Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	English Learner access to the state standards and the English Language Development (ELD) standards (2B)	100% of English learners have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency.	2024-2025 100% of English learners have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency.		2025-2026 100% of English learners have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency.	100% of English learners have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency
1.2	Percentage of English learner pupils who make progress toward English proficiency as measured by English Language Proficiency Assessments for California (ELPAC) (CA Dashboard) (4E)	2022/2023 61.2% making progress towards English proficiency (CA Dashboard) 2022/23 Summative ELPAC 35.13% Level 4 (Well Developed), 37.35% Level 3 (Moderately Developed), 18.16% Level 2 (Somewhat Developed) 9.36%Level 1 (Minimally Developed) (ELPAC Report)	2023-2024 62.1% making progress towards English proficiency (CA Dashboard) 2023-24 Summative ELPAC 34.13% Level 4 (Well Developed), 38.13% Level 3 (Moderately Developed), 17.19% Level 2 (Somewhat Developed) 10.55%Level 1 (Minimally Developed) (ELPAC Report)		2024-2025 64.4% making progress towards English proficiency (CA Dashboard) 2024-25 Summative ELPAC 40.95% Level 4 (Well Developed), 31.91% Level 3 (Moderately Developed), 17.79% Level 2 (Somewhat Developed) 9.34%Level 1 (Minimally Developed) (ELPAC Report)	Increase according to the follow metrics: 65% making progress towards English proficiency (CA Dashboard) 37% Level 4 (Well Developed), 39% Level 3 (Moderately Developed), 16 Level 2 (Somewhat Developed) 7%Level 1 (Minimally Developed) (ELPAC Report)
1.3	English Learner Reclassification rate (Data Quest) (4F)	2022/2023 19.1 % reclassification rate (local data)	2023-2024 19.6% reclassification rate (local data)		2024-2025 23.9% reclassification rate (local data)	22% reclassification rate (local data)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	Monitor Pupil achievement as measured by state and local assessments. (4A, 8A)	2022/2023 CAASPP 78.14% met or exceeded standards for ELA, 71.65% met or exceeded standards for Math 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA 47.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 24.13% met or exceeded standards for ELA 7.02% met or exceeded standards for Math 2022/2023 CAST 62.07% met or exceeded standards for Science	2023-2024 CAASPP 77.22% met or exceeded standards for ELA, 71.92% met or exceeded standards for Math (CAASPP Report) 2023-2024 CAASPP EL 24.03% met or exceeded standards for ELA 33.60% met or exceeded standards for Math SED 60.79% met or exceeded standards for ELA 51.77% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 36.52% met or exceeded standards for ELA 32.47% met or exceeded standards for Math (CAASPP Report) SpEd Correction to Baseline data:		2024-2025 CAASPP 79.84% met or exceeded standards for ELA 74.41% met or exceeded standards for Math (CAASPP Report) 2024-2025 CAASPP EL 26.70% met or exceeded standards for ELA 35.21% met or exceeded standards for Math SED 59.83% met or exceeded standards for ELA 51.03% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 39.28% met or exceeded standards for ELA 33.15% met or exceeded standards for Math (CAASPP Report) 2024-2025 CAST	Increase according to the follow metrics: CAASPP ELA: 80% Math: 74% CAASPP EL 32.15% met or exceeded standards for ELA 39.58% met or exceeded standards for Math SED 58.22% met or exceeded standards for ELA 49.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 29% met or exceeded standards for ELA 13% met or exceeded standards for Math 2022/2023 CAST 65% met or exceeded standards for Science DIBELS At or Above Benchmark

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		2023/2024 DIBELS At or Above Benchmark 81% in Grade K 91.9% in Grade 1 89.5 % in Grade 2 84% in Grade 3	2022-2023 ELA should be 36.52% met or exceeded standards for ELA 32.47% met or exceeded standards for Math (CAASPP Report) 2023/2024 CAST 58.84% met or exceeded standards for Science (CAST Report) 2024-25 DIBELS End-Of-Year data - At or Above Benchmark 81% in Grade K 90% in Grade 1 91% in Grade 2 86% in Grade 3		62.46% met or exceeded standards for Science (CAST Report) 2024-25 DIBELS End-Of-Year data - At or Above Benchmark 81% in Grade K 90% in Grade 1 91% in Grade 2 86% in Grade 3	83% in Grade K 94% in Grade 1 92 % in Grade 2 86% in Grade 3
1.5	Increase enrollment in Advancement Via Individual Determination (AVID)(7)	2023/2024 Total Enrollment in grades 7-12, 262 students	2024-2025 Total Enrollment in grades 7-12, 275 students		2025-2026 Total Enrollment in grades 7-12, 264 students	Total Enrollment in grades 7-12, to exceed 300 students.
