

2026-27 Local Performance Indicator Self-Reflection

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

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	1332.55	96.22%	1.39%	1.16%	1.23%	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Building upon the foundational analysis of educational partner input and local data from the 2025-26 school year, SRVUSD has demonstrated remarkable growth in strengthening the collaborative bond between school staff and families. This progress was driven by an even more expansive community engagement strategy and the maturation of district-wide steering committees into essential pillars of local governance.

Input was meticulously gathered from a broad spectrum of community organizations, including the DVSR Rotary, San Ramon and Danville Chambers of Commerce, Discovery Counseling Center Board, and the SRV Mental Health Coalition. To ensure a truly inclusive dialogue, the district deepened its partnerships with **PFLAG, APAPA, the Equity Committee, the Inclusion and Diversity Committee, and the SRVCPTA Exceptional Education Committee.

A cornerstone of this year's success was the continued evolution of steering committees centered on the three Strategic Directions: Equity, Social-Emotional Well-Being, and Deep Learning. These bodies—composed of a diverse cross-section of teachers, students, classified staff, parents, and administrators—expanded their scope this year. Meeting at least four times over the annual cycle, these committees worked to refine district goals through real-time feedback loops. Their year-end summaries, compiled in May, reflect a sophisticated synthesis of community expertise and academic necessity.

This robust infrastructure for public participation ensured that multifaceted perspectives directly influenced the district's fiscal and instructional priorities, creating a more agile and responsive educational environment. Throughout the 2025-2026 school year, a series of transparent LCAP (Local Control and Accountability Plan) meetings were held. These sessions served as a vital precursor to the formal School Board presentation and public hearing in June, solidifying the district's enduring commitment to democratic engagement and the collective shaping of the student

experience. This expanded outreach has fostered a deeper sense of trust and shared responsibility across the entire San Ramon Valley community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

During the 2025-26 academic year, the San Ramon Valley Unified School District (SRVUSD) reached a new milestone in its mission to integrate community voice into the heart of its operational framework. Building on the data-driven insights from previous years, the district expanded its outreach efforts to ensure that the relationship between school staff and families was not merely communicative, but truly collaborative. This period was defined by a shift from "gathering feedback" to "co-designing" the educational experience, ensuring that every stakeholder had a seat at the table in shaping the future of our schools.

II. Expansion of Partner Organizations

Central to the district's success was the deliberate inclusion of a wide array of local organizations. By partnering with groups that represent the diverse economic, social, and cultural fabric of the San Ramon Valley, the district ensured that decision-making was informed by a 360-degree view of the community. Key contributors during the 2025-26 cycle included:

Civic and Business Leaders: The DVSR Rotary, San Ramon Chamber of Commerce, and Danville Chamber of Commerce provided vital perspectives on workforce readiness and the economic health of the region.

Mental Health and Wellness Advocates: Partnerships with the **Discovery Counseling Center Board and the SRV Mental Health Coalition were instrumental in refining our social-emotional support systems.

Advocacy and Diversity Groups: To ensure equity was at the forefront, the district maintained deep engagement with PFLAG, APAPA (Asian Pacific Islander American Public Affairs), the Equity Committee, and the Inclusion and Diversity Committee.

Specialized Education Partners: The **SRVCPTA Exceptional Education Committee** provided essential feedback on improving accessibility and outcomes for students with diverse learning needs.

III. The Strategic Steering Committees: A Deep Dive

The 2025-26 school year marked the maturation of the district's three primary Steering Committees. These bodies are unique in their composition, bringing together teachers, students, classified staff, parents, and district administrators into a unified working group.

1. **Equity:** This committee moved beyond theoretical frameworks to implement practical audits of district policies, ensuring that resources are distributed based on student needs.

2. **Social-Emotional Well-Being:** In response to evolving student needs, this group focused on the "Whole Child" approach, integrating mental health resources directly into the daily curriculum.

3. **Deep Learning:** This committee explored the intersection of technology and pedagogy, ensuring that SRVUSD students are prepared for the complexities of a modern, global workforce.

These committees increased their meeting frequency this year, convening four times between August and May. This allowed for a more iterative process, where feedback from the first meeting could be piloted and reviewed by the final session. The culminating summaries produced in May 2026 have served as the blueprint for the district's upcoming multi-year strategic plan.

