2021-2024
Local Control and Accountability Plan (LCAP)

This year's LCAP includes two different reports:

1) **2020-21 Local Control and Accountability Plan/LCP Annual Update**
This document includes the annual update from 2019-20, containing data that was captured just before COVID-19 closed our classrooms. The data is what would have been presented and approved last year. The financial components include an analysis of our goals, measurable outcomes, actions and services on the ways in which the district adapted its budget to support COVID related expenses. The 2020-21 LCP Annual Update provides an update on the 2020-21 Learning Continuity and Attendance Plan. This plan was created last fall in place of formalizing the 2019-20 LCAP and provides an update on the successes, challenges and financial spending related to implementing in-person and distance learning programs and the ongoing response to COVID-19 pandemic.

2) **2021-24 Local Control and Accountability Plan**
The 2021-24 Local Control and Accountability Plan is the first year of a new three year LCAP cycle. This report includes reflection on the greatest progress and identified needs that surfaced this school year as well as the district's vision for the next three years. This vision is explained through the action steps, metrics and expected outcomes for each of the district's goals identified through stakeholder engagement with feedback from the community and staff. Financial projections related to each goal for 2021-22 are included.

- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Expenditure Tables
- Instructions

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	San Ramon Valley Unified School District
CDS Code:	07-61804-0000000
LEA Contact Information:	Name: Greg Medici and Christine Huajardo Position: Chief Business Officer / Assistant Superintendent of Educational Services Email: gmedici@srvusd.net / chuajardo@srvusd.net Phone: 925-552-2905 / 925-552-2914
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$287,991,481
LCFF Supplemental & Concentration Grants	$5,099,625
All Other State Funds	$46,113,360
All Local Funds	$24,249,971
All federal funds	$6,849,930
Total Projected Revenue	$365,204,742

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$369,977,546
Total Budgeted Expenditures in the LCAP	$26,829,836
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,180,633
Expenditures not in the LCAP	$343,147,710

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$323,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$742,741

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$81,008
2020-21 Difference in Budgeted and Actual Expenditures	$419,741

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a

| | funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85-87 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of basic educational and support activities such as classroom teaching, clerical support, transportation, custodial activities, health and safety, building maintenance and operation, and more. These activities along with the related supplies and services costs do not directly influence the outcome of the specific actions and services identified in the LCAP. For this reason, they are not generally included in the LCAP unless specifically identified. |

LCFF Budget Overview for Parents

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

CDS Code: 07-61804-0000000

School Year: 2021-22

LEA contact information:

Greg Medici and Christine Huajardo

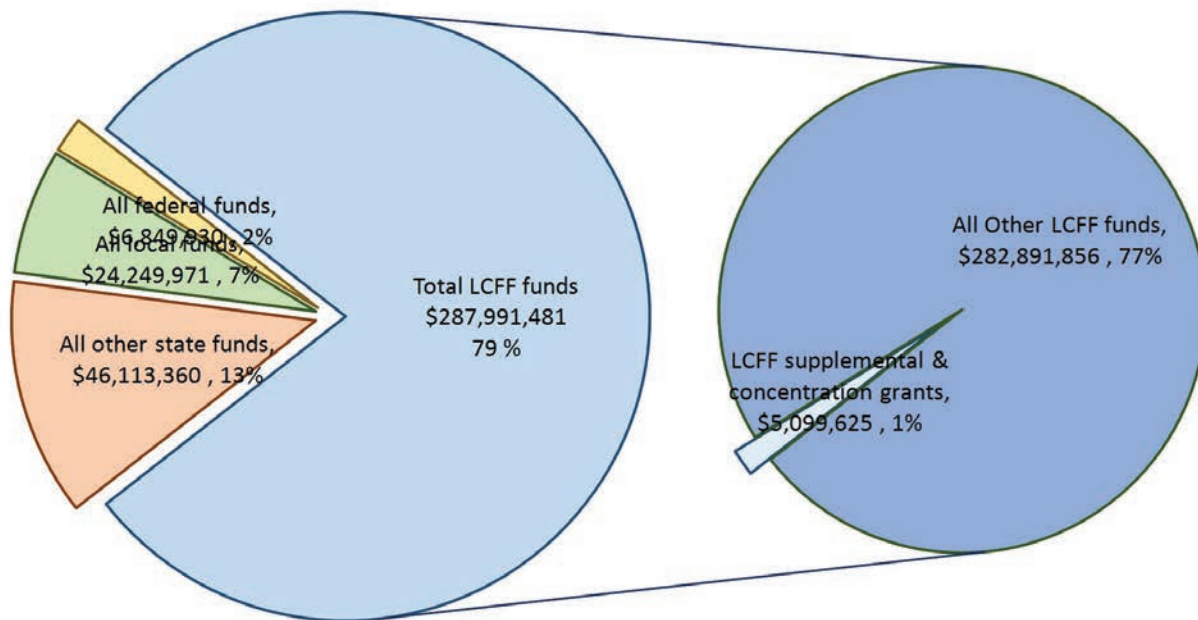Chief Business Officer / Assistant Superintendent of Educational Services

gmedici@srvusd.net / chuajardo@srvusd.net

925-552-2905 / 925-552-2914

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $6,849,930, 2%

All local funds, $24,249,971 , 7%

All other state funds, $46,113,360 , 13%

Total LCFF funds $287,991,481 79 %

All Other LCFF funds, $282,891,856 , 77%

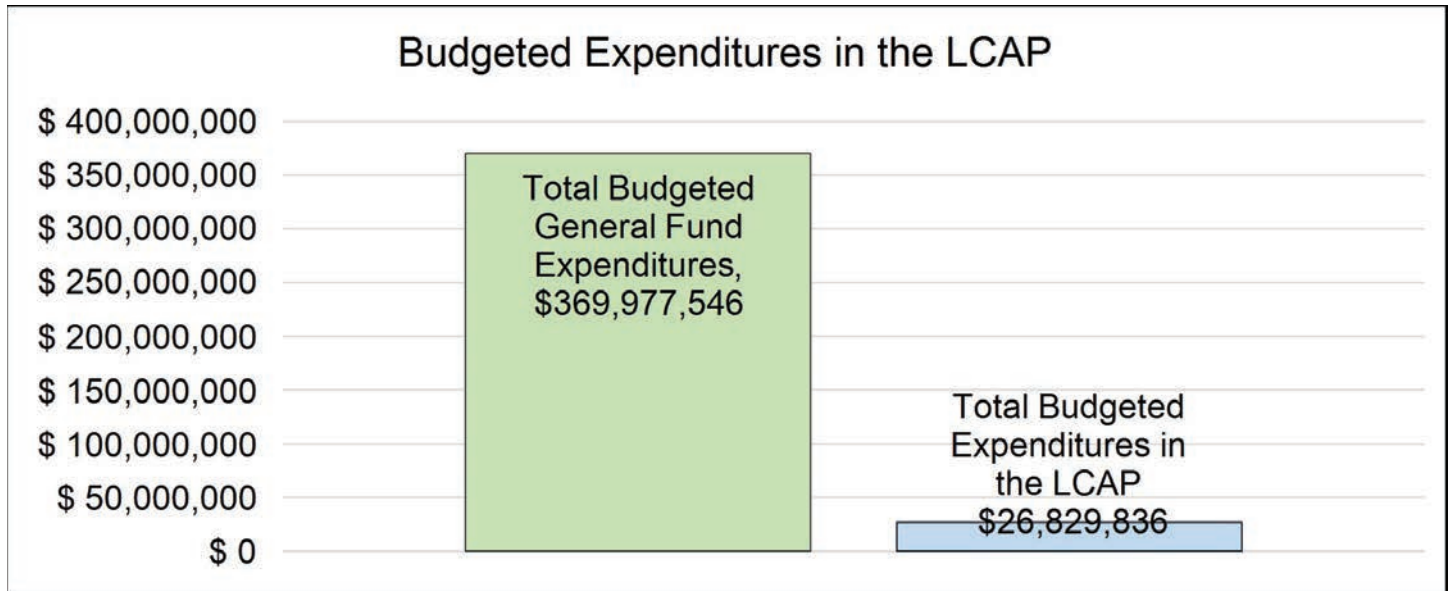LCFF supplemental & concentration grants, $5,099,625 , 1%

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

The total revenue projected for San Ramon Valley Unified School District is $365,204,742, of which $287,991,481 is Local Control Funding Formula (LCFF), $46,113,360 is other state funds, $24,249,971 is local funds, and $6,849,930 is federal funds. Of the $287,991,481 in LCFF Funds, $5,099,625 is

generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Amount	
$ 400,000,000	
$ 350,000,000	
$ 300,000,000	Total Budgeted General Fund Expenditures, $369,977,546
$ 250,000,000	
$ 200,000,000	
$ 150,000,000	
$ 100,000,000	Total Budgeted Expenditures in the LCAP $26,829,836
$ 50,000,000	
$ 0	

This chart provides a quick summary of how much San Ramon Valley Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Ramon Valley Unified School District plans to spend $369,977,546 for the 2021-22 school year. Of that amount, $26,829,836 is tied to actions/services in the LCAP and $343,147,710 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
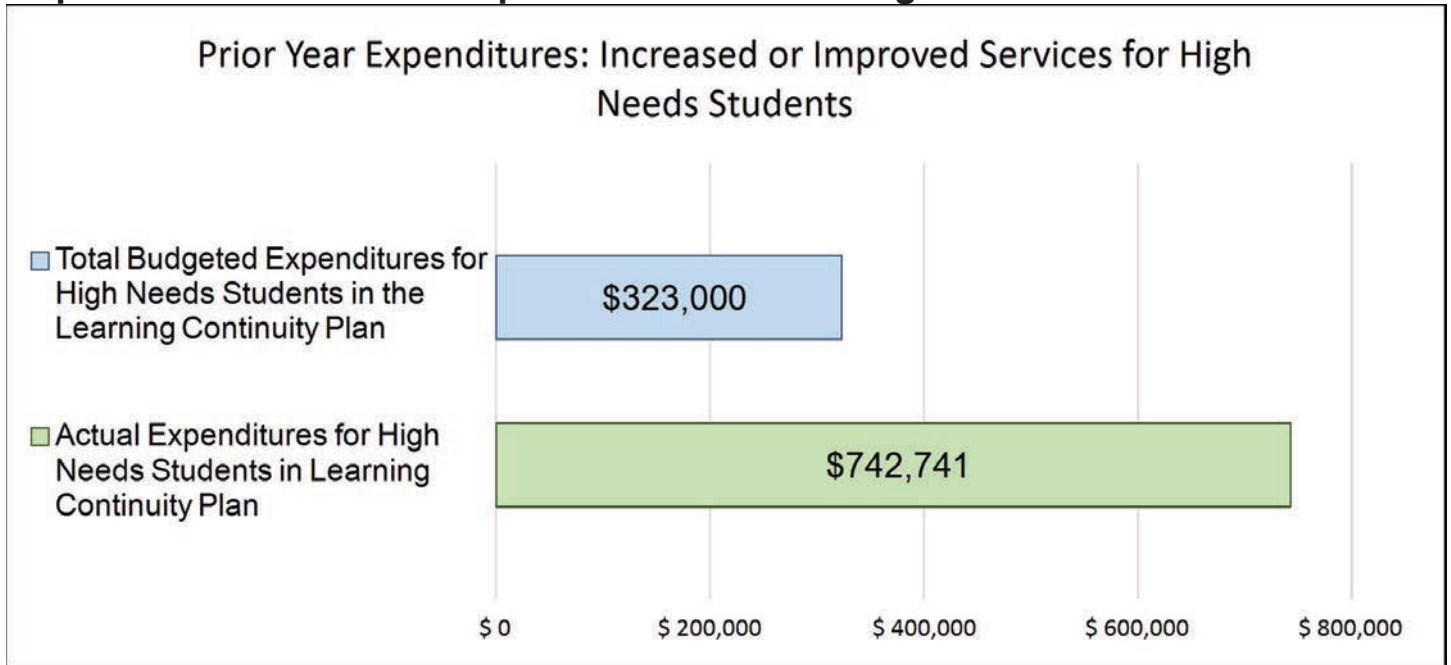
The California Education Code requires local educational agencies (LEAs) to follow the definitions, instructions, and procedures in the California School Accounting Manual. The General Fund is the chief operating fund for all LEAs and is divided into restricted and unrestricted segments. Restricted programs fulfill the requirements defined by the funding source and are by nature not associated with the LCAP. For this reason, restricted expenditures are generally not included as part of LCAP expenditures unless specifically identified as a funding source. LEAs are also required to record expenditures according to the types of items purchased or services obtained. As a general rule, 85-87 percent of total General Fund expenditures consist of personnel salaries and benefits. These costs account for the human resources required to carry out a vast array of basic educational and support activities such as classroom teaching, clerical support, transportation, custodial activities, health and safety, building maintenance and operation, and more. These activities along with the related supplies and services costs do not directly influence the outcome of the specific actions and services identified in the LCAP. For this reason, they are not generally included in the LCAP unless specifically identified.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Ramon Valley Unified School District is projecting it will receive $5,099,625 based on the enrollment of foster youth, English learner, and low-income students. San Ramon Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Ramon Valley Unified School District plans to spend $5,180,633 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $323,000

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $742,741

(X-axis: $0, $200,000, $400,000, $600,000, $800,000)

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

In 2020-21, San Ramon Valley Unified School District's Learning Continuity Plan budgeted $323,000 for planned actions to increase or improve services for high needs students. San Ramon Valley Unified School District actually spent $742,741 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
San Ramon Valley Unified School District	Greg Medici and Christine Huajardo Chief Business Officer / Assistant Superintendent of Educational Services	LCAP@srvusd.net 925-552-2905 / 925-552-2914

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue recruiting, hiring, developing and retaining the best and most highly qualified candidates and market SRVUSD as a school district that embraces diversity.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator)School Facilities are maintained and in good repair (Metric 1c) **19-20** 100% of teachers and administrators are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Diversity among staff will continue to be more reflective of student population. (Metric 1A) 100% of classified staffing positions will be filled. All facilities are in good repair. (Metric 1C)	The percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching is 100%. (Metric met) Certificated staffing is comprised of 1.09% African American, .35% American Indian, 6.51% Asian, .75% Filipino/Pacific Islander, 2.19% Hispanic, 69.3% White with 19.24% reporting either multiple races or had no response. This compares to our student population as follows: 1.7% African American, .2% American Indian, 38.8% Asian, 8.8% Hispanic, 3.6% Filipino/Pacific Islander and 38.8% White. (Metric Met) 100% of classified positions are not filled Facilities are in good repair. (Metric Met)

Expected	Actual
Baseline Percentage of certificated staff that are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (Metric 1A) Currently, certificated staffing is comprised of .68% African American, .16% American Indian, 7.95% Asian, .95% Filipino/Pacific Islander, 4.08% Hispanic, 84.3% White with 1.73% reporting either multiple races or had no response. This compares to our student population as follows: 1.9% African American, 0% American Indian, 35% Asian,.03% Filipino/Pacific Islander and 43% White. Classified staffing positions, especially special education para-educators continue to be unfilled. All facilities are in good repair. (1C)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue recruiting efforts including travel expenses, job fairs, registrations and advertisements.	Cost Center 2753 LCFF Base $20,000 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Cost Center 2753 LCFF Base $9,175 2000-2999: Classified Personnel Salaries LCFF Base 5000-5999: Services And Other Operating Expenditures LCFF Base $9,175
Continue providing beginning teacher support (SRVTIP) for new teachers including mentor stipends and mentor and mentee substitutes.	Resource 4035 Title II $237,000 Cost Center 2212 LCFF Base $506,480	Resource 4035 Title II $251,887 Cost Center 2212 LCFF Base $545,219