1.6	Implementing the state board adopted academic content and performance stands for all students (CA Dashboard). (2A)	2023- 2024 Standard Met	2024- 2025 Standard Met		2025-2026 Standard Met	Maintain Standard Met
1.7	School Facilities are in good repair (1C)	2023-2024- Facilities received an exemplary rating	2024-2025- Facilities received an exemplary rating		2025-2026 Facilities received an exemplary rating	All school facilities will be inspected annually using the Facilities Inspection Report (FIT) and recorded on the School Accountability Report Card (SARC) and receive an exemplary rating.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.8	The percentage of students who have passed AP exam with a score of 3 or higher (4G)	2023-2024 Percentage of students who have passed AP exam with a score of 3 or higher 89.32% (College Board)	2024/2025 Percentage of students who have passed AP exam with a score of 3 or higher 91.73% (College Board)		N/A	Increase to 91%
1.9	Percentage of pupils who have successfully completed courses that satisfy the requirements for Career Technical Education (CTE) and pupils who have successfully completed courses that satisfy the requirements for entrance to UC/CSU. (Infinite Campus) (4D)	2023-2024 336 12th graders completed CTE pathway, 67% of 12th graders met the UC/CSU requirement (local data)	2024-2025 401 12th graders completed CTE pathway, 66.8% of 12 grades met UC/CSU requirement TBD (local data)		N/A	Increase to 69%
1.10	Number of students successfully completing Career Technical Education (CTE) courses (Student Information System, Infinite Campus)(4C)	2023-2024 791 students completed CTE courses (local data)	For the 2024–25 school year, 450 students completed CTE courses. (local data).		N/A	Increase to 800 students completing CTE courses.
1.11	Certificated staff that are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (1A)	2022-2023 88.2% of certificated staff are appropriately assigned. (Data Quest)	2023-2024 Data not yet available on Dataquest		2023-2024 87.5% of certificated staff are appropriately assigned. (Data Quest)	Increase to 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Professional Development and Implementation of California State Standards, ELD standards. Provide teachers and release time for trainings, and other associated costs.** Professional development for educators in English language learning equips teachers with essential skills and strategies to support diverse student needs. Through workshops and collaborative learning, educators gain insights into language acquisition theories, cultural competence, and effective instructional	Yes	Fully Implemented		Facilitated by EL Coordinator, Deanna Zappia Cabral, site administration and teacher leaders.	$5,000.00	$5,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	practices. Emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners provide teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses.						
1.2	**English Learner Support** This action provides supplemental support for English Learners	Yes	Fully Implemented		Sections provided at secondary sites and teachers at the elementary level.	$997,202.00	$999,202.00
1.3	**ELD/ELA District Coordinator** This action provides site support to implement LCAP goals and actions. Data analysis revealed that unduplicated students performed at a much lower level on many metrics. The San Ramon Valley Unified School District is committed to educating our English Learners in order for them to become proficient in English as rapidly as possible so they can have success in the academic programs available to all students	No	Fully Implemented		Deanna Zappia, professional development	$243,521.00	$234,821.00
1.4	**Classified Staff Professional Development for English Learner Instructional Assistants** Provide instructional assistants with ongoing training to support the implementation of	Yes	Fully Implemented		Facilitated by EL Coordinator, Deanna Zappia, Language Power Curriculum, and	$10,000.00	$10,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	integrated instructional strategies in both ELD and content area courses.				ELD teachers at the elementary level.		
