9% (+32.9%) SED: 28.6% (+10.1%) EL: 0% (0%) SWD: 4.8% (+2.5%)	INCREASE High School Readiness Rate gr. 8 (3 yr in SVUSD) passing with C- or better; (IMPROVE until no disparity in performance of groups) All: 40% White: 50% Latinx: 30% SED: 20% EL: 20% SWD: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English D/F Rate gr. 9-12 (Local Measure) Fall Semester	S 1 Fall 2020 (PowerSchool, updated Jan. 2023) All: 30.1% EL: 50.4% RFEP: 32.7% SWD: 50.0% SED: 39.2%	S 1 Fall 2021 (PowerSchool, Jan. 2023) All: 21.4% (-8.7%) EL: 29.7% (-20.7%) RFEP: 24.1% (-8.6%) SWD: 33.5% (-16.5%) SED: 26.0% (-13.2%)	S 1 Fall 2022 (PowerSchool, Jan. 2023) All: 26.1% (4.7%) EL: 37.9% (8.2%) RFEP: 29.6% (5.5%) SWD: 48.3% (14.8%) SED: 31.6% (5.6%)	S 1 Fall 2023 (PowerSchool, Jan. 2024) All: 28% (+1.9%) EL: 20.3% (+17.6%) RFEP: 51.1% (+21.5%) SWD: 25.7% (-22.6%) SED: 71.7% (+40.1%)	DECREASE D/F rate; (IMPROVE until no disparity in performance of groups) All: =<20% EL: =<25% RFEP: =<25% SWD: =<25% SED: =<25%
Math D/F Rate gr. 9-12 (Local Measure) Fall Semester	S 1 Fall 2020 (PowerSchool, updated Jan. 2023) All: 23.5% EL: 55.1% RFEP: 27.5% SWD: 52.6% SED: 65.3%	S 1 Fall 2021 (PowerSchool, Jan. 2023) All: 28% (4.5%) EL: 53.1% (-2.0%) RFEP: 38.3% (10.8%) SWD: 57.8% (5.2%) SED: 44.8% (-20.5%)	S 1 Fall 2022 (PowerSchool, Jan. 2023) All: 34.5% (6.5%) EL: 68.7% (15.6%) RFEP: 25.7% (-12.6%) SWD: 58.6% (0.8%) SED: 43.6% (-1.2%)	S 1 Fall 2023 (PowerSchool, Jan. 2024) All: 16.3% (-18.2%) EL: 28.7% (-40.0%) RFEP: 18.8% (-6.9%) SWD: 26.7% (-31.9%) SED: 21.5% (-22.1%)	DECREASE D/F rate; (IMPROVE until no disparity in performance of groups) All: =<25% EL: =<50% RFEP: =<25% SWD: =<25% SED: =<25%
High School: a-g Completion Rate	Class of 2019 v. Class of 2020 All: 49.4% v. 54.7% (5.3%) White: 64.1% v. 72.6% (8.5%) Latinx: 33.6% v. 41.0% (7.4%) SED: 34.4% v. 40.2 (5.8%)	Class of 2021 All: 56.0% (1.3%) White: 70.8% (-1.8%) Latinx: 44.8% (3.8%) SED: 43.6% (3.4%) EL: 13.3% (4.7%) SWD: 15.5% (-1.6%)	Class of 2022 All: 49.1% (-6.9%) White: 69.9% (-0.9%) Latinx: 41.4% (-3.4%) SED: 36.1% (-7.5%) EL: 12.8% (-0.5%) SWD: 5.8% (-9.7%)	Class of 2023 All: 50.2% (1.1%) White: 62% (-7.9%) Latinx: 41.8% (+.4%) SED: 40.9% (4.8%) EL: 0% (-12.8%) SWD: 17.4 (11.6%)	INCREASE % of students completing a-g requirements; (IMPROVE until no disparity in performance of groups) All: 50% White: 65% Latinx: 50% SED: 50% EL: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL: 8.6% v. 24.3% (15.7%) SWD: 2.9% v. 17.1% (14.2%)				SWD: 20%
AP Enrollment	2019-20 All: 370 White: 181 (49%) Latinx: 164 (44%)	2020-21 All: 298 (-72) White: 139 (-42; 47%) Latinx: 141 (-23; 47%)	2021-22 v. 2022-23 All: 310 (+12) v. 368 (+58) White: 165 (+26; 53%) v. 157 (-8; 43%) Latinx: 124 (-17; 40%) v. 184 (+60; 50%)	2022-23 vs. 2023-24 - AP Enrollment 22-23 v. 23-24 All: 368 (+58) v. 331 (-37) White: 142 (+26; 53%) v. 165 (-23) Latinx: 163 (+60) v. 124 (-39)	AP Enrollment (reflects demographics): White: minimum 40% Latinx: minimum 40%
District: English Learner Progress on ELPAC (Dashboard)	ELPAC - Spring 2019 % at Levels 1 & 2 (Annual) Oral Language: 27.1% Written Language: 62.5% Making Progress: 40.8%	ELPAC Spring 2021 % at Levels 1 & 2 (Annual) Oral Language 29.9% (2.8%) Written Language 71.8% (8.7%) Making Progress: not reported 2020 and 2021	ELPAC Spring 2022 % at Levels 1 & 2 (Annual) Oral Language: 27.6% (-2.3%) Written Language: 69.4% (-2.4%) Making Progress: 51.0% (+10.2%)	ELPAC Spring 2022 % at Levels 1 & 2 (Annual) Oral Language: 28% (-0.4%) Written Language: 67% (-2.4%) Making Progress: 51.6% (+.6%)	DECREASE % at Levels 1 and 2 ELPAC - Fall 2023-24 % at Levels 1 & 2 (Summative) Oral: 25% or less Written: 50% or less Making Progress: 55%
STAR Reading gr. 3-12 (Local Measure)	STAR Reading Met/Exceeded Proficient Fall 2020 (baseline)	STAR Reading Percent Met/Exceeded Proficient	STAR Reading Percent Met/Exceeded Proficient	STAR Reading Percent Met/Exceeded Proficient	INCREASE proficient or above indicated below at all levels (Local Measure)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All: 32.8% EL: 4.4%% SWD: 9.6%	Fall 2021 All: 39.9% EL: 11.3% SWD: 10.7%	Fall 2022 All: 33.9% EL: 7.2% SWD: 9.7% Spring 2023 All: 37% EL: 3% SWD: 14%	Fall 2023 All: 43% (+9.1%) EL: 4% (-3.2%) SWD: 12% (+2.3%)	Spring 2024: All: minimum 50% All EL: minimum 15% All SWD: minimum 15%
STAR Math gr. 3-12 (Local Measure)	STAR Math Met/Exceeded Proficient (revised to state benchmark due to recalibrated scores) Fall 2020 (baseline) All: 26%% EL: 11% SWD: 7%	STAR Math Met/Exceeded Proficient (revised to state benchmark due to recalibrated scores) Fall 2021 All: 20% EL: 3% SWD: 3%	STAR Math Met/Exceeded Proficient (revised to state benchmark due to recalibrated scores) Fall 2022 All: 21% EL: 4% SWD: 5%	STAR Math Met/Exceeded Proficient (revised to state benchmarks due to recalibrated scores) Fall 2023 All: 20% (-1%) EL: 5% (+1%) SWD: 5% (no change)	INCREASE proficient or above indicated below at all levels (Local Measure) Spring 2024: All: minimum 50% All EL: minimum 15% All SWD: minimum 15%
CSA California Spanish Assessment (Flowery Dual Immersion Only); mean scale score English Learner vs. English Only	2020-21 Not yet given	2021-22 (first administration) gr. 3 EL: 342.4 (lvl 1) gr. 3 EO: 344.6 (lvl 1) gr. 4 EL: 448.4 (lvl 1) gr. 4 EO: 447.3 (lvl 1) gr. 5 EL: 544.3 (lvl 1) gr. 5 EO: 546.2 (lvl 2)	2022-23 gr. 3 EL: 343(lvl 1) gr. 3 EO: 342 (lvl 1) gr. 4 EL: 443 (lvl 1) gr. 4 EO: 444 (lvl 1) gr. 5 EL: 543(lvl 1) gr. 5 EO: 554 (lvl 2)	2023-24 Not yet available gr. 3 EL: 341 (level 1) gr. 3 EO: 343.7 (Level 1) gr. 4 EL: 445.2 (level 1) gr. 4 EO: 445.8 (level 1) gr. 5 EL: N/A	INCREASE mean scale score for ELs and EOs in gr. 3-5 from level 1 to level 2. Maintain parity between ELs and EOs,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				gr. 5 EO: 547.2 (level 2)	
Percent of Graduates Completing a-g and at Least One CTE Pathway (Dashboard)	N/A	Class of 2021 = 13.9%	Class of 2022 = 14.4%	Class of 2023 = 13.3%	Increase annually the percent of graduates completing a-g and at least one CTE pathway to target of minimum 15%

Goal Analysis

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

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

Successes for this goal include an increase in Advanced Placement participation for all students.

A significant decrease in Math D/F rates.

A success for Goal 2 is changing the bell schedule at the middle school level to allow all students, but specifically EL students and students with IEPs to access the supports they need in addition to electives and core classes.

Access to reading intervention for K-5 students through the Walk to Read program has been successful for our elementary sites.

Many of the actions for goal II were implemented, but due to staffing and budgeting challenges, the following actions had substantive changes or will in the following school year.

2.1 Some of the tier II online programs offered will change after careful evaluation of usage and effectiveness for 24/25. Some specific programs, such as Dreambox and Paper tutoring, will be discontinued for SVUSD. No math or ELA FTEs were allotted to support middle/high school instruction, but "Thinking Classrooms" was offered to support math instruction for both middle and high school and will continue for the 24/25 school year.

2.6 Ongoing coaching and training for MTSS has been a challenge. PBIS training has been ongoing, but RTI training for secondary instruction is still developing.

2.8 Master schedules will include time for supplemental instruction at the secondary level in 24/25.

2.11 Before/After school “just in time” support/credit recovery was not offered. Paper tutoring will be discontinued.

2.13 A 1.0 Educational Services Coordinator was not provided.

2.16 Annual attendance for master scheduling for counselors, secondary administrators, and Ed services personnel was not provided. Only the SIS (school information system) administrator attended PowerSchool University.

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.

2.1 Participation in leadership teams (stipend) was more costly than planned. The contract to support the MTSS implementation with Judy Elliot was discontinued, so the work was discontinued but brought in-house with PBIS. Contributing.

2.7 In lieu of consultants, much of the coaching was done in-house and expanded beyond the MTSS focus. Contributing.

2.12 Due to the increased enrollment of our newcomer students, staffing was provided to meet their needs; salaries were also more than planned. Contributing.

2.13 Not all staffing was hired (no 1.0 floating interpreter). Latinx Literacy Project was purchased prior to 23-24.

2.14 The actual expenditures of the costs of the planned actions were much higher than the budgeted amount due to actual salary costs. Contributing

2.16 No staff attended the Master Schedule conference; therefore no travel/conference fees were expended.

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

Our district goal was to implement a multi-tiered approach to provide supplemental and intensive academic support for English Learners and Students with Disabilities, aiming to close the achievement gap between these student groups and their peers. This evaluation analyzes data on graduation rates, English Language Arts (ELA) and Math performance, D/F rates, High School Readiness, and A-G Completion Rates to assess the effectiveness of these interventions in achieving our goal. While there have been some positive trends, such as the overall increase in graduation rates and improvement in Math D/F rates, significant achievement gaps persist, particularly for EL students in areas like ELA and A-G course completion. This data provides valuable insights to inform future strategies and ensure all students receive the support they need to succeed.

Annual RFEP Rate:

SVUSD vs California: SVUSD generally has a higher RFEP rate compared to California.

Trends in SVUSD:

The rate fluctuates over the years. There was a significant decrease from Spring 2019-20 (rev) to Spring 2020-21, followed by an increase in the next two years.

Data for California for Spring 2023-24 is not yet published by the California Department of Education (CDE).

Graduation Rates:

Graduation rates for SVUSD - ALL and California show a slight upward trend over the years.

Creekside High School has a lower graduation rate compared to SVUSD and the state average.

EL students in SVHS show significant improvement between the Class of 2019 and the Class of 2023. However, their graduation rate still lags behind other student groups.

Graduation rates for SVHS - SED and SVHS - SWD fluctuate somewhat but appear to be generally around the district average.

Year-to-Year Changes: There are some significant fluctuations in graduation rates between classes, particularly for Creekside High School.

Rates of 1s and 2s and Making Progress:

Oral Language: The percentage of students in Levels 1 & 2 for Oral Language has fluctuated slightly but shows a small increase over time.

Written Language: There seems to be an improvement in Written Language proficiency between Spring 2018-19 and Spring 2020-21, but scores have dipped slightly since.

Making Progress: (Spring 2018-19, 2021-22, 2022-23) shows an increase in the percentage of students making progress.

CSA Results:

Overall Performance: Both EL and EO groups show a decrease in mean scale scores from Spring 2022 to Spring 2023 across all grades (3rd, 4th, and 5th).

Group Comparison:

In all grades and years tested, EO students have slightly higher mean scale scores compared to EL students.

The decrease in mean scale scores appears similar for both EL and EO groups within each grade.

High School Readiness Overall Passing Rates for the 4 core courses, ELA, Math, Science, and Social Studies:

Spring 2018-2019: 20.0%

Spring 2020-2021: 34.0%

Spring 2021-2022: 59.0%

Spring 2022-2023: 27.0%

Trends: There's a noticeable increase from Spring 2018-2019 to Spring 2021-2022, followed by a decrease in Spring 2022-2023.

Passing Rates by Student Group:

Both white and Latinx students saw fluctuations in passing rates over the years, with significant increases for both groups in Spring 2021-2022, followed by some decline.

High School Readiness rates for SED students showed a steady increase until Spring 2021-2022, followed by a slight decrease.

Passing Rates and access to all 4 core courses by English Learners (EL) and Students with Disabilities (SWD):

EL: 0.0% consistently over the years.

SWD: 0.0% in earlier years, with small increases in later years.

Trends: EL and SWD students have consistently low high school readiness rates.

Overall, while high school readiness rates for most demographic groups improved, the data also shows some fluctuations and disparities, especially in the most recent year (Spring 2022-2023).

ELA D/F Rate:

The overall D/F rate for all students seems to be trending slightly upward (from 24.5% in Fall 2019-20 to 28.0% in Fall 2023-24).

However, the increase might be due to Fall 2020-21 data, including "No Pass" (NP) grades, making a direct comparison with other years difficult.

EL: EL students consistently have a higher D/F rate than the overall average.

RFEP: The D/F rate for RFEP students varies but remains around 30% across most years.

SWD: SWD students consistently have the highest D/F rate among the student groups. There appears to be a slight decrease in recent years (52.4% in Fall 2020-21 to 46.0% in Fall 2023-24).

SED: The D/F rate for SED students follows a similar pattern to the overall trend, with a slight increase in recent years (33.3% in Fall 2019-20 to 34.9% in Fall 2023-24).

Creekside High School:

Creekside High School seems to have a significantly lower D/F rate compared to the district average (10.4% to 33.3% across fall semesters).

Math D/F Rate:

All Students:

The D/F rate dropped significantly from Fall 19-20 to Fall 20-21 (from 34.4% to 23.5%), then increased slightly in Fall 21-22 (to 28.0%), and then rose again in Fall 22-23 (to 34.5%). However, there's a substantial decrease in Fall 23-24, down to 16.3%. This suggests an improvement in overall performance in Fall 23-24 compared to the previous years.

English Learners (EL):

EL students started with a very high D/F rate in Fall 19-20 (67.0%), which decreased notably in Fall 20-21 (to 55.1%). However, it increased again in Fall 21-22 (to 53.1%), then rose further in Fall 22-23 (to 68.7%). There's a significant decrease in Fall 23-24 (down to 28.7%), which indicates a positive trend in the most recent year.

Reclassified Fluent English Proficient (RFEP):

RFEP students started with a relatively high D/F rate in Fall 19-20 (39.8%), which dropped in Fall 20-21 (to 27.5%) and then increased in Fall 21-22 (to 38.3%). However, there's a decrease in Fall 22-23 (to 25.7%), and a further decrease in Fall 23-24 (to 18.8%).

Students with Disabilities (SWD):

SWD had a fluctuating D/F rate, starting at 46.1% in Fall 19-20, decreasing notably in Fall 20-21 (to 52.6%), then increasing in Fall 21-22 (to 57.8%), and slightly in Fall 22-23 (to 58.6%). There's a significant decrease in Fall 23-24 (to 26.7%).

Socioeconomically Disadvantaged (SED):

SED students started with a high D/F rate in Fall 19-20 (45.2%), which increased substantially in Fall 20-21 (to 65.3%), then decreased notably in Fall 21-22 (to 44.8%), and slightly in Fall 22-23 (to 43.6%). There's a significant decrease in Fall 23-24 (to 21.5%).

Creekside (Fall Average):

The D/F rate for Creekside follows a different pattern. It starts very low in Fall 19-20 (1.8%), increases notably in Fall 20-21 (to 7.1%), then drops slightly in Fall 21-22 (to 2.9%), and remains relatively stable in Fall 22-23 (2.8%). There's a significant increase in Fall 23-24 (to 17.6%).

There's a notable improvement in the overall D/F rate in Fall 23-24 compared to the previous years.

Across various demographics, there have been fluctuations in D/F rates over the years, with some groups showing improvement in the most recent year (Fall 23-24).

Creekside's D/F rate, after an initial increase, shows a significant spike in Fall 23-24

A-G completion Rate:

The overall A-G completion rate fluctuates somewhat across the years, with a slight decrease from Class of 2019 (49.4%) to Class of 2022 (49.1%) and a small increase for Class of 2023 (50.2%).

White: White students consistently have the highest A-G completion rates across all classes, but these rates have also shown some fluctuation.

Latinx: Latinx students have a significant achievement gap compared to White students. While their completion rates have increased over time, they haven't reached parity with White students.

SED: Socioeconomically Disadvantaged (SED) students also show an achievement gap compared to the overall average. Their completion rates have fluctuated but show a slight upward trend in recent years.

EL: English Learners (EL) students historically have the lowest A-G completion rates. There was a significant increase from Class of 2019 (8.6%) to Class of 2020 (24.3%), but the rate dropped in subsequent years, with none of the EL students in Class of 2023 meeting A-G requirements.

SWD: Students with Disabilities (SWD) also have lower completion rates compared to the average. However, their rates show more variation across the years, with an increase in Class of 2023 (17.4%).