IV. LCAP Transparency and the June Public Hearing

The Local Control and Accountability Plan (LCAP) served as the formal vehicle for translating this community input into fiscal reality. Throughout the 2025-26 school year, the district hosted a series of "Community Town Halls" and

LCAP study sessions. These meetings allowed for a transparent look at how district funds were being allocated to support the Strategic Directions.

The process reached its peak in June 2026, with a formal presentation to the School Board. The public hearing provided a final opportunity for educational partners to testify on the plan's efficacy. This comprehensive approach ensured that by the time the plan was adopted, it was a true reflection of the community's collective values and aspirations for its students.

V. Moving Forward

As we look toward the next cycle, the progress made in 2025-26 stands as a testament to the power of authentic engagement. By fostering a culture of inclusion and responsiveness, SRVUSD continues to set the standard for educational excellence through community partnership.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Drawing from the comprehensive analysis of educational partner input and local data finalized during the 2025-26 school year, SRVUSD has refined its strategic framework to deepen the nexus between home and school. This year, the district transitioned from basic compliance to an "active inclusion" model, specifically designed to dismantle systemic barriers that historically hindered full participation for various demographic groups.

Targeted Support for Diverse Parent Communities

The district significantly increased its resource allocation to support families who navigate the greatest challenges. Our data-driven approach for 2025-2026 focused on:

Linguistic Access: Beyond standard translation, SRVUSD deployed real-time interpretation technology and bilingual liaisons to support parents with **limited English proficiency** (approximately **14%** of our current student households). This ensures newsletters, digital portals, and town halls are accessible in the top five primary languages spoken in the district.

Socioeconomic & Literacy Support: For families who are **economically disadvantaged** or have **limited literacy**, the district implemented "Mobile Office Hours" at community hubs and provided simplified, visual-first communication formats.

Accessibility: Partnering with the **Community Advisory Committee (CAC)**, we conducted an audit of physical and digital spaces to ensure parents with **disabilities** have seamless access to school functions.

Racial and Ethnic Inclusion: With a student population that is now **45% Asian, 38% White, 8% Hispanic/Latino, and 9% multi-ethnic/other**, the district prioritized culturally responsive engagement strategies to ensure that leadership committees reflect these shifting demographics.

Strategic Growth Areas: DELAC and CAC

A primary pillar of the 2025-26 plan is the institutional empowerment of our advisory bodies. We are moving beyond mere consultation toward a "co-governance" model:

District English Learner Advisory Committee (DELAC): We have targeted a 25% increase active representative participation from school-level ELACs. The focus is on training parent leaders to navigate district-level budget discussions and curriculum reviews.

Community Advisory Committee (CAC): By integrating CAC members directly into the district's Strategic Direction steering committees, we are ensuring that the voices of families with students in Special Education are embedded in the initial design of new programs rather than as an afterthought.

Driving Participation Rates

Despite robust infrastructure, SRVUSD recognizes that "access" does not always equate to "engagement." In the 2025-2026 cycle, the district is launching the Engagement Incentives Initiative which includes providing childcare during evening meetings, offering hybrid/virtual attendance options for all major forums, and personalizing outreach to migratory and high-mobility families. Our goal is to move the needle on participation rates by 15% across all historically underrepresented groups, ensuring that the San Ramon Valley educational experience is a truly collective endeavor.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of input from educational partners and local data from the 2025-2026 school year, it was evident that SRVUSD excelled in fostering partnerships to enhance student outcomes. Survey data highlighted a culture of responsiveness, emphasizing deep learning, innovation, equity, and social-emotional well-being. All K-8 schools held conference weeks to support teacher-family partnerships, aiming to improve student outcomes collaboratively. The district's commitment to these areas underscored its dedication to creating a supportive and effective educational environment, ensuring every student had the opportunity to succeed. Furthermore, ongoing professional development for teachers and staff fostered a continuous improvement mindset, equipping them with the latest strategies to support diverse learners.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Reflecting the data and partner feedback from the 2025-2026 school year, SRVUSD has intensified its efforts to bridge the gap between home and school. Our primary focus remains the removal of systemic barriers for families who are economically disadvantaged, disabled, migratory, or from racial and ethnic minority backgrounds.