1.5	**English Learner Instructional Assistants** English Learner Instructional assistants, assisting students at the elementary level, support English learners by providing individualized assistance, facilitating language development activities, reinforcing lessons, assisting with assignments, and offering cultural support, ensuring students' academic and linguistic success. Continually monitor the FTE assigned for EL Instructional Support K-12.	Yes	Fully Implemented		Staffing at elementary schools	$515,623.00	$514,531.00
1.6	**Implementation of AVID (Advancement via Individual Determination) program.** This action step will provide supports to students to meet the entrance requirements for UC/CSU and to enroll and successfully complete AP courses and score three or better on the respective exams.	No	Ongoing Implementation		2025-2026 Total Enrollment in grades 7-12, 264 students	$62,764.00	$42,367.00
1.7	**Academic and Social Emotional Intervention Support** Intervention sections are tailored to nurture students' personal development, addressing individual needs and challenges while fostering growth. Through targeted support, these sections aim to ensure academic success while promoting academic skills that ensure ongoing success. The sections will be principally directed towards unduplicated students, but will be made up of students from the entire grade level. In order to support				Support provided at Iron Horse and Pine Valley Middle Schools	$86,213.00	$45,960.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	unduplicated students, staff will meet, weekly, to monitor academic, social and emotional support and provide interventions, by name and by need. In addition, ongoing professional development on Tier 1 & Tier 2 strategies, will be provided to staff so that instruction and intervention can meet the needs of unduplicated students.						
1.8	**Employ District Wide Coordinators: Curriculum, Mathematics, Social Emotional Learning** This action provides site support to implement LCAP goals and actions. Data analysis revealed that unduplicated students performed at a much lower level on many metrics. It was determined to dedicate coordinator support to underserved student groups who are principally focused on supporting English learners, foster youth, and socioeconomically disadvantaged students. Their aim is to ensure equitable access to and achievement for these student groups across the district.These coordinators provide ongoing, specific professional development to certificated and classified staff on research based strategies to support English Learners, low income students and foster homeless youth with a specific focus on Math, English and SEL. Professional Development trainings are provided at both the site and district levels. To ensure that impact is positive towards student growth, three local assessments are used measure progress. Coordinators provide updates and trainings specifically designed to support unduplicated students. This action addresses the need as identified by the red indicator in the area of College and Career Readiness for students with disabilites.	No	Fully Implemented		Jessica Coulson, Tiffany Zammit	$437,755.00	$470,142.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	**Long Term English Learner Support** Long Term Learner (LTEL) refers to English learner (EL) students who have been enrolled in a U.S. school for six years or more and have not been reclassified as fluent English proficient. These students may have had inadequate prior schooling experiences and they are usually struggling academically due to their limited literacy skills in English. To address these opportunity gaps, SRVUSD is providing curriculum and providing extensive professional development on ELD strategies. All school sites will leverage the adopted standards aligned curriculum, English 3D. This curriculum combines research-based principals, instructional routines, and programmatic goals aligned to the emerging, expanding, and bridging levels of the ELD curriculum. This curriculum includes formal evidence-based approaches for teaching LongTerm English Learners (LTELs) in the secondary school setting. Ongoing professional development for the implementation of English 3D happens through a district-level professional learning community.	Yes	Fully Implemented		Ongoing PD provided to administrators and staff. County coordinated training and collaboration.	$5,000.00	$5,000.00
1.11	**Ed Services staff** Educational Services staff are committed to supporting unduplicated pupils—English learners, foster youth, and students from low-income households—through a strategic focus on data-informed decision-making, curriculum alignment, and targeted interventions. Staff regularly review and analyze academic and engagement data specific to unduplicated students to identify gaps and monitor progress. This analysis guides the implementation of	Yes	Fully Implemented		Educational Services Staff	$1,140,425.00	$1,125,563.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	high-quality curriculum and instructional materials that are culturally responsive and aligned to the needs of these students. In addition to curriculum support, Educational Services staff collaborate with site teams to provide and refine intervention systems that address academic, social-emotional, and engagement needs. This includes co-designing supports within Multi-Tiered System of Support (MTSS) frameworks, facilitating professional learning for teachers working with unduplicated pupils, and ensuring access to resources and enrichment opportunities that promote equity and close achievement gaps. This funding will support the salaries of several Educational Services staff members.						