Gender: There's a consistent gender gap in A-G completion, with females generally having higher rates than males across all classes.

AP pass Rate:

The overall AP passing rate has fluctuated slightly across the years, with a high of 64.4% in 2019-2020 and a low of 53.4% in 2022-2023.

White: White students consistently have a higher passing rate than the overall average.

Latinx: Latinx students have a persistent achievement gap compared to White students. Their passing rates have fluctuated but haven't reached parity with White students.

The achievement gap between White and Latinx students appears to be around 10-12 percentage points across the years.

AP enrollment:

Overall AP enrollment has a mixed trend. It initially increased slightly (31.1% in 2019-20 to 32.8% in 2022-23) but then decreased in 2023-24 (29.5%).

White: White students consistently have a higher enrollment rate in AP courses compared to the overall average and Latinx students. Their enrollment has fluctuated but shows a generally upward trend.

Latinx: Latinx students have a significant enrollment gap compared to White students. There is a substantial increase in 2023-24 (49.2%).

Specific actions and evaluation of the effectiveness:

2.1 This action is ongoing. There has been some success using RTI at the elementary level and expect the new schedule will allow for more support at the middle and high school level in the 24/25 school year.

2.2, 2.3 UDL was not implemented, but the rest of the action was, and its effectiveness is still being measured. We have made the decision to reevaluate the online intervention programs.

2.4, 2.5, 2.6 and 2.7 have been implemented, and we are starting to see alignment, which will allow us to measure effectiveness of MTSS in the future.

2.8 Will evaluate its effectiveness after the 24/25 school year.

2.9 Actions have differing impacts and effectiveness. Different grade levels value the STAR data in various ways. More training on how to use the data is needed in the 6-12 grade level. This action was somewhat effective

2.10 This is an ongoing process and has been effective. COST teams are held weekly at each elementary school site. Student data is used to discuss supports and needs. We are seeing some increase in student achievement and attendance.

2.11 It has been effective for families that need after-school programming.

2.12 Has not been as effective and is being reviewed. SVUSD has experienced an increase in newcomer students and we have discovered we need to increase training, programs and strategies to support students.

2.13 This has been moderately effective. There has been more communication with families, but families report wanting more or different communication.

2.14 and 2.15 The Learning Centers are fully staffed and the school's evaluate assessment data to see how the student is achieving in Tier I and place students in tier II supports through Walk to Read and other strategies. Data indicates promising growth in student's reading skills.

2.16 Not implemented so it is difficult to measure effectiveness.

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

SAM (https://floridarti.usf.edu/resources/program_evaluation/sam/sam_revised_2021.pdf for details of each domain): Self-Assessment of Multi-Tiered Systems of Support Implementation Tool

L: Leadership

TT: Three-Tiered Instruction and Intervention

IM: Infrastructure

CB: Capacity Building

DBPS: Data-Based Problem-Solving
CC: Communication and Collaboration

Goal II does appear predominantly in the 24/25 LCAP goal II, although some have been reorganized into other goals. After careful evaluation of the actions and how effective they were and are the actions have been adjusted to fit the needed supports and results the goal is designed to produce. Some of the actions have been reorganized to mitigate redundancy and remain focused. The changes to the current goals are as follows:

2.1, 2.4 and 2.16 SAM L2: Site and District Leadership Teams and Ongoing Professional Development, Planning, and Coaching of MTSS, 2.5 SAM L4: Strategic Plans for MTSS Implementation Developed and Aligned with District and School Improvement plans, and 2/6 SAM CB6, CB9, CB11: MTSS Professional Development now appears in 3.3 and reads as follows: 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 (STAR, grades) with an intentional focus on unduplicated students and students not yet meeting standards performance to determine school-wide support. The team will also be responsible for facilitating the implementation of Professional Learning Communities (PLCs) Multi-Tiered Systems of Support (MTSS) across their school site. Also 3.5 includes 3.5, Workshops/Training, If funding allows and substitute coverage is available, the district may prioritize outside training opportunities focused on: MTSS; UDL; Co-Teaching; Belonging. Summer conferences may include: CUE; PBL; AVID. Staff attending district-sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time.

2.2 SAM TTI/IM 30: Tier 2 (Supplemental) Academic Curriculum, Practices, Strategies, and Monitoring now reads in action 2.6 as Tier II Targeted Instruction, Small Group targeted/supplemental instruction will be provided to students based on assessed area of need (language development, social-emotional, academics utilizing evidence-based strategies and a specific focus on unduplicated students (English Learner, Foster Youth, socioeconomically disadvantaged). Supplemental resources may include Orton-Gillingham, Lexia/Core 5; Avanza (Flowery) Reflex/Frax, Handwriting/Keyboarding without Tears. At the secondary levels, students may be placed in additional intervention/support for ELA/math through class size reduction and/or intervention support class. Middle Schools will have an additional 1.2 FTE each. SVHS will have an additional .6 FTE for Algebra Lab to support 9th graders concurrently enrolled in Algebra and .8 FTE for Credit Recovery support during the school day.

2.3 SAM TTI/IM 32: Tier 3 (intensive) Academic Practices, Strategies, and Monitoring appears in the 24/25 LCAP in 2.7, Tier III Specialized/Intensive Instruction, For students requiring specialized and intensive support, based on assessed area of need will be provided with small group targeted instruction. Resources may include Read Naturally, using strategies for struggling readers such as teacher modeling, repeated reading and text, and progress monitoring; ST Math is an approach that provides students with equitable access to learning; News2You to build comprehension and context relative to their community and world, develop critical-thinking and communication skills; Teaching Pyramid which provides a systematic framework that promotes social and emotional development and supports behavior to prevent challenging behavior.

2.8 was fully implemented and is not needed in the 24/25 LCAP.

2.9 SAM CB 11/12: Assessment and Data Sources Address Multiple Purpose for Staff is 2.1 in the 24/25 LCAP and reads Develop a culture of data use utilizing a continuum of assessment. The District will establish a District Assessment TOSA will be responsible for state and district adopted formative measures to include providing training, creating universal protocols/systems for administration, generating reports and tools for progress monitoring utilizing data tools/systems (ie, Performance Matters, STAR Renaissance, ELLEVATION). 1) Summative State Assessments (CAASPP, ELPAC) 2) District Formative Assessments: ie STAR Reading/Math; Core Phonics, Dyslexia Screener (pending Guidance from CDE)

2.10 SAM DBPS 21-27 Data-Based Problem Solving, Intervention Plans and Monitoring will be included in action 1.4 and reads, Supports for the whole child, Conduct Coordination of Services Team (COST) meetings weekly to support MTSS (multi-tiered system of support). The team, comprised of a multidisciplinary site team, will utilize multiple forms of data (academic, attendance, behavioral, etc.) to 1) Identify data-based interventions and then monitor progress 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 community organizations (such as Family Resource Center, Sonoma Valley Community Health Center, etc).

2.11 Extended Time Outside of the School Day or Year will be 2.10 and reads Expanded /Summer Learning, SVUSD will provide 1) Students Grades TK-12the opportunity to attend expanded learning opportunities: Before/After School; Intersession and Summer for students Grades TK-6, prioritizing unplicated students: English Learner, Foster Youth and Socioeconomically disadvantaged. Targeted support will be on foundational ELA/Math skills, SEL, and enrichment 2) Offer a high school bridging program for Rising 9th graders and students in need of credit recovery

2.12 Newcomer Programs will be included in 1.7, Develop supports for newcomer/immigrant students, youth in foster care, and students experiencing homelessness to minimize barriers to accessing school, 1) The Wellness and Inclusion Department will provide ongoing reports to site Community Liaisons to monitor youth in transition and share services, strategies, resources and programs that are available within the District and/or offered in community organizations to serve students identified as students in Foster Care, immigrant students or students experiencing homelessness. 3) A Newcomer wellness intake process will be developed to increase feelings of belonging and safety for students (led by MTSS Counselor/Director and 2.5, Support for Multilingual Learners, Designated ELD (DELD) instruction and integrated ELD instruction will be provided to all students identified as English Learners. DELD is defined as protected time during the school day focused on ELD standards and English language acquisition. At the secondary school, ELD courses are scheduled within the student's school day, with students identified as newcomers enrolled in two periods of ELD courses. 1) SVUSD will develop guidance to support teachers of newcomer students 2) Elementary TOSAs and Secondary ELD teachers are responsible for the coordination of the EL annual monitoring and reclassification process. This includes Full implementation of online progress monitoring and reclassification through the Elevation platform (Activity 2.1) . Sites will annually monitor EL student progress in core content and language acquisition and provide supports as needed, especially for our LTELs. Observation Protocol of Teachers of English Learners (OPTTEL) will be used for Reclassification. 3) A biliteracy pathway will support dual language learning in alignment with the Seal of Biliteracy. 4) To support the dual language program, Flowery Elementary School will utilize a new program (Avanza) that is a differentiating tool that uses the science of reading to support Spanish literacy.

2.13 SAM CC20: Staff Actively Engage and Support Families in MTSS will be action 1.1, Mental Health Support and Resources, 1) Expand

District Wellness Centers and Supports to include wellness centers or spaces at all secondary schools and wellness environments and programming at all elementary schools to be supported by a district MTSS counselor (SVEF funding) 2) 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) 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 Support for students district-wide. 4) Two bilingual community liaisons (one per Wellness Center) will support students in the Wellness Centers with taking breaks, etc., communicate with staff on student needs, and support families and students with connecting to care.

2.14 Learning Centers and Supplemental Staffing will be included in action 2.3 Foundational Literacy Support (Elementary), 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) 1) Every school will be assigned a TOSA who will serve as an instructional coach/support with the classroom teachers, facilitate small group instruction and lead data cycles amongst grade level teams 2) Identify and utilize a dyslexia screener from the approved list from CDE by 2025-2026

2.15 Special Education Support was not specifically spelled out in this action and is woven throughout the 24/25 LCAP 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.

Goals and Actions

Goal

Goal #	Description
3	<p>To provide safe, responsive, and supportive learning climates for all students - especially English language learners, foster youth, students with disabilities and socio-economically disadvantaged - all schools will implement a "Multi-Tiered System of Support" (MTSS) for behavior and social-emotional learning.</p> <p>Ensure safe, supportive and nurturing school environments by June 2024 as measured by:</p> <ol style="list-style-type: none"> 1) improving results on Youth Truth Survey in areas of Engagement and Belonging (elementary and high school) and Engagement and Academic Challenge (middle school) 2) decreasing chronic absenteeism (EL, SED, FY) 3) maintaining low suspension and expulsion rates (All) 4) increasing districtwide attendance to a minimum of 95% 5) maintaining a low dropout rate (EL, SED, FY) 6) improving school climate through a lens of anti-racism, including training in equity, diversity, and inclusion 7) reaching over 80% or higher of Tier 1 MTSS/PBIS at each school by Spring 2024

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism (Local Data)	2019-20 (CALPADS>DataQuest) All: 13.9% (517) EL: 15.9% (152) SED: 15.7% (378) SWD: 18.6% (121)	2020-21 (CALPADS>DataQuest) All: 15.4% (309) EL: 17.5% (179) SED: 15.4% (309) SWD: 18.8% (108)	2021-22 (CALPADS>DataQuest) All: 39.4% (1,346) EL: 47.5% (402) SED: 43.4% (870) SWD: 48% (194)	2022-23 (CALPADS>DataQuest) All: 25.5% (821) Yellow EL: 29.5% (267) Yellow SED: 28.1% (526) Yellow SWD: 35.2% (194) Yellow	DECREASE chronic absenteeism rate for all student groups in kindergarten through grade 8 who are absent 10% or more of the instructional days they were enrolled. Desired outcome is for all student groups to change to GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>when colored tiers return.</p> <p>All: <10%; move to GREEN tier EL: <10%; move to GREEN tier SED: <10%; move to GREEN tier SWD: <10%; move to GREEN tie</p>
Suspension Rate	<p>2018-19 (Dashboard)</p> <p>All: 5.6% EL: 3.9% SED: 6.5% SWD: 10.2%</p>	<p>2019-20 (Powerschool)</p> <p>All: 3.2% (121) EL: 2.1% (22) SED: 3.7% (90) SWD: 3.4% (22)</p> <p>2020-21 All groups had 0 suspensions. In-person schooling resumed half-time in April 2021 for students who elected to return.</p>	<p>2021-22</p> <p>All: 4.9% (169) EL: 4.7% (48) SED: 6.7% (124) SWD: 10.7% (64)</p>	<p>2022-23</p> <p>All: 4.6% (151) EL: 4.7% (36) SED: 5.4% (103) SWD: 8.6% (51)</p>	<p>DECREASE the percentage of all students in kindergarten through grade 12 who have been suspended at least once in a given school year. Desired outcome is for all student groups to change to GREEN when colored tiers return.</p> <p>All: <5%; move to GREEN tier EL: <3%; move to GREEN tier SED: <5%; move to GREEN tier SWD: <5% move to GREEN tier</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	<p>Spring 2019 (Dashboard)</p> <p>All: 0.2% (N=9 students) White: 4 of 9 (44.4%) Latinx: 5 of 9 (55.6%)</p>	<p>2019-20 CALPADS (PowerSchool)</p> <p>All: <0.1% (1 student) White: 1 of 1 Latinx: 0</p> <p>2020-21 All groups had 0 expulsions. In-person schooling resumed half-time in April 2021 for students who elected to return.</p>	<p>2021-22 CALPADS (PowerSchool)</p> <p>All: 0.1% (3) White: 0.0% Latinx: 2 of 3</p>	<p>2022-23 CALPADS (PowerSchool)</p> <p>All: .3% (9) White: 55.6% (5 of 9) Latinx: 44.4% (4 of 9)</p>	<p>MAINTAIN expulsion rate at less than 0.3% with no distinctive disproportionate differences among significant ethnic subgroups</p> <p>All: <0.3%</p>
Youth Truth Survey - Elementary School	<p>December 2020 National Percentile Ranking</p> <p>NOTE: Elementary does not report results by language status</p> <p>Latinx (v. White) Engagement: 34%ile (v. 31%ile) Belonging: 33%ile (v. 65%ile)</p>	<p>January 2022 National Percentile Ranking</p> <p>NOTE: Elementary does not report results by language status</p> <p>Latinx (v. White) Engagement: 14%ile (v. 46%ile) Belonging: 68%ile (v. 22%ile)</p>	<p>January 2023 National Percentile Ranking</p> <p>NOTE: Elementary does not report results by language status</p> <p>Latinx (v. White) Engagement: 35%ile (v. 22%ile) Belonging: 74%ile (v. 21%ile)</p>	<p>Jan 2024 National Percentile Ranking</p> <p>NOTE: Elementary does not report results by language status</p> <p>Latinx (v. White) Engagement: 37%ile (v. 6%ile) Belonging: 61%ile (v. 76%ile)</p>	<p>INCREASE National Percentile Ranking for all areas by a minimum 10%</p> <p>Latinx (v. White) Engagement: 44%ile (v. 39%ile) Belonging: 43%ile (v. 75%ile)</p>
Youth Truth Survey - Middle School -	December 2020	January 2022	January 2023	Jan 2024	INCREASE National Percentile Ranking for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	National Percentile Ranking ELs (v. All) Engagement: 53%ile (v. 47%ile) Academic Challenge: 49%ile (v. 33%ile)	National Percentile Ranking ELs (v. All) Engagement: 57%ile (v. 43%ile) Academic Challenge: 36%ile (v. 19%ile)	National Percentile Ranking ELs (v. All) Engagement: 25%ile (v. 22%ile) Academic Challenge: 17%ile (v. 14%ile)	National Percentile Ranking ELs (v. All) Engagement: 50%ile (v. 27%ile) Academic Challenge: 46%ile (v. 29%ile)	all areas by a minimum 10% ELs (v. ALL) Engagement: 63%ile (v. 65%ile) Academic Challenge: 59%ile (v. 43%ile)
Youth Truth Survey - High School	December 2020 National Percentile Ranking ELs (v. All) Engagement: 41%ile (v. 5%ile) Belonging: 12%ile (v. 13%ile)	January 2022 National Percentile Ranking ELs (v. All) Engagement: 40%ile (v. 8%ile) Belonging: 52%ile (v. 42%ile)	January 2023 National Percentile Ranking ELs (v. All) Engagement: 20%ile (v. 4%ile) Belonging: 28%ile (v. 24%ile)	Jan 2024 National Percentile Ranking ELs (v. All) Engagement: 21%ile (v. 9%ile) Belonging: 28%ile (v. 25%ile)	INCREASE National Percentile Ranking for all areas by a minimum 10% ELs (v. All) Engagement: 51%ile (v. 17%ile) Belonging: 22%ile (v. 26%ile)
Attendance (CAL PADS 2)	2019-20 (P2, CDE) District: 94% Creekside: 80% Dunbar: 90% El Verano: 91% Sassarini: 93%	2020-21 (P2, CDE) District: 94% (0%) Creekside: 59% (-21%) Dunbar: 94% (+4%) El Verano: 94% (+3%) Sassarini: 96% (+3%)	2021-22 (P2, CDE) District: 88% (-6.0%) Creekside: 80% (21.0%) Dunbar: 86% (-8.0%) El Verano: 87% (-7.0%) Sassarini: 91% (-5.0%)	2022-23 (P2, CDE) District: 91% (+3.0%) Creekside: 48% (-32.0%) Dunbar: 87% (+1.0%) El Verano: 88% (+1.0%) Sassarini: 91% (0.0%)	INCREASE attendance districtwide to a target of 95% District: 95% Creekside: 95% Dunbar: 95% El Verano: 95% Sassarini: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop Out Rate (High School and Middle School) (CALPADS Local Data)	2019-20 All: 10 of 2,203 students = 0.5% SVHS: 5 of 1,264 students = 0.4% Creekside: 4 of 67 students = 6.0% NPS: 1 of 30 students = 3.3% Middle School: All: 0 of 842 = 0.0%	2020-21 All: 5 of 2,110 students = 0.2% SVHS: 1 of 1,203 students = 0.1% Creekside: 4 of 57 students = 7.0% NPS: 0 of 41 = 0.0% Middle School: All: 0 of 809 = 0.0%	2021-22 All: 10 of 2,024 = 0.5% SVHS: 5 of 1,162 = 0.4% Creekside: 4 of 56 = 7.1% NPS: 1 of 35 = 2.9% Middle School: All: 0 of 771 = 0.0%	2022-23 All: 4 of 1,943 = 0.2% SVHS: 1 of 1,127 = 0.1% Creekside: 3 of 50 = 6% NPS: 0 of 39 = 0% Middle School: All: 0 of 727 = 0.0%	DECREASE dropout rate District: At or below 1.0% Creekside: At or below 5.0%
MTSS/PBI Tier 1 Implementation	Tiered Fidelity Index (FTI) Fall 2019 8 of 9 schools @ 49% or below 1 of 9 @ 50% - 79% 0 of 9 @ 80% or above	Tiered Fidelity Index (FTI) Fall 2021 3 of 9 schools @ 49% or below 5 of 9 @ 50% - 79% 1 of 9 @ 80% or above	Tiered Fidelity Index (FTI) Fall 2022 0 of 9 schools @ 49% or below 5 of 9 @ 50% - 79% 4 of 9 @ 80% or above	Tiered Fidelity Index (FTI) Fall 2023 0 of 8 schools @ 49% or below 0 of 8 @ 50% - 79% 8 of 8 @ 80% or above *Number of schools adjusted to 8 with Dunbar ES closing.	9 of 9 schools will reach 80% or higher of Tier 1 MTSS/PBIS implementation by Spring 2024
Parent Input in Decision Making (District Local Indicator: LCAP Survey)	2021 Ranking: Overall Score 3 (initially implemented)	2022 Ranking: Overall Score 3 (Initially Implemented)	2023 Ranking: Overall Score 4 (fully implemented)	2024 Ranking: Overall Score 3 (Initially Implemented)	INCREASE District Local Indicator Ranking to 4-5 (fully implemented/fully implemented with sustainability)

Goal Analysis

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

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

Specific successes SVUSD has experienced over the last three years within goal three are:

- Development of two Wellness Centers
- Building of student leadership and voice through the creation of the Wellness Youth Councils (one HS and one middle school)
- Led a series of belonging Professional Development for elementary educators with a focus on student belonging
- Held opioid prevention education for all students 6-12

While much of the actions in Goal 3 have been implemented as planned, a couple of the actions have been identified as needing more time related to building programs and supports and opportunities for training. Actions affected included:

Action 3.3: Provide MTSS training for Tier 3 SEL/Behavior support- Training has been focused on Tier 1 supports, as much of the identified need is in supporting Tier 1. The tier 3 training will be planned for the 24-25 school year.