While we have expanded our multi-language translation and interpretation services across all digital and in-person platforms, we recognize that true equity requires more than just translated text. Therefore, our 2025-2026 priorities emphasize the active growth of the District English Learner Advisory Committee (DELAC) and the Community Advisory Committee (CAC). By personalizing outreach and diversifying our engagement strategies, SRVUSD is committed to increasing participation rates and ensuring every voice is heard in our decision-making process.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Drawing from the 2025-26 educational partner analysis, SRVUSD has transitioned from providing mere "access" to fostering inclusion. Our data-driven focus for this cycle is to dismantle the specific cultural, linguistic, and physical barriers that prevent parents—particularly those who are economically disadvantaged, disabled, or from minority backgrounds—from becoming true partners in their child's education.

2025-26 Strategic Enhancements

Hyper-Localized Support: While we continue to provide robust translation services for all digital and in-person communications, we are shifting toward ****culturally responsive engagement****. This means moving beyond translated text to offer bilingual community liaisons who help families with limited literacy or English proficiency navigate district systems.

Accessibility First: We are rethinking participation for our migratory and disabled families by offering "Mobile Town Halls" and optimizing all digital resources for screen readers and low-bandwidth access.

Empowering Advocacy Groups: A cornerstone of the 2025-2026 academic year is the revitalization of the District English Learner Advisory Committee (DELAC) and the Community Advisory Committee (CAC). We aren't just looking for attendance; we are building leadership capacity within these groups to ensure they influence district policy at the highest levels.

Despite our existing infrastructure, our goal for this year is a measurable increase in participation rates. By meeting families where they are—physically, linguistically, and socioeconomically—SRVUSD is ensuring that the "district voice" is a true harmony of our entire community.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Based on the analysis of the educational partner's input and local data from the 2025-2026 school year, SRVUSD is deeply committed to family engagement in advisory groups and decision-making. This is demonstrated through initiatives like, Office Hours with Trustees, advisory groups, Steering Committees, and task forces (CAC, PTA, DELAC, ELAC, LCAP Preschool Task Force, School Site Council, Equity Committee, Social Emotional Well-Being Committee). The district prioritizes robust community engagement, collecting feedback via surveys, Focus Groups, Principal Coffee talks, staff meetings, and student surveys. Additional input was gathered through four LCAP stakeholder meetings, the SRVUSD Community Advisory Committee, SRVUSD PTA Presidents meeting, and the SRVUSD District English Learner Advisory Committee. The SELPA Executive Director ensures we receive 2025-26 Local Performance Indicator Self-Reflection for San Ramon Valley Unified School District Page 15 of 23 comprehensive special education feedback by, reviewing and posting local plans and holding regular committee meetings. Other groups involved include Danville/San Ramon Rotary, San Ramon Chamber, Danville Chamber, Discovery Counseling Center Board, SRV Mental Health Coalition, PFLAG, Equity Committee, Inclusion and Diversity Committee, Grade Reform Committee, Student Senate, and the Exceptional Education Committee.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Moving into the 2025-2026*school year, SRVUSD has evolved its strategy from identifying gaps to actively bridging them. Building on the data-driven insights from the previous cycle, the district is launching a sophisticated engagement model designed to move underrepresented voices from the "periphery" to the "center" of our decision-making architecture.

2025-2026 Strategic Evolution

The district's commitment to equity is manifesting through four high-impact pillars:

Curricular Co-Creation: We are moving beyond standard reviews to host "Curriculum Labs," where families from diverse backgrounds partner with educators to ensure our instructional materials reflect the global and local diversity of our student body.

Representative Staffing Initiatives:Based on partner recommendations, we are implementing new recruitment and retention frameworks aimed at increasing staff diversification to better mirror the demographics of our community.

Equity Advocacy Forums: These are no longer just feedback sessions; they are structured platforms where underrepresented stakeholders can directly address district leadership on systemic concerns, ensuring accountability is a two-way street.

Social Work Outreach Integration: Recognizing that traditional meetings don't work for everyone, our district social workers are leading "Kitchen Table Dialogues." These mobile, small-group sessions meet families in their own environments to gather raw, honest insights that high-level surveys often miss.