1.14	**Screeners** To better understand and address the needs of all students, including unduplicated pupils, Educational Services staff oversee a comprehensive districtwide screening system across all grade levels. These screeners—academic and social-emotional—provide timely and relevant data that help educators identify students who may benefit from additional support. By administering screeners multiple times throughout the year, staff can monitor progress, adjust interventions, and ensure that no student falls through the cracks. The screening process is a foundational element of our Multi-Tiered System of Support (MTSS), enabling site teams to make informed, data-driven decisions about the types and intensity of support required. Educational Services staff provide training, guidance, and calibration to ensure	Yes	Fully Implemented		Implementation of STAR , DIBELS , and SEWB screeners	$450,000.00	$450,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	consistency and effectiveness in how screening data is interpreted and used to design targeted interventions, particularly for students who are most at risk of academic or social-emotional challenges.						

Goal 2

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Course Access: Every pupil in SRVUSD has sufficient access to the standards-aligned instructional materials. Continue a broad course of study in all subject areas that allow access for students. Provide Socially Economically Disadvantaged, English Learners, Foster Youth, Homeless and Students with Disabilities access to all College Preparatory, Advanced Placement and Career Technical Education courses. (1B, 7A, 7B, 7C)	2023-2034 100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.	2024-2025 100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.		100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.	100% of the pupils (including students with disabilities, foster youth and students experiencing homelessness) had sufficient access to the standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.
2.2	Monitor Pupil achievement as measured by state and local assessments. (4A, 8A)	2022/2023 CAASPP 78.14% met or exceeded standards for ELA, 71.65% met or exceeded standards for Math 2022/2023 CAASPP EL 30.15% met or exceeded standards for ELA 37.58% met or exceeded standards for Math SED 56.22% met or exceeded standards for ELA	2023-2024 CAASPP 77.22% met or exceeded standards for ELA, 71.92% met or exceeded standards for Math (CAASPP Report) 2023/2024 CAASPP EL 24.03% met or exceeded standards for ELA 33.60% met or exceeded standards for Math SED 60.79% met or exceeded standards for ELA		2024-2025 CAASPP 79.84% met or exceeded standards for ELA 74.41% met or exceeded standards for Math (CAASPP Report) 2024-2025 CAASPP EL 26.70% met or exceeded standards for ELA 35.21% met or exceeded standards for Math SED	Increase according to the follow metrics: CAASPP ELA: 80% Math: 74% CAASPP EL 32.15% met or exceeded standards for ELA 39.58% met or exceeded standards for Math SED 58.22% met or exceeded standards for ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		47.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 24.13% met or exceeded standards for ELA 7.02% met or exceeded standards for Math 2022/2023 CAST 62.07% met or exceeded standards for Science 2023/2024 DIBELS At or Above Benchmark 81% in Grade K 91.9% in Grade 1 89.5 % in Grade 2 84% in Grade 3	51.77% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd Correction to Baseline data: 2022-2023 ELA should be 36.52% met or exceeded standards for ELA 32.47% met or exceeded standards for Math (CAASPP Report) 2023-2024 CAST 58.84% met or exceeded standards for Science (CAST Report) 2024-25 DIBELS End-Of-Year data - At or Above Benchmark 81% in Grade K 90% in Grade 1 91% in Grade 2 86% in Grade 3		59.83% met or exceeded standards for ELA 51.03% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 39.28% met or exceeded standards for ELA 33.15% met or exceeded standards for Math (CAASPP Report) 2024-2025 CAST 62.46% met or exceeded standards for Science (CAST Report) 2024-25 DIBELS End-Of-Year data - At or Above Benchmark 81% in Grade K 90% in Grade 1 91% in Grade 2 86% in Grade 3	49.31% met or exceeded standards for Math Foster Youth *% met or exceeded standards for ELA *% met or exceeded standards for Math * - data is fewer than 11 students tested SpEd 29% met or exceeded standards for ELA 13% met or exceeded standards for Math 2022/2023 CAST 65% met or exceeded standards for Science 2023/2024 DIBELS At or Above Benchmark 83% in Grade K 94% in Grade 1 92 % in Grade 2 86% in Grade 3