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF Base $410,024
	2000-2999: Classified Personnel Salaries	1000-1999: Certificated Personnel Salaries Title II $115,756
	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF Base $129,944
	4000-4999: Books And Supplies LCFF Base 0	4000-4999: Books And Supplies LCFF Base $895
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures LCFF Base $5,156
	7000-7439: Other Outgo	7000-7439: Other Outgo Title II $12,634
	3000-3999: Employee Benefits	3000-3999: Employee Benefits Title II $21,567
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Title II $101,130
Continue Tier II (LEAD program) for administrators including training and coaching stipends.	Resource 4035 Title II $62,000	Resource 4035 Title II $50,534
	1000-1999: Certificated Personnel Salaries	
	3000-3999: Employee Benefits	
	4000-4999: Books And Supplies	
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures Title II $50,534
	7000-7439: Other Outgo	
Continue classified professional development including materials, supplies and extra pay.	Cost Center 2753 LCFF Base $25,000	LCFF Base $24,454

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	2000-2999: Classified Personnel Salaries LCFF Base $12,980 3000-3999: Employee Benefits LCFF Base $3,307 5700-5799: Transfers Of Direct Costs LCFF Base $1,403 5000-5999: Services And Other Operating Expenditures LCFF Base $6,764
Offer/maintain competitive employee total compensation. Costs reflected here include increases for step and column, anticipated increases in health benefits and employer funded pension costs.	All General Fund 1000-1999: Certificated Personnel Salaries All $7,370,000 2000-2999: Classified Personnel Salaries All 3000-3999: Employee Benefits	All General Fund All $8,690,549 1000-1999: Certificated Personnel Salaries All $3,170,979 2000-2999: Classified Personnel Salaries All $803,216 3000-3999: Employee Benefits All $4,716,354
Continue developing itinerant certificated employee evaluation.	Cost Center 2753 LCFF Base $2,100 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Cost Center 2753 LCFF Base $2,100 1000-1999: Certificated Personnel Salaries LCFF Base $2,100 0
Continue implementation of revised classified employee evaluation process.	Cost Center 2753 LCFF Base $2,100 2000-2999: Classified Personnel Salaries LCFF Base 3000-3999: Employee Benefits LCFF Base	Cost Center 2753 LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Peer Assistance and Review (PAR) Program fro struggling teachers including stipends/extra pay for exemplary teachers.	Cost Center 2753 LCFF Base $8,900 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Cost Center 1768 LCFF Base $3,943 1000-1999: Certificated Personnel Salaries LCFF Base $3,300 3000-3999: Employee Benefits LCFF Base $643

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The primary area of unspent funds was in the category of recruiting staff as many endeavors moved from an in person event to virtual, which reduced costs. Unspent school site allocations are reflective of the sudden closure of schools in the spring of 2020. Many of the actions/services within their school plans were not possible in distance learning. Other unused funds from goal were repurposed to staff development, curriculum, and costs associated with the purchase of technology devices for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified.

Successes:The Human Resources Department increased recruiting efforts. SRVUSD hosted two recruiting fairs, one for all certificated teachers and one for special education teachers. In addition, HR staff and site administrators attended multiple recruiting fairs at various universities especially targeting schools with diverse populations. The Classified HR department hosted a job fair for classified employees which attracted hundreds of candidates. Challenges continue to exist in fully staffing 100% of classified positions.While there is a very slight increase in diversity among staff members, SRVUSD's teaching staff does not reflect the diversity of the student population. Classified staffing has significantly improved in 2018-2019. We continue to set a goal that 100% of our teachers and classified staff be assigned correctly. Currently, we have 100% in certificated staff properly assigned and 97.6% of our classified staff is properly assigned. Exceptional mentoring and coaching was provided by our San Ramon Valley Teacher Induction Program and Tier II coaching for our administrators. SRVUSD hosted "New Teacher U" with over 150 new employees in attendance, "virtually", which provided professional development from all departments within the organization. Topics included: Instructional technology, standards based grading, creating a classroom culture of wellness and tips and tricks for new employees. Facilities remained in good repair and custodial staff implemented covid cleaning protocols.

Challenges: There were significant challenges in staffing para educators and providing professional development for certificated and classified staff which did not allow for coverage in areas of need. Human resources continued to try all measures to fill these positions, but very few candidates applied.

Goal 2

Provide standards-based instructional materials (including technology and assistive technology support) for all students and professional development for teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Every pupil in the school district has sufficient access to the standards-aligned instructional materials. (Metric 1B) The district will implement the academic content and performance standards adopted by the state board. (Metric 2A) English learners will have access to the state standards and the ELD standards for the purposes of gaining academic content knowledge and English language proficiency. (Metric 2B Indicators: District Williams Act Compliance Reports Staff Development Day Agendas Staff Development Day Sign-in Sheets Instructional Coaches Calendars	100% of the pupils and teachers in SRVUSD had sufficient access to the standards-aligned instructional materials in order to fully implement academic content and performance standards adopted by the state board. (Metric Met) SRVUSD implemented the academic content and performance standards adopted by the state board. (Metric Met) English learner received access to the California State Standards and ELD standards for purposes of gaining academic content knowledge and English language proficiency. (Metric Met)

Expected	Actual
19-20 100% of the pupils and teachers in the school district will have sufficient access to the standards-aligned instructional materials in order to fully implement academic content and performance standards adopted by the state board and programs that enable English learner access to the California State Standards and ELD standards for purposes of gaining academic content knowledge and English language proficiency. (Metrics 1B, 2A, 2B) **Baseline** 100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access and implement academic content and performance standards. Further, our English Learners had access to the California State Standards and to the ELD standards and participated in programs to gain academic content knowledge and English language proficiency. Ongoing professional development has been provided to certification staff in California State Standards, including ELD standards.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Implementation of California State Standards, ELD standards and Next Generation Science Standards Professional Development. Services include instructional coaches, math coordinator, teacher release time for trainings, equity TSA and other associated costs.	Cost Center 2772 LCFF Base $843,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Cost Center 2772 LCFF Base $521,888 1000-1999: Certificated Personnel Salaries LCFF Base $370,785 2000-2999: Classified Personnel Salaries 0 3000-3999: Employee Benefits LCFF Base $108,046

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies	4000-4999: Books And Supplies LCFF Base $5,390
	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures LCFF Base $37,667
Support digital learning environment by increasing site tech support and maintaining assistive technology support.	Function 2422, Cost Center 1216 LCFF Base $1,660,000	FN 2422, CC 1216 LCFF Base $1,667,141
	2000-2999: Classified Personnel Salaries LCFF Base $1,114,001	2000-2999: Classified Personnel Salaries LCFF Base $1,145,572
	3000-3999: Employee Benefits LCFF Base $545,999	3000-3999: Employee Benefits LCFF Base $521,569
Provide California State Standards and ELD standards aligned instructional materials including, but not limited to new adoptions.	Resource 0208 LCFF Base $1,000,000	Resource 0208 LCFF Base $510,034
	Resource 6300 State-restricted $1,500,000	Resource 6300 State-restricted $1,402,657
	4000-4999: Books And Supplies LCFF Base $744,000	4000-4999: Books And Supplies LCFF Base $254,969
	5000-5999: Services And Other Operating Expenditures LCFF Base $256,000	5000-5999: Services And Other Operating Expenditures LCFF Base $255,065
	4000-4999: Books And Supplies State-restricted $1,168,858	4000-4999: Books And Supplies State-restricted $984,852
	5000-5999: Services And Other Operating Expenditures State-restricted $331,142	5000-5999: Services And Other Operating Expenditures State-restricted $417,805
Maintain technology network and infrastructure (switches, access points, IP phones, staff devices)	Technology Reserves (Resource 0211 and 0216) Other $1,000,000	Technology Reserves (RS 0211, 0216) Other $1,525,864
	4000-4999: Books And Supplies Other $1,000,000	4000-4999: Books And Supplies Other $1,350,781

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other 0	5000-5999: Services And Other Operating Expenditures Other $146,958
	6000-6999: Capital Outlay Other 0	6000-6999: Capital Outlay Other $28,125

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unspent school site allocations are reflective of the sudden closure of schools in the spring of 2020. The reduction of TSA's accounted for the modified expenses, relative to what was budgeted in action 1.   Other unused funds from goal were repurposed to staff development, curriculum, and costs associated with the purchase of technology devices for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After a review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified in Goal 2.

Successes: Coordinators provided ongoing professional development for teachers and administrators in the areas of ELA, math, science, social emotional wellness, and equity. This staff development took many different forms: 1:1 peer coaching, grade-alike training, whole staff training, and subject specific workshops. SRVUSD hosted multiple staff development days in which 1800 certificated staff members and 200 classified staff members participated. Additionally, all secondary teachers participated in over ten hours of Rick Wormeli grading reform professional development training. There have also been several accomplishments of the Literacy Steering Committee/Literacy Leadership Team this year. Over 50 educators completed the CORE online Elementary Reading Academy PD, and the Literacy Leadership Team evaluated structured-literacy aligned phonics programs, selecting two that will be piloted. All students were provided access to the instructional materials needed to access the curriculum in all subject areas. Results from staff evaluations of the professional development and from the LCAP survey indicate that staff is overall satisfied with the level of support they receive. Students overall performance in mathematics and English language arts increased across grade levels. SRVUSD is making progress toward full implementation of the Next Generation Science Standards.

Challenges: The process to "onboard" and develop proficiency in a digital world, and to ensure full implementation was challenging. District teams were flexible and transitioned as much coaching and Professional Development onto Google Meet/Zoom to respond to student and staff needs. Additional challenges were faced throughout the year in maintaining the technology network.

Goal 3

Increase the percentage of students who demonstrate college, career and community readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                    Priority 7: Course Access (Conditions of Learning)
                    Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students will continue to make progress toward proficiency on statewide assessments. (4A, 4B) The percentage of students who successfully complete UC/CSU or complete CTE pathways and programs will increase. (Metric 4C) The percentage of English learners who make progress toward English proficiency will increase. (Metric 4D) The English learner reclassification rate will increase. (Metric 4E) The percentage of students who have passed AP exam with a score of 3 or better will increase. (Metric 4F) The percentage of students who demonstrate college and career readiness pursuant to the EAP will increase. (Metric 4G) All students will participate in a broad course of study that includes all subject areas.(Metric 7A) Programs and services will be developed and provided to unduplicated pupils. (7B) Programs and services will be developed and provided to students with disabilities. (7C) Indicators: UC/CSU completion rates CTE pathway completion rates AP exam participation rates Early Assessment Program results CAASPP results CELDT results	Student achievement could not be measured due to the cancellation of the 2019-20 CAASPP assessments in ELA and Math. SRVUSD schools have opted to use local assessments that meet 2020-21 waiver criteria for California Department of Education. (Metric not met) English reclassification rate increased from 7.7% to 31.8% (Metric Met) Percentage increased from 74.1 to 74.7% (Metric Met) Percentage of students who passed AP exam with a score of 3 or more dropped from 87.44 to 86.08 (Metric Not met) 100% of students had access to a broad course of studies for 2019-20, (7a) as well as a variety of programs and services for unduplicated students (7b) and those with exceptional needs (7c).(Metric Met) The percentage of students who have completed CTE pathways has increased by 1.05%. (Metric Met) The percentage of students who demonstrated college and career readiness pursuant to EAP has increased by . 0.95% in math but dropped by 3.5% in English. (Metric Not Met) Percentage of English learners making progress towards proficiency dropped to 61.2% (Metric Not met)

Expected	Actual
19-20 % of students who successfully complete UC/CSU requirements will increase; % of students who complete CTE pathways will increase; % of students who pass AP exam with score of 3 or better will increase; % of students who demonstrate college and career readiness pursuant to EAP by subgroup will increase; all students will participate in a broad course of study that includes all subject areas required in ed code; unduplicated pupils and pupils with special needs will participate in programs and services developed to increase their academic performance. English learners will continue to make progress toward English proficiency and the reclassification rate will increase. (Metrics 4A, 4B (CAASPP rep. API), 4C, 4F, 4G, 7A, 7B, 7C,)	

Expected	Actual
Baseline The percentage of students completing UC/CSU A-G course requirements has increased by 5.4%, the percentage of students who demonstrated college and career readiness pursuant to EAP has increased by 5% in both ELA and math. SRVUSD was placed on the Advanced Placement Honor Roll for the seventh consecutive year, meaning that the district has increased participation/access to AP by at least 6 %, has increased the percentage of exams taken by African American and Hispanic Latino students who scored at least 3+ on at least one AP exam and has improved performance levels of all students participating in the Advanced Placement program. The percentage of students who have completed CTE pathways has increased by 2.15%. CTE enrollment count increased by 989 students. 19.7% of our English Learners overall were reclassified as English proficient. 79.6% of English Learners made progress toward English proficiency. 48% of English Learners who have been in SRVUSD less than five years made progress toward English proficiency. 60% of English Learners who have been in SRVUSD more than five years made progress toward English proficiency.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue CTE at high schools and middle schools, develop exploration courses, increase numbers of pathways, maintain CTE TSA. This action step will support students to successfully complete career technical education sequences or programs that align with state board-adopted career technical education standards and frameworks.	Resource 6387 State-restricted $1,456,000 Resource 9025 (contribution from UGF) LCFF Base $300,000 1000-1999: Certificated Personnel Salaries	Resource 6387 State-restricted $1,580,909 Resource 9025 LCFF Base $126,905 1000-1999: Certificated Personnel Salaries State-restricted $1,159,471

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits	3000-3999: Employee Benefits State-restricted $421,438
	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries LCFF Base $92,318
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures LCFF Base $578
	7000-7439: Other Outgo	3000-3999: Employee Benefits LCFF Base $34,009
Continue 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.	Cost Center 2706 LCFF Base $88,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	Cost Center 2706 LCFF Base $39,841 1000-1999: Certificated Personnel Salaries LCFF Base $2,101 3000-3999: Employee Benefits LCFF Base $373 5000-5999: Services And Other Operating Expenditures LCFF Base $37,367
Continue Workability Program and expand employment options. This action step will support students with special needs to obtain the skills to acquire career options post high school.	Resource 6520 State-restricted $188,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	Resource 6520 State-restricted $191,924 2000-2999: Classified Personnel Salaries State-restricted $114,466 3000-3999: Employee Benefits State-restricted $74,153 4000-4999: Books And Supplies State-restricted $1,044

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	5000-5999: Services And Other Operating Expenditures State-restricted $2,261
Continue Special Education Extended School Year. This action step will support students with special needs to increase their academic achievement.	Resource 6500 - Contribution from Resource 0000 State-restricted $550,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	Resource 6500 Cost Center 2411 State-restricted $672,532 1000-1999: Certificated Personnel Salaries State-restricted $181,036 2000-2999: Classified Personnel Salaries State-restricted $298,250 3000-3999: Employee Benefits State-restricted $117,912 4000-4999: Books And Supplies State-restricted $580 5800: Professional/Consulting Services And Operating Expenditures State-restricted $74,754
Increase access to Advanced Placement courses. This action step will remove barriers for unduplicated pupils to enroll in AP courses.	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base $0	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base 0
Add two high school librarians (on top of maintaining 2017-18 level of support for librarians (Library Media Coordinators and Library Media Teachers)).	LCFF Base $2,327,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Base $2,428,478 1000-1999: Certificated Personnel Salaries LCFF Base $1,928,914 2000-2999: Classified Personnel Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF Base $499,564
Caseload reduced by 500-1 to 400 to 1 at the high schools and 700-1 to 650-1 at the middle schools.	LCFF Base $5,540,000 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF Base 5,067,224 1000-1999: Certificated Personnel Salaries LCFF Base $3,730,552 3000-3999: Employee Benefits LCFF Base $1,336,672

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unspent school site allocations are reflective of the sudden closure of schools in the spring of 2020. Many of the actions/services within their school plans were not possible in distance learning, such as CTE conference/trips. Other unused funds from goal were repurposed to staff development, curriculum, and costs associated with the purchase of technology devices for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified in Goal 3.