Action 3.6: Establish Youth Wellness campuses at each elementary school beginning 2023-24-

Youth Wellness campuses were not established at each elementary school. However, staff will be engaging educational partners in planning what this will look like in the 24-25 school year.

Action 3.8: Maintain program to support the social-emotional needs for newcomers- While we have been able to provide support for newcomers, we will be planning to establish a district wide intake process for our newcomers to identify social/emotional and wellness supports beginning in the 24-25 school year.

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

Many of the actions in Goal 3 were \$0 total funds or actions.

3.9 Much of the budgeted expenditures and contracts were for a program discontinued in the 22/23 school year. The work and actions occurred with in-house staff and PBIS. Contributing.

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

COST: Coordination of Services Team
PBIS: Positive Behavioral Interventions and Supports
SAFE: Supportive Achievement-Based Flexible Environment
SWIS: Schoolwide Information System

The Tiered Fidelity Index is used each fall and spring to evaluate the implementation of Tier 1 MTSS/PBIS with a goal of reaching over 80% or higher at each school by spring 2024. In Fall 2019, only 1 school had 50% -79 % implementation, and 8 of 9 schools had 49% or below. In Fall 2022, 4 of 9 schools were at 80% or above (met target), 5 of 9 were at 50% - 79% implementation, and 0 schools were at 49% or below. Most recently, in Fall 2023, 8 of 8 schools were at 80% or higher for implementation. This demonstrated that many of the actions in Goal 3 have been implemented and are becoming established practices. (Note: The metric above incorrectly uses the acronym FTI. It should be "TFI")

SVUSD reviewed Goal 3 metrics in suspension and expulsion rates, comparing the baseline in 18-19 to the 22-23 school year. Progress was demonstrated by:

- Suspension rates at baseline were at 5.6% for all and 3.9% for student group EL, 6.5% for student group SED, and 10.2% for student group SWD. Over the three-year LCAP cycle, the following suspension rates in the 22-23 school year were as follows:

All: 4.6% (decrease of 1%)

EL: 4.7% (an increase of .8%)

SED: 5.4% (decrease of 1.1%)

SWD: 8.6% (decrease of 1.6%)

While many of the activities led to a decrease in the overall suspension rate for student groups SED and SWD, the rate did increase for student group EL. This data shows us that we are seeing some progress in this area, but as we look ahead to our next cycle, we still need to continue to focus on suspension rates, particularly for our student groups SWD, SED, and EL.

- From 2029-2023, our Dropout rates decreased from .5% to .2% overall and there remained 0% dropouts in middle schools.

Additionally, we have seen effective progress in the area of chronic absenteeism since returning from COVID. Upon returning to school in 21-22, we saw a large increase in absenteeism at 39.4% for all, and between 43.4% and 48% for student groups EL, SED and SWD. Our rates have declined significantly in the 22-23 school year and are as follows:

All: 25.5% (decreased by 13.9%)

EL: 29.5% (decreased by 18%)

SED: 28.1% (decreased by 8.3%)

SWD: 35.2% (decreased by 7.6%)

As a district, we also progressed on the CA School Dashboard from the orange indicator to the yellow indicator in chronic absenteeism.

In addition, we also saw progress specifically in the following Goal 3 actions:

3.1 - Tier 1 Preventative Supports (core): SVUSD has developed an effective, sustainable, in-house training model for PBIS and Restorative

Practices. All students 6-12 received training and education on the dangers of opioids and fentanyl. SVUSD partnered with the California Center for School Climate to build student voice and action through student listening circles.

3.2 and 3.3 - Tier 2 (supplemental) and Tier 3 (intensive): Effective COST teams are in place at every school and meeting weekly to support tier 2 and tier 3 needs at the site level to support all students in an MTSS model

3.4- All sites participate in a Tiered Fidelity Index. One elementary school participated in an SEL assessment pilot for the 23/24 school year.

3.5 - Family/Caregiver Wellness Support: Administrators and bilingual community liaisons use the McKinney-Vento Family/Unaccompanied Youth ID process to connect families to services. Strong partnerships are in place with community organizations and agencies. Additionally, opportunities for parent engagement and education were provided through social media education for families, Fentanyl awareness for families, and the Latino Family Literacy Project (elementary). This action has been effective

3.6 and 3.7- Wellness Centers: Wellness Centers were opened on the high school campus and Altimira campus, bringing wellness services for all students. Additionally, the two district social workers overseeing those centers, supported district wide mental health supports and services for all district students by creating intern programs to make supports available on every school campus. Further, Wellness Youth Councils were established at both SVHS/Creekside and Altimira to provide student leadership in the areas of mental health and wellness. It will take time to measure the effectiveness of this action.

3.8 SVUSD saw an increase in newcomer enrollment. All sites have an assigned bilingual staff to support students and families

3.9 and 3.10- Data-Based Problem Solving to Identify Needs and Develop Intervention Plans: SVUSD has progressed in utilizing behavior referral data from SWIS to make data-based decisions and action plans to fit the identified needs schoolwide and in individual student plans. SWIS data, as well as COST referrals and Youth Truth survey data, all support school sites in data-based decision-making at the individual, classroom, school site, and district levels. This is an ongoing effort and will take time to measure effectiveness.

3.11 This action was not implemented therefore no data to support.

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

SAM (https://floridarti.usf.edu/resources/program_evaluation/sam/sam_revised_2021.pdf for details of each domain): Self-Assessment of Multi-Tiered Systems of Support Implementation Tool

L: Leadership

TT: Three-Tiered Instruction and Intervention

IM: Infrastructure

CB: Capacity Building

DBPS: Data-Based Problem-Solving

CC: Communication and Collaboration

As we look ahead to the next LCAP 3-year cycle, the following reflections on prior practice will be factored into the new goal:
Lowering suspension rate for student groups: While we saw an overall decrease in suspension rate, we still have high rates of suspension, and we see disproportionality among student groups. Actions for the upcoming year will include addressing this disproportionality with

training for staff in the areas of implicit bias, other means of correction, trauma informed practices, and restorative practices training. Increase in fostering systems in which student voice drives change: We will continue to examine ways in which our students are provided multiple opportunities to have their voices heard and then be part of affecting change. Student listening circles had positive participation so we will aim to expand these practices through SVUSD for all students. We also saw that while many of our students participated in the Youth Truth Survey, we did not provide them with time to dig into the data themselves. We will aim to have an action around student leaders in grades 3-12 being able to dig through the Youth Truth data themselves and identify actions to come from the student voice in that survey. Chronic Absenteeism: While our chronic absenteeism rates continue to decrease, we are noticing they remain higher than the pre-pandemic levels. Though this is something that is occurring nationwide, we do want to focus efforts on continuing to lower chronic absenteeism levels, particularly for our students with disabilities, as the rates of absenteeism for students with disabilities continue to be higher than the rates for all students. For our actions, we will continue to prioritize preventative efforts to increase attendance and refine our restorative attendance practices to engage families to increase attendance.

Student sense of safety and belonging: The Youth Truth survey indicates that student feelings of belonging for elementary students have decreased over time, from 39% percent positive in January 2023 to 37% percent positive in January 2024. Out of six summary measures on the Youth Truth Survey, this is the 2nd lowest area for our elementary students, with culture (peer behavior). It is ranked as the lowest. While we had an action of training staff on tier 3 behavior supports, this still needs to happen, as this is affecting student feelings of safety and belonging in the classroom setting.

The actions were also rewritten for this goal to avoid redundancy and increase clarity. In addition, the actions address the completion of the SAFE grant and address the same goals and services without the additional funding.

3.1 SAM TTI/IM 29 and SAFE SVUSD: Tier 1(CORE) Behavior and Social-Emotional Practices appear in action 3.14 PBIS Training, General Education and Special Education Staff will receive training on PBIS and Restorative practices specific to the implementation of behavior intervention plans for students with disabilities. General Education and Special Education staff will undergo training focused on Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices tailored to effectively implement behavior intervention plans for students with disabilities.

3.2, 3.3 SAM TTI/IM 31 and SAFE SVUSD and SAM TTI/IM 33 and SAFE SVUSD: Tier 2 Supplemental Behavior and Social Emotional Practices. Components of this action appear in actions 1.5, 1.9, and 1.11

3.4 SAM DED 34 and SAFE SVUSD: Staff Access to Behavior and Social-Emotional Data. It was fully implemented, but elements continue in many of the actions in Goal I of the 24/25 LCAP. The actions are embedded in the new LCAP.

3.5 SAFE SVUSD: Family/Caregivers Wellness Support and 3.8 SAFE SVUSD: Newcomer Support is included in action 1.7 Develop supports for newcomer/immigrant students, youth in foster care, and students experiencing homelessness to minimize barriers to accessing school; 1) The Wellness and Inclusion Department will provide ongoing reports to site Community Liaisons to monitor youth in transition and share services, strategies, resources and programs that are available within the District and/or offered in community organizations to serve students identified as students in Foster Care, immigrant students or students experiencing homelessness. 3) A Newcomer wellness intake process will be developed to increase feelings of belonging and safety for students (led by MTSS Counselor/Director of Student Wellness and Inclusion)

3.6 and 3.7 SAFE: Wellness Centers will be included in action 1.1 Mental Health Support and Resources, 1) Expand District Wellness Centers and Supports to include wellness centers or spaces at all secondary schools and wellness environments and programming at all elementary schools to be supported by district MTSS counselor (SVEF funding) 2) 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) 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) Two bilingual community liaisons (one per Wellness Center) will support students in the Wellness Centers with taking breaks, etc., communicate with staff on student needs, and support families and students with connecting to care.

3.9 SAM DBPS 21: Data-based Problem-solving of student social-emotional and behavioral needs is included in action 1.4 Supports for the whole child, Conduct Coordination of Services Team (COST) weekly meetings to support MTSS (multi-tiered support system). The team, comprised of a multidisciplinary site team, will utilize multiple forms of data (academic, attendance, behavioral, etc.) to 1) Identify data-based interventions and then monitor progress 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 community organizations (such as Family Resource Center, Sonoma Valley Community Health Center, etc).

3.10 SAM 22-25: Use of Social-Emotional and Behavior Data. This action is reflected throughout the actions in Goal I of the 24/25 LCAP. SWIS, PBIS, TFI, and SEL/Behavior data are specifically named and interwoven throughout the Goal I actions. This specific goal, as written, does not appear separately in the 24/25 LCAP.

3.11 Staff Wellness will be in action 3.7. Staff will have access to a variety of services to support staff wellness. Services may include resources for activities, referrals to workshops/events, and peer-led and supported activities.

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

Goals and Actions

Goal

Goal #	Description
4	<p>Goal 4 (added Spring 2022): Increase achievement of students with disabilities by providing access to core curriculum and best first instruction coupled with supplemental and intensive materials and support, and by responding to needs identified through frequent monitoring of progress using formative data.</p> <p>By June 2024:</p> <ul style="list-style-type: none"> • Increase to a minimum of 20% the number of students with disabilities meeting/exceeding proficiency in literacy and numeracy as measured by STAR Reading and STAR Math • Increase to a minimum of 20% the number of gr. 8 students with disabilities meeting high school readiness with a C- or better in four core subjects: English, science, mathematics, and history/social science • Increase to a minimum of 10% the number of gr. 12 students with disabilities graduating who have met a-g requirements • increase to a minimum of 90% the number of gr. 12 students with disabilities graduating with a high school diploma

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Elementary: Local Measure STAR Reading - percent SWD meeting/exceeding proficiency	Spring 2021 STAR Reading - SWD gr. 3 = 12.5% gr. 4 = 0.0% gr. 5 = 7.1%	Spring 2022 STAR Reading - SWD gr. 3 = 19.4% (6.9%) gr. 4 = 12.1% (12.1%) gr. 5 = 9.1% (2.0%)	Spring 2023 STAR Reading - SWD gr. 3 = 25% (5.6) gr. 4 = 9% (3.1) gr. 5 = 20.5% (11.4)	Spring 2024 STAR Reading - SWD gr. 3 = 16% (-9) gr. 4 = 19% (+10) gr. 5 = 12% (-8.5)	All students meet annual growth percentile to increase to a minimum of 20% the number of SWDs meeting/exceeding proficiency in STAR Reading at each grade level
Elementary: Local Measure	Spring 2021 STAR Math - SWD gr. 3 = 7.1% gr. 4 = 6.7%	Spring 2022 STAR Math - SWD gr. 3 = 20.0% (12.9%) gr. 4 = 12.5% (5.8%)	Spring 2023 STAR Math - SWD gr. 3 = 25% (5.0) gr. 4 = 10.8% (-1.7%)	Spring 2024 STAR Math - SWD gr. 3 = 33% (8.0) gr. 4 = 36% (25.2)	All students meet annual growth percentile to increase to a minimum of 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Math - percent SWD meeting/exceeding proficiency	gr. 5 = 4.9%	gr. 5 = 9.4% (4.5%)	gr. 5 = 18.4% (9.0%)	gr. 5 = 15% (-3.4)	the number of SWDs meeting/exceeding proficiency in STAR Math at each grade level
Middle School: Local Measure 8th grade "High School Readiness" SWDs enrolled 3 yr s. in SVUSD passing with C- or better in four core classes: history, science, English, mathematics	Spring 2021 All: 20.0% SWD: 0.0%	Spring 2022 All: 34.0% (14.0%) SWD: 2.3% (2.3%)	Spring 2023 All: 59% (+25) SWD: 4.8% (2.5)	Spring 2024 All: 27% (-32) SWD: 8% (+3.2)	INCREASE SWD High School Readiness Rate gr. 8 (3 yr in SVUSD) passing with C- or better; SWD: 20%
Middle School: STAR Reading and STAR Math - percent SWD meeting/exceeding proficiency	Spring 2021 gr. 6-8 SWD STAR Reading = 7.6% STAR Math = 3.9%	Spring 2022 gr. 6-8 SWD STAR Reading = 8.4% (0.8%) STAR Math = 8.6% (4.7%)	Spring 2023 gr. 6-8 SWD STAR Reading = 13.4% (5.0%) STAR Math = 10.9% (2.3%)	Spring 2024 gr. 6-8 SWD STAR Reading = 9.8% (-3.6) STAR Math = 15.3% (4.4)	INCREASE to a minimum of 15% the number of SWDs meeting/exceeding proficiency in literacy and numeracy as measured by STAR Reading and STAR Math
High School: a-g requirements (Dashboard)	Class of 2021 SWD: 15.5%	Class of 2022 SWD: 5.8% (-9.7%)	Class of 2023 SWD: 17.4% (+11.6)	Class of 2024 SWD: 14.3% (preliminary)	INCREASE % of SWDs who have met a-g requirements upon graduation SWD: 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School: STAR Reading and STAR Math - percent SWD meeting/exceeding proficiency	Spring 2021 gr. 9-12 - SWD STAR Reading = 12.8% STAR Math = 16.8%	Spring 2022 gr. 9-12 - SWD STAR Reading = 1.8% (-11.0%) STAR Math = 6.1% (-10.7%)	Spring 2023 gr. 9-12 - SWD STAR Reading = 12.3% (10.5) STAR Math = 27.3% (21.2)	Spring 2024 gr. 9-12 - SWD STAR Reading = 17% (4.7) STAR Math = 16% (-11.3)	INCREASE to a minimum of 15% the number of SWDs meeting/exceeding proficiency in literacy and numeracy as measured by STAR Reading and STAR Math
Graduation Rate	Class of 2021 SWD SVUSD: 80.4% SWD California 72.8%	Class of 2022 SWD SVUSD: 80.9% SWD California: 76.1%	Class of 2023 SWD SVUSD: 92.2% SWD California: 72.7%	Class of 2024 SWD SVUSD: 92.1% SWD California: not yet available	Increase to a minimum of 90% (state goal) the percent of SWDs graduating with a high school diploma

Goal Analysis

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

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

There are a few areas to emphasize as successful in relation to goal 4:

- The training of site administrators in the Facilitated IEP training proved to be successful. An increase in compliance, as measured by the SEIS data system and parent surveys, shows that IEP meetings are held in a timely manner and provide meaningful parent participation.
- SWD (students with disabilities) has made an increase in STAR math scores and STAR reading scores.
- Hiring and retaining administrative positions has proven successful in providing staff support during IEP meetings, facilitating goal writing, enabling meaningful participation for parents in their native language, and developing systems and procedures to streamline the special education process.