2.3	The percentage of students who successfully complete UC/CSU requirements (4B)	2022/2023 67% of students met UC/CSU Requirements	2023-2024 66.4% of students met UC/CSU Requirements		2024-2025 67.6% of students met UC/CSU Requirements	70% of students will meet UC/CSU Requirements

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		EL - 42.4% SED - 42.9% Foster - * N size below 10 (Data Quest)	EL - 36.5% SED - 42.4% Foster - * N size below 10 (Data Quest)		EL - 24.6% SED - 49.1% Foster - * N size below 10 (Data Quest)	EL - 45% SED - 46% (Data Quest)
2.4	Percentage of students who participate in and demonstrate college preparedness based on the EAP or subsequent assessment of college preparedness. (4H) (Data Quest)	2022-2023 Assessment Program (EAP), students demonstrated college readiness 80.2% in English language arts/literacy (ELA) EL - 20% SED - 62.7% Foster - * N size below 10 59.96% of 11 grade math EL - 23.5% SED - 34.3% Foster - * N size below 10	2023-2024 Assessment Program (EAP), students demonstrated college readiness 79.06% in English language arts/literacy (ELA) EL - 7.41% SED - 67.51 % Foster - * N size below 10 62.52% of 11 grade math EL - 12.51% SED - 41.21 % Foster - * N size below 10		2024-2025 Assessment Program (EAP), students demonstrated college readiness 80.83% in English language arts/literacy (ELA) EL - 18.51% SED - 62.86% Foster - * N size below 10 64.59% of 11 grade math EL - 26.92% SED - 45.81% Foster - * N size below 10	Assessment Program (EAP), 62% of 11 grade students demonstrated college readiness in math and 83% in English language arts/literacy (ELA) 80.2% in English language arts/literacy (ELA) EL - 23% SED - 66% 63% of 11 grade math EL - 26% SED - 37%
2.5	Pupil Engagement measured by school attendance rates (Metric 5A, 5B), and chronic absenteeism (Data Quest)	2023/2034 95.89% Attendance 9% Chronic Absenteeism (Semester 1) EL - 14.7% SED - 13.4% Foster - * N size below 10 SpEd - 18.2% Asian - 7.4% Filipino - 6.1% Hispanic - 14.3% Two or More races - 9.6% White - 9.4%	2024-2025 Fall Semester 1 96.24% Attendance 7.12% Chronic Absenteeism (Semester 1) EL - 9.5% SED - 15.48% Foster - * N size below 10 SpEd - 15.22% Asian - 5.74% Filipino - 5.81% Hispanic - 11.63% Two or More races - 6.61%		2025-2026 Fall Semester 1 92.7% Attendance 7.3% Chronic Absenteeism (Semester 1) EL - 10.3% SED - 16.4% Foster - * N size below 10 SpEd - 15.4% Asian - 5.7% Filipino - 4.2% Hispanic - 12.9% Two or More races - 6.2%	97% Attendance Less than 6% Chronic Absenteeism (Semester 1) EL - Less than 10% SED - Less 9% Foster - * N size below 10 SpEd - 15% Asian - Less than 5% Filipino - Less than 4% Hispanic - Less than 10% Two or More races - Less than 7% White - Less than 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(local data) 2022/2023 14 school sites in Red for Chronic Absenteeism	White - 7.39% (local data)		White - 7.6% (local data)	Zero schools in Red
2.6	District English Language Learner Advisory Committee -- % of EL students with a parent participating in DELAC (3B)	2023-2024 8% of parents/guardians of EL students participated in DELAC.	2024-2025 8% of parents/guardians of EL students participated in DELAC.		In Progress	20% of parents/guardians of EL students participate in DELAC
2.7	Average number of parent/guardian engagement participation in SRVUSD Community Advisory Committee (CAC) supporting students with disabilities, through the exceptional education committee and LCAP meetings. (3C)	2023-2024 CAC average - average of 15 participants Exceptional Education Committee - average 20 participants LCAP meetings - average 10 parents/guardian (local data)	2024-2025 CAC average - average of 15-20 participants Exceptional Education Committee - average 20-25 participants LCAP meetings - average 10 parents/guardian (local data)		In Progress	20% of parents/guardians participate in CAC, EEC, LCAP meetings.