Successes: Student performance on statewide assessments fell into the blue or very high category. The percentage of students who demonstrate college and career readiness increased and is in the very high category. English Learner progress remained high and the English learner reclassification rate increased. The percentage of students who passed the AP exams with a score of 3 or better increased and SRVUSD was placed on the Advanced Placement Honor Roll for the tenth consecutive year. All students, including unduplicated pupils and students with disabilities, participated in a broad course of student that included all subject areas. The addition of librarians helped provide additional support at our comprehensive high schools continued success of extended school year and the workability programs provided access and opportunities.

Challenges: Social Emotional Well Being of students and staff was challenging to identify and support. Physically and emotionally connecting with unengaged students was and remains a challenge. In the early days of school closures, the

numbers of unengaged students were high and it was difficult to connect some students to the initial distance learning rollout. Efforts to address this challenge included zoom 1-1 counseling sessions, zoom group session, and family "virtual/home" visits. Additionally, some of the professional development around CTE pathways was unable to happen due to canceling of events.

Goal 4

Increase the percentage of students who feel connected to and safe at school and decrease the overall percentage of suspensions and expulsions as well as the disparity among subgroups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School attendance rates will increase. (Metric 5A) Chronic absenteeism rates will decrease. (Metric 5B) Middle school and high school dropout rates will decrease. (Metrics 5C and 5D) High school graduation rates will continue to be high. (Metric 5E) Student suspension and expulsion rates will continue to decrease. (6A and 6B) School safety and connectedness will increase. (Metric 6C) Indicators: School attendance data Middle and high school dropout data Graduation rates Suspension data CHKS data **19-20** School attendance rates will improve, chronic absenteeism will decrease, middle and high school drop out rates will decline, high school graduation rates by subgroup will increase, pupil suspension and expulsion rates will decline, % of students who feel safe and connected to school will increase. (Metrics 5A, 5B, 5C, 5D, 5E, 6A, 6B, 6C)	School attendance rate increased form 97% to 97.44% (Metric Met) Chronic absenteeism rates will decrease. Remained the same at 3.74 % (Metric Not met) There were no middle school dropouts and high school dropout rates decreased by .03% (Metric Met) High school graduation rates will continue to be high. Increased from 97% to 97.6%. (Metric Met) Suspension rate dropped by .1% and expulsion rate remained at 0%.(Metric Met) School safety and connectedness will increase (Metric Not Met) (Data below) Per CHSKS Survey Data 18-19 19-20 5th Grade Connectedness 81% 78% Safety

Expected	Actual
Baseline School attendance rates increased from 96.8% to 97%. Tardiness count decreased by 6,675 occurrences. The overall suspension rate declined by 0.1%. Suspension rates for males decreased by 2.6%, for students with special needs by 1.2%. There continues to be a disproportionate percentage of African American and students with disabilities who are suspended compared to the overall student population. Pursuant to the California Healthy Kids Survey, 81% of our 5th graders feel connected to their schools and 89% feel safe. 74% of 7th graders feel connected to school, 80% perceived schools as very safe or safe. 66% of our 9th graders feel connected to their schools and 70% perceived schools as very safe or safe. 62% of 11th graders feel connected to their schools, 72 % perceived schools as very safe or safe.	89% 86% 7th Grade Connectedness 74% 68% Safety 80% 75% 9th Grade Connectedness 66% 61% Safety 70% 67% 11th Grade Connectedness 62% 59% Safety 72% 76%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Culturally Responsive Teaching and Learning Strategies. This and all subsequent action steps help ensure that students feel safe and connected to the schools they attend thereby creating an environment that encourages positive behavior and attendance. Increased attendance and positive behavior will contribute to lower middle and high school drop out rates and lower suspension and expulsion rates.	Budgeted in Goal #7 LCFF Supplemental 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	LCFF Supplemental

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	
Continue to support character education programs at school sites	Budgeted in Goal #5 - this expenditure is a subset of the total amount budgeted in Goal 5 "Allocate unrestricted, flexible funding (adjusted by COLA) to school sites." LCFF Base 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	LCFF Base
Continue Discovery Center Anti-Bullying program and Restorative Justice training	1000-1999: Certificated Personnel Salaries LCFF Supplemental $21,000 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	RS 0787, FN 2140 LCFF Supplemental $0
Maintain mental health support for students K-8 and maintain support at 9-12 with a focus on unduplicated pupils. Continue current level of	Resource 0787 LCFF Supplemental $1,760,000	RS 0787, CC 2722, 1715, 2705 LCFF Supplemental $1,093,472

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
support from Discovery Center at elementary sites, Del Amigo, Venture and middle schools, continue Rainbow program at elementary and continue mental health counselors at middle and high schools. The Mental Health Task Force will continue to study student stress and overall mental health and to explore strategies for improving these areas of concern. Hire an additional 3.0FTE Social Worker, increasing FTE to 6.0 to provide mental health support to students and families.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	1000-1999: Certificated Personnel Salaries LCFF Supplemental $346,391 2000-2999: Classified Personnel Salaries LCFF Supplemental $247,127 3000-3999: Employee Benefits LCFF Supplemental $161,146 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental $338,808
Continue safety measures at schools including digital citizenship, facilities, safety supplies and emergency communication protocols	Cost Center 2760 LCFF Base $25,000 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	CC 2760 LCFF Base $13,459 4000-4999: Books And Supplies LCFF Base $13,459
Continue behavior management training (Relias, CPI, PECS) for special education teachers and para-educators	Resource 6500 LCFF Base $104,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	RS 6500, GL 1130, RS 0000 contribution LCFF Base $27,617 2000-2999: Classified Personnel Salaries LCFF Base $16,424 3000-3999: Employee Benefits LCFF Base $4,589 4000-4999: Books And Supplies LCFF Base $2,215 5000-5999: Services And Other Operating Expenditures LCFF Base $4,389

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide anti-bias training for students, staff, and community.	No cost LCFF Base $0	No Cost LCFF Base 0
Continue Speak Up Be Safe Child Abuse Prevention Program for grades 2,4, and 6.	LCFF Base $208,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	LCFF Base $234,044 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5900: Communications LCFF Base $234,044
Continue to promote positive attendance through participation in Attendance Awareness Month, promoting positive attendance via newsletters, banners and posters.	No additional cost. LCFF Base $0	No Cost LCFF Base 0
Continue to track and monitor truancies and chronic absenteeism through the School Attendance Review Board process.	1000-1999: Certificated Personnel Salaries LCFF Base $11,500 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries LCFF Base $0 3000-3999: Employee Benefits
Continue administering the Healthy Kids survey and the annual climate survey to measure the sense of safety and school connectedness.	Resource 6690 State-restricted $7,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Resource 6695 State-restricted $16,837 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures State-restricted $16,837

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue "Street Smarts" driver safety education program participation	5000-5999: Services And Other Operating Expenditures LCFF Base $10,000 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $10,000	RS0000, FN 7180, Loc 465 5000-5999: Services And Other Operating Expenditures LCFF Base $10,792 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 10792
Expand Sanford Harmony social emotional curriculum at all 22 elementary schools.	No additional cost. $0	no Cost 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most actions and services for this goal were implemented, with the primary exception being the restorative justice and bullying program provided by the Discovery Center. These services were not provided during the school year as the lesson plans/ actions/services within their school plans were not possible in distance learning. Realia behavior management training was scaled due to school closures and unused funds from this action were repurposed.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified in Goal 4.

Successes: Sanford Harmony was implemented at all elementary schools.The SRVUSD stakeholder meetings have gathered input from a diverse set of stakeholders and has implemented a plan aimed at further increasing school connectedness and safety with the increase of social workers, the planning of feeder pattern wellness centers and district-wide wellness days. All four comprehensive high schools will have a dedicated wellness room and social worker. Additionally, SRVUSD has implemented new safety protocols and professional development at all sites.
Challenges: Due to school closure, students and staff felt less connected to each other, their sites and programs. Data showed that students and staff faced increased stress, anxiety and social isolation.

Goal 5

Allocate and increase funding to school sites to support implementation of school site plan goals and other necessary expenses

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The school district will make efforts to seek parent input in decision-making. (Metric 3A) The school district will promote parent participation in programs for unduplicated pupils. (Metric 3B) The school district will promote parent participation in programs for students with disabilities. (Metric 3C) School attendance rates will increase. (Metric 5A) Chronic absenteeism will decrease. (Metric 5B) Middle and high school dropout rates will decrease. (Metric 5C and 5D) Graduation rates will remain high. (Metric 5E) Student suspension and expulsion rates will decrease. (Metrics 6A and 6B) Indicators: Meeting agendas Sign-in sheets Meeting minutes Budget reports School site plans Attendance data Graduation rate data Suspension data	SRVUSD made significant efforts to seek parent input in decision-making. Over 995 comments via Thought Exchange and 61 focus groups, monthly surveys, equity committee, climate committee, CAC, DELAC, social worker Town Hall. (Metric Met) School attendance rates increased by 97% to 97.44%. (Metric Met) Chronic absenteeism remained the same at 3.7%. (Metric Not met) No middle school dropouts and high school dropout rates decreased by .03% (Metric Met) Graduation rates will remain high. Increased from 97% to 97.6% (Metric Met) Student suspension reduced by .1% and expulsion rates 0%. (Metric Met)

Expected	Actual
19-20 The school district increased parent involvement, specifically parents of unduplicated pupils by holding site level LCAP meetings, surveying parents on a variety of issues, holding town hall meetings and attending parent meetings at school sites. (Metric 3A, 3B) School attendance rates will improve, chronic absenteeism will decrease, middle and high school drop out rates will decline, high school graduation rates by subgroup will increase, pupil suspension and expulsion rates will decline, % of students who feel safe and connected to school will increase. (Metrics 5A, 5B, 5C, 5D, 5E, 6A, 6B, 6C)	

Expected	Actual
Baseline There is no available data to track parent involvement other than participation in district-level committees, PTA, Education Foundations, Booster groups and on school-site committees. Parents have the opportunity to be involved in decision making in School Site Councils at each site. The district maintains a DELAC and an ELAC at each school with English learners. The PTA Council has an Exceptional Education Committee focused on the needs of students with special needs, including students with disabilities and gifted students. As a single-district SELPA, the district also has a Community Advisory Committee to receive input from parents of students with disabilities, as well as staff and community members. The district does provide opportunities for parents to be involved in decision making through the establishment of a school site council at each site. In addition, the district maintains a DELAC and an ELAC at each school with English learners. The PTA has a special needs subcommittee to receive input from parents of students with disabilities and also has a Community Advisory Committee for parents of SWD. The district will form a Community Action Group for Cultural Responsiveness for the 17-18 school year to partner with parents and community to improve overall climate. School attendance rates increased from 96.8% to 97%. Tardiness count decreased by 6,675 occurrences. The overall suspension rate declined by 0.1%. Suspension rates for males decreased by 2.6%, for students with special needs by 1.2%, for white students by 5.5% and for English Learners by 0.5%. However, suspension rates for African Americans increased by 0.5% and for Hispanic/Latino students by 3%. Pursuant to the California Healthy Kids Survey, 99% of our 5th graders feel connected to their schools, a 1% increase over the previous year and 90% feel very or moderately safe, which is no change from previous year. 96% of our 7th graders feel connected to school, which is no change from previous year and 85% feel very or moderately safe, a decrease of 1% from the previous year. 95% of our 9th graders feel connected to their schools, a 1% increase over previous year and 79% feel very or moderately safe, a 3% decrease from the previous year. 92% of 11th graders feel connected to their schools, which is no change to previous year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Allocate unrestricted, flexible funding (adjusted by COLA) to school sites based on school type and projected enrollment. This action step will provide the individual school sites with the resources to implement character education programs and other strategies to improve school climate thereby improving attendance rates and decreasing middle/high dropout rates, increase graduation rates and decrease suspension/expulsion rates. In addition, school sites may use these resources to provide parent education and incentives for increased parent participation among all subgroups. Optional uses may include basic operational expenses, character education programs, program supplies, materials, services or other personnel expenses in support of established LCAP goals. Increase by estimated cost of living adjustment (state COLA).	Cost Center 2000 LCFF Base $4,380,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 6000-6999: Capital Outlay	CC 2000 LCFF Base $3,592,777 1000-1999: Certificated Personnel Salaries LCFF Base $619,587 2000-2999: Classified Personnel Salaries LCFF Base $635,720 3000-3999: Employee Benefits LCFF Base $269,808 4000-4999: Books And Supplies LCFF Base $1,230,163 5000-5999: Services And Other Operating Expenditures LCFF Base $807,978 6000-6999: Capital Outlay LCFF Base $29,521
Maintain TSA support for Special Education continuim at elementary school sites	LCFF Base 756,131 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	LCFF Base 0 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The anticipated action to maintain TSA (Teacher on Special Assignment) support for Special Education at elementary school sites did not occur through LCFF base dollars. The special education support was instead accomplished through existing special education structures. The specific financial resources from the LCFF base were instead redirected to support students via para educators, wellness rooms, summer school and small group interventions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:SRVUSD made significant strides to seek parent input in decision making via Thought Exchange, surveys, town hall meetings and site based stakeholder meetings. SRVUSD has launched a comprehensive stakeholder engagement process that includes all employee groups, parents, students and community members. In addition, the district maintains a DELAC and an ELAC at each school with English learners. The PTA Council has an Exceptional Education Committee focused on the needs of students with special needs, including students with disabilities and gifted students. As a single-district SELPA, the district also has a Community Advisory Committee to receive input from parents of students with disabilities, as well as staff and community members. School attendance rates increased, dropouts decreased, graduation rates remain high and suspension and expulsion rates are low. Feedback from students, parents and staff revealed that more student connection is needed, more counseling and social emotion supports.

Challenges: Due to not being in physical settings, it was difficult to ensure the input of all students, staff and community members was heard. We made significant efforts to connect with families of unduplicated students, yet we did not feel that we made enough progress in that area. We found that many groups still were not represented.