While many of the actions were implemented, there were areas of 4 actions that were changed or not implemented.

4.1 Although some Universal Design for Learning (UDL) training was provided, its implementation was minimal due to limited attendance. Orton and Gillingham's training sessions were not scheduled, resulting in few teachers being knowledgeable about these strategies, which were consequently not implemented. Wilson training was provided in 2022, with limited attendance, leading to only a few teachers (two elementary and one middle school) utilizing the Wilson Reading System.

4.2 Because we have community liaisons on the sites, we did not see the need to hire a 1:00 FTE Special Education Parent Liaison.

4.3-4.4 After-school tutoring was not implemented.

4.5-Learning Center model needs more clarity. It is assumed students with disabilities are provided support in the Walk to Read and receive direct services in a separate setting.

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.

Actions in Goal 4 did not have budgets attached and were carried out in house or in other actions. .

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

Based on the provided data from STAR Reading and Math assessments for the years 2021-2023, the percentage of students meeting/exceeding proficiency in literacy and numeracy varies across different grade levels.

- For Grades 3-5: The percentage of students meeting/exceeding proficiency in STAR Reading and Math is below the desired outcome of 20%. In Grade 3, the percentage is 17.9%, in Grade 4 it is 4.1%, and in Grade 5 it is 6.1%.
- For Grades 6-8: The percentage of students meeting/exceeding proficiency in STAR Reading and Math is also below the desired outcome of 20% for literacy and 15% for numeracy. The percentages are 5.8% for Reading and 7.0% for Math.
- For Grades 9-12: The percentage of students meeting/exceeding proficiency in STAR Reading and Math declines from the baseline. In Reading, the percentage is -0.5%, and in Math, it is -12.8%.

Overall, the data indicates that the desired outcome of having a minimum of 20% of students meeting/exceeding proficiency in literacy and a minimum of 15% in numeracy is not being met across all grade levels. There is a clear need for targeted interventions and support to improve

student performance in literacy and numeracy skills.

Based on the data, only 4.8% of grade 8 students with disabilities are currently meeting high school readiness with a C- or better in four core subjects: English, science, mathematics, and history/social science. The desired outcome is to increase this percentage to a minimum of 20%. Therefore, a significant gap exists between the current performance and the desired goal. To achieve the target, targeted interventions and support are necessary to improve student performance in these core subjects and ensure that more students with disabilities are adequately prepared for high school.

Based on the data from the Class of 2019, only -0.1% of grade 12 students with disabilities graduated having met the a-g requirements. The desired outcome is to increase this percentage to a minimum of 10%. Therefore, a significant gap exists between the current performance and the desired goal. Targeted interventions and support are essential to improve student achievement and ensure that more students with disabilities graduate meeting the a-g requirements.

Based on the provided data, only 16.1% of grade 12 students with disabilities are currently graduating with a high school diploma. The desired outcome is to increase this percentage to a minimum of 90%. Therefore, there is a substantial gap between the current graduation rate and the desired goal. Targeted interventions and support are crucial to improving graduation rates among students with disabilities and ensuring that a higher percentage of them successfully obtain a high school diploma.

4.1–The district's efforts to enhance training for site administrators, counselors, SPED teachers, and special education service providers aimed to ensure legally compliant Individualized Education Programs (IEPs) showed its effectiveness in holding IEP's on time and allowing parents to have meaningful participation.

4.2–Specialized training in "Facilitating IEP Meetings" for site administrators was provided, demonstrating a proactive approach to improving meeting effectiveness. 4.3–The state-approved five-day literacy academy, aligned with the California Dyslexia Initiative, limited attendance of teachers at these sessions limited the effectiveness.

4.4–Despite some Universal Design for Learning (UDL) training being offered, its minimal implementation highlights potential barriers to effective integration. To date, this action is not effective.

4.5–There was an absence of scheduled Orton and Gillingham training sessions. This training was limited so the measurement of effectiveness is unclear.

4.6–Similarly, the limited attendance at Wilson training sessions limited its effectiveness.

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

SAM (https://floridarti.usf.edu/resources/program_evaluation/sam/sam_revised_2021.pdf for details of each domain): Self-Assessment of Multi-Tiered Systems of Support Implementation Tool

L: Leadership
TT: Three-Tiered Instruction and Intervention
IM: Infrastructure
CB: Capacity Building
DBPS: Data-Based Problem-Solving
CC: Communication and Collaboration

Based on the data provided, there are significant disparities in academic achievement and graduation rates among students with disabilities across various grade levels. While specific targets have been set to improve outcomes, such as increasing proficiency in literacy and numeracy and ensuring high school readiness, the current performance falls short of these goals. Graduation rates among students with disabilities are particularly low, highlighting the need for urgent interventions and support to improve educational outcomes and increase access to post-secondary opportunities.

As we move forward in addressing these disparities, we will need to take a multifaceted approach, including best-first instruction utilizing a multitiered system of support, targeted interventions, support services, and collaborative efforts between educators, administrators, and families to ensure that all students with disabilities have the resources and opportunities needed to succeed academically and achieve their full potential.

The actions in Goal IV are interwoven throughout the 24/25 LCAP, and students with IEPs are included in the actions and data.

4.1 Professional Development will appear in action 3.5 Workshops/Training; if funding allows and substitute coverage is available, the district may prioritize outside training opportunities focused on MTSS, UDL, Co-Teaching, and Belonging. Summer conferences may include: CUE; PBL; and AVID. Staff attending district-sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time. 3.6 Ongoing Training with Instructional Assistants: Classified staff members assigned to support classroom instruction (Tier I, II, III) will provide ongoing training opportunities necessary for small group instruction and support with unduplicated students. Training may include participation in district collaboration days (Wednesdays), after-school training, or other sessions. Classified staff working with students with disabilities will receive ongoing training opportunities covering behavior management, academic support, social engagement, and training to address students' health needs. 3.11 Inclusive Education Practices: Attend training and professional learning in best practices for inclusive education for students with disabilities (Co-Teaching model). Identify a general educator and ed specialist to work together as a team in the planning, teaching, and assessing of students.

4.2 and 4.5 Are no longer specific actions. Staffing is not a specific action in the 24/25 LCAP, and Learning Centers will be included in 2.6, 2.7, and 2.8.

4.3 Tier 2 Supplemental Academic Support is included in action 2.6 Tier II Targeted Instruction, Small Group targeted/supplemental instruction will be provided to students based on the assessed area of need (language development, social-emotional, academics utilizing evidence-based strategies and a specific focus on unduplicated students (English Learner, Foster Youth, socioeconomically disadvantaged). Supplemental resources may include: Orton-Gillingham; Lexia/Core 5; Avanza (Flowery) Reflex/Frax; Handwriting/Keyboarding without Tears. At the secondary levels, students may be placed in additional intervention/support for ELA/math through class size reduction and/or

intervention support class. Middle Schools will have an additional 1.2 FTE each. SVHS will have an additional.6 FTE for Algebra Lab to support 9th graders concurrently enrolled in Algebra and .8 FTE for Credit Recovery support during the school day.

4.4 Tier 3 Intensive Academic Support is in action 2.7 Tier III Specialized /Intensive Instruction for students requiring specialized and intensive support, based on assessed area of need, will be provided with small group targeted instruction. Resources may include: Read Naturally, using strategies for struggling readers such as teacher modeling, repeated reading and text, and progress monitoring; ST Math is an approach that provides students with equitable access to learning; News2You to build comprehension and context relative to their community and world, develop critical-thinking and communication skills; Teaching Pyramid which provides a systematic framework that promotes social and emotional development and supports behavior to prevent challenging behavior.

4.6 SWD Parent/Caregiver Support, will be action 4.7 Parent Training, SVUSD will conduct a needs assessment to identify areas of parent 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: Reclassification; Literacy; Graduation (A-G) Requirements; CABE; Bullying; Safety/Cyber Safety, LGBTQIA, Attendance, and for students with disabilities: IEP and Designated Supports, IEP Compliance, Alternative Pathway to Diploma, Transitions pre-22.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sonoma Valley Unified School District	Dr. Christina Casillas Associate Superintendent	ccasillas@sonomaschools.org 707-935-6000

Plan Summary [2024-25]

General Information

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

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 3100 scholars and their families. Our community is rich in diversity, representing different cultures, and languages, predominantly Spanish.

The Sonoma Valley Unified School District (SVUSD) is currently engaging in a strategic visioning and planning process in partnership with our community. We have started this 2023-2024 school year with the formation of a Core Team. Together we have 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. We will continue this engagement throughout the fall. At the end of this process, it is our hope to develop a Portrait of a Graduate, Portrait of an Adult and Portrait of a System in the 2024-2025 school year 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 theWorld.

In the fall of 2023, SVUSD developed a Strategic Arts 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.

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

- El Verano Elementary School with Enrollment at 340 students Grades TK-5
- Flowery Elementary School with Enrollment at 350 students Grades TK-5
- Sassarini Elementary School with Enrollment at 284 students Grades TK-5
- Prestwood Elementary School with Enrollment at 260 students Grades K-5

For 2024-2025, we are maintaining our district transitional kindergarten program by offering a classroom at every elementary site.

Two Middle Schools:

- Adele Harrison Middle School with Enrollment at 330 students Grades 6-8
- Altimira Middle School with Enrollment at 351 students Grades 6-8

One Comprehensive High School:

- Sonoma Valley High School with Enrollment at 1125 students Grades 9-12

One Continuation School: Creekside High School with Enrollment at 51 students Grades 11-12. Creekside High School has been identified as an Equity Multiplier School.

In addition to our students attending district schools, we have 38 students enrolled in a Non-Public School (NPS) through their Individualized Education Program (IEP). There are two independent charter schools who develop LCAPs independent of the school district.

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

Over the past 7 years, our enrollment has decreased from 4564 students in 2016-2017 to 3129 students in 2023-2024. The 2023-2024 demographic breakdown of SVUSD students includes 67.7% Latinx (N=2117), 28.5% White (N=893), and 3.8% Other (N=118). 25.9% (N=809) are Multilingual Learners, 27.5% (N=862) are Redesignated Fluent English Proficient (rFEP), 61.4% (N=1,920) are Economically Disadvantaged, 0.3% (N=9) are Foster Youth, and 16.9% (N=530) are Students with Disabilities. (Source: CALPADS). Based on the data in the Ellevation platform, we have 220 students identified as Long Term English Learners (LTEL); 158 at-risk of LTEL and 132 dual identified as an English Learner and as a student with an IEP.

Due to low student enrollment at Dunbar Elementary School, our Board of Education made the difficult decision to close Dunbar at the end of the 2022-2023 school year. Students and staff were reassigned to other elementary schools within our district.

Our district continues to review enrollment data patterns and trends, budget resources, school capacity and our Facilities Master Plan. A school consolidation committee is currently meeting to make a recommendation to the board for future planning and consideration for school consolidation in the future.

Reflections: Annual Performance

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

Based on the 2023 California School Dashboard data, Sonoma Valley Unified performed in the following areas:

ACADEMIC PERFORMANCE

- English Language Arts: 37.1 points below standard (Maintained -2 points) ORANGE
- Mathematics: 84.8 points below standard (Increased 3.3 points) YELLOW
- English Learner Progress: 51.6 making progress (Maintained .6) YELLOW
- College/Career: 39.2 prepared MEDIUM
- Local Indicators: Implementation of Academic Standards: Standard Met

ACADEMIC ENGAGEMENT

- Chronic Absenteeism: 25.4 % Chronically Absent (Declined 14%) YELLOW
- Graduation Rate: 93% Graduated (Maintained 0.2%) GREEN
- Local Indicators: Access to Broad Course of Study: Standard Met

CONDITIONS AND CLIMATE

- Suspension Rate: 4.6% Suspended at least one day (Maintained -0.2%) ORANGE
- Local Indicators: Basics: Teachers, Instructional Materials, Facilities: Standard Met
- Local Indicators: Parent and Family Engagement: Standard Met

Based on District Assessment: STAR Renaissance Data % at or above grade level:

Reading- STAR

- Fall 2022 All: 33.9%; gr. 3-5: 44.4%; gr. 6-8: 32.0%; gr. 9-12: 24.7%
- Fall 2023 All: 43% (+9.1) gr. 3-5: 37% (-7.4); gr. 6-8: 40% (+8); gr. 9-12: 49% (+24.3)

Math- STAR

- Fall 2022 All: 17%; gr 3-5: 25%; gr.6-8: 15%; gr. 9-12: 9%
- Fall 2023 All: 20% (+3); gr. 3-5: 27% (+2); gr. 6-8: 18% (+3); gr. 9-12: 16% (+7)

AP Passing Rate and Enrollment

- 2021-2022 All: 55.9% Passing and 28% Enrollment(310); White: 53.8% Passing and 39.1% Enrollment (165); Latinx: 55.9% Passing and 20.2% Enrollment (124)
- 2022-2023 All: 58.3% Passing; (+2.4) and 32.8 %(+4.8) Enrollment(368) (+58); White: 61.5% Passing (+7.7) and 43.9% (+4.8) Enrollment (157) (-8); Latinx: 53.4% Passing (-2.5) and 26.1% (+5.9) Enrollment (184)(+60)

A-G Completion

- Class of 2022 All: 49.1% ;White: 69.9%; Latinx: 41.4%; SED: 36.1%; EL: 12.8%; SWD: 5.8%

- Class of 2023 All: 50.2%3 (+1.1); White: 62% (-7.9); Latinx: 41.8% (+.4); SED: 40.9% (+4.8); EL: 0% (-12.8); SWD: 17.4% (+11.6)

High School Readiness

- 2022: All: 34 %; White: 48.0%; Latinx: 10.0%; SED: 18.5%; EL: 0.0%; SWD: 2.3%
- 2023: All 59% (+25);White 52.4% (+4.4); Latinx 42.9% (+32.9); SED 28.6% (+10.1); EL 0 (0); SWD 4.8% (+2.5)

Successes:

Overall, the 2023 California Dashboard displays some progress made. Sonoma Valley Unified demonstrates a decrease in chronic absenteeism across the district. Chronic Absenteeism moved from orange to yellow with a decrease overall for all students (-13.9%); our English Learners (-15.7%); students identified as socio-economically disadvantaged (-14.8%); Hispanic (-14.1%) and students with disabilities (-11.1%). Math moved from orange to yellow at 84.9 points below standard and a 3.3 point increase, in comparison to the State of California performing in the Orange. Multilingual Learners, Students with Disabilities and students socio-economically disadvantaged show growth in comparison to 2022 CAASPP data. Our Graduation Rate moved from orange to green with 93% students graduating from our district schools; this is significantly higher than the State average with 86.4% graduating (Orange indicator). Our student groups: Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities are in the green, outperforming the State average of Orange. Our English Learner Progress shows that more than 50% of our students are making progress, compared to the state (48.7%). In the area of suspension, no student groups were in the red area and suspension rate decreased for students socio-economically disadvantaged and for students with disabilities.

Challenges:

As we reflect on the Dashboard and local data, we notice that opportunity and achievement gap persists with our students, particularly for our the following groups: Hispanic (ELA- Orange, Math- Red) Socio-Economically Disadvantaged (ELA- Orange, Math- Orange)students with disabilities (ELA- Orange, Math- Orange); English Learners (ELA- Red, Math Red) compared to White student group (ELA- green, math- Orange). The English Language Arts indicator moved from yellow to orange with a decrease in CAASPP data from 36.8% meeting/exceeding standards in 2022 to 35.15% % meeting/exceeding standards in 2023 meeting standards with student groups English Learners, Students with Disabilities, and Students Socio-economically Disadvantaged, all decreasing points. Based on Dashboard data, we recognize we need to improve college and career readiness for all students with only 39.% prepared compared to the state at 43.9% with English Learners, Hispanic, Socio-economically Disadvantaged and Students with Disabilities all within the Low Performance Level. While Suspension rate remained at orange with 4.6% students suspended at least one day, this is higher than the state rate at 3.5%. While our graduation rates are increasing, access to A-G completions shows gaps amongst our students with 17.4% Students with Disabilities and 0% English Learners are prepared for UC/CSU admission. It is important to note that beginning with the graduating class of 2025, our graduation requirements of 220 credits will be restored from the COVID-19 adjustment of 180 credits.

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

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

Altimira

- ELA: Students with Disabilities, English Learners

Sonoma Valley High School

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

Creekside

- College and Career: Socioeconomically Disadvantaged, All
- Suspension Rate: Hispanic, Socioeconomically Disadvantaged, All

Creekside High School has been identified as an Equity Multiplier school. Ca Ed Code 42238.024(b) defines this as school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent.

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

According to 2024 Youth Truth Survey we had a solid amount of participation:

- Family Response Rate: 25% districtwide 505 responses out of 2041.
- Student response rate 79%

- Staff response rate 82%

Our highest rated themes (compared with other school districts) for elementary, middle, and high school families were communication and feedback and engagement. One of the relative lowest themes (compared with other school districts) for middle and high (not elementary) was school safety. For elementary and high school, another lower theme was culture. The highest rated summary measure for all levels was the relationships measure which asks questions about teachers, families, and administration treating one another with respect and feeling comfortable approaching teachers and administration on concerns and child progress.

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.

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.