2.8	Seek input from parents in decision-making and promote parent participation in programs dedicated to inform LCAP decision making. (3A)	2023-2024 Maintain standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)	2024-2025 Standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)		In progress	Standard met on Parent and Family Engagement on Local Indicator (CA Dashboard)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Recruit, onboard and retain a more diverse staff.** SRVUSD Human Resources department has developed a process to recruit, onboard and	No	Fully Implemented		Recruitment funding	$1,000.00	$1,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	retain a more diverse staff. Research best practices on hiring and engage all administrators in anti-bias training.						
2.2	**Employ certificated staff to support Educational Equity** This action will provide district level leadership to interrupt any inequitable practices in school culture and curriculum and eliminate barriers to personal and academic success. Further, to establish learning as an institution that validates and celebrates each student as an individual and meets the needs of all students. This position will focus on increasing academic achievement, reducing disparities in discipline data and increasing school connectedness.	Yes	Fully Implemented		Dr. Nguyen	$287,824.00	$285,032.00
2.3	**Home to School Transportation** Subsidize Traffix bus passes for low income students	Yes	Fully Implemented		Traffix Passes	$40,000.00	$40,000.00
2.4	**Foster Youth Support** Social workers in the San Ramon Valley Unified School District (SRVUSD) play a crucial role in addressing barriers to learning, such as poverty and family issues. They provide tailored family services, including parenting support and crisis intervention, and coordinate transportation solutions for students. By organizing food drives, clothing donations, and connecting families with resources, they ensure students' basic needs are met. Additionally, social workers offer	Yes	Ongoing Implementation		Meals, Food, Transportation, Supplies, Staffing	$385,992.00	$216,196.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	individual and group counseling to help students cope with personal and academic challenges, and facilitate access to medical care. Their comprehensive support fosters a supportive, inclusive school environment, enabling all students to succeed academically and personally.						
2.5	**Parent Night Multilingual Families** District-led Parent Multilingual Night to support all multilingual families in SRVUSD. Provide a template to all sites to support sites in facilitating site-based Parent Multilingual Nights.	Yes	Ongoing Implementation		In process of implementing spring events	$10,000.00	$10,000.00
2.6	**SARB staff** The SRVUSD SARB staff coordinates the District's SARB (Student Attendance Review Board) Panel which consists of district personnel and community partners who meet monthly to consider cases of chronically truant or absent students and make appropriate recommendations. This panel utilizes a multi-disciplinary approach to provide support and intervention to meet the special needs of students with school attendance issues. The SARB Panel looks for creative ways to encourage students to return to, and succeed in, school. SARB cases are brought forward to be reviewed and addressed by the Board based on attendance information provided by both the school site and district. Actions are strongly informed by the use of data. Student groups and 14 sites were in the red indicator for chronic absenteeism and actions taken by the district, within 2.6 will lead to a decrease in absenteeism. The SARB coordinator will host quarterly data and professional development	Yes	Fully Implemented		Chronic Absenteeism has decreased per CA Dashboard and District data.	$146,226.00	$$164,566.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	sessions with district and site administration, along with attendance clerks. This action addresses the need as identified by the red indicator in the area of chronic absenteeism. SARB staff will regularly meet with students and families of unduplicated pupils. Additionally, SARB staff will partner with site administration for ongoing review using infinite campus to monitor daily and weekly attendance and utilize re-engagement strategies in a timely and effective manner.						