Goal 6

Expand course offerings to increase opportunities for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A broad course of study will be offered to all students. (Metric 7A) Programs and services will be provided to unduplicated pupils. (Metric 7B) Programs and services will be provided to students with disabilities. (Metric 7C) Indicators: Middle and High School Course Catalogs **19-20** A broad course of study that includes all of the subject areas required in the Ed Code will be implemented. Unduplicated pupils and individuals with exceptional needs will have access to programs and services to improve their academic success. (Metrics 7A, 7B, 7C)	100% of students were offered a broad course of study.(Metric Met) Review of student schedules determined that programs and services will be provided to unduplicated pupils. (Metric Met) Review of student schedules, participation in programs and input from SELPA director and CAC, determined that programs and services were to students with disabilities. (Metric Met)

Expected	Actual
Baseline Four new high school courses were added for the 2016-2017 school year. Ten new high school courses will be added for the 2017-2018 school year. A dual enrollment program with DVC was implemented in the 2016-2017 school year in which 60 high school students participated. Magnet programs for English learners are provided at Gale Ranch Middle School and Dougherty Valley High School. These programs include SDAIE support in each subject area. Various programs are in place for students with disabilities, including but not limited to, counseling enriched classes at all three levels, special day classes for mild, moderate and severe students and transitions programs for students 18 and older. The district will open two preschool programs for low income families in the 17-18 school year.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue exploring dual immersion, blended learning, electives for non-college bound students, semester-long electives, opportunities for advanced learners, dual enrollment. This action step will provide the support for all students to participate in a broad course of study, including, but not limited to, unduplicated pupils and students with special needs.	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

There were no expenditures for this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified in Goal 6.

Successes: SRVUSD implemented a blended learning model for a summer "bridge" program for middle school math advancement. In addition, SRVUSD provides a Personalized Learning initiative that will provide flexibility and more options for student learning by allowing them too take online courses, college courses, etc for graduation credit and by creating opportunities for students to participate in internships. SRVUSD will host community college courses on district campuses to allow students more access to college courses. New high school courses were added, the dual enrollment program with DVC continued with over 60 students enrolled. Magnet programs for English learners are provided at Gale Ranch Middle School and Dougherty Valley High School. These programs include SDAIE support in each subject area. Various programs are in place for students with disabilities, including but not limited to, counseling enriched classes at all three levels, special day classes for mild, moderate and severe students and transitions programs for students 18 and older.

Challenges: Without in person instruction, we identified difficulty in meeting and exceeding standards. Student connections and engagement decreased. With the advent of small groups on campus, we attempted to provide 1-1 or small group interventions, but staffing became an issue and we were unable to provide the robust support intended.

Goal 7

Narrow the achievement gap among all subgroups in the areas of ELA and mathematics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Students will continue to make progress toward proficiency on statewide assessments. (4A, 4B) The percentage of students who successfully complete UC/CSU or complete CTE pathways and programs will increase. (Metric 4C) The percentage of English learners who make progress toward English proficiency will increase. (Metric 4D) The English learner reclassification rate will increase. (Metric 4E) The percentage of students who have passed AP exam with a score of 3 or better will increase. (Metric 4F) The percentage of students who demonstrate college and career readiness pursuant to the EAP will increase. (Metric 4G) Programs and services will be developed and provided to unduplicated pupils. (7B) Pupil outcomes. (8A) Indicators: UC/CSU completion rates CTE pathway completion rates AP participation and pass rates CAASPP data English Learner proficiency rates English learner reclassification rates	Student achievement could not be measured due to the cancellation of the 2019-20 CAASPP assessments in ELA and Math. SRVUSD schools have opted to use local assessments that meet 2020-21 waiver criteria for California Department of Education. (Metric not met) English Learner reclassification rate increased from 7.7% to 31.8% (Metric Met) The percentage of students who successfully complete UC/CSU or complete CTE pathways and programs increased from 74.1 to 74.7% (Metric Met) Percentage of students who passed AP exam with a score of 3 or more dropped from 87.44 to 86.08(Metric not met) 100% of students had access to a broad course of studies for 2019-20, (7a) as well as a variety of programs and services for unduplicated students (7b) and those with exceptional needs (7c).(Metric Met) The percentage of students who have completed CTE pathways has increased by 1.05%. (Metric Met) The percentage of students who demonstrated college and career readiness pursuant to EAP has increased by . by 0.95% in math but dropped by 3.5% in English. (Metric not met) Percentage of English learners making progress towards proficiency dropped to 61.2% (Metric not met)

Expected	Actual
19-20 % of students who successfully complete UC/CSU will increase; % of students who complete CTE pathways will increase; % of students who pass AP exam with score of 3 or better will increase; % of students who demonstrate college and career readiness pursuant to EAP by subgroup will increase; all students will participate in a broad course of study that includes all subject areas required in ed code; unduplicated pupils and pupils with special needs will participate in programs and services developed to increase their academic performance. % of English learners who make progress toward English proficiency will increase and the English learner reclassification rate will increase. (Metrics 4A, 4B, 4C, 4D, 4E, 4F, 4G, 8A)	

Expected	Actual
Baseline The percentage of students completing UC/CSU A-G course requirements has increased by 5.4%%, the percentage of students who demonstrated college and career readiness pursuant to EAP has increased by 5% in both ELA and math. SRVUSD was placed on the Advanced Placement Honor Roll for the seventh consecutive year, meaning that the district has increased participation/access to AP by at least 6 %, has increased the percentage of exams taken by African American and Hispanic Latino students who scored at least 3+ on at least one AP exam and has improved performance levels of all students participating in the Advanced Placement program. The percentage of students who have completed CTE pathways has increased by 2.15%. CTE enrollment count increased by 989 students. Although students from each subgroup made progress as measured by the CAASPP results, there continues to be an achievement gap among subgroups, particularly African American, Hispanic and students with disabilities. 19.7% of our English Learners overall were reclassified as English proficient. 79.6% of English Learners made progress toward English proficiency. 48% of English Learners who have been in SRVUSD less than five years made progress toward English proficiency. 60% of English Learners who have been in SRVUSD more than five years made progress toward English proficiency.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue intervention teams. This and all subsequent action steps will provide the academic and social/emotional support to increase pupil achievement on statewide assessments and to increase the percentage of students who successfully complete entrance requirements for UC/CSU or career technical education sequences or programs of study	LCFF Supplemental $714,000 Title I $349,000	RS 0787, FN 1091 LCFF Supplemental $286,300 Title I $85,934

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
that align with board-approved career technical education standards and frameworks.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries LCFF Supplemental $119,278 3000-3999: Employee Benefits LCFF Supplemental $34,789 4000-4999: Books And Supplies LCFF Supplemental $8,672 5000-5999: Services And Other Operating Expenditures LCFF Supplemental $123,561 1000-1999: Certificated Personnel Salaries Title I $66,513 3000-3999: Employee Benefits Title I $19,421
Continue English Learner Support. This action step will support English Learners academic achievement and thereby increase the percentage of students who make progress toward English proficiency as measured by the ELPAC and will increase the English learner reclassification rates. Continue current level of EL support (Magnet program, TSA's, Para educators, clerical support, summer school, busing). Provide Guided Language Acquisition and Development (GLAD) professional development for elementary teachers.	LCFF Supplemental $767,000 Title II $281,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	RS 0787, GL 4760 LCFF Supplemental $457,359 RS 4035, GL 4760 Title II $0 1000-1999: Certificated Personnel Salaries LCFF Supplemental $147,607 2000-2999: Classified Personnel Salaries LCFF Supplemental $173,241 3000-3999: Employee Benefits LCFF Supplemental $98,907 4000-4999: Books And Supplies LCFF Supplemental $27,500 5000-5999: Services And Other Operating Expenditures LCFF Supplemental $10,104

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Blended Learning (Math 180)	Math 180 licenses and professional development. LCFF Supplemental $25,000 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	RS 0787, FN 1091 LCFF Supplemental $6,565 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental $6,565
Continue Culturally Responsive Teaching and Learning professional development	LCFF Supplemental $156,000 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 7000-7439: Other Outgo	LCFF Supplemental $616,359 1000-1999: Certificated Personnel Salaries LCFF Supplemental $408,997 2000-2999: Classified Personnel Salaries LCFF Supplemental $4,125 3000-3999: Employee Benefits LCFF Supplemental $157,524 4000-4999: Books And Supplies LCFF Supplemental $1,154 5000-5999: Services And Other Operating Expenditures LCFF Supplemental $44,559 7000-7439: Other Outgo
Allocate funds to qualifying school sites for targeted support programs	LCFF Supplemental $312,000 1000-1999: Certificated Personnel Salaries	LCFF Supplemental $231,495 1000-1999: Certificated Personnel Salaries LCFF Supplemental $77,976

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF Supplemental $61,787
	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF Supplemental $32,245
	4000-4999: Books And Supplies	4000-4999: Books And Supplies LCFF Supplemental $42,235
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures LCFF Supplemental $17,252
	7000-7439: Other Outgo	7000-7439: Other Outgo
Continue remedial summer school at elementary and secondary level	LCFF Supplemental $312,000	LCFF Supplemental $308,581
	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF Supplemental $238,267
	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries LCFF Supplemental $19,548
	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF Supplemental $50,051
	4000-4999: Books And Supplies	4000-4999: Books And Supplies LCFF Supplemental $715
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
	7000-7439: Other Outgo	7000-7439: Other Outgo
Foster Youth Liaison Support including increase in social workers.	Cost Center 2703 LCFF Supplemental $397,101	Cost Center 2703 LCFF Supplemental $66,709
	Resource 6690 State-restricted $63,000	Resource 3010 Title I $5,300

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries LCFF Supplemental $52,016
	3000-3999: Employee Benefits	3000-3999: Employee Benefits LCFF Supplemental $13,499
	4000-4999: Books And Supplies	4000-4999: Books And Supplies LCFF Supplemental 0
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures LCFF Supplemental $1,194
		4000-4999: Books And Supplies Title I $4,321
		5000-5999: Services And Other Operating Expenditures Title I $979
Continue preschool program for qualifying children.	State-restricted $208,000	RS 9057 State-restricted $234,211
	LCFF Base $104,000	RS 0787, Goal 0001 LCFF Supplemental $50,492
	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries State-restricted $157,726
	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries State-restricted $9,060
	3000-3999: Employee Benefits	3000-3999: Employee Benefits State-restricted $67,425
	4000-4999: Books And Supplies	1000-1999: Certificated Personnel Salaries LCFF Supplemental $42
	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures LCFF Supplemental $801

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7000-7439: Other Outgo	2000-2999: Classified Personnel Salaries LCFF Supplemental $41,811
		3000-3999: Employee Benefits LCFF Supplemental $7,838

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Actions and goals were generally implemented as plans, however, certain activities and programs within the action were unable to be fulfilled or completed due to the school shutdown, such as the work of the in person intervention teams. Budgeted amount for foster youth liaison support was not fulfilled due to inability to fill the positions. Budgeted money was redirected to high school wellness rooms.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After review of actions, consultation with the LCAP stakeholder groups, town halls, Superintendent Taskforce, and multiple Thought Exchange groups, successes and challenges were identified in Goal 7.

Successes:Overall student performance on statewide assessments fell into the blue or very high category. H The percentage of students who demonstrate college and career readiness is in the very high category. The percentage of English learners who make progress toward English proficiency in the blue or very high category. The English learner reclassification rate increased. The percentage of students who passed the AP exams with a score of 3 or better increased slightly. All students, including unduplicated pupils and students with disabilities, participated in a broad course of student that included all subject areas. Additionally, SRVUSD implemented a very successful remedial summer school program for elementary and secondary students.

Challenges. Although students from each subgroup made progress as measured by the CAASPP results, there continues to be an achievement gap among subgroups, particularly African American, Hispanic and students with disabilities, however, socio-economically disadvantaged students and students with disabilities scored below all students in ELA. Both of these subgroups increased performance in math, with SWD students scoring two performance bands below all students. Another challenge was supporting foster and homeless students with social emotional supports and necessary food, cloths and technology.

Goal 8

Increase parent involvement among all subgroups

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. The school district will make efforts to seek parent input in decision-making. (Metric 3A)The school district will promote parent participation in programs for unduplicated pupils. (Metric 3B) The school district will promote parent participation in programs for students with disabilities. (Metric 3C) **19-20** Opportunities for all parents (including unduplicated pupils and individuals with exceptional needs) to provide inputs in making decisions at the district level such as LCAP committee, District English Learning Advisory Committee (DELAC), Community Advisory Committee (CAC), Climate Committee, Mental Health Task Force.(Metrics 3A, 3B, 3C)	The school district made significant efforts to seek parent input in decision-making receiving 995 comments via Thought Exchange and conducting 61 focus groups, monthly surveys, equity committee, climate committee, CAC, DELAC, Town Halls, and social worker family support groups.(Metric Met)

Expected	Actual
Baseline Parents have the opportunity to be involved in decision making in School Site Councils at each site. The district maintains a DELAC and an ELAC at each school with English learners. The PTA Council has an Exceptional Education Committee focused on the needs of students with special needs, including students with disabilities and gifted students. As a single-district SELPA, the district also has a Community Advisory Committee to receive input from parents of students with disabilities, as well as staff and community members. In addition, the district maintains a DELAC and an ELAC at each school with English learners. The district will form a Community Action Group for Cultural Responsiveness for the 17-18 school year to partner with parents and the community to improve the overall climate.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create and support school site campuses that are warm and welcoming to ALL parents	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base $0	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base 0
Expand opportunities for parents to engage in hands-on instructional activities.	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base $0	Supported within existing Educational Services budget (Cost Center 2713 - no additional cost). LCFF Base 0
Provide translation services, when possible, at parent meetings	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental $3,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental $4,634
Provide child care and meals, offer flexibility in meeting times and venues to promote attendance with a focus on unduplicated pupils.	Function 2495 LCFF Supplemental $5,000	Function 2495 LCFF Supplemental $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	
Continue Foster Youth parent/guardian committee.	Supported within Goal #7 (Foster Youth Support). LCFF Base $0	Supported within Goal #7 (Foster Youth Support). LCFF Base 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Unspent school site allocations are reflective of the sudden closure of schools in the spring of 2020. Many of the actions/services within their school plans were not possible in distance learning. Other unused funds from goal were repurposed to staff development, curriculum, and costs associated with the purchase of technology devices for distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

SRVUSD made significant strides to seek parent input in decision making via Thought Exchange, surveys, town hall meetings and site based stakeholder meetings.

Successes: SRVUSD has launched a comprehensive stakeholder engagement process (see attachment) that includes all employee groups, parents, students and community members. In addition, the district maintains a DELAC and an ELAC at each school with English learners. The PTA Council has an Exceptional Education Committee focused on the needs of students with special needs, including students with disabilities and gifted students. As a single-district SELPA, the district also has a Community Advisory Committee to receive input from parents of students with disabilities, as well as staff and community members.