Reflections: Technical Assistance

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

Not Applicable. Based on the 2023 Dashboard data, Sonoma Valley Unified is no longer identified as needing “Differentiated Assistance”

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 2023 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)	<p>From November 28-December 22, 2023, all staff were invited to participate in a google survey aligned to the 8 state priorities. Every school site held staff meetings in the fall/winter to review district/site data recommending area(s) of focus/goals and actions. Certificated and Classified Staff had separate sessions with their bargaining units (see below). All staff were also invited to participate in the March 5th-7th and May 1st-2nd District Engagement Session for input, feedback, and voice. Additionally, an online survey was provided to seek feedback on the LCAP proposed goals May 1st-10th.</p>
District Advisory Committee (DAC)/District English Learner Advisory Committee (DELAC)	<p>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. During our DELAC meetings, we reviewed the Needs Assessment conducted from each site's ELAC to identify patterns and trends. DAC and DELAC dates: October 18, 2023; December 20, 2023; February 21, 2024; and April 17, 2024. DAC Executive Board reviewed the LCAP Draft on May 15, 2024. DELAC Executive Board reviewed the LCAP Draft on May 21, 2024</p>
Valley of the Moon Teacher Association (VMTA) - Certificated Bargaining Unit	<p>In addition to the opportunity of participating in the staff surveys and staff meetings, and with consultation with VMTA co-presidents, a</p>

Educational Partner(s)	Process for Engagement
	<p>session was scheduled to engage all certificated members on February 16, 2024.</p> <p>VMTA members were asked: As we develop our new LCAP goals and actions, what are some things you think our district and schools are doing well and what are some things we can focus on in order to improve student outcomes? A Jamboard activity was completed to honor voice and input from all participants.</p>
<p>California School Employees Association (CSEA)- Classified Bargaining Unit</p>	<p>In addition to the opportunity of participating in the staff surveys and staff meetings, and with consultation with CSEA Think Tank, a session was held on January 24, 2024 to engage all classified members. CSEA members were asked: As we develop our new LCAP goals and actions, what are some things you think our district and schools are doing well and what are some things we can focus on in order to improve student outcomes? They engaged in small group conversation and a gallery walk to identify priorities and patterns/trends.</p>
<p>Parents/Caregivers/Community</p>	<p>From November 28-December 22, 2023 Administrators/Principals were invited to participate in a google survey aligned to the 8 state priorities.. Principal/Administrator meetings also provided reflections from summative and formative data as well as engagement sessions. In March 2024, district leaders (principals, administrators and managers) provided input on goal areas and action steps, building upon what is going well and what areas could be strengthened within our schools and district. Additionally, an online survey was provided to seek feedback on the LCAP proposed goals May 1st-10th.</p>
<p>Administrators/Principals</p>	<p>From November 28-December 22, 2023 Administrators/Principals were invited to participate in a google survey aligned to the 8 state priorities. Principal/Administrator meetings also provided reflections from summative and formative data as well as engagement sessions. In March 2024, district leaders (principals and managers) provided input on goal areas and action steps, building upon what is going well and what areas could be strengthened within our schools and district. SVUSD Management Team (Administrators/Principals) reviewed the LCAP Draft on May 20, 2024</p>

Educational Partner(s)	Process for Engagement
Students	<p>From November 28-December 22, 2023 All secondary students were invited to participate in a google survey aligned to the 8 state priorities. As part of our Strategic Visioning and Planning work secondary students grades 6-12 participated in a Student Summit experience on January 19, 2024. Additionally, Ad Hoc Student meetings were held on January 29, 2024 to gather “street data” on student insight.</p> <p>Students at Sonoma Valley High School and Creekside (Equity Multiplier) also engaged in the Student Listening Circle facilitated by West Ed February 21-22, 2024.</p> <p>Data from the student conversations were incorporated in our LCAP development.</p>
Special Education Local Plan Area (SELPA)	<p>The SELPA has been consulted on numerous occasions during the LCAP development process.</p> <p>January 24, 2024 the SELPA Program Specialist discussed connecting the CIM (Compliance, Improvement and Monitoring) process with the LCAP.</p> <p>April 24, 2024: the CIM team met, including the SELPA, to review our goals and needs around the CIM process.</p> <p>May 1, 2024: Our SELPA Program Specialist reviewed the proposed goals and actions to ensure the inclusion of supports and actions for students receiving special education.</p>
Creekside High School (Equity Multiplier School)	<p>December 2023: Staff and Student Voice: Both staff and students provided input on a Jamboard around how their hopes and dreams for Creekside.</p> <p>January 19, 2024: Student Summit. Students shared their ideas about their future to shape the Portrait of a Graduate and Adult.</p> <p>January 29, 2024: Student Ad Hoc. Students provided reflections of their school experience related to academic success and supports towards graduation</p> <p>January/February 2024: Parent Empathy Interviews. Parents shared their hopes and dreams for their students and provided input on areas of growth in a Jamboard.</p>

Educational Partner(s)	Process for Engagement
	<p>February 2024: Student Listening Circles- facilitated by WestEd. Students shared their lived experience and provided feedback on areas of improvement.</p> <p>April 2024: Staff Meeting. Staff reviewed data from the Dashboard, and provided input on goals and actions.</p> <p>April 2024: School Site Council (SSC) shared feedback and input on goals and actions.</p>

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:

- November 28, 2023-December 22, 2023: LCAP Engagement Surveys to gather input on the Eight State Priorities sent to District Staff, Students(Gr 6-12), Parents/Caregivers (English and Spanish); and Community Members
- November 2023 - February 2024: Site/Community Group Engagement Sessions:

Site SSC/ELAC/PTO/staff meeting; District DAC/DELAC meetings; VMTA/CSEA sessions

- March 5-7, 2024 Engagement Sessions (In Person and Virtual): Review input from surveys and engagement sessions to identity needs.
- May 1-2, 2024 Engagement Sessions (In Person and Virtual): Share draft LCAP goals and seek input from educational partners.
- May 1-10, 2024 Online Survey to engage the community on the LCAP proposed goals (English and Spanish).
- June 6, 2024 Public Hearing at Board of Education Meeting

Sample school site engagement questions included, but not limited to:

- What are your hopes and dreams for your child?
- What does success mean to you?
- What do you think is important to prioritize in the development of the new LCAP?
- If you could change anything about your child's school, what would it be?
- What do you see as strengths and opportunities for growth?

Sample student listening circle questions included, but not limited to:

- How do you know when an adult at your school cares about you or believes in you?
- What makes you feel safe and comfortable to be yourself at your school? Where and when do you feel most safe and comfortable?

- What makes you feel like you are supported as a learner? When do you feel this way?
- What makes you feel engaged in learning? What do you think teachers could do to inspire and motivate learning more?
- How do you think technology and social media impacts students at school (positively and negatively)?
- What makes some students bully and spread gossip about other students at your school? What types of students are bullied most?
- What do you wish adults at your school knew about what it's like to be a student?
- If you could change one thing at your school to make it better and fairer, what would you change?

Sample prompts with the community engagement sessions included:

- As we develop our new LCAP goals and actions, what are some things you think our schools/district are doing well and what are some things we can focus on over the next three years in order to improve student experience and outcomes?
- What are the most important things SVUSD needs to do to support and increase success for every student over the next three years?

Administrators and staff reviewed district and site dashboard data, goal progress, survey results, engagement notes to provide input on the LCAP development. A needs assessment was conducted through an Initiative Inventory process to examine actions and strategies, expenditures and an impact/effort analysis. School teams provided input on the inclusion/elimination of actions identified in the 2023-2024 LCAP.

The community at Creekside, an Equity Multiplier School, provided input and feedback through Staff Voice (Jamboard); Student Voice (Jamboard); Student Ad Hoc; Parent Empathy Interviews; Student Summit; Listing Circles, Staff Meeting and School Site Council (SSC)

Highlights from survey results reflecting on the Eight State Priorities lifted the following strengths and growth areas:

CONDITIONS FOR LEARNING

Priority 1 Basic Services

- Positive Area: Our students consistently have access to instructional materials, textbooks, and supplies in school.
- Growth Area: Our school emphasizes using instructional materials that reflect the culture or ethnicity of its students.

Priority 2: Implementation of State Standards

- Positive Area: Our school promotes academic success for all students.
- Growth Area: Teachers show how classroom lessons are helpful to students in real life.

Priority 7: Course Access

- Positive Area: Students have access to all of the courses necessary to graduate.
- Growth Area: Students have access to CTE and VAPA

STUDENT OUTCOMES

Priority 4: Student Achievement

- Positive Area: Teachers evaluate student learning using different types of assessments (e.g. quizzes, tests, essays, projects, presentations).

- Growth Area: Our students know how to access their assessment scores (STAR, SBAC, etc.).

Priority 8: Student Outcomes

- Positive Area: School staff (counselor, principal, teacher, staff) collaborate and communicate about student's progress.
- Growth Area: Students have access to courses that will prepare them for college and career.

ENGAGEMENT

Priority 3: Family Involvement

- Positive Area: Our school staff contacts parents/guardians in a timely manner regarding academic progress, attendance, and behavior issues.
- Growth Area: Our district and school programs cultivate a culture of collaboration with families.

Priority 5: Pupil Engagement

- Positive Area: The school implements policies and procedures to improve student attendance
- Growth Area: Our district and school programs address student's individual needs.

Priority 6: School Climate

- Positive Area: This school is a safe place for students.
- Growth Area: Students feel they have been bullied, threatened or experienced violence at their school.

Common Themes emerged from the engagement sessions, influencing our LCAP:

Students

- Greater representation of diverse staff, and classes reflecting students' backgrounds, fostering respect, kindness, and better interactions among students. (Goal 3)
- More engaging classrooms, course offerings and learning experiences (Goal 1)
- Addressing supports like mental health services/wellness; addressing barriers to attendance (Goal 1)
- Safety (Goal 1)
- Developing a graduation plan with options for college and career preparation. (Goal 2)

Staff

- Providing supports and resources for multilingual learners (ie bilingual staff/instructional assistants), especially newcomer students (Goal 2)
- Supports for social emotional needs, mental health and physical health (Goal 1)
- Early intervention programs. (Goal 2)
- Multi-tiered systems, especially regarding discipline, positive behavior supports and attendance (Goal 1)
- College and career pathways (Goal 2)
- Academic supports in reading, math and writing (Goal 2)
- Professional Development, training of staff and collaboration time, including instructional assistants (Goal 3)
- Continue with reviewing and reflecting data for intervention, especially with reading groups (Goal 2 and Goal 3)

- Enrichment opportunities for students during and beyond the school day (Goal 2)

Families

- Volunteering opportunities at school sites (Goal 4)
- Family engagement activities to support parents/caregivers with at-home learning (Goal 4)
- Improved communication means. (Goal 4)
- Communication with service providers to support students' IEP progress. (Goal 4)
- On-going and regular communication with staff and teachers to support children's goals. (Goal 4)

Creekside (Equity Multiplier) (Goal 5)

- Opportunities for hands on electives /CTE courses and vocational programs
- Dual Enrollment courses for community college connection.
- Supports for mental health within the classroom
- Connection to the high school community

Parallel to the LCAP Engagement process, Sonoma Valley Unified began our Strategic Visioning and Planning process to identify our long-term vision for our whole district and informed by our community. We started this work in the Winter/Spring of 2023 by engaging with our Core Team, made up of administrators, certificate and classified staff, and secondary students in our Student Summit. Almost 100 students representing our two middle school, high school and continuation school shared with us their hopes and dreams of how school can prepare them for a future yet to be reimagined. They identified knowledge skills, dispositions and mindsets for graduates of Sonoma Valley USD as well as for our adults working in our system.

The insights gleaned from numerous collaborative sessions with our educational partners have been instrumental in shaping the foundational principles of the Sonoma Valley Unified School District's 2024-2027 Local Control Accountability Plan.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

While we have improved our Chronic Absenteeism on the dashboard from Orange in 2019 to Yellow in 2023, our chronic absenteeism is at 25.5%. Student groups with a higher rate of chronic absenteeism include: English Learners (29.5%); Socioeconomically Disadvantaged (28.1%) and Students with Disabilities (35.2%). There has been some progress with our attendance initiatives to support the whole child where schools have teams that meet frequently to review student data. Suspension data is currently at 4.6% (2023) for all students with Students with Disabilities at 8.6%; English Learners at 4.7% and socioeconomic status at 5.4% We continue to create and develop positive school campuses focusing on a restorative approach and exploring other means of suspensions. According to Youth Truth Survey data, there is a need to prioritize student voice and experience within our schools. Based on input from students, belonging, connection, engagement and safety emerged as themes. Families and staff members also voiced school safety as a priority to focus on with a need for positive behavior supports and social emotional needs. As we near the conclusion of our School Climate Transformation Grant (SAFE) in October of 2024, we are committed to providing student wellness spaces and opportunities.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Attendance Rate (Grades K-12)	2024 P2 Data ALL 92.65% <ul style="list-style-type: none"> Hispanic 92.86% White 92.37% Multiple 88.23% SED 92.79% EL 92.39% LTEL 90.44% SWD 89.59% 			To increase Average Daily Attendance for ALL students and student groups to 96% ADA.	
1.2	Chronic Absenteeism (Dashboard: Grades K-8)	2023 ALL 25.38% <ul style="list-style-type: none"> Hispanic 27.27% White 20.91% Multiple 0% SED 28.46% EL 28.51% LTEL 21.44% SWD 35.65% 			ALL 10% <ul style="list-style-type: none"> Hispanic 15% White 6% Multiple 0% SED 14% EL 14% LTEL SWD 18% 	
1.3	Suspension Rate (Dashboard)	2023 ALL 4.60% <ul style="list-style-type: none"> Hispanic 5% White 3.60% Multiple 2% SED 5.40% EL 5.10% LTEL 7.5% SWD 8.60% 			ALL 3.50% <ul style="list-style-type: none"> Hispanic 3.5% White 2% Multiple 1% SED 4% EL 4% LTEL 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> SWD 5.5% 	
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%)			Reduce expulsion rate at less than 0.2% with no distinctive disproportionate differences among significant ethnic subgroups All: <0.2%	
1.5	Drop Out Rate (Middle School and High School)	2023 Middle School: 0 High School: ALL 3 Hispanic:1 White: 2 SED: 1			Middle School: Maintain 0 High School: Maintain less than 3	
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%			Maintain 80% and above	
1.7	Sense of School Connectedness (Belonging and Engagement)	Youth Truth Survey January 2024 Belonging			Belonging <ul style="list-style-type: none"> Elementary 66% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Elementary 37%. Middle School 44% High School 33% Engagement <ul style="list-style-type: none"> Engagement 81% Middle School 81% High School 41% 			<ul style="list-style-type: none"> Middle School 75% High School 75% Engagement <ul style="list-style-type: none"> Elementary 100% Middle School 90% High School 75% 	
1.8	Facilities in "Good" Repair as measured by the Facilities Inspection Tool (FIT)	100% of facilities are in good repair			Maintain 100%	
1.9	Access to Standards - Aligned Instructional Materials	100% of students have access to instructional materials (per Williams)			Maintain 100%	
1.10	Sense of School Safety	Youth Truth Survey January 2024 Elementary (Belonging): Do You Feel Safe at School?- Overall <ul style="list-style-type: none"> "Yes, very safe."-63% Middle/ High School (Culture). " I feel safe during school.-Overall" Agree/Strongly Agree			Elementary 75% Middle School 75% High School 75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • Middle School 52% • High School 41% 				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Mental Health Support and Resources	1) Expand District Wellness Centers and Supports to include wellness centers or spaces at all secondary schools and wellness environments and programming at all elementary schools to be supported by a district Multi-Tiered System of Support (MTSS) counselor (funded by the Sonoma Valley Education Foundation).	\$788,352.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • 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). <p>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.</p> <p>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.</p> <p>4) Assign bilingual community liaisons (one per Wellness Center) who will support students in the Wellness Centers with taking breaks, communicate with staff on student needs, and support families and students with connecting to care (refer to Action 4.2).</p>		
1.2	Social Emotional Support and Resources	<p>Students will receive social emotional learning activities weekly (ie Second Step, Character Strong etc) 1) Elementary Schools will have morning meetings built into their daily schedule for connecting and community building through Restorative Practices or Responsive Classroom</p> <p>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.</p> <p>3)The Wellness and Inclusion Department will facilitate a committee to review available Social and Emotional Learning (SEL) screeners, review past pilots, and make a recommendation on a timeline for implementation of an SEL screener for all elementary students as well as supports within MTSS to support interventions following the screener.</p> <ul style="list-style-type: none"> • This is a required action to address the RED indicators Suspension Rate indicator for Adele (English Learner, Hispanic, 	\$10,900.00	No

Action #	Title	Description	Total Funds	Contributing
		Socioeconomically Disadvantaged, Students with Disabilities) and Creekside (Hispanic, Socioeconomically Disadvantaged, and All).		
1.3	Attendance Support	<p>1) Director of Student Wellness and Inclusion and Child Welfare and Attendance Specialist will partner with Attention 2 Attendance (A2A) to support school sites with a focus on our high need, unduplicated population (low income, foster youth, English Learners)</p> <p>2) Student Attendance Review Board (SARB) will continue their collaboration with KKIS (Keeping Kids in School) (in partnership with Sonoma County Probation Department)</p> <p>3) Utilize District adopted databases and tools to monitor students at risk of chronic absenteeism (ie iTAAP) and promote equity through comprehensive review and planning processes.</p> <p>4) A Child Welfare and Attendance Specialist will partner with school teams and coordinate SARB interventions as needed.</p>	\$121,700.00	Yes
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).	\$7,000.00	Yes
1.5	Positive Behavior Intervention Supports (PBIS)	<p>Students in the following student groups Socio economically disadvantaged 5.5% English Learners (5.1%); and Hispanic 5% have a higher suspension rate than all students 4.6%. SVUSD has been identified by CDE as significant disproportionate. Based on feedback from engagement sessions, behavior support and implementation was an identified area of focus.</p> <p>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</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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.</p> <p>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.</p> <p>3) The Wellness and Inclusion Department will provide training for all administration and campus supervision staff on alternatives to suspensions and expulsions as well as district wide training for all staff on Restorative Practices.</p>		
1.6	Create Inclusive and Welcoming Spaces	<p>1) Provide resources and supports to students identified as LGBTQIA+, including updating board policy and admin regulations. (Education Code 218)</p> <p>2) Provide training for staff, students, and families in partnership with Positive Images and SVUSD trained Welcoming School Ambassadors</p> <p>3) SVUSD Safety committee will develop and monitor an action plan to address bullying and provide staff training</p> <p>4) Identify safe spaces for all students on campus (ie affinity groups/culturally inclusive clubs)</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>5) Support students with disabilities with opportunity and access to inclusive settings.</p> <p>6) Use strengths-based language to understand and describe students and families, interrupt and reframe deficit language practices</p>		
1.7	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	<p>1) The Wellness and Inclusion Department will provide on going reports to site Community Liaisons to monitor youth in transition and share services, strategies, resources and programs that are available within the District and/or offered in community organizations to serve students identified as students in Foster Care, immigrant students, youth on probation or students experiencing homelessness.</p> <p>2) A Newcomer wellness intake process will be developed to increase feelings of belonging and safety for students (led by MTSS Counselor/Director of Student Wellness and Inclusion)</p>	\$599,500.00	Yes
1.8	Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students	<p>Ensure a range of offerings based on student interest and need (ie Expanding visual and performing arts (VAPA), ethnic studies and other elective choices).</p> <p>1) Implement Guiding Principles established January 2024</p> <p>2) Establish strategic scheduling principles for elementary schools</p> <p>3) Starting in the 2024-2025 school year, middle schools will offer 7 periods to students to allow for an elective course, of their choice, within their schedule</p> <p>4) Schedule bi-annual training on best practices in scheduling with site scheduling teams to ensure opportunity, access and equity in acceleration and intervention.</p> <p>5) Attend applicable conferences on student centered scheduling practices.</p>	\$6,000.00	No
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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>suspension of students.</p> <p>1) Actively monitor discipline referrals and establish goals that aim to avoid the removal of students from the learning space before referral or suspension.</p> <p>2) School staff at Adele Harrision and Creekside will utilize their site PBIS and Leadership teams to identify and address disproportionalities in student data through the use of evidence based and preventive supports consistent with SVUSD PBIS and Restorative Practices. Team will meet monthly to examine data, conduct a root cause analysis and determine necessary interventions and supports.</p> <ul style="list-style-type: none"> • 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) 		
1.10	Lift Student Leadership and Voice	<p>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.)</p> <p>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.</p> <p>3) Partner with the California Center of School Climate to continue to engage students and staff in activities (student listening circles, collaborative action planning, etc.) that promote positive school climate and culture</p> <p>4) Students will have the opportunity to establish affinity groups on campus.</p>	\$6,180.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	School Counselors	<p>School counselors will be assigned to schools to support and monitor student growth in relation to academic, college and career readiness, and social emotional learning (SEL) and develop support plans as appropriate. Counselors will provide ongoing communication with families to minimize barriers to learning and to provide supports/resources.</p> <p>1) Ongoing collaboration/support: School counselors and psychologists and district Wellness Staff will meet monthly for collaboration, support, community resource connections, etc.</p> <p>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.</p> <p>3) Counselors will participate regularly in COST to support students.</p>	\$624,517.00	No
1.12	School Nursing Teams	<p>School nursing teams (Nurse and Health Techs) will provide school-based care that is responsive to student needs, ensuring immunizations are up-to-date, vision and hearing screening, other health issues contributing to chronic absenteeism, and provide professional development for best practices and resources/referrals to families who may need additional follow up care, especially for our English Learners who newly arrived to the country, socioeconomically disadvantaged and foster youth/homeless.</p>	\$563,646.00	Yes
1.13	Transportation	<p>Provide transportation to eligible students as established by State Requirements and district policy (Home-to-school, before/afterschool programs, supplemental activities and learning opportunities for English Learners, socioeconomically disadvantaged and foster youth/homeless). SVUSD will expand their outreach and recruitment effort to ensure an adequate pool of bus drivers.</p>	\$1,654,392.00	Yes
1.14	Broaden Elective Offerings	<p>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</p>	\$456,976.00	No