Goal 3

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Pupil Engagement measured by suspension and expulsion rates rates (Local Data-Infinite Campus SIS) (6A and 6B)	Suspension Rate 2023-2024 (Semester 1) 0.7% Suspension Rate 2023/2024 (Semester 1) EL - 0.5% SED - 0.7% Foster Youth - 0% African American - 4.1% SpEd - 2.3% White - 0.8% Expulsion rate 0.0% (Semester 1) (Local Data- Infinite Campus SIS)	Suspension Rate 2024-2025 (Semester 1) 0.5% EL - 0.9% SED - 1.3% Foster Youth - 7.1% African American - 2.3% SpEd - 1.6% White - 0.6% Expulsion rate 0.0% (Semester 1) (Local Data - Infinite Campus SIS)		Suspension Rate 2024-25 - 1.1% Expulsion Rate 2024-25 - 0.0% (Dataquest) Suspension Rate 2025-2026 (Semester 1) 0.7% EL - 1.0% SED - 1.8% Foster Youth - 0% African American - 2.9% SpEd - 2.1% White - 0.9% Expulsion rate 0.0% (Semester 1) (Local Data)	Suspension Rate 0.5% Suspension Rate EL - 0.3% SED - 0.5% Foster Youth - 0% African American - 2% SpEd - 1.5% White - 0.4% Expulsion rate 0.0% (Local Data- Infinite Campus SIS)
3.2	California Healthy Kids Survey (CHKS) to measure the sense of safety and school connectedness. (Metric 6C)	2023/2024 CHKS Data (Self-Reported) 5th grade Connectedness 82% Safety 89% - N/A 7th grade Connectedness 67% Safety 73%	2024-2025 CHKS Data (Self-Reported) 5th grade Connectedness 82% Safety 89% 7th grade Connectedness 72% Safety 76%		2025-2026 CHKS Data (Self-Reported) 5th grade Connectedness 84% Safety 89% 7th grade Connectedness 76% Safety 81%	CHKS data 5th grade Connectedness 84% Safety 91% 7th grade Connectedness 73% Safety 77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		9th grade Connectedness 67% Safety 76% 11th grade Connectedness 59% Safety 75%	9th grade Connectedness 68% Safety 78% 11th grade Connectedness 68% Safety 80%		9th grade Connectedness 74% Safety 83% 11th grade Connectedness 70% Safety 81%	9th grade Connectedness 73% Safety 80% 11th grade Connectedness 65% Safety 79%
3.3	High School Dropout Rate (5D)	2022/2023 1.8% EL - 10.8% SED - 5.7% Foster - *N size less than 10 (Data Quest)	2023-2024 1.2% EL - 1.8 % SED - 4.1% Foster - *N size less than 10 (Data Quest)		2024-2025 - 1.0 % EL - 5.6% SED - 1.7% Foster - *N size less than 10 (Data Quest)	Dropout rate less than 1.0%EL EL dropout rate less than 1.0% SED dropout rate less than 1.0%
3.4	High School Graduation Rate (5E)	2022/2023 97% EL - 89.2% SED - 92.9% Foster - *N size less than 10 (Data Quest)	2023-2024 97% EL - 91.2% SED - 92.8% Foster - *N size less than 10 (Data Quest)		2024-2025 - 97% EL - 84.7% SED - 95.6% Foster - *N size less than 10 (Data Quest)	Graduation rate greater than 98% EL graduation rate greater than 95% SED graduation rate greater than 95.0%
3.5	Middle School Dropout Rate (5C)	2022/2023 0.0% (Local Data- Infinite Campus SIS)	2023-2024 0.0% (Local Data- Infinite Campus SIS)		2024-2025 0.0% (Local Data)	Dropout rate 0.0%(Local Data- Infinite Campus SIS)

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**SRVUSD Social Workers** SRVUSD school social workers are trained mental health professionals who support students with mental health, behavior, and academic needs. They collaborate with teachers, parents, and administrators and help connect students and families with resources	No	Fully Implemented		Meals, food, transportation, supplies, and salaries and benefits for 4.0 social workers.	$0.00	$681,962.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	like bus passes, clothing, food, tutoring, and other support services.						