Challenges: Due to not being in physical settings, it was difficult to ensure the input of all students, staff and community members was heard. We made significant efforts to connect with families of unduplicated students, yet we did not feel that we made enough progress in that area. We found that many groups still were not represented.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	1,750,000	1,180,165	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the main office desks	50,000	336,940	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	520,000	275,442	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	20,000	117,341	No
Custodians/Plant Managers: Maintain staffing at sites --- including transportation team members redeployed for enhanced custodial and maintenance assignments --- so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	600,000	13,726	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Additional plexiglass barriers and signage, posters and floor decals where provided which led to greater expenditures in both of those budgeted items. These additional costs were necessary when SRVUSD increased the number of students on campus. In terms of estimated actual expenditures in the custodian/plan manager budgeted funds, sites were able to provide safe and effective cleaning without additional staffing, thus the actual expenditures were much lower.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Based on feedback from students, staff, community members, via surveys, thought exchange, town halls, Superintendent task force meetings, Community Advisory Committees led by the SELPA Director with the SELPA Community Advisory Committee successes and challenges were identified. An ongoing challenge was monitoring the changing state and county safety expectations and the safety requirements and ensuring these were properly communicated. Sites were response, flexible and highly adaptive as we increased the number of students and staff on campus. Sites were very successful at creating systems sites that had signage for flow of traffic, bathroom policies, enforcing mask polices, disinfecting materials and providing necessary plexiglass. As a district, we developed a COVID Taskforce that provided ongoing communication, training, and response to any concerns.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Seesaw- Pro Version - Learning Management System K-2 -Student driven digital portfolios and simple parent communication.	28,500	28,500	No
Google Classroom Enterprise (Amplified IT)- Learning Management System 3rd-12th Grade	105,986	45,425	No
Edgenuity -Edgenuity is a leading provider of K–12 online curriculum and blended learning solutions specializing in online courses, instructional services, and more	338,000	338,000	No
Zearn Math - unites hands-on instruction and immersive digital learning.	45,000	45,000	No
Greenfield Learning - Lexia helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All students, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support.	299,010	299,010	No
ESGI- tests are administered to SRVUSD students, TK-Preschool, one-on-one and provides staff immediate feedback on accuracy of answers.	22,200	24,240	No
Zoom	36,000	38,448	No
Screencast-o-Matic - Video recording and editing tool for teachers.	6,432	6,432	No
Peardeckk for Google Slides is the #1 Slides Add-on, making it effortless for educators to add interactive questions and formative assessments to their lesson plans.	46,500	46,500	No
GoFormative is a web-app for classrooms that allows teachers to give live assignments to students, allowing instant teaching adjustments and long-term student assessment success.	75,958	75,958	No
Typing Club - K-5 typing program	14,976	14,976	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ed Puzzle - Interactive video lessons	38,916	38,160	No
Padlet - online post it boards for students and teachers	10,000	10,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The substantive difference found in the budget and actual expenditures was due to reducing the usage of Google Classroom Enterprise. Google Classroom was used in all 3-12 classrooms, but many features were not activated or needed, thus the substantive difference.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Based on feedback from students, staff, community members, via surveys, thought exchange, town halls, Superintendent task force meetings, Community Advisory Committees led by the SELPA Director with the SELPA Community Advisory Committee successes and challenges were identified.

Continuity of Instruction
SRVUSD implemented a robust and rigorous remote learning environment that included a combination of synchronous and asynchronous learning. SRVUSD met and/or exceed all required instructional minutes within a bell schedule that provided flexibility for both students and staff. Students continued to have access to curriculum in remote learning that was substantially similar in quality as in-person delivery. The curriculum scope and sequence and identification of priority standards remain key parts of the district's ongoing plans to establish coherence and consistency across school sites and grade levels. Similarly, the focus on Google Classroom as the standard Learning
Management System (LMS) and Seesaw (K-2) was an important step in aligning the student and family experience. district's planned remote learning model allowed for deep engagement, instruction and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support. Even with the inherent challenges with remote and hybrid instruction, SRVUSD provide a broad course of study and guaranteed the implementation of state academic and social emotional standards.

Access to Devices and Connectivity

SRVUSD's provided access to devices and connectivity by providing over 11,000 Chromebooks and 1500 hotspots.This access to devices and connectivity have significantly reduced the identified gaps. Professional development was provided to staff, on three separate stand alone meetings and ongoing office hours to develop proficiency with devices. The challenges were evident in regards to spotty wifi in some areas, hot spots not being operational, and lack of familiarity with devices and software.

Pupil Participation

To monitor pupil participation and progress, the district moved forward with plans to implement common assessments developed to establish coherence and consistency in how student learning needs are assessed across the district teacher teams, enabled staff to identify specific student needs and target support. Targeted supports included small group and one- on-one meetings as well as differentiation during live and asynchronous minutes, In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers and schools multiple measures for measuring student participation. Measures included, but were not limited to, evidence of participation in online activities (Zoom, Google Meet Google Classroom, etc.), completion of regular activities (assignments, surveys, check-ins, assessments), and contacts between staff and the student or family. During distance learning students were not identified as truant. However, attendance was used an important indicator for further outreach and engagement when students demonstrated significant rates of disengagement. Using a weekly form, time value of student work was determined by individual teachers for their respective classroom/courses. Connecting to students in an academic planning context and providing support has also been a challenge during distance learning. Counseling teams worked to provide a range of virtual opportunities and supports for students in their academic and college
planning processes.

Distance Learning Professional Development
Staff have been provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This included self-paced modules in MTSS and online professional learning for distance learning tools, including Google Classroom. MTSS has remained at the heart of district instructional planning
moving forward and is a key piece of the all provided professional development. Ongoing professional learning has been provided to teachers and leaders on lesson design, interventions and social emotional competencies. Specific professional learning on UDL has been provided to support teachers in distance learning in science, math and ELA/ELD. At times, we faced challenges with our professional development modules due to technology issues or the inability to be in the same setting to develop deeper collaborative conversations.

Staff Roles and Responsibilities
Many employees had added or enhanced responsibilities to meet the planning needs and execution of remote learning environment. From a management level, SRVUSD has partnered with our classified unions and their presidents to make adjustments to roles, with one example being in our transportation department. Bus drivers, without their traditional routes, have supported the technology department in the delivery of devices. Finally, it was clear that some educators required more 1:1 support, which we addressed through additional professional development sessions.

Support for Pupils with Unique Needs
Support for pupils with unique needs was paramount to SRVUSD's efforts. English learner support at two secondary magnet schools (Gale Ranch MS and Dougherty Valley HS) continued and english learner para educator support at all 22 elementary schools provided specific and guaranteed instruction and support. A significant challenge was the administration of the English Language Proficiency Assessments for California (ELPAC) used for determining reclassification eligibility and providing valuable information about student progress toward fluency. Students with Disabilities: Led by our SELPA Director and in partnership with the Community Advisory Committee, has been the opportunity to partner with families in new and innovative ways. During distance learning, staff have been able to stay connected and support students with disabilities in ways not previously utilized and will use this learning to inform future efforts such as virtual town halls, on-line learning platforms and teacher/staff videos. Foster and Homeless Youth were supported by our district Social Workers under the coordination of our Student Services Director, Ken Nelson. The team of social workers provided clothes, food, transportation, and tutoring to ensure they had access and support in our distance learning program.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fast Bridge- Illuminate and ESGI - screening, progress monitoring, and intervention software This web based software screens all students in ELA reading and math. For students scoring low or high risk in being able to access grade level ELA and math standards, the software outlines suggested research based intervention strategies. Once the school sites have this data, teachers, site administrators, and district administrators will work together and evaluate the data to identify the tier 1 instructional strategies that have the most impact on accelerating the learning of are at risk students. For students who need tier 2 interventions, the district and sites teams will identify the appropriate intervention groupings, around similar needs, and then utilize the intervention time built into the bell schedule at each grade level to support these tier 2 groups.	265,000	564,058	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Modifications to the budget were based on feedback and review of formal and informal data sets, SRVUSD believed that additional screening, progress monitoring and intervention was required to ensure that all students, by name, by need, will learn at high levels which increased the actual expenditure.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes: SRVUSD successfully addressed Pupil Learning Loss by committing to the use of data in intentional ways. As a district we realized in order to provide student support, by name and by need, a comprhesenive needs assessment tool was required. For the 2020-2021 school year, SRVUSD purchased two online screener assessments - ESGI (grades TK-K) and Fastbridge (grades 1-12).

These universal screeners were very successful in creating common assessments and data report. This data allowed allowed for increased collaboration, support and intervention. These and other site-based assessments were administered to all students to identify learning gaps and develop academic intervention supports.
In order to provide effective interventions to students with learning gaps, SRVUSD provided additional support for teachers in the form of technology tools including Lexia and IXL that teachers could use to implement targeted interventions. SRVUSD engaged staff in several different professional learning opportunities including how to use assessment data to make informed teaching decisions and how to provide effective tiered interventions. Students with the most significant gaps were offered the opportunity to come to school during school closures in order to learn in small groups.

Challenges: SRVUSD did encounter challenges in addressing Pupil Learning Loss. Assessing students while they were at home often was more difficult and it becoming increasingly clear that many students needed to be in person to achieve to their fullest potential. Additionally, providing effective interventions to students while online was not as successful as in person interventions.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

After an analysis of Mental Health and Social and Emotional Well Being, from stakeholder groups, Though Exchange, town halls, surveys, and the Community Advisory Committees led by the SELPA Director with the SELPA Community Advisory Committee successes and challenges were identified.

Successes: All sites implemented a student wellness survey which led to outreach from SRVUSD mental health providers. SRVUSD created new and innovative ways to meet the needs of students, such as virtual wellness centers, virtual wellness rooms, breakout rooms, virtual calm corners and virtual office hours. The Rainbow program provided support at all elementary levels and SCIP counseling was provided at all schools along with after school groups: stress management, addressing anxiety, organization/study skills, workshops, and other wellness activities. Staff Professional development around the CASEL's SEL framework was commenced in partnership with Dave Fendel and the Contra Costa County Office of Education. There was a concerted effort to provide social emotional support for teachers and staff with optional mindfulness trainings, Keenan trainings and professional development.

Challenges: There was significant difficulty engaging some students in remote counseling and groups. There were increased student struggles with sadness and isolation during the pandemic. Attendance decreased during the pandemic, especially for high-needs students. It was clear that students and staff needed and will continue to need significant support to address social emotional needs. Additionally, at times, technology issues impacted access to social emotional supports. Without daily access, in person, students were unable to find "natural" connections that were needed. Staff feedback was that more was needed to support the mental health and social well being during the Pandemic. We have begun to explore comprehensive support programs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: There were many successes in implementing pupil and family engagement and outreach throughout the 2020-2021 school year. The district was highly engaged and active in collecting information regarding the changes in distance and in person/hybrid program. Using surveys, town halls and proactive outreach to families who faced potential obstacles, barriers were reduced or eliminated. Through the PTSA and other avenues, parenting workshops were offered virtually which led to more parents accessing virtual trainings and attendance was high. Some students were successful with online learning especially those who suffer from anxiety and find home to be a more relaxing place to learn. For social workers, virtual meetings meant they could see more students and families. Community agencies increased resources which increased access and opportunities for families in need. The concept of the whole child and mental health really broke through during this pandemic. Parents began to realize that mental health

was vital to success in the classroom. Social workers received more referrals from concerned parents either through the feeder patterns or through the wellness centers.

Challenges: There were significant challenges in some cases, to connect deeply with students in the virtual environment and many were disengaged or overwhelmed with the amount of screen time. For many students, the responsibilities increased at home (having to take care of a sibling or cook etc.) which led to attendance issues and lack of participation. Many students suffered from depressive and anxious thoughts and their attendance suffered. Parents were overwhelmed with behavioral and emotional issues at home and many times "gave up", not pushing for the student to go to school or do homework etc. Increases in technology support and hot spots are planned next year to improve access.

Tiered Reengagement strategies: SRVUSD has established the following procedures for tiered engagement strategies for pupils who are absent from remote remote learning and provide outreach to their parents or guardians, including in languages other than english. It is a core principle of SRVUSD to ensure that every student learns at high levels and we will intervene in a timely manner when a student is at risk of learning loss. The core expectations for each stakeholder group for attendance/engagement are: Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school. Normal procedures will apply to report an absence. (Phone, email, note) Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model. Teachers will reach out to students who are missing class, document this in Infinite Campus and communicate to their site attendance administrator. This can be done via email, or phone, using the Language Line if translation services are required. Teachers are seeking to understand the "why" behind missing class so that proper intervention and support can be provided. Examples may be, technology devices, hot spots, etc. Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary. Attendance staff will reach out to students who are missing class, document this in Infinite Campus and communicate to their site attendance administrator. This can be done via email, or phone, using the Language Line if translation services are required. Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the SRVUSD Student Services Department. These interventions may include, but not limited to: counseling support, providing technology and/or hot spot, student conferences, counseling support, and health and wellness interventions. This will be in collaboration with the Student Services department who will engage districts social workers to connect with families to provide wrap-around services, visit homes, and guarantee necessary supports, such as meals, clothing, transportation, and translation services. Additionally, the Student Services office will work with site SART teams and the district SARB committee to ensure reengagement. SRVUSD will reach out to families who speak another language through coordinated home visits by our six social workers and sending translated communication.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SRVUSD analyzed, with feedback from multiple stakeholder groups, and identified the successes and challenges of school nutrition. SRVUSD successfully served students Grab & Go meals before and after school for pick up. Additionally, meals were delivered to families that were unable to travel to pick up locations. Meal participation increased throughout the year and students and families were served different types of menu options and fresh fruit and vegetables. All employees were retained and morale remained high. A significant challenge was the availability of food products was scarce from the manufacturers and as participation rate increased, access and distribution became increasing difficult.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	English Language Arts and English Learner Coordinator	150,000	168,658	No
Pupil Engagement and Outreach	District Social Workers (6) who support foster and homeless youth and play an instrumental role in the SRVUSD tiered re-engagement plan.	180,000	526680	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	English Learner para- educator support at all 22 Elementary Schools	143,000	216061	Yes
Distance Learning Program (Access to Devices and Connectivity)	Technology --- Chromebooks (thousands of additional units adding to the total deployment of over 11,000 units) and internet hot spots (1,500+ units)	990,000	5,418,181	No
N/A	In accordance with and compliance to Education Code 43509 and associated subsections, San Ramon Valley USD will invest the entire $11,772,649 allocation of Learning Loss Mitigation dollars (Section 110 of Senate Bill 98, Chapter 24, Statutes of 2020) on required investments for students. As specifically directed in Section 43509(f)(2), the intent behind this section is to recognize the final $6,037,171 in investments required to expend all of the nearly $11.8 million allocation will be fully reflected in the district's 2020-21 First Interim Report and subsequent 2020-21 fiscal reports thereafter. Continuing qualifying	6,037,171	4,939,014	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	investments in personal protective equipment (PPE), technology, supplemental services, special education services, and all other educational and operational services (including transportation, custodial and food services) required to deliver safe and successful in-person and distance learning programs during the 2020-21 school year will be funded by this final six million plus dollars. In total, the educational and operational investments the district will complete to deliver the 2020-21 school year for students will exceed the 2020-21 allocation of Learning Loss Mitigation dollars. Rs 3220 and 7420			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The substantive difference between the planned actions and budgeted expenditures in the distance learning program was because SRVUSD substantially increased its commitment to technology by making significant investments in chromebooks and internet hot spots.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Overall, San Ramon Valley Unified School District is proud of the students, families, and staff for converting to a distance learning program in a very short period of time. However, many students struggled with some aspects of distance learning both academically and socially/emotionally. SRVUSD's LCAP, informed by those experiences, led to the development of goals and actions in the 2021-2024 LCAP. Specific examples include:
- Implementing a K-12 Multi Tiered System of Support
- Adding counselors at the elementary level
- Implementing assessment days, using FastBridge, to assess learning gaps/opportunities
- Adding Wellness rooms at all high schools
- Increase technology support and professional development.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

San Ramon Valley Unified School District will implement a Multi Tiered System of Support, K-12, to assess and address pupil learning loss in the 2021-2024 LCAP, especially for pupils with unique needs. Additionally, SRVUSD will provide expanded and enhanced summer school, providing students with increased tutoring and tutorial support, hiring MTSS liaisons at each school site to facilitate intervention programs and professional development, and the hiring of a district Coordinator overseeing data and assessment to provide timely and continuous information to our staff. These additional measures will allow for students to receive the timely support required to succeed.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The greatest substantive differences in actions and services contributing toward meeting the increased or improved services requirement were related to technology. After beginning our distance learning program, we quickly realized that more families needed technology and wifi access than originally planned. SRVUSD made a significant investment in purchasing new chromebooks and wifi hotspots to ensure every student and family had what they required.These additional laptops and wireless access points predominately supported high needs students, including English Learners, Socio-Economically Disadvantaged students, Homeless, and Foster Youth.