Action #	Title	Description	Total Funds	Contributing
		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 3) Explore opportunities for students at Creekside to enroll in elective and enrichment courses within their high school graduation plan.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Based on feedback from our educational partners, students expressed an interest in more engaging classrooms and course offerings with

representation of diverse staff and classes. Staff expressed a need for additional supports and resources to address the need for multilingual learners, especially newcomers as well as overall academic supports in reading, math and writing skills. Observation data from instructional walkthroughs highlight a need for a comprehensive understanding of Tier I academic supports with differentiation and appropriate supports aligned to clearly aligned set of instructional expectations . SVUSD has had an increased graduation rate due to the extension of COVID-related graduation requirements, reducing the district graduation requirements through the class of 2024. Beginning with the class of 2025, the 220 credit graduation requirements will be reinstated. Additionally as we prepare our students for college readiness, student's completion of A-G requirements. with 50.2%of the Class of 2023 meeting the requirements with 40.9% Socio economically disadvantaged, 0% English Learners , and 17.4% Students with Disabilities. SVUSD is committed to ensuring all students achieve academically in order to be prepared for college and career success.

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% <ul style="list-style-type: none"> Hispanic 24.77% White 59.55% Multiple 50.00% SED 24.23% EL 4.66% LTEL 3.80% SWD 9.43% 			ALL 70% <ul style="list-style-type: none"> Hispanic 60% White 85% Multiple 75.00% SED 60% EL45% LTEL 45% SWD 60% 	
2.2	California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Math %Meeting or Exceeding	2023 DATA: ALL 20.97% <ul style="list-style-type: none"> Hispanic 13.20% White 39.46% Multiple 31.82% SED 12.68% EL 6.16% 			ALL 70% <ul style="list-style-type: none"> Hispanic 60% White 85% Multiple 75% SED 60% EL45% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • LTEL 1.27% • SWD 4.93% • SVHS 18.75% 			<ul style="list-style-type: none"> • LTEL 45% • SWD 60% 	
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% <ul style="list-style-type: none"> • Hispanic ELA: 41.25%; Math: 11.18% • White ELA: 69.51%; Math: 3.75% • 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% 			ALL ELA: 80% Math: 50% <ul style="list-style-type: none"> • Hispanic ELA: 75%; Math: 45% • 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% 	
2.4	California Assessment Science Test (CAST) % Meeting/Exceeding	2023 DATA: <ul style="list-style-type: none"> • ALL 24.6% • Hispanic 13 % • White 52% • SED 13.24% • EL 0% • LTEL 0% • SWD 8.55% 			ALL 50% <ul style="list-style-type: none"> • Hispanic 30 % • White 65% • SED 30% • EL 30% • LTEL 30% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> • SWD 30% 	
2.5	Graduation Rate (CALPADS) *Graduation requirements will change beginning with the class of 2024	Class of 2023 ALL 93% <ul style="list-style-type: none"> • Hispanic 92.70% • White 92.70% • SED 91.50% • EL 87.00% • LTEL. 81.25% • SWD 85.70% 			ALL 93% <ul style="list-style-type: none"> • Hispanic 90% • White 90% • SED 90% • EL 90% • LTEL 90% • SWD 90% 	
2.6	College and Career Indicator (CCI) % Prepared (Dashboard)	2023 <ul style="list-style-type: none"> • ALL 39.2% • Hispanic 30.4% • White 51.8% • SED 30.5% • EL 11.1% • LTEL NA • Creekside 0% 			ALL 65% <ul style="list-style-type: none"> • Hispanic 50% • White 70% • SED 50% • EL 50% • LTEL 50% • Creekside 50% 	
2.7	English Lerner Progress Indicator (ELPI) % of ELs who make progress towards English proficiency (Dashboard)	51.5% Making Progress Dashboard= Yellow Flowery 33.9% (Red)			75% Making Progress Flowery 50%	
2.8	STAR Reading % At or Near Expectations (40% percentile)	2023-2024 ALL 35% <ul style="list-style-type: none"> • Hispanic 22% • White 62% • SED 23% 			ALL 65% <ul style="list-style-type: none"> • Hispanic 52% • White 92% 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • EL 6% • LTEL 5.90% • SWD 8% 			<ul style="list-style-type: none"> • SED 53% • EL 50% • LTEL 50% • SWD 50% 	
2.9	STAR Math % At or Near Expectations (40% percentile)	2023-2024 ALL 40% <ul style="list-style-type: none"> • Hispanic 31% • White 58% • SED 30% • EL 15% • LTEL 17.27% • SWD 13% 			ALL 70% <ul style="list-style-type: none"> • Hispanic 61% • White 88% • SED 63% • EL 50% • LTEL 50% • SWD 50% 	
2.10	A-G Completion (Dashboard)	ALL 42.1% <ul style="list-style-type: none"> • Hispanic 34% • White 53.6% • SED 34.1% • EL 4.8% • LTEL NA • SWD 12.7% 			ALL 65% <ul style="list-style-type: none"> • Hispanic 55% • White 70% • SED 55% • EL 45% • LTEL • SWD 45% 	
2.11	Advanced Placement (AP) Pass Rate with a 3 or higher	ALL 58.3% <ul style="list-style-type: none"> • Hispanic 53.4% • White 61.5% • Multiple 92% • SED 50.8% • EL NA • LTEL NA • SWD NA 			ALL 70% <ul style="list-style-type: none"> • Hispanic 65% • White 75% • Multiple 95% • SED 65% • EL 40% • LTEL 40% • SWD 40% 	

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			50% Multilingual Learners reclassified	
2.13	Career Technical Education (CTE) Pathway Completion	ALL 24.1% <ul style="list-style-type: none"> Hispanic 20.4% White 29.1% SED 22.4% EL 14.8% LTEL NA SWD 19% 			ALL 55% <ul style="list-style-type: none"> Hispanic 50% White 60% SED 52 % EL 50% LTEL 50% SWD 50% 	
2.14	CTE Completion + A-G Completion	ALL 13.3% <ul style="list-style-type: none"> Hispanic 9.9% White 19.1% SED 11.7% EL 5.6% LTEL NA SWD 11.7% 			ALL 45% <ul style="list-style-type: none"> Hispanic 40% White 50% SED 43% EL 43% LTEL 43% SWD 43% 	
2.15	Access to and Enrollment in a Broad Course of Study: <ul style="list-style-type: none"> Enrollment in AP Grades 9-12; -AVID Grades 6-12 % of unduplicated students participating in Expanded Learning 	2023-2024 <ul style="list-style-type: none"> AVID Gr 6-12 Enrollment: 151 AP Class Enrollment: 634 2023 <ul style="list-style-type: none"> 41% of Unduplicated students 			ALL 60% <ul style="list-style-type: none"> AVID Gr 6-12 Enrollment: 180 AP Class Enrollment: 675 70% of Unduplicated students participate in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Opportunities Program (ELOP) Grades TK-6 <ul style="list-style-type: none"> %Seal of Biliteracy 	participated in ELOP <ul style="list-style-type: none"> 27.4% Earned Seal of Biliteracy (and 3 on SBAC) 			ELOP 45% Earn Seal of Biliteracy (and 3 on SBAC)	
2.16	Middle and High School Below 2.0 Grades Point Average (GPA)	ALL 21.55% <ul style="list-style-type: none"> Hispanic 25.34% White 11.15% SED 39.30% EL 37.50% LTEL 29.90 SWD 28.40% 			ALL 10% <ul style="list-style-type: none"> Hispanic 12% White 5% SED 15% EL 15% LTEL 15% SWD 15% 	
2.17	IEP Compliance "Overdue" Monitoring (CALPADS)	December 1, 2023 <ul style="list-style-type: none"> 7 plans "Non Compliant" with an Overdue IEP/592 = 1.2% 			0 Plans "Non Compliant"	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Develop a Culture of Data use Utilizing a Continuum of Assessment	Develop a comprehensive assessment system to include universal screener, formative assessments (classroom based, interim and benchmark), and summative assessments with ongoing progress monitoring. Continue the a District Assessment Teacher on Special Assignment (TOSA) position who will be responsible for state and district adopted formative measures to include providing training, creating universal protocols/systems for administration, generating reports and tools for progress monitoring utilizing data tools/systems (ie Performance Matters, STAR Renaissance, ELLEVATION). Summative Assessments include state assessments CAASPP, ELPAC and end of unit exams. District Formative Assessments include ie STAR Reading/Math; Core Phonics, Interim assessments, Dyslexia Screener (pending Guidance from California Department of Education (CDE)).	\$179,300.00	No
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	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.3	Foundational Literacy Support (Elementary)	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) 1) Each elementary site will be assigned a TOSA who will serve as an instructional coach/support with the classroom teachers, facilitate small group instruction and lead data cycles amongst grade level teams 2) Identify and utilize a dyslexia screener from the approved list from CDE by 2025-2026	\$828,684.00	Yes
2.4	Core Academic Instruction for ALL	Educators will implement Universal Design for Learning (UDL) through an MTSS framework and value the importance of student identity to implement principles of culturally responsive teaching. All students will be provided with core academic instruction integrating English Language Development with supplemental materials, programs and universal support to ensure students access standards based learning . All students will have access to district adopted instructional materials (Williams). Supplemental programs may be utilized to support student learning in the classroom (such as NewsELA)	\$437,600.00	No
2.5	Support for Multilingual Learners	Designated English Language Development (DELD) instruction and integrated ELD instruction will be provided to all students identified as English Learners. At the secondary schools, DELD courses are scheduled within the student's school day with students identified as newcomers enrolled in two periods of ELD. Coordinator of Education Services will be responsible for coordinating Multilingual supports to include a districtwide EL Master Plan.	\$819,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>1) SVUSD will develop guidance to support EL instruction, especially for newcomer students as well as an intake/assessment process.</p> <p>2) Elementary TOSAs and Secondary ELD teachers are responsible for the coordination for the 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)</p> <p>3) A biliteracy pathway will support dual language learning in alignment with the Seal of Biliteracy.</p> <p>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.</p>		
2.6	Targeted Instruction	<p>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, or Keyboarding without Tears. 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). Provide credit recovery to secondary students 9th-12th grade to ensure they are on track for graduation.</p> <p>Partner with organizations such as Khanmigo, Amira or others to integrate intensive tutoring for students.</p>	\$1,358,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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),</p> <p>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).</p>		
2.7	Specialized /Intensive Instruction	<p>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; News2You to build comprehension and context relative to their community and world, develop critical-thinking and communication skills as well as other supports to address UDL.</p> <p>This is a required action to address the RED ELA and Math indicator SVHS (SWD)</p>	\$0.00	No
2.8	Supports for Students Receiving Special Education Services	<p>Continue to actualize the District's Special Education Action Plan and aligned with the Compliance Improvement Monitoring (CIM) plan developed in the 2023-2024 school year to provide supports within the least restrictive environment. This will include</p> <ol style="list-style-type: none"> 1)Strategic scheduling and supports with general education 2)Working with the California State SELPA to establish a co-teaching model for implementation in secondary education. This will involve identifying and implementing a co-teaching model starting with a pilot year at the high school. 3) Providing alternative pathways to high school graduation for eligible students with disabilities (AB 181). 4) Regularly monitor IEP compliance data through monitoring systems such as SEIS or iTAAP 	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This is a required action to address the RED ELA indicator Altimira SWD		
2.9	Strategic Scheduling	Develop a comprehensive approach to strategic scheduling focused on opportunity and access for each and every student to include acceleration and intervention to achieve college and career goals, to include A-G requirements . Instructional time is maximized during Universal/Tier I instruction, especially for students with IEPs or identified as multilingual learners. School scheduling teams will meet regularly to ensure schedules are developed with students in mind.	\$5,000.00	No
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- Offer a high school bridging program for Rising 9th graders and students in need of credit recovery.	\$186,000.00	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) to build connections with students.	\$13,500.00	Yes
2.12	High School Graduation Plans for	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	\$295,688.00	No

Action #	Title	Description	Total Funds	Contributing
	College Career Readiness	<p>have open access to A-G courses, accelerated course (ie Advanced Placement) as well as appropriate intervention and CTE/VAPA pathways of their interest. A targeted graduation plan will be developed for students below a 2.0 GPA or identified as at-promise.</p> <p>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 or Naviance. All high school students (SVHS and Creekside) will be informed of post secondary opportunities and sign up to participate with college fairs, college visits, PSAT prep, internships, financial aid etc. SVUSD will continue to partner with programs like AVID and 10,000 degrees to support students. Individualized Education Program (IEP) Teams will incorporate and connect with College Career Center (CCC) staff on the development of transition plans for students with disabilities.</p> <p>3) Develop a strong school to career program at the secondary schools, including partnerships with businesses, non-profit organizations and local universities and community colleges to develop pathways for collaboration across systems (dual enrollment, CTE certifications, internships).</p> <p>This is a required action to address the RED College and Career Indicator (CCI) at Creekside for all students and SED.</p>		
2.13	Transitional Kindergarten	Expand Universal Pre-Kindergarten (UPK) program by establishing at least one Transitional Kindergarten (TK) at every elementary school. Learning will focus on California Teaching Pyramid Framework which provides a systematic framework that promotes social and emotional development.	\$673,978.00	No
2.14	Implement Relevant, Innovative Learning Experiences Across Content Area Classes.	For the 2024-2025 school year, schools will be identified to support the implementation of project based learning opportunities, digital tools (ie Artificial Intelligence (AI) and/or STEAM initiatives) that will incorporate innovative pedagogy, technology and curriculum that will align to standards	\$13,500.00	No