By modernizing how we listen, SRVUSD is ensuring that our 2025-2026 trajectory is defined by a truly inclusive vision, where the "future of the district" is a collaborative masterpiece rather than a top-down mandate.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

After a thorough examination of feedback from educational partners and local data in 2025-2026, SRVUSD is poised to implement a series of targeted strategies aimed at enhancing the involvement of underrepresented families. These families were identified during the self-assessment phase for decision-making processes. The primary focus will revolve around actively seeking input to diversify the curriculum, providing recommendations for staff diversification, facilitating forums to address equity concerns, and extending access to social workers for gathering insights from underrepresented families. These multifaceted initiatives are designed not only to foster a more inclusive educational environment but also to ensure that the voices of all stakeholders are heard and valued in shaping the future of the district.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

After a thorough examination of feedback from educational partners and local data in 2024-25, SRVUSD is poised to implement a series of targeted strategies aimed at enhancing the involvement of underrepresented families. These families were identified during the self-assessment phase for decision-making processes. The primary focus will revolve around actively seeking input to diversify the curriculum, providing recommendations for staff diversification, facilitating forums to address equity concerns, and extending access to social workers for gathering insights from underrepresented families. These multifaceted initiatives are designed not only to foster a more inclusive educational environment but also to ensure that the voices of all stakeholders are heard and valued in shaping the future of the district. 2025-2026 CHKS Data (Self-Reported)

5th grade
Connectedness 84%
Safety 89%

7th grade
Connectedness 76%
Safety 81%

9th grade
Connectedness 74%
Safety 83%

11th grade
Connectedness 70%
Safety 81%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Analysis shows the following increase and decrease from CHKS Baseline Data, showing positive progress.

CHKS data
5th grade
Connectedness increase 2%
Safety 0% change

7th grade
Connectedness increase 9%
Safety increase 8%

9th grade
Connectedness increase 7%
Safety increase 7%

11th grade
Connectedness increase 11%
Safety increase 6%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Recognizing changes in site-level personnel, SRVUSD is providing professional development for principals to help them sustain and expand efforts around social-emotional well-being. This support equips school leaders with strategies to maintain continuity in wellness practices and ensure new staff are aligned with districtwide goals for student connectedness and mental health. Additionally, the district is updating the social-emotional screener used across all grade levels to ensure it reflects the most relevant indicators of student well-being. The updated screener will serve as a key data source to identify students in need of support and inform more targeted, timely interventions. Enhanced data collection and site-level analysis cycles will help schools respond more effectively to emerging needs and measure the impact of wellness initiatives over time.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

To monitor access to a broad course of study, SRVUSD uses tools such as course catalogs, student schedules, and participation data disaggregated by grade span and student group. Counseling teams review student plans to ensure all students—including unduplicated students and those with exceptional needs—have equitable access to required and enriching coursework. Site teams use Google Classroom and Infinite Campus to analyze enrollment patterns and track progress toward A–G readiness. In recent years, we have revised course prerequisites to increase inclusivity and expand access, helping to break down systemic barriers and support broader student participation.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students across SRVUSD’s four comprehensive high schools have access to the full A–G course sequence and can graduate A–G ready. While specific course offerings may vary based on student interest, all sites provide a broad course of study across all subject areas. Students also have access to 49 Career Technical Education (CTE) pathways, with strong enrollment districtwide. Approximately 100 students are participating in a district-supported internship program at two high schools, which combines academic learning with real-world, interest-based experiences. At the K–8 level, students engage in elective rotations, including the CHIME program at six elementary schools and STEM-focused wheels for all 6th graders at two middle schools. The Personalized Learning Initiative (PLI) further supports individualized academic planning. SRVUSD continues to review site-level enrollment patterns and collaborate with families to ensure that all students, including those with Individualized Education Programs, have access to a broad and engaging course of study that aligns with their goals and interests.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While SRVUSD has made significant strides in providing access to a broad course of study for all students, there are a few areas that require continued attention. Financial challenges stemming from decreasing enrollment present an ongoing consideration, though the district is exploring innovative funding sources to mitigate this impact. Feedback from educational partners has highlighted that some students are not fully aware of the resources available to them, which can limit their ability to engage with the full range of offerings.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the results of the locally selected measures, SRVUSD will continue to analyze district-wide data and evaluate implementation at each site to ensure all students have equitable access to the opportunities we provide. The district is committed to enhancing communication with educational partners to raise awareness of available opportunities, which will help promote accessibility and equity across all student groups. Additionally, a committee has been formed to assess bell schedules with a focus on increasing flexibility and strengthening intervention strategies. The committee will consider the potential benefits of adopting a standardized bell schedule to improve consistency and access for all students. Furthermore, collaborative efforts are underway to expand access to specialized coursework, such as Sign Language and Auto Shop, which are currently only available at select sites. These initiatives reflect the district’s ongoing commitment to ensuring that all students, regardless of their background or needs, have the opportunity to engage in a broad and rigorous course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school					

Coordinating Instruction	1	2	3	4	5
programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					