Overall in 2020-21, San Ramon Valley Unified School District received approximately $5.234 million in supplemental LCFF dollars which was invested to benefit foster youth, English learner, and low-income student as described throughout this update.   These dollars specifically allow the district to increase and improve actions and services to unduplicated students.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021-2024 LCAP has been greatly informed by deep and significant analysis and reflection on student outcomes found in the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan. Stakeholder input via Thought Exchange, Stakeholder meetings, Town Halls, student advisory groups and through feedback by students whose needs and inequities were exacerbated and/or further exposed during distance learning, has generated three district goals; Equity, Social and Emotional Well- Being and Deep Learning and Innovation. Actions aligned to these goals will ensure that all students, by name by need, will be safe at school, to learn at deep levels and have unlimited access and opportunities. The SRVUSD strategic plan is embedded in the 21-22 through 23-24 LCAP, will be incorporated in Site Based Single Plans for Student Achievement and monitored district wide. Learning from, reflecting on, and deeply analyzing the past year has allowed SRVUSD to embrace and grow from the challenges and develop a plan that is robust, rigorous, and relevant. With that in mind, SRVUSD has launched a K-12 Multi-Tiered System of Support with extensive professional development and support. Specific attention and support will be provided to high need students, including English Learners, socio-Economically Disadvantaged students, Homeless, and Foster Youth.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	40,834,312.00	65,307,756.00
	0.00	0.00
All	7,370,000.00	17,381,098.00
LCFF Base	20,591,211.00	29,650,982.00
LCFF Supplemental	4,472,101.00	6,239,298.00
Other	2,000,000.00	3,051,728.00
State-restricted	5,472,000.00	8,198,140.00
Title I	349,000.00	182,468.00
Title II	580,000.00	604,042.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	40,834,312.00	65,307,756.00
	28,248,812.00	32,640,769.00
1000-1999: Certificated Personnel Salaries	7,402,500.00	13,401,736.00
2000-2999: Classified Personnel Salaries	1,114,001.00	3,583,327.00
3000-3999: Employee Benefits	545,999.00	8,902,793.00
4000-4999: Books And Supplies	2,912,858.00	3,928,945.00
5000-5999: Services And Other Operating Expenditures	597,142.00	2,071,239.00
5700-5799: Transfers Of Direct Costs	0.00	1,403.00
5800: Professional/Consulting Services And Operating Expenditures	13,000.00	473,220.00
5900: Communications	0.00	234,044.00
6000-6999: Capital Outlay	0.00	57,646.00
7000-7439: Other Outgo	0.00	12,634.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	40,834,312.00	65,307,756.00
		0.00	0.00
	All	0.00	8,690,549.00
	LCFF Base	17,899,711.00	14,814,299.00
	LCFF Supplemental	4,448,101.00	3,117,332.00
	Other	1,000,000.00	1,525,864.00
	State-restricted	3,972,000.00	4,099,070.00
	Title I	349,000.00	91,234.00
	Title II	580,000.00	302,421.00
1000-1999: Certificated Personnel Salaries	All	7,370,000.00	3,170,979.00
1000-1999: Certificated Personnel Salaries	LCFF Base	11,500.00	7,159,681.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	21,000.00	1,390,574.00
1000-1999: Certificated Personnel Salaries	State-restricted	0.00	1,498,233.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	66,513.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	115,756.00
2000-2999: Classified Personnel Salaries		0.00	0.00
2000-2999: Classified Personnel Salaries	All	0.00	803,216.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,114,001.00	1,810,696.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	0.00	547,639.00
2000-2999: Classified Personnel Salaries	State-restricted	0.00	421,776.00
3000-3999: Employee Benefits	All	0.00	4,716,354.00
3000-3999: Employee Benefits	LCFF Base	545,999.00	2,908,524.00
3000-3999: Employee Benefits	LCFF Supplemental	0.00	555,999.00
3000-3999: Employee Benefits	State-restricted	0.00	680,928.00
3000-3999: Employee Benefits	Title I	0.00	19,421.00
3000-3999: Employee Benefits	Title II	0.00	21,567.00
4000-4999: Books And Supplies	LCFF Base	744,000.00	1,507,091.00
4000-4999: Books And Supplies	LCFF Supplemental	0.00	80,276.00
4000-4999: Books And Supplies	Other	1,000,000.00	1,350,781.00
4000-4999: Books And Supplies	State-restricted	1,168,858.00	986,476.00
4000-4999: Books And Supplies	Title I	0.00	4,321.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	LCFF Base	266,000.00	1,137,264.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	0.00	197,471.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	146,958.00
5000-5999: Services And Other Operating Expenditures	State-restricted	331,142.00	436,903.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	979.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	151,664.00
5700-5799: Transfers Of Direct Costs	LCFF Base	0.00	1,403.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	10,000.00	48,459.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	3,000.00	350,007.00
5800: Professional/Consulting Services And Operating Expenditures	State-restricted	0.00	74,754.00
5900: Communications	LCFF Base	0.00	234,044.00
6000-6999: Capital Outlay	LCFF Base	0.00	29,521.00
6000-6999: Capital Outlay	Other	0.00	28,125.00
7000-7439: Other Outgo	Title II	0.00	12,634.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	8,233,580.00	19,155,722.00
Goal 2	11,163,000.00	11,255,168.00
Goal 3	10,449,000.00	20,215,626.00
Goal 4	2,156,500.00	2,792,442.00
Goal 5	5,136,131.00	7,185,554.00
Goal 7	3,688,101.00	4,698,610.00
Goal 8	8,000.00	4,634.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$2,940,000.00	$1,923,614.00
Distance Learning Program	$1,067,478.00	$1,010,649.00
Pupil Learning Loss	$265,000.00	$564,058.00
Additional Actions and Plan Requirements	$7,500,171.00	$11,268,594.00
All Expenditures in Learning Continuity and Attendance Plan	$11,772,649.00	$14,766,915.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$2,940,000.00	$1,923,614.00
Distance Learning Program	$1,067,478.00	$1,010,649.00
Pupil Learning Loss	$265,000.00	$564,058.00
Additional Actions and Plan Requirements	$7,177,171.00	$10,525,853.00
All Expenditures in Learning Continuity and Attendance Plan	$11,449,649.00	$14,024,174.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$323,000.00	$742,741.00
All Expenditures in Learning Continuity and Attendance Plan	$323,000.00	$742,741.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The San Ramon Valley Unified School District's (SRVUSD) mission is to serve all our students and prepare them to flourish as responsible, ethical and productive citizens by providing a continuously improving educational program which encourages all our students to discover the joy of learning and to realize their full potential in an ever-changing world. SRVUSD is looked upon by employees, families and community members as a "Destination School District." We are student-centered and pride ourselves on educating and caring for the whole child with an intense focus on deep learning and instruction, equity and equitable access for all students, and student and staff wellness. SRVUSD is committed to ensuring that all students learn at high levels in a safe, healthy and caring environment.

The District covers an 18 square mile area in the East Bay county of Contra Costa, encompassing the communities of Alamo, Blackhawk, Danville, Diablo, and San Ramon (including the Dougherty Valley communities in east San Ramon) as well as a small portion of the cities of Walnut Creek and Pleasanton. The District is comprised of 22 elementary schools, 8 middle schools, 4 comprehensive high schools, and two alternative schools, serving more than 32,000 students in Preschool and Transitional Kindergarten through Grade 12. Of those 32,504 students, 39.4% are white, 38.1% are Asian, 8.7% are Hispanic or Latino, 3.6% are Filipino, 1.6% are African American, 0.2% are American Indian or Alaska Native, 0.2% are Pacific Islander and 8.3% are two or more races. Our student population includes 6.3% socio-economically disadvantaged students, 4.8% English learners, 8.5% of students with special needs and 0.1% foster youth. The District employs approximately 4,500 people, hiring 250-300 employees per year. With an annual operating budget of over $358 million, SRVUSD receives more than $20 million per year in parent/private donations and approximately $6.7 million per year from a local parcel tax.

The SRVUSD LCAP focuses on the eight state priorities categorized under Conditions for Learning, Pupil Outcomes, and Engagement.

Conditions for Learning: Currently, 100% of the SRVUSD teaching staff are teaching within their credentialed subject area. There are no teacher misassignments for general education students or English Learners. 100% of our students have adequate instructional materials and our facilities have received an exemplary rating over the past three years. Our district has allocated a significant portion of our budget for

professional development for teachers to implement the California State Standards, the Next Generation Science Standards and technology integration. We have also allocated a substantial amount to support our English Learner programs at Gale Ranch Middle School, Dougherty Valley High School and all of our elementary sites with English Learners.

Pupil Outcomes: Early Assessment Program (EAP), 70.6% of our grade 11 students demonstrated college readiness in math and 87.8% in English language arts/literacy (ELA). The LCAP includes specific action steps to increase the percentage of SRVUSD students who demonstrate college and career readiness and who participate in Career Technical Education (CTE) pathways. These priorities will be measured through the California Assessment of Student Performance and Progress (CAASPP) such as EAP, students completing A-G requirements and students completing CTE pathways. Currently, 61.2%% of our English Learners are making progress toward English proficiency, and our EL reclassification rate is 31.8%. The SRVUSD LCAP places great emphasis on supporting English Learners. A significant portion of the LCFF Supplemental budget has been allocated to the English Learner program. The remaining supplemental allocation has been earmarked for the development of a robust intervention system across the district to ensure that students achieve at high levels.

Engagement: SRVUSD has a 97.6% graduation rate, a 96.3% attendance rate, a 1.4% suspension rate and ~0% expulsion rate. However, our LCAP does focus on action steps to help maintain these exceptional rates as well as to improve pupil engagement through mental health supports, Culturally Responsive teaching strategies and parent involvement. The SRVUSD LCAP and the Single Plan for Student Achievement for each of our 36 schools are fully aligned. The four district focus areas: California State Standards implementation; Response to Intervention; Inclusion and Culturally and Linguistically Responsive Teaching and Learning are supported in the LCAP as well as in the SPSA for each school site.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting. The data that is reported on the 2020 SRVUSD California Data Dashboard are: student population, college and career readiness, and graduation rates. The academic indicators and local measures are not reported on the 2020 California Dashboard. For an overview of what is on the dashboard please see the presentation made to the LCAP team on April 13. 2021.

Regarding the academic indicators, during the November 2019 CAASPP data presentation made to the SRVUSD board of Trustees around the 2019 Dashboard data. it was noted we have a lot to celebrate regarding our ELA and math performance and we have a lot of work to do to address the chronic achievement in many of our student groups. It should be noted, SRVUSD emerging strategic plan based around equity, deep learning, and social emotional health along with an intense focus on the muti-tiered systems of support (MTSS), is progress in responding to the data facts on the California Dashboard.

Moreover, during the 20-21 school year, SRVUSD has many tactical successes in supporting students in a very challenging COVID 19 environment. Among these are:

- SRVUSD implemented small group instruction across all school sites where students could come on campus and get academic support.
- SRVUSD opened campuses to in person learning once the COVID-19 health situation met state mandated parameters
- SRVUSD Students with Disabilities received on campus support
- SRVUSD implemented a check in social emotional wellness survey so our counseling team could proactively reach out to students who are/were showing signs of stress
- SRVUSD Continued to invest in strengthening the intellectual expertise of our staff , via targeted professional development activities, around grading reform and MTSS processes
- SRVUSD Supported high school students by offering on campus opportunities to take the PSAT, ACT, and SAT exams

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

San Ramon Valley Unified has identified areas that need significant improvement. Per the date on the 2020 California Dashboard shows that graduation rate fell 1.6% from 97.6% in 2019 to 96% in 2020 college and career readiness prepared fell 2.2% from 77.1% in 2019 to 74.9% in 2020. Within these categories, all reported student groups had a decrease in graduation rate with African-Americans dropping from 92.7% in 2019 to 84% in 2020 and students with disabilities dropping from 86.6% in 2019 to 71.9% in 2020. SRVUSD continues to have around 25% of our students leaving high school having NOT met the college and career prepared benchmark. Within this category 90.4% of Asian students are college and career ready while 68.6% of our white students are college and career ready. In addition to the tactical successes outlined in the answer to the previous question , SRVUSD emerging strategic plan based around equity, deep learning, and social emotional health along with an intense focus on the muti-tiered systems of support (MTSS), is progress in responding to the data facts on the California Dashboard.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP for the San Ramon Valley Unified School District (SRVUSD) will continue to focus on recruiting, hiring and retaining the best and most qualified staff and on providing them with high quality professional development. SRVUSD will continue to provide standards-based instructional materials and technology for students. In addition, the LCAP includes goals and action steps that will continue

to increase the percentage of students who demonstrate college and career readiness by adding resources and supports to our Career Technical Education Programs. The LCAP also contains goals and action steps to prevent and/or alleviate student stress and promote positive mental health. We will continue to include goals and actions to increase the percentage of students who feel safe and connected to school, while also decreasing the percentage of students who are suspended from school. The LCAP includes goals and action steps to narrow the achievement gap among all student groups in the areas of English Language Arts and mathematics and to increase the proficiency rates of our English Learners.
San Ramon Valley Unified School District LCAP strategic goals, aligned with state priorities and specific actions are:
1. Deep Learning and Innovation
2. Equity
3. Social Emotional Well Being

Comprehensive Support and Improvement

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

Schools Identified

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

Below is a listing of the schools within San Ramon Valley Unified School District identified as eligible for Comprehensive Support and Improvement, and the measures that caused them to be identified.
Del Amigo High School (Continuation) Red indicators in College and Career Readiness and Suspension Rate

Support for Identified Schools

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

San Ramon Valley Unified, using FastBridge data system, will complete a comprehensive needs assessment taking into account information on the achievement of students, particularly the needs of those who are failing, or at-risk of failing, to meet the standards. This needs assessment will entail a review of A-G requirements, and College and Career Readiness.Teachers and staff will use 5 school days to implement Fast Bridge assessments. This information will allow for our MTSS programing to provide evidence based interventions with specific support staff to assist Del Amigo's implementation. The San Ramon Valley Unified is in the process of implementing a district wide Multi Tiered System of of Support, and assigning a district administrator, program supervisor and social work to directly support Del Amigo. The goal of these supports is to reduce suspensions and increase College and Career Readiness. Additionally, all components of College and Career pathway readinesses will be reviewed, including but not limited to CTE Pathway Access, A-G units, and SBAC scores. Using internal data sets obtained via Fast Bridge assessments, targeted interventions, by standard, will address learning gaps.After discussion on the potential ways to allocate funds, including stakeholder feedback, the consensus was to provide CSI funds to Del Amigo on a per-student basis. Resource inequities noted through the comprehensive needs assessments and summer and fall community feedback included student access to technology, student access to the Internet, and student engagement and attendance. SRVUSD will assign a site specific technology support advisor, provide additional devices and implement improved attendance awareness activities.