3.2	**Provide School Counseling and Intervention Program (SCIP) services at all sites and create a rigorous referral system to the Discovery Center** In partnership with SRVUSD, in which counselors in-training complete their required supervised clinical hours by providing short term individual and group counseling supervised by the Discovery Center Practitioners. All students can benefit from support provided by SCIP counselors, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from SCIP counselors is a top priority. SCIP counselors provide supplemental counseling support, above what is provided by school counselors.SCIP counselors, on a weekly basis, will review and monitor progress of unduplicated students, at their sites, and provide increased counseling services if needed.	Yes	Fully Implemented		Provided at all sites	$480,000.00	$480,000.00
3.3	**SRVUSD Wellness Rooms** Each comprehensive high school will have a Wellness Center, staffed by an intake coordinator and social worker.All students can benefit from support provided by he Wellness Centers, but due to the opportunity gaps experienced by unduplicated students, ensuring these students receive high levels of support from the Wellness Centers is a top priority. A staffed wellness room to support the social emotional needs of students. Both scheduled and drop in visits are available. A	Yes	Fully Implemented		Intake coordinator and social worker at each comprehensive high school	$957,966.00	$718,547.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	trained mental health social worker is on site in the wellness room. In addition, all Wellness Center employees with receive ongoing professional development on strategies to engage unduplicated students and increase access to the Wellness rooms. This action supports Metric 3.2 by enhancing students' sense of safety and school connectedness, as measured by the California Healthy Kids Survey (CHKS). It is funded with $1,540,695 from the Learning Recovery Emergency Block Grant (LREBG) over a two-year period, of which SRVUSD plans to spend $748,528 in 2025-26 and $792,167.18 in 2026-27.						
3.4	**SRVUSD Counselors** School counselors are here to help and support you strive and empower all students to maximize their potential. In partnership with other educators, parents, and community members, school counselors support the educational community to ensure all students are prepared with the knowledge and skills needed for success in an ever changing world. Support counselors do not serve a specific student group with academic needs but are principally directed to supporting unduplicated students. Their primary responsibility is to support students and families in crises. Working with social workers, counselors, community partners and students/families, student support counselors develop a plan of support. In addition, during weekly counseling/administrative support meetings, progress monitoring of unduplicated students will occur to ensure that the services of Student Support Counselors in principally directed towards them. This action addresses the need as identified by the red indicator in	Yes	Fully Implemented		Provided at all middle schools and high schools	$3,447,261.00	$4,273,083.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the area of suspension by providing specific and timely support in a restorative and safe environment. This action supports Metrics 3.1 through 3.5 by promoting pupil engagement and well-being. Specifically, it addresses suspension and expulsion rates (Metric 3.1), sense of safety and school connectedness as measured by the California Healthy Kids Survey (Metric 3.2), high school dropout and graduation rates (Metrics 3.3 and 3.4), and middle school dropout rates (Metric 3.5). This action is funded with $1,407,686 from the Learning Recovery Emergency Block Grant (LREBG) over a two-year period, of which $703,285 will be spent in 2025-26 and $704,400.78 in 2026-27.						
3.5	**Rainbow Room Paraeducator Support** The Rainbow Program is a research based early intervention program aimed at the following objectives: *Helping students get a good start in school *Developing and enhancing social skills *Fostering healthy self-concept *Improving school adjustment *Developing leadership skills *Assisting with life transitions The Rainbow Program is available at all San Ramon Valley Unified School District elementary school sites. Trained paraprofessionals staff the program and work directly with students. Paraprofessionals regularly review student progress and collaborate with site teams to identify and implement supports. While all students benefit from the Rainbow Program, unduplicated students receive additional attention during weekly grade-level meetings where teachers	Yes	Fully Implemented		Provided at all elementary schools	$424,190.00	$413,481.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	analyze data, monitor interventions, and plan next steps. Rainbow Room staff also engage in ongoing professional development focused on addressing the specific needs of unduplicated students and their families.						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	333,428,493	335,589,362
LCFF Supplemental/Concentration Grants	7,367,520	7,330,020