Action #	Title	Description	Total Funds	Contributing
		based instruction. The goal is to expand to innovate learning experiences to all schools.		
2.15	AVID (Advancement via Individual Determination)	Strengthen AVID pathways across SVUSD by increasing AVID sections at the middle and high school and identifying an AVID focus elementary school. An AVID district leadership team will be established to develop a long term district AVID plan and meet quarterly to review site plan progress and overall implementation of AVID districtwide	\$236,760.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed Teachers (CalSAASS)	2023-2024 100% Teachers Properly Credentialed			Maintain 100% Teachers are Properly Credentialed	
3.2	<p>Implementation of State Standards</p> <ul style="list-style-type: none"> Academic Context Standards EL Access to CA Standards including ELD Standards 	<p>Youth Truth: Academic Challenge (Student Survey: District Report) January 2024</p> <ul style="list-style-type: none"> 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 			<p>Youth Truth: Academic Challenge Elementary 60% Middle School : 60% High School: 60%</p> <p>Standards-aligned materials implemented in 100% of classrooms, including ELD standards for ELs to enable access to the state standards and core curriculum</p> <p>Dashboard: "Standard Met"</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		core curriculum. <ul style="list-style-type: none">• Dashboard: Standard Met				
3.3	District PD Attendance Fall PD Day	October 2023 <ul style="list-style-type: none">• Certificated 78.7%• Classified 65%			Certificated 95% Classified 85%	
3.4	Staff Daily Attendance	District Daily Absences August 2023-March 2024 54.86 absences/day			District Daily Absences 44 absences/day	
3.5	% Of Staff Participating in Youth Truth (Response Rate)	January 2024 <ul style="list-style-type: none">• Elementary 82%• Middle 79%• High 89%			Youth Truth Survey-Staff Elementary 92% Middle 89% High 95%	
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 <ul style="list-style-type: none">• Elementary 79%• Middle School 87%			Youth Truth Survey District Report- Staff Elementary: 90% Middle School: 95% High School: 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> High School 71% 				
3.7	Sense of School Safety	<p>Youth Truth Survey District Report- Staff January 2024</p> <p>"I feel safe from harm while at my school.- Overall" Agree/Strongly Agree</p> <ul style="list-style-type: none"> Elementary 82% Middle School 76% High School 50% 			<p>Youth Truth Survey District Report- Staff</p> <p>Elementary: 90% Middle School: 90% High School: 80%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	\$18,158,030.00	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
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.	\$213,920.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	District-wide Professional Learning	<p>SVUSD, in partnership with outside support. will develop district wide professional learning opportunities focused on: Universal Design for Learning (UDL) /Culturally Relevant Teaching Practices; Sense of Belonging/Inclusion; Co-Teaching and building a robust Tier I System with an intentional focus on improving pedagogy to address the needs of multilingual learners, students socioeconomically disadvantaged and foster youth.</p> <p>If funding allows and substitute coverage is available, the district may prioritize outside training opportunities focused on: MTSS; UDL; Co-Teaching; Belonging. Summer conferences may include: Computer Using Educators, Inc (CUE); Project Based Learning (PBL); AVID, etc.. Staff attending district sponsored professional development will share their learning with staff during scheduled collaboration or Professional Development time.</p> <ul style="list-style-type: none"> • Primary Teachers (Grades K-2) will engage in Sobrato Early Academic Language (SEAL) Professional Development. Identified elementary teachers at El Verano, Prestwood and Sassarrini are participating in Sonoma County Office of Education (SCOE) Literacy Fellowship focused on the science of reading and Orton-Gillingham. • Secondary math teams will continue their learning with SCOE on Building Thinking Classrooms. • Innovative Teaching Practices: Engage staff in learning current innovative and digital tools such as AI (Artificial Intelligence), Lego, Khanmigo, PBL and/or interdisciplinary teaching practices. 	\$405,240.00	Yes
3.5	Ongoing Training with Instructional Assistants	<p>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.</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$3,000.00	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. 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 Schools: leverage Walk to Read data cycles and expand data conversations to math. Secondary Teams at Altimira, Adele 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); ELA, History and Science will be provided with two release days to identify, review and monitor common formative assessments and the impact of instruction. 2) School teams will work with district Special Education department to monitor and analyze student data from a culturally responsive perspective, aiding in identifying the underlying causes of disciplinary issues, implementing tailored interventions, and monitoring progress to ensure equitable practices for all students, particularly Hispanic students due to the recognition of disproportionality, and aligned with the current CIM plan.	\$25,230.00	No
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.	\$57,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Professional Development English Language Development Pedagogy	Build upon training on teaching strategies to support multilingual learners access to content through integrated and designated ELD instruction. All classrooms will build upon the strategies of Academic Talk and Student Discourse within their classrooms with a specific focus on LTELs and newcomers. Leverage partnership with SCOE to provide ongoing-sessions focused on ELD framework and standards and the EL RoadMap. SVUSD will partner with SEAL(see 3.4) to implement early academic language strategies starting with K-2 and eventually 3-5 .	\$9,000.00	Yes
3.10	Inclusive Education Practices	Identified teachers will receive training and professional learning in best practices for inclusive education for students with disabilities (Co-Teaching model). Identify a general educator and education specialist to work together as a team in the planning, teaching, and assessing of students.	\$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.	\$30,000.00	No
3.12	Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP)	Educators and staff will undergo training focused on Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) tailored to effectively implement behavior intervention plans for students with disabilities and aligned with the CIM plan.	\$0.00	No
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.	\$710,870.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Participation in Youth Truth	25% Families completed the 2024 Youth Truth Survey			40% Families completed the 2024 Youth Truth Survey	
4.2	Average Participation/Attendance at District Meetings	DAC (District Advisory Committee)= 8.6 DELAC (District English Learner Advisory Committee)= 4.6			DAC= 12 DELAC = 10 CAC = 10 Parent Connect(SPED)= 20	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAC (Curriculum Advisory Committee)= 8.4 Parent Connect(SPED)= 8.2				
4.3	District Website/Email Views	Open rate of monthly district email = 58.35%			Increase open rate of district email to 75%	
4.4	Meaningful Participation: Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Families of Students with Disabilities (Responses to Surveys) <ul style="list-style-type: none"> 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)			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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> The school promotes parent/guardian participation in school activities = 91.7% 				
4.5	Sense of Connectedness (Engagement)	Youth Truth Survey Family District Survey January 2024 " I feel engaged with my school.- Overall" Agree/Strongly Agree <ul style="list-style-type: none"> Elementary 74% Middle 48% High 40% 			Youth Truth Survey Family District Survey <ul style="list-style-type: none"> Elementary 90% Middle 75% High 75% 	
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 <ul style="list-style-type: none"> Elementary 74% Middle 51% High 35% 			Youth Truth Survey Family District Survey <ul style="list-style-type: none"> Elementary 90% Middle 75% High 75% 	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Home- to-School/District Communication	<p>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.</p> <p>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.</p>	\$89,706.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	Bilingual Community School Liaisons	To support home/school partnerships, every school site will be assigned a bilingual community liaison whose primary responsibility will be to work directly with family 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 experiencing homelessness an intentional welcome and intake process will be developed.	\$0.00	Yes
4.3	Welcoming Center (District)	The District Office will serve as a main point of contact welcoming families and supporting families navigating general questions and facilitate a smooth connection to the appropriate department.	\$134,875.00	No
4.4	Strategic Visioning and Planning Process	Develop a strategic plan to include a Portrait of a Graduate, Portrait of an Adult/Educator, and a Portrait of a System. This will incorporate voice, input and participation of community members to include students, staff and families. A comprehensive strategic plan will be developed grounded on the portraits.	\$90,000.00	No
4.5	Community Schools	Using the Community schools planning grant, Director of Student Wellness and Inclusion, MTSS Counselor, and district social workers will convene a committee during the 24-25 school year to go through a needs assessment process and apply for a Community Schools Implementation Grant for at least two identified schools.	\$86,187.50	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 (California Association of Bilingual Educators); Bullying; Safety/Cyber Safety, LGBTQIA, Attendance, and for students with disabilities: IEP and	\$2,250.00	No

Action #	Title	Description	Total Funds	Contributing
		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	\$34,000.00	Yes
4.8	Understanding and Access to Student Performance and Progress	<p>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</p> <p>2) Families will be provided timely reports of their student's performance on standardized assessments.</p> <p>3) Parents of multilingual learners will receive the required annual notifications of their child's language progress.</p> <p>4) Students will have opportunities to share their progress through student showcases, student-led conferences, and/or capstone projects</p>	\$6,600.00	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.	\$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Creekside High School has been identified as an Equity Multiplier school. Ca Ed Code 42238.024(b) defines this as school sites with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates of greater than 70 percent. According to 2023 Dashboard data, Creekside students performed in the Very Low areas in Suspension Rate (Red) and College/Career Indicator (Very Low). The specific student groups in the Very Low area for suspension are students identified as Hispanic and Socioeconomically Disadvantaged. The specific student group in the Very Low area for college and career is Socioeconomically Disadvantaged. Based on student feedback and staff/parent voice, they prioritize social emotional supports and more engaging opportunities and learning experiences at school.

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% <ul style="list-style-type: none"> • Hispanic 14% • SED 15.80 % 			All 3% <ul style="list-style-type: none"> • Hispanic 3% • SED3% 	
5.2	College and Career Indicator	All 0% <ul style="list-style-type: none"> • Hispanic 0% 			All 70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> • SED 0% 			<ul style="list-style-type: none"> • Hispanic 70% • SED 70% 	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Social Emotional Support	<p>To support students' mental health and social emotional needs, add a 0.2 social worker at Creekside.</p> <p>This is a required action to address the RED Suspension Rate for Hispanic, SED and ALL students.</p>	\$35,250.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Student Listening Circles and Professional Learning (School Climate)	<p>1) Facilitate at least 4 listening circles and empathy interviews (held quarterly) to center student voice and design an action plan to create the conditions for student belonging and success, including professional learning addressing bias, cultural inclusiveness, and connectedness.</p> <p>2) Include Creekside Student Voice as part of the Board of Education meeting.</p> <p>This is a required action to address the RED Suspension Rate for Hispanic, SED and all students.</p>	\$25,011.00	No
5.3	Engaging Learning Experiences	<p>Provide opportunities for enrichment through the arts and innovative learning experiences integrating approaches such as STEAM, PBL, CTE pathways and career readiness.</p> <p>This is a required action to address the RED Suspension Rate for SED and all students.</p>	\$25,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$5,058,814	\$235,235

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
13.939%	4.666%	\$1,784,219.24	18.605%

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	<p>Action: Mental Health Support and Resources</p> <p>Need: Based on data, 60.5% students feel that school is safe for students with 76.6% of staff and 73% of parents reporting Agree/Strongly Agree. Social emotional supports and wellness supports were identified as an area of focus. To meet the needs of our students,</p>	<p>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.</p> <p>This action is provided on an LEA-wide basis because all students benefit from mental health</p>	<p>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</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>we need to provide MTSS supports across the district to include Wellness Centers and Support.</p> <p>Scope: LEA-wide</p>	<p>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 and who may need this support to access school and engage in learning.</p>	
<p>1.3</p>	<p>Action: Attendance Support</p> <p>Need: While chronic absenteeism shows progress from the 2022 to 2023 dashboard from orange to yellow, our chronic absenteeism is at 25.5%. Student groups with a higher rate of chronic absenteeism include: English Learners (29.5%); and Socioeconomically Disadvantaged (28.1%). Based on feedback from our students and staff, they identify attendance as a barrier for students accessing their learning at school</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically disadvantaged, English Learners.</p>
<p>1.4</p>	<p>Action: Supports for the Whole Child</p> <p>Need: This year COST teams across SVUSD received a total of 437 referrals from Aug.</p>	<p>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</p>	<p>We will monitor for increased daily attendance, and decrease in chronic absenteeism for all students, especially Socioeconomically</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>2023 through April 2024. 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.</p> <p>Scope: LEA-wide</p>	<p>intervention plan for identified students with follow up meetings to monitor progress 3) Partner with community organizations (such as Family Resource Center, Sonoma Valley Community Health Center, etc).</p> <p>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.</p>	<p>disadvantaged, English Learners. We will also pay attention to student responses on the Youth Truth survey.</p>
<p>1.12</p>	<p>Action: School Nursing Teams</p> <p>Need: Feedback from our partners, especially our staff indicated a need to provide basic health needs and resources to our students, especially to those who do not have regular access to care. More than half of our students fall within the socioeconomically disadvantaged group (61.4%)</p> <p>Scope: LEA-wide</p>	<p>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 to meet twice monthly to collaborate on student health initiatives, share best practices, and coordinate services across schools.</p> <p>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.</p>	<p>We will monitor attendance and chronic absenteeism rates especially for our students identified as socioeconomic disadvantaged.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	<p>Action: Transportation</p> <p>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 (61.4%).</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor attendance and chronic absenteeism rates, especially our students identified as socioeconomic disadvantaged.</p>
2.3	<p>Action: Foundational Literacy Support (Elementary)</p> <p>Need: Based on 2023 Dashboard ELA data, El Verano's average performance is 61.9 points below standard with English Learners, Hispanic and Socioeconomically disadvantaged in the Red level; Flowery student performance is 32.2 points below standard with EL in the Red; at Prestwood while students perform 9.2 above standard, socioeconomically disadvantaged students are 36.5 below; at Sassari, students perform 45.4 points below standard with English Learners 61.6, Hispanic 55.2 and Socioeconomically disadvantaged 51.2 points below. Staff and families have shared that they value the "walk-to-read" (literacy intervention support) support at the elementary schools to increase student's literacy skills.</p>	<p>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 coaching to improve pedagogy and student learning.</p> <p>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.</p>	<p>We will monitor students' reading and literacy skills through STAR Reading and CAASPP ELA, especially our low-income and English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.6</p>	<p>Action: Targeted Instruction</p> <p>Need: Based on SBAC Data from 2023, 35.15% of SVUSD students meet or exceed ELA standards and 20.97% in Math. According to Dashboard data, the average ELA performance is 37.1 points below standard and Math 84.8 points below standard. Based on 2023 Dashboard data, the following schools demonstrated very low Academic performance: Flowery: English Learner Progress (Red); Sonoma Valley High School: Math (Red); Creekside: College/Career Indicator (Very Low). Student groups that received the lowest performance level on one or more state indicators: English Learner: English Language Arts (Red) and Math (Red); and Student group within a school that 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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.10</p>	<p>Action: Expanded/Summer Learning</p> <p>Need: Based on performance data, students are still not meeting grade-level standards (ELA 35.15%; Math 20.97%). Students identified as socioeconomically disadvantaged may need access to year-round support/care for continued learning and to mitigate learning loss.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor performance by increasing STAR Reading/Math; CAASPP ELA/Math for students identified as socioeconomically disadvantaged, and English Learners</p>
<p>2.11</p>	<p>Action: Targeted After School Program</p> <p>Need: Based on academic grade data for 6th-8th Graders earning a D/F: English 21.70%; EL 47.0%; Math 20.1%, EL 39.6%, SED 25%. For students grades 9-12 D/F rate: English: 28.0%, SED 39.13%, EL 20.3%, ; Math 16.3%, SED 21.5%, EL 28.7%, Feedback from the middle and high school identified providing tutoring services to students before or after school.</p>	<p>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.</p> <p>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</p>	<p>We will monitor progress by increasing performance in CAASPP ELA/Math and Grades for secondary schools with 2.0 GPA or higher</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>	<p>intervention and additional support to access grade level curriculum.</p>	
<p>2.15</p>	<p>Action: AVID (Advancement via Individual Determination)</p> <p>Need: Currently, 151 students are enrolled in AVID across middle and high schools. The class of 2023 A-G completion rates was 50.2% with (0/8= 0% EL and 50/127 = 40.9% SED). We need to increase access to enrollment in a broad course of study for all students.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>We will monitor progress by increased Graduation Rate; A-G Completion Rate; AVID Enrollment especially for students who are identified as socioeconomically disadvantaged.</p>
<p>3.3</p>	<p>Action: Teacher Leadership and Collaboration</p> <p>Need: Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below English Learners 88.6 points below standards; Hispanic 63.4 points below standards; and socioeconomically disadvantaged 62.1 points below standards. Dashboard data indicates that English</p>	<p>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).</p>	<p>We will monitor student performance with increases in CAASPP ELA/MATH, STAR Reading/Math, and Academic Grades</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Learners are Very Low in ELA and Math, and Hispanic students are also Very Low in Math.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on an LEA-wide because teachers need to understand their students' strengths and areas of need in order to differentiate their instruction, especially for our English Learners, foster youth and Socioeconomically Disadvantaged pupils.</p>	
<p>3.4</p>	<p>Action: District-wide Professional Learning</p> <p>Need: Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below English Learners 88.6 points below standards; Hispanic 63.4 points below standards; and socioeconomically disadvantaged 62.1 points below standards. Dashboard data indicates that English Learners are Very Low in ELA and Math, and Hispanic students are also Very Low in Math.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on an LEA-wide because all teachers need to strengthen their Tier I instructional practices by learning how to differentiate their instruction, especially 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.</p>	<p>We will monitor student performance with increases in CAASPP ELA/MATH, STAR Reading/Math, and Academic Grades.</p>
<p>3.5</p>	<p>Action: Ongoing Training with Instructional Assistants</p> <p>Need: Compared with all student dashboard performance in ELA at 37.1 points below standards, the following groups were significantly below: English Learners, 88.6</p>	<p>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.</p>	<p>We will monitor progress of increased Student Achievement as measured by the CAASPP ELA & Math; STAR Reading and Math; Reclassification; ELPI</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>points below standards; students with disabilities, 116.4 points below standards; Hispanic, 63.4 points below standard and socioeconomically disadvantaged, 62.1 points below standards. Due to limited work hours, IAs are unable to attend training. Feedback from staff indicates a need to include instructional assistants in training opportunities.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	
<p>3.8</p>	<p>Action: Culturally Inclusive/Relevant Pedagogy and Training</p> <p>Need: Feedback from educational partners indicate a need to design supports for all students. Educational partner feedback shows 55.7% of staff strongly agree/agree that "This school provides the support needed for teaching culturally and linguistically diverse students." 50% students and 54.8% staff agree/strongly agree that " Our school emphasizes using instructional materials that reflect the culture or ethnicity of its students."</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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 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.</p>	<p>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)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.13</p>	<p>Action: Innovative Library Media Centers</p> <p>Need: Less than 50% of students (48% elementary, 45% middle school and 46% high school) report that school is engaging, and preparing them for life. Based on student listening circles, they expressed a desire for schools to be more interesting and relevant to what they need for life. Survey results also shared that students would like to have materials and resources that reflect the diversity of our community. With the rise of technology and innovation, there is a need to prepare our students with the digital tools, resources and support to be prepared for their future.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	<p>Annual Youth Truth data metric 3.2 Implementation of State Standards.</p>
<p>4.5</p>	<p>Action: Community Schools</p> <p>Need: SVUSD meets the grant eligibility requirements of more than 50% unduplicated students.</p> <p>Scope: Schoolwide</p>	<p>The grants provide an integrated focus on academics, health and social services, youth and community development, and community engagement, essential areas to support student success.</p> <p>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.</p>	<p>If selected, we will monitor the effectiveness by increases in student performance on CAASPP ELA/Math as well as attendance data.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.9	<p>Action: Family Outreach and Support</p> <p>Need: Many of our families are low income. Our district supports 61.4% families considered socioeconomic disadvantaged and may lack stable sources of health care, income and food. This impacts students readiness and preparation for school. Based on feedback, our community recognizes the importance of overall care for our students.</p> <p>Scope: LEA-wide</p>	<p>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.</p> <p>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.</p>	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	<p>Action: Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness</p> <p>Need: Feedback from educational partners indicate a need to design supports for newcomers students. Based on 2023 Dashboard, 28.5%</p>	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.	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	
<p>2.5</p>	<p>Action: Support for Multilingual Learners</p> <p>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 written language. The feedback from engagement sessions indicates a need for support for our ELs through ELD time.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>This action is provided on a limited because all English Learners need specific and targeted instruction for language acquisition to support with reclassification.</p>	<p>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.</p>
<p>3.9</p>	<p>Action: Professional Development English Language Development Pedagogy</p> <p>Need:</p>	<p>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 .</p>	<p>We will monitor student performance with increases on CAASPP ELA; CAST; ELPI; ELPAC, and Reclassification</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p> <p>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.</p>	
4.2	<p>Action: Bilingual Community School Liaisons</p> <p>Need: Our district supports 61.4% of families considered socioeconomically disadvantaged, 25.9% of multilingual families, and 0.3% of families identified in foster care. To ensure a successful experience and support management, a dedicated staff member is needed to make the connections with families.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Our families need a supportive point of contact to facilitate their interactions at school and ensure they have the necessary resources to facilitate their children's access to learning. Specifically, the bilingual liaisons will support the implementation of an intake process for families of our Newcomers/ youth in foster care and students experiencing homelessness and train staff on McKinney Vento.</p> <p>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.</p>	We will monitor this by increases in attendance and parent participation at district trainings/workshops.
4.7	<p>Action: Interpretation and Translation Services</p> <p>Need: A number of our parents speak a language other than English. In our engagement</p>	<p>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.</p>	We will monitor this metric by increases in parent participation in district trainings/workshops and in feedback surveys.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>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.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>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.</p>	

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

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 4 Bilingual Aides will be provided to support students learning English, especially our newcomer students.