Monitoring and Evaluating Effectiveness

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

In partnership with the Educational Services Department, Del Amigo has developed site goals that will be monitored by the site principal, Executive Director or Elementary Education, and the school site council through the six week cycle of improvement process. The School Site Council will meet monthly to review progress and the Single Plan for Student Achievement will codify the annual expected measurable outcomes. Upon the start of the 2021-2022 school year, site leadership will review formative data at every Site Council meeting, document variance of current results and modify interventions as needed.The district will monitor SSC minutes, meet with site leadership, analysis local data and execute a continuous cycle of review.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

San Ramon Valley Unified School district is deeply embedded in and connected to its community. The district is committed to engaging community stakeholders at a deep level. Stakeholder feedback was received via surveys, Superintendent Task Force, Thought Exchange (9,000 participants) , Focus Groups (61 groups and 958 participants), Principal Coffee talks, town halls, staff meetings, and student surveys. Additionally, feedback was received at six LCAP stakeholder meetings (which includes: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students), the SRVUSD Community Advisory Committee (CAC), SRV Council of PTAs meeting, and the SRVUSD District English Learner Advisory Committee (DELAC). San Ramon Valley's SELPA director ensures a continuum of special education feedback opportunities, review of, posting of local plans with guaranteed and regular committee meetings. Additional groups that engaged in the feedback process: DVSR Rotary, San Ramon Chamber, Danville Chamber, Discovery Counseling Center Board, SRV Mental Health Coalition, PFLAG, APAPA (Asian Pacific Islander American Public Affairs), Equity Committee, Inclusion and Diversity Committee, SRVCPTA Exceptional Education Committee, Parent Engagement Committee.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder engagement was robust, deeply analyzed and synthesized.
Student feedback:
- Accommodate a variety of learning styles
- More choice and flexibility within the school day
- Sense of belonging: connection to campus e.g. race, on campus
- More time for informal social interactions and breaks
- Kind and respectful interactions with fellow students and staff
- Equity with respect to race, religion, LGBTQ+ and gender identity
- Equitable access to resources such as technology
- Emotional support/mental health services
- More arts instruction

Staff feedback:
- Smaller class sizes
- More diversity in the curriculum
- Hiring practices to recruit diverse staff
- Access to a consistent, high quality curriculum
- Additional supports (counselors, psychologists, etc.)
- More time for high quality professional learning and authentic collaboration w/colleagues

- Strategies to address equity - specifically race, religion, LGBTQ+
- Equitable access to resources
- More arts instruction
- More emphasis on student learning
- More support for struggling readers

Community feedback:
- Social emotional support of students including resiliency and stress management
- Create campus cultures where all students feel respected, included and heard - specifically addressing race, religion and LGBTQ+
- Updated course offerings (e.g. life skills, financial classes)
- Focus on skills such as resiliency, career building, etc.
- Smaller class sizes
- Employ and retain high quality teachers
- Increased consistency across instruction and assessment
- Time and space for students to interact
- More arts instruction

Timeline for Stakeholder Engagement:
SRVUSD pursued many different avenues to engage all stakeholders. Timeline: LCAP meetings began in the fall (August 2020 and met every six weeks through June of 2021). Town Hall meetings occurred monthly from January 2021 through May of 2021. Focus Groups (61 groups) commenced in October of 2021 and continued though May of 2021. Though Exchange surveys occurred from February 2021 through June 2021.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The SRVUSD LCAP was greatly influenced by Stakeholder Input and helped drive the goals, actions, and expenditures. Emerging from the feedback came the components of the SRVUSD Strategic Plan and LCAP goals: Deep Learning and Innovation, Equity and Social and Emotional Well-Being. Each of these goals is aligned with actions that meet the needs of students, staff and community members in robust, rigorous and relevant ways.

Goals and Actions

Goal

Goal #	Description
1	Deep Learning and Innovation: SRVUSD will create learning environments that provide students with the opportunities to explore content through six competencies including character, citizenship, collaboration, communication, creativity, and critical thinking. SRVUSD will create learning environments that provide students with ownership over their learning and with opportunities to learn the knowledge and skills needed to lead, create, and innovate.

An explanation of why the LEA has developed this goal.

Deep learning is a pedagogy (the method and practice of teaching) that promotes the qualities children need for success by building complex understanding and meaning rather than focusing on the learning of superficial knowledge. SRVUSD's deep learning and innovation goal will create conditions of learning (state priorities 1, 2, 7) and student outcomes (state priorities 4 & 8) to ensure high levels of student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificated staff that are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (1A)	2020-2021 100% of certificated staff is appropriately assigned.				100% of certificated staff will be appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner access to the state standards and the ELD standards (2B)	2020-2021 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.
English Learner Reclassification rate (Data Quest) (4F)	2019-2020 31.8% reclassification rate.				Increase reclassification to 36.8%
Monitor Pupil achievement as measured by state and local assessments (FastBridge). (4A, 8A)	2019 CAASPP 81.59% Met or Exceeded Standard for ELA 77.51% Met or Exceeded Standard for Math

2020 FastBridge local assessments. Grades 3-8 & 11 ELA On track 83.4% Some risk 11.6% High risk 5.2%

Math On track 87.39 % | | | | Percentage of students who Meet or Exceed Standards in CAASPP ELA and Math will increase by 5%.

As measured by local assessments, the percentage of on track students, in ELA and math, will increase by 5%. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Some risk 9.67% High risk 2.95%				
The percentage of students who successfully complete UC/CSU requirements (4B)	2019-2021 (Data Quest) 74.7% of students met UC/CSU Requirements				Students meeting UC/CSU requirements will increase to 79%
The percentage of students who have passed AP exam with a score of 3 (4G)	2019 Percentage of students who have passed AP exam with a score of 3 86.08% (College Board)				2023 Percentage of students earning a 3 or above on Advanced Placement (AP) Exams will increase to 89%
School Facilities are in good repair (1C)	2020-2021 Facilities have received an exemplary rating over the past three years				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.
Implementing the state board adopted academic content and performance stands for all students (CA Dashboard). (2A)	2019 implementation of state academic standards- average of SRVUSD reflection tool rating:				Per the CA dashboard, using Reflection Tool Rating Scale, each category will maintain a 5 or improve by .3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Professional Development 4.2 Instructional Materials 4.6 Policy & Program Support 4.4 Implementation of Standards 5 Engagement of School Leadership 5				
Percentage of students who participate in and demonstrate college preparedness based on the EAP or subsequent assessment of college preparedness. (4H)	2019 -2020 Assessment Program (EAP), 70.6% of 11 students demonstrated college readiness in math an 87.8% in English language arts/literacy (ELA).				Increase both math and English language arts by 3%
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 SED, EI, Foster Youth, Homeless and Students with Disabilities access to	2020-2021 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.				2023-100% of SRVUSD students (including students with disabilities, foster youth, and students experiencing homelessness) have access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
all College Preparatory, Advanced Placement and Career Technical Education courses. (1B, 7A, 7B, 7C)	77% of graduates are College and Career Ready 41% of English Learners are College and Career Ready 51.7% of Socio Economically Disadvantaged students are college and career ready 10.6% of students with disabilities are college and career ready (CA Dashboard)				College and Career Readiness will increase by 5% in all bands.
Number of students successfully completing CTE courses (Student Information System, Infinite Campus)(4C)	2019-2021 743 students completed CTE courses				Increase by 10% the number of student who complete CTE courses
Percentage of English learner pupils who make progress toward English proficiency as measured by ELPAC (CA Dashboard) (4E)	2019 61.2%				Increase percentage making progress towards proficiency to 66.2%
Percentage of pupils who have successfully completed courses that satisfy the	2019-2020 Of the 339 12th graders who completed CTE requirements, 82%				Increase percentage to 85%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
requirements for CTE and pupils who have successfully completed courses that satisfy the requirements for entrance to UC/CSU. (Infinite Campus) (4D)	also met the UC/CSU course requirements.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	District Wide (K-12) MTSS Professional Development and District MTSS Liaisons assigned at each school site (26 FTE)	Ongoing professional development, in partnership with the Contra Costa County Office of Education, for all staff and administrators.	$4,797,182.00	No
2	Provide ELD standards and create San Ramon Valley Unified EL Masterplan. Aligned instructional materials including, but not limited to new adoptions	Development of SRVUSD MasterPlan for English Learners.	$2,000.00	Yes
3	Professional Development and Implementation of California State Standards, ELD standards. Provide instructional	San Ramon Valley Unified School District Professional Development is dedicated to every employee engaging in professional learning every day so every student achieves! Our goal is to expand and build upon the teaching practices of our educators to better meet the needs of all students. Specific professional development on deep learning, structured literacy (CORE Professional Development for principals), assessment, equity and social and emotional well-being.	$580,968.00	No

Action #	Title	Description	Total Funds	Contributing
	coordinators, teacher release time for trainings, and other associated costs.			
4	Increase digital learning opportunities	Continued to support digital learning environment by increasing site tech support and maintaining assistive technology support.	$138,630.00	No
5	Increase CTE opportunities at high schools and middle schools, develop exploration courses, increase number of pathways. Expand offerings/choices in CTE to include pathways that include options for Adult Transition students to acquire 21st Century Skills (in addition to retail, janitorial, and food service). Expand offerings/choices in CTE to include pathways to well-paying careers that don't require a college degree, such as the Skilled and Construction Trades.	This action step will support students to successfully complete career technical education sequences or programs that align with state board-adopted career technical education standards and frameworks and will increase participation in CTE among unduplicated pupils.	$3,703,628.00	No
6	Continued implementation of AVID (Advancement via Individual	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.	$73,764.00	No

Action #	Title	Description	Total Funds	Contributing
	Determination) program.			
7	Maintain/Increase the Workability Program and expand employment options.	This action step will support students with special needs to obtain the skills to acquire career options post high school.	$71,889.00	No
8	Increase access to AP courses for unduplicated students.	This action step will remove barriers for unduplicated pupils to enroll in AP courses	$0.00	Yes
9	Maintain/Increase English Learner Support.	This action step supported English Learners academic achievement and thereby increase the percentage of students who make progress toward English proficiency as measured by the ELPAC and will increase the English learner reclassification rates. Continued current level of EL support (Magnet program, TSA's, Para educators, clerical support, summer school, busing). Provide Guided Language Acquisition and Development (GLAD) professional development for elementary teachers.	$709,480.00	Yes
10	Employ District Wide Coordinators:STEM, ELA/English Learner, College and Career Readiness , Social Emotional Learning , Technology and Assessment	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 and principally directed towards unduplicated students.	$734,520.00	Yes
11	Implementation and expansion of data collection systems such as Fast Bridge.	Use various forms of data to identify students who need additonal academic intervention.	$167,000.00	No
12	Develop an SRVUSD Grading reform committee	Develop authentic assessments where students are able to transfer and apply the knowledge they have learned. Shift the focus of assessment to providing feedback on student learning.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
13	Literacy Leadership Team	Continued work with the Literacy Task Force to explore best practices with Elementary Reading Instructions. Development of a Five Year Literacy Plan for 2021-2022 which included CORE Online Elementary Reading Academy PD for principals, piloting and selection of Structured-Literacy aligned curricula and the evaluation of Tier 2 and Tier 3 needs for Grades 3-5 and secondary.	$0.00	No
14	Provide beginning teacher support (SRVTIP) for new teachers including mentor stipends and mentor and mentee substitutes.	This action promotes improved student performance through ongoing training, information, and assistance for all new teachers and thee professional success and retention of promising new teachers.	$570,854.00	No
15	Classified professional development	Provide classified professional development materials, supplies and extra pay, including specific training on structured literacy.	$8,002.00	No
16	Peer Assistance and Review (PAR)	Program for struggling teachers including stipends/extra pay for exemplary teachers	$1,000.00	No
17	Expand opportunities for parents to engage in hands-on instructional activities	Parent workshops and seminars	$0.00	No
18	Develop opportunities for integrating technology into the curriculum.	Examples of current technology integrations: Lexia, Fastbridge, IXL	$302,000.00	No
19	Summer School program	Implement SRVUSD Summer School.	$512,200.00	No

Action #	Title	Description	Total Funds	Contributing
20	Textbook and digital adoptions	Board approved adoption cycle with stakeholder engagement.	$2,300,000.00	No
21	Employ a CTE teacher on special assignment and/or CTE coordinator.	Provide support to sites to expand CTE pathways and to pursue state and federal CTE grant opportunities.	$65,713.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Equity: San Ramon Valley Unified will close the persistent gaps of opportunity and achievement by creating safe, equitable, and caring learning environments that address existing systemic inequities. SRVUSD will interrupt the mindsets, practices, and policies that lead to predictably disproportionate outcomes based on race and/or socioeconomic status. Cultivate culturally sustaining school environments that celebrate and affirm all students so they are free to enjoy learning, explore, create, innovate and apply their skills.

An explanation of why the LEA has developed this goal.

SRVUSD developed this goal as equity is a commitment to action which will create conditions of learning (state priorities 1 and 7) and engagement (State priorities 3 and 5) that ensures all students will succeed in SRVUSD. The process of equity is a way of being and the state of being free from bias and discrimination.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Efforts to seek student and parent input in decision making. (Metric 3A) Local measures, including a survey of students, parents, and teachers on the sense of safety and school connectedness. (6C)	2019-2020 94% satisfaction rate for school connectedness and communication 8,000 individuals participated in ThoughtExchange and 61 focus Groups of Staff, Students, Community with 965 Total Participants.				Maintain 94% parent satisfaction rate for school connectedness and communication. Continue Thought Exchange

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote parental participation and programs that support unduplicated pupils and pupils with exceptional needs. (3B,C)	2020-2021 Conducted four meetings where SRVUSD promoted parental participation and programs that support unduplicated pupils with exceptional needs.				Maintain or increase diverse parent education programs and meetings for families of unduplicated student groups and students with exceptional needs.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Employ an SRVUSD Director of 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 as a part of a larger human family.	$214,565.00	No
2	Recruit, onboard and retain a more diverse staff.	SRVUSD HR department has developed a process to recruit, onboard and retain a more diverse staff.Research best practices on hiring, Engage all administrators in anti-bias training, Perform a policy analysis of current systems in place.	$50,000.00	No
3	Staff professional development	Pacific Education Group, Courageous Conversations, Teaching Tolerance,Implement The FAIR Education Act in K-12 schools, Coach teachers and school stakeholders in social justice curriculum & pedagogy, Implement inclusive health education at the middle and	$134,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		high school levels,Network with local K-12 districts and universities for best practices in equity, Engage and unify with GSAs and student affinity groups to inform our work through student voice.		
4	Ethnic Studies	Implement Ethnic Studies course at each high school.	$0.00	No
5	Diversify K-12 Curriculum	This action strives to interrupt any inequitable practices in school culture and curriculum and eliminate barriers to personal and academic success. Further, to establish each place of learning as an institution that validates and celebrates each student as an individual and as a part of a larger human family.	$0.00	No
6	Community Equity Stakeholder and Engagement Commitees	Implement Culture and Climate Committee and Equity Working Group stakeholder meetings that allows for hands on learning, guest speakers, input gathering and celebration.	$0.00	No
7	English Learner Paraeducator Support	Increase paraedcutor support for English learners at elementary sites.	$100,000.00	Yes
8	GLAD training	This action promotes language acquisition, high academic achievement, and 21st century skills.	$210,000.00	Yes
9	Technology Professional Development-Accessibilty	Provide professional development to increase staff awareness of accessibility features on tech devices	$20,000.00	No
10	K-5 Social Justice Program	Implement and expand K-5 Social Justice Program at all 22 Elementary schools.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Restorative Justice training	Provide Restorative Justice training for all staff, certificated and classified.	$20,000.00	No
12	Response to Hate and Discrimination Handbook	Train all staff on the Responding to Discrimination and Hate Handbook, the Gender Support Plan, and Gender 101. Data analysis shoed that unduplicated students experienced a higher level of hate and discrimination. Intentional effort was provided to ensure that staff will be trained to properly support students in preventing acts of hatred and discrimination.	$20,000.00	Yes
13	Leadership Development Program	Develop BIPOC facilitated Leadership Development Program for BIPOC staff	$0.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Social and Emotional Well-Being: San Ramon Valley Unified School District will foster learning environments where students and staff feel a sense of connection and belonging to their school community. SRVUSD will create a robust Multi Tiered System of Support (MTSS) which will create safe, equitable and caring instructional environments to ensure all students can achieve success.