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	Elementary School 1:13 Middle School 1:14.35 High School 1:30.41	Elementary School 1:16.02 Middle School 1:16.17 High School 1:17

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 certificated staff providing direct services to students	Elementary School 1:9.23 Middle School 1:14.35 High School 1:15.63	Elementary School 1:14.87 Middle School 1:14.62 High School 1:10.2

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$36,292,910	5,058,814	13.939%	4.666%	18.605%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$27,388,234.00	\$1,995,551.50	\$399,956.00	\$303,042.00	\$30,086,783.50	\$27,941,375.50	\$2,145,408.00

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	\$788,352.00	\$0.00	\$297,731.00	\$301,587.00	\$189,034.00		\$788,352.00	
1	1.2	Social Emotional Support and Resources	All	No			All Schools	On-going	\$0.00	\$10,900.00	\$1,600.00	\$9,300.00			\$10,900.00	
1	1.3	Attendance Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$83,200.00	\$38,500.00	\$121,700.00				\$121,700.00	
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	\$7,000.00	\$7,000.00				\$7,000.00	
1	1.5	Positive Behavior Intervention Supports (PBIS)	All	No			All Schools	On-going	\$3,000.00	\$0.00		\$3,000.00			\$3,000.00	
1	1.6	Create Inclusive and Welcoming Spaces	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Supports for Newcomer/Immigrant Students, Youth in Foster Care, Youth on Probation, and Students Experiencing Homelessness	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	\$599,500.00	\$0.00	\$505,800.00			\$93,700.00	\$599,500.00	
1	1.8	Implement Strategic Scheduling Practices to Open Access to Acceleration and Enrichment Opportunities for all Students	All	No			All Schools	Annually	\$0.00	\$6,000.00				\$6,000.00	\$6,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Alternative Means to Suspension	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.10	Lift Student Leadership and Voice	All	No			All Schools 6-12	On-going	\$3,480.00	\$2,700.00	\$6,180.00				\$6,180.00	
1	1.11	School Counselors	All	No			All Schools	On-going	\$624,517.00	\$0.00	\$624,517.00				\$624,517.00	
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	\$563,646.00	\$0.00	\$563,646.00				\$563,646.00	
1	1.13	Transportation	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	On-going	\$1,325,080.00	\$329,312.00	\$1,654,392.00				\$1,654,392.00	
1	1.14	Broaden Elective Offerings	All	No			All Schools	Annually	\$365,581.00	\$91,395.00		\$456,976.00			\$456,976.00	
2	2.1	Develop a Culture of Data use Utilizing a Continuum of Assessment	All	No			All Schools	On-going	\$161,800.00	\$17,500.00	\$179,300.00				\$179,300.00	
2	2.2	Instructional Guide and Clear Learning Goals for all Courses	All	No			All Schools	On-going	\$35,000.00	\$0.00				\$35,000.00	\$35,000.00	
2	2.3	Foundational Literacy Support (Elementary)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: EI Verano, Flowery, Prestwood, Sassarini	On-going	\$777,684.00	\$51,000.00	\$624,420.00		\$35,922.00	\$168,342.00	\$828,684.00	
2	2.4	Core Academic Instruction for ALL	All	No			All Schools	On-going	\$0.00	\$437,600.00	\$437,600.00				\$437,600.00	
2	2.5	Support for Multilingual Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$577,125.00	\$242,546.00	\$644,671.00		\$175,000.00		\$819,671.00	
2	2.6	Targeted Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	On-going	\$1,079,445.00	\$278,825.00	\$1,358,270.00				\$1,358,270.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Specialized /Intensive Instruction	Students with Disabilities	No			All Schools	On-going	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Supports for Students Receiving Special Education Services	Students with Disabilities	No			All Schools	On-going	\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
2	2.9	Strategic Scheduling	All	No			All Schools	On-going	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.10	Expanded/Summer Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$186,000.00	\$0.00	\$186,000.00			\$186,000.00	
2	2.11	Targeted After School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Adele Harrison, Altimira, SVHS, Creekside 6-12	On-going	\$13,500.00	\$0.00	\$13,500.00				\$13,500.00	
2	2.12	High School Graduation Plans for College Career Readiness	All Students with Disabilities	No			All Schools	On-going	\$280,688.00	\$15,000.00	\$295,688.00				\$295,688.00	
2	2.13	Transitional Kindergarten	All	No			Specific Schools: El Verano, Flowery, Prestwood, Sassarini	On-going	\$673,978.00	\$0.00	\$673,978.00				\$673,978.00	
2	2.14	Implement Relevant, Innovative Learning Experiences Across Content Area Classes.	All	No			All Schools	On-going	\$3,500.00	\$10,000.00	\$13,500.00				\$13,500.00	
2	2.15	AVID (Advancement via Individual Determination)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Adele Harrison, Altimira, SVHS	On-going	\$221,160.00	\$15,600.00	\$236,760.00				\$236,760.00	
3	3.1	Attract and Retain Highly Qualified Staff	All	No			All Schools	On-going	\$18,158,030.00	\$0.00	\$17,533,790.00	\$624,240.00			\$18,158,030.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	New Teacher and Staff Support	All	No			All Schools	On-going	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
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	\$213,920.00	\$0.00	\$213,920.00				\$213,920.00	
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	\$282,240.00	\$123,000.00	\$282,240.00	\$123,000.00			\$405,240.00	
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	\$3,000.00				\$3,000.00	
3	3.6	Staff Wellness	All	No			All Schools	On-going	\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
3	3.7	Professional Learning Communities: Culture of Data Use	All Students with Disabilities	No			All Schools	On-going	\$25,230.00	\$0.00	\$25,230.00				\$25,230.00	
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	\$2,500.00	\$55,000.00	\$57,500.00				\$57,500.00	
3	3.9	Professional Development English Language Development Pedagogy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$9,000.00	\$0.00	\$9,000.00				\$9,000.00	
3	3.10	Inclusive Education Practices	All Students with Disabilities	No			All Schools Specific Schools: SVHS	On-going	\$4,000.00	\$0.00	\$4,000.00				\$4,000.00	
3	3.11	Principal & School Leadership	All	No			All Schools	On-going	\$0.00	\$30,000.00		\$30,000.00			\$30,000.00	
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	

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	3.13	Innovative Library Media Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$710,870.00	\$0.00	\$710,870.00				\$710,870.00	
4	4.1	Home- to-School/District Communication	All	No			All Schools	On-going	\$30,026.00	\$59,680.00	\$89,706.00				\$89,706.00	
4	4.2	Bilingual Community School Liaisons	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	\$0.00	\$0.00	\$0.00				\$0.00	
4	4.3	Welcoming Center (District)	All	No			All Schools	On-going	\$134,875.00	\$0.00	\$134,875.00				\$134,875.00	
4	4.4	Strategic Visioning and Planning Process	All	No			All Schools	On-going	\$0.00	\$90,000.00	\$0.00	\$90,000.00			\$90,000.00	
4	4.5	Community Schools	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: TBD	On-going	\$86,187.50	\$0.00	\$0.00	\$86,187.50			\$86,187.50	
4	4.6	Parent/Caregiver Training	All	No			All Schools	On-going	\$0.00	\$2,250.00	\$2,250.00				\$2,250.00	
4	4.7	Interpretation and Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	On-going	\$0.00	\$34,000.00	\$34,000.00				\$34,000.00	
4	4.8	Understanding and Access to Student Performance and Progress	All English Learners	No			All Schools	On-going	\$0.00	\$6,600.00	\$6,600.00				\$6,600.00	
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	
4	4.10	Parent and Family Engagement and Involvement	All	No			All Schools	On-going	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
5	5.1	Social Emotional Support	All Hispanic and Socioeconomically Disadvantaged	No			Specific Schools: Creekside	Annually	\$35,250.00	\$0.00		\$35,250.00			\$35,250.00	

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
5	5.2	Student Listening Circles and Professional Learning (School Climate)	All Hispanic and Socioeconomically Disadvantaged	No			Specific Schools: Creekside	Quarterly	\$25,011.00	\$0.00		\$25,011.00			\$25,011.00	
5	5.3	Engaging Learning Experiences	All Hispanic and Socioeconomically Disadvantaged	No			Specific Schools: Creekside	On-going	\$25,000.00	\$0.00		\$25,000.00			\$25,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$36,292,910	5,058,814	13.939%	4.666%	18.605%	\$7,338,420.00	0.000%	20.220 %	Total:	\$7,338,420.00
								LEA-wide Total:	\$6,144,949.00
								Limited Total:	\$1,193,471.00
								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	\$297,731.00	
1	1.3	Attendance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,700.00	
1	1.4	Supports for the Whole Child	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	
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	\$505,800.00	
1	1.12	School Nursing Teams	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$563,646.00	

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	\$1,654,392.00	
2	2.3	Foundational Literacy Support (Elementary)	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Flowery, Prestwood, Sassarini	\$624,420.00	
2	2.5	Support for Multilingual Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$644,671.00	
2	2.6	Targeted Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,358,270.00	
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 6-12	\$13,500.00	
2	2.15	AVID (Advancement via Individual Determination)	Yes	LEA-wide	English Learners Low Income	Specific Schools: El Verano, Adele Harrison, Altimira, SVHS	\$236,760.00	
3	3.3	Teacher Leadership and Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,920.00	
3	3.4	District-wide Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,240.00	
3	3.5	Ongoing Training with Instructional Assistants	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
3	3.8	Culturally Inclusive/Relevant Pedagogy and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,500.00	

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	3.9	Professional Development English Language Development Pedagogy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,000.00	
3	3.13	Innovative Library Media Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$710,870.00	
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: TBD	\$0.00	
4	4.7	Interpretation and Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$34,000.00	
4	4.9	Family Outreach and Support	Yes	LEA-wide	Low Income	All Schools	\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,841,000.00	\$10,103,503.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain High-Quality and Highly-Qualified Staff	No	\$0.00	\$0.00
1	1.2	SAM TTI/IM 29: Tier 1 (Core) Academic Practices Identify Learning Standards and Districtwide Expectations for Learning	No	\$100,000.00	\$0.00
1	1.3	Staffing to Support Standards-based Curriculum, Instruction, and Assessment	Yes	\$360,000.00	\$450,000.00
1	1.4	Professional Development Focus 2021-24	Yes	\$361,000.00	\$350,000
1	1.5	SAM CB7/8 and DBPS21: Professional Development on Data-Based Problem Solving	No	\$0.00	\$0.00
1	1.6	Professional Development - Released Time	Yes	\$140,000.00	\$140,000.00
1	1.7	Professional Collaboration - Master Schedules	Yes	\$0.00	\$0.00
1	1.8	SAM DED 35: Policies and Procedures for Decision-making are Established for Administration of Assessments, Access to Existing Data Sources, and the Use of Data	No	\$56,000.00	\$0.00
1	1.9	Resources to Support Data-Based Decision Making	No	\$336,000.00	270,000.00

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)
1	1.10	SAM DED 36 Effective Data Tools are Used Appropriately and Independently by Staff	No	\$0.00	\$0.00
1	1.11	SAM DED 39 Data Sources are Monitored for Consistency and Accuracy in Collection and Entry Procedures	No	\$0.00	\$0.00
1	1.12	Professional Development and Coaching for Counseling Staff	No	\$40,000.00	\$10,000.00
1	1.13	Professional Development Conferences	Yes	\$40,000.00	\$5,000.00
1	1.14	Professional Development Consultants	No	\$0.00	\$0.00
2	2.1	SAM L2: Site and District Leadership Teams	Yes	\$288,000.00	\$311,000.00
2	2.2	SAM TTI/IM 30: Tier 2 (Supplemental) Academic Curriculum, Practices, Strategies, and Monitoring	Yes	\$320,000.00	\$320,000.00
2	2.3	SAM TTI/IM 32: Tier 3 (Intensive) Academic Practices, Strategies, and Monitoring	Yes	\$544,000.00	\$544,000.00
2	2.4	SAM L3 and L5: Ongoing Professional Development, Planning, and Coaching on the Implementation of MTSS	Yes	\$20,000.00	\$20,000.00
2	2.5	SAM L4: Strategic Plans for MTSS Implementation Developed and Aligned with District and School Improvement Plans	Yes	\$0.00	\$0.00
2	2.6	SAM CB6, CB9, CB11: MTSS Professional Development for Staff	No	\$0.00	\$0.00
2	2.7	CB10: Coaching and Consultants for MTSS	Yes	\$45,000.00	\$30,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	SAM CB13: Master Schedules Provide Adequate Time for Professional Development, Coaching, Instruction, and Intervention to Occur	Yes	\$0.00	\$0.00
2	2.9	SAM CB 11/12: Assessment and Data Sources Address Multiple Purposes for Staff	Yes	\$0.00	\$0.00
2	2.10	SAM DBPS 21-27 Data-Based Problem Solving, Intervention Plans, and Monitoring	No	\$0.00	\$0.00
2	2.11	Extended Time Outside School Day or Year	Yes	\$1,516,000.00	\$1,236,000.00
2	2.12	Newcomer Programs	Yes	\$475,000.00	\$496,209.00
2	2.13	SAM CC20: Staff Actively Engage and Support Families in MTSS	Yes	\$790,000.00	\$372,306.00
2	2.14	Learning Centers - Supplemental Staffing	Yes	\$3,100,000.00	\$5,322,094.00
2	2.15	Special Education Support	No	\$0.00	\$0.00
2	2.16	Conferences and Travel	No	\$10,000.00	\$2,304.00
3	3.1	SAM TTI/IM 29 and SAFE SVUSD: Tier 1 (Core) Behavior and Social-Emotional Practices	No	\$210,000	\$165,790.00
3	3.2	SAM TTI/IM 31 and SAFE SVUSD: Tier 2 (Supplemental) Behavior and Social-Emotional Practices	Yes	\$0.00	\$0.00
3	3.3	SAM TTI/IM 33 and SAFE SVUSD: Tier 3 (Intensive) Behavior and Social-Emotional Practices	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	SAM DED 34 and SAFE SVUSD: Staff Access to Behavior and Social-Emotional Data	Yes	\$0.00	\$0.00
3	3.5	SAFE SVUSD: Family/Caregivers Wellness Support	No	\$0.00	\$0.00
3	3.6	SAFE: Wellness Centers	No	\$0.00	\$0.00
3	3.7	SAFE SVUSD: Youth Wellness Center (SVHS)	Yes	\$10,000.00	\$10,000.00
3	3.8	SAFE SVUSD: Newcomer Support	Yes	\$0.00	\$0.00
3	3.9	SAM DBPS 21: Data-based Problem Solving for Student Social-Emotional and Behavior Needs	Yes	\$80,000.00	\$3,800.00
3	3.10	SAM 22-25: Use of Social-Emotional and Behavior Data to Develop Intervention Plans	No	\$0.00	\$0.00
3	3.11	Staff Wellness	No	\$0.00	\$0.00
4	4.1	Professional Development	No	\$0.00	\$0.00
4	4.2	Staffing	No	\$0.00	\$0.00
4	4.3	Tier 2 Supplemental Academic Support	No	\$0.00	\$0.00
4	4.4	Tier 3 Intensive Academic Support	No	\$0.00	\$0.00
4	4.5	Learning Centers	No	\$0.00	\$0.00
4	4.6	SWD Parent/Caregiver Support	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$4,937,504	\$6,213,000.00	\$5,176,239.00	\$1,036,761.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Staffing to Support Standards-based Curriculum, Instruction, and Assessment	Yes	\$260,000.00	\$1,878,800		
1	1.4	Professional Development Focus 2021-24	Yes	\$161,000.00	0		
1	1.6	Professional Development - Released Time	Yes	\$140,000.00	\$45,487		
1	1.7	Professional Collaboration - Master Schedules	Yes	\$0.00	0		
1	1.13	Professional Development Conferences	Yes	\$0.00	0		
2	2.1	SAM L2: Site and District Leadership Teams	Yes	\$288,000.00	\$11,000		
2	2.2	SAM TTI/IM 30: Tier 2 (Supplemental) Academic Curriculum, Practices, Strategies, and Monitoring	Yes	\$320,000.00	0		
2	2.3	SAM TTI/IM 32: Tier 3 (Intensive) Academic Practices, Strategies, and Monitoring	Yes	\$544,000.00			
2	2.4	SAM L3 and L5: Ongoing Professional Development, Planning, and Coaching on the Implementation of MTSS	Yes	\$20,000.00	0		

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	2.5	SAM L4: Strategic Plans for MTSS Implementation Developed and Aligned with District and School Improvement Plans	Yes	\$0.00	0		
2	2.7	CB10: Coaching and Consultants for MTSS	Yes	\$45,000.00	0		
2	2.8	SAM CB13: Master Schedules Provide Adequate Time for Professional Development, Coaching, Instruction, and Intervention to Occur	Yes	\$0.00	0		
2	2.9	SAM CB 11/12: Assessment and Data Sources Address Multiple Purposes for Staff	Yes	\$0.00	0		
2	2.11	Extended Time Outside School Day or Year	Yes	\$555,000.00	\$1,513,085		
2	2.12	Newcomer Programs	Yes	\$440,000.00	\$765,031		
2	2.13	SAM CC20: Staff Actively Engage and Support Families in MTSS	Yes	\$340,000.00	\$452,802		
2	2.14	Learning Centers - Supplemental Staffing	Yes	\$3,100,000.00	\$510,034		
3	3.2	SAM TTI/IM 31 and SAFE SVUSD: Tier 2 (Supplemental) Behavior and Social-Emotional Practices	Yes	\$0.00	0		
3	3.4	SAM DED 34 and SAFE SVUSD: Staff Access to Behavior and Social-Emotional Data	Yes	\$0.00	0		
3	3.7	SAFE SVUSD: Youth Wellness Center (SVHS)	Yes	\$0.00	0		
3	3.8	SAFE SVUSD: Newcomer Support	Yes	\$0.00	0		
3	3.9	SAM DBPS 21: Data-based Problem Solving for Student	Yes	\$0.00	0		

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)
		Social-Emotional and Behavior Needs					

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$38,241,101	\$4,937,504	5.29%	18.202%	\$5,176,239.00	0.000%	13.536%	\$1,784,219.24	4.666%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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