An explanation of why the LEA has developed this goal.

SRVUSD developed this goal because it believes social emotional well being encompasses the whole child and creates conditions of learning, engagement (State priorities 5, 6, 9 &10) that ensures all students success. It is the belief that students basic needs and emotions must be taken care of to allow for optimal learning conditions and allow for students to thrive and grow into responsible, ethical and productive citizens.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement measured by school attendance rates (Metric 5A), and chronic absenteeism (Data Quest) (5B)	2019-2020 Attendance rate 97.44% Chronic absenteeism rate 3.73%				Increase attendance rates by 2% Decrease chronic absenteeism by 1.5%
Pupil Engagement measured by suspension and expulsion rates rates (California Dashboard Data) (6A and 6B)	2019-2020 Suspension rate of 1.3% Expulsion rate 0%				Reduce suspension rate by .3% and maintain 0% expulsion rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey to measure the sense of safety and school connectedness. increase. (Metric 6C)	2019-2020 CHKS data: 5th Grade Connectedness 78% Safety 86% 7th Grade Connectedness 68% Safety 75% 9th Grade Connectedness 61% Safety 67% 11th Grade Connectedness. 59% Safety 76%				Students who feel a sense of connectedness and safety to their school as measured by the California Healthy Kids Survey will increase by 5% at each grade band.
High School Dropout Rate (5D)	2019 0.7%				0% dropout rate
High School Graduation Rate (5E)	2019 - 2020 Graduation rate 97.6% (Data Quest)				Increase graduation rates by 3%.
Middle School Dropout Rate (5C)	2019 0%				0% dropout rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implement Sanford Harmony at elementary schools	Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.	$8,000.00	No
2	Speak up and Be Safe (SUBS) program at 2, 4 and 6th grade	Child Abuse Prevention Program	$200,000.00	No
3	Employ SRVUSD Social Workers	SRVUSD school social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.	$587,580.00	Yes
4	Provide School Counseling and Intervention Program (SCIP)services at all sites and Create a vigorous referral system to DIscovery Cente	The School Counseling and Intervention Program, a counseling program sponsored by Discovery Counseling Center and SRVUSD, offers short-term individual and group counseling.	$436,600.00	Yes
5	Maintain/Increase Secondary Counseling Support	All Secondary schools have counselors staffed at contract ratios.	$4,700,000.00	No
6	Elementary Counselors	Currently, there are no elementary counselors. SRVUSD plans to add 11 elementary counselors, K-5.	$1,500,000.00	No
7	Support Wellness Rooms at comprehensive high schools	Each comprehensive high school will have a Wellness Center, staffed by a counselor.	$723,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Provide "Street Smarts" driver safety education program	Start Smart is a FREE two hour highly impactful interactive traffic safety class designed for drivers or soon to be drivers 15-19 years of age and their parents to discuss the serious laws, obligations, responsibilities, and family expectations that are part of driving a vehicle.	$0.00	No
9	Administer the Healthy Kids survey and the annual climate survey to measure the sense of safety and school connectedness.	California Healthy Kids Survey. A comprehensive student data collection system that addresses school climate, health risks and behaviors, and youth resiliency.	$13,000.00	No
10	SARB Cordinator	Track and monitor truancies and chronic absenteeism through the School Attendance Review Board process.	$150,000.00	No
11	Attend Awareness Program	Promote positive attendance through participation in Attendance Awareness Month, promoting positive attendance via newsletters, banners and posters.	$500.00	No
12	Behavior Management Training	Provide positive behavior management training (Relias, CPI, PECS) for special education teachers and paraeducators	$30,000.00	No
13	Digitial Citizenship	Provide safety measures at schools including digital citizenship, facilities, safety supplies and emergency communication protocols.	$70,000.00	No
14	Anti Bullying Program	Partner with the Discovery Center to provide Anti Bullying program, resources and support.	$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Crisis Intervention Team	District team of counselors, psychologists and district staff to provide crisis support.	$0.00	No
16	Foster and Homeless Youth Programs	SRVUSD student support department and SRVUSD social workers provide ongoing support of foster and homeless youth in the in form of transportation, food support, clothing, school supplies.	$156,942.00	Yes
17	Social and Emotional Well Being support at all sites	Create and support school site campuses that are warm and welcoming to ALL students	$971,258.00	Yes
18	Suicide Prevention Committee	Program that SRVUSD counselors lead to support students and staff, education, professional development for suicide prevention.	$0.00	No
19	Social Emotional/Behavioral Specialist	Support focused at elementary sites	$150,000.00	No
20	Intervention Paraeducators	Increase paraeducators to support MTSS efforts at elementary sites	$950,000.00	No
21	Rainbow Program	The Rainbow Program is a research based early intervention program, at all Elementary schools, 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	$349,219.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.81%	$5,099,625

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The LEA-wide actions/services below are principally directed toward and effective in meeting the District's goals for unduplicated pupils because these services focus on the identified needs of these students. The needs of our unduplicated pupils will be considered first. These services have been deemed the most effective use of supplemental funds for unduplicated pupils based on research, experience, educational theory, and good educational practices. After assessing the needs, conditions, and circumstances of our unduplicated students SRVUSD adopted the following goals.
Goal 1, Action 2, 9, 10,
Goal 2, Action 7, 8
Provide ELD standards and create a San Ramon Valley Unified EL Masterplan. Align instructional materials including, but not limited to new adoptions. These actions will support English Learners academic achievement and thereby increase the percentage of students who make progress toward English proficiency as measured by the ELPAC and will increase the English learner reclassification rates. SRVUSD will continue the current level of EL support (Magnet programs, TSA's, Para educators, clerical support, summer school, busing) and will provide Guided Language Acquisition and Development (GLAD) professional development for elementary teachers. SRVUSD employed TSA's that were principally directed towards unduplicated students. Dashboard data showed that unduplicated student groups (ex. College and Career Readiness for Students with Disabilities less than 11% compared to district average of 77%) required increased and improved services. These coordinators improved or created programs that provided specific and timely interventions, supports and resources.
Goal 1 Action 8 No funds budgeted. However, site data analysis to ensure that unduplicated students have access and opportunity to AP courses. Administrators and counselors provide outreach to students to increase understanding and exposure to AP courses.
Goal 1 Action 10 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 and principally directed towards unduplicated students. District coordinators in STEM, Social Emotional Well Being, and College and Career readiness are critical to seeing improved student achievement.

Goal 2:Action 3: Staff professional development, Action 10: K-5 Social Justice Program, Action 12: Response to Hate and Discrimination Handbook -
After assessing the needs, conditions and circumstances of our unduplicated students, we learned that there is a need for program development, as well as staff development and resources to strengthen equity, social justice, and inclusive practices. In order to address this need, we have put into our plan these action items in Goal 2. We will implement and expand the Social Justice Program to all elementary schools. We will provide staff development designed to increase their understanding of unique challenges of our unduplicated pupils, and provide skills and resources to support students and respond to discrimination effectively. These actions are being provided on an LEA-wide basis with the expectation that all students with a lower sense of connectedness and safety will benefit, especially students with socioeconomically disadvantaged, foster or homeless status who experience chronic stress at a higher rate than their peers.

Goal 3, Action 3: Employ Social Workers, Action 4: SCIP Counseling, Action 7: Wellness Rooms, Action 14: Anti Bullying Program. Action 16: Foster and Homeless Youth, Action 17: Social and Emotional Well Being support at all sites, Action 21 Rainbow Room
SRVUSD school social workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.Foster and Homeless Youth Programs. The SRVUSD student support department and SRVUSD social workers will provide ongoing support of foster and homeless youth in the in form of transportation, food support, clothing, school supplies, academic supporting, in person and virtual tutoring.The School Counseling and Intervention Program (SCIP Counseling), a counseling program sponsored by Discovery Counseling Center and SRVUSD, offers short-term individual and group counseling.Each comprehensive high school will have a Wellness Center, staffed by a counselor. Data shows that many unduplicated students are disengaged, not connected to the school community and facing significant mental health concerns. Wellness rooms have been identified as a successful intervention strategy and first the first time, all four high schools will have a fully staffed wellness room. The anti bullying program identified in action 14 is principally directed towards students with unique needs and student groups that have been identified as receiving and incidents of bullying. The program will equip students and staff with the tools to prevent and/or reduce bullying.SRVUSD student support department and SRVUSD social workers provide ongoing support of foster and homeless youth in the in form of transportation, food support, clothing, school supplies. SRVUSD has made a concerted effort to create and support school site campuses that are warm and welcoming to ALL students. We have provided professional development to staff to start school differently, to focus on the social emotional needs of students and staff instead of immediately jumping into curriculum. Sites have scheduled wellness days, advisory opportunities and other events to provide explicit social emotional support.The Rainbow Program is a research based early intervention program, at all Elementary schools, aimed at the following objectives: Helping students get a good start in school, developing and enhancing social skills, fostering healthy self-concept , improving school adjustments, developing leadership skills and assisting with life transitions.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services will be increased primarily in the area of mental health and wellness. Each high school will have a wellness center with support staff for students and receive training on supporting of homeless students including California McKinney-Vento Homeless Act. Expand resources available to teachers to meet specific needs of unduplicated students. The total 2021-2022 expected investment benefiting foster youth, English learners, and low-income students is expected to be $6.1 million. All unspent supplemental funds will be carried over exclusively for the benefit of these students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$14,452,893.00	$11,689,546.00	$20,000.00	$667,397.00	$26,829,836.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$21,276,987.00	$5,552,849.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	District Wide (K-12) MTSS Professional Development and District MTSS Liaisons assigned at each school site (26 FTE)		$4,797,182.00			$4,797,182.00
1	2	English Learners	Provide ELD standards and create San Ramon Valley Unified EL Masterplan. Aligned instructional materials including, but not limited to new adoptions	$2,000.00				$2,000.00
1	3	All	Professional Development and Implementation of California State Standards, ELD standards. Provide instructional coordinators, teacher release time for trainings, and other associated costs.	$580,968.00				$580,968.00
1	4	All	Increase digital learning opportunities	$138,630.00				$138,630.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	5	All	Increase CTE opportunities at high schools and middle schools, develop exploration courses, increase number of pathways. Expand offerings/choices in CTE to include pathways that include options for Adult Transition students to acquire 21st Century Skills (in addition to retail, janitorial, and food service). Expand offerings/choices in CTE to include pathways to well-paying careers that don't require a college degree, such as the Skilled and Construction Trades.	$1,925,264.00	$1,679,364.00		$99,000.00	$3,703,628.00
1	6	All	Continued implementation of AVID (Advancement via Individual Determination) program.	$73,764.00				$73,764.00
1	7	All	Maintain/Increase the Workability Program and expand employment options.				$71,889.00	$71,889.00
1	8	English Learners Foster Youth Low Income	Increase access to AP courses for unduplicated students.					$0.00
1	9	English Learners	Maintain/Increase English Learner Support.	$544,172.00			$165,308.00	$709,480.00
1	10	English Learners Foster Youth Low Income	Employ District Wide Coordinators:STEM, ELA/English Learner, College and Career Readiness , Social Emotional Learning , Technology and Assessment	$734,520.00				$734,520.00
1	11	All	Implementation and expansion of data collection systems such as Fast Bridge.	$167,000.00				$167,000.00
1	12	All	Develop an SRVUSD Grading reform committee	$5,000.00				$5,000.00
1	13	All	Literacy Leadership Team					$0.00
1	14	All	Provide beginning teacher support (SRVTIP) for new teachers including mentor stipends and mentor and mentee substitutes.	$570,854.00				$570,854.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	15	All	Classified professional development	$8,002.00				$8,002.00
1	16	All	Peer Assistance and Review (PAR)				$1,000.00	$1,000.00
1	17	All	Expand opportunities for parents to engage in hands-on instructional activities					$0.00
1	18	All	Develop opportunities for integrating technology into the curriculum.	$202,000.00			$100,000.00	$302,000.00
1	19	All	Summer School program		$400,000.00		$112,200.00	$512,200.00
1	20	All	Textbook and digital adoptions		$2,300,000.00			$2,300,000.00
1	21	All	Employ a CTE teacher on special assignment and/or CTE coordinator.	$65,713.00				$65,713.00
2	1	All	Employ an SRVUSD Director of Equity	$214,565.00				$214,565.00
2	2	All	Recruit, onboard and retain a more diverse staff.	$50,000.00				$50,000.00
2	3	English Learners Foster Youth Low Income	Staff professional development	$134,878.00				$134,878.00
2	4	All	Ethnic Studies					$0.00
2	5	All	Diversify K-12 Curriculum					$0.00
2	6	All	Community Equity Stakeholder and Engagement Commitees					$0.00
2	7	English Learners	English Learner Paraeducator Support				$100,000.00	$100,000.00
2	8	English Learners	GLAD training	$210,000.00				$210,000.00
2	9	All	Technology Professional Development- Accessibilty		$20,000.00			$20,000.00
2	10	English Learners Foster Youth Low Income	K-5 Social Justice Program	$20,000.00				$20,000.00
2	11	All	Restorative Justice training			$20,000.00		$20,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	English Learners Foster Youth Low Income	Response to Hate and Discrimination Handbook	$20,000.00				$20,000.00
2	13	All	Leadership Development Program					$0.00
3	1	All	Implement Sanford Harmony at elementary schools				$8,000.00	$8,000.00
3	2	All	Speak up and Be Safe (SUBS) program at 2, 4 and 6th grade	$200,000.00				$200,000.00
3	3	English Learners Foster Youth Low Income	Employ SRVUSD Social Workers	$587,580.00				$587,580.00
3	4	English Learners Foster Youth Low Income	Provide School Counseling and Intervention Program (SCIP)services at all sites and Create a vigorous referral system to DIscovery Cente	$436,600.00				$436,600.00
3	5	All	Maintain/Increase Secondary Counseling Support	$4,700,000.00				$4,700,000.00
3	6	All	Elementary Counselors		$1,500,000.00			$1,500,000.00
3	7	English Learners Foster Youth Low Income	Support Wellness Rooms at comprehensive high schools	$723,464.00				$723,464.00
3	8	All	Provide "Street Smarts" driver safety education program					$0.00
3	9	All	Administer the Healthy Kids survey and the annual climate survey to measure the sense of safety and school connectedness.		$13,000.00			$13,000.00
3	10	All	SARB Cordinator	$150,000.00				$150,000.00
3	11	All	Attend Awareness Program	$500.00				$500.00
3	12	All	Behavior Management Training		$30,000.00			$30,000.00
3	13	All	Digitial Citizenship	$70,000.00				$70,000.00
3	14	English Learners Foster Youth Low Income	Anti Bullying Program	$300,000.00				$300,000.00
3	15	All	Crisis Intervention Team					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	16	Foster Youth	Foster and Homeless Youth Programs	$146,942.00			$10,000.00	$156,942.00
3	17	English Learners Foster Youth Low Income	Social and Emotional Well Being support at all sites	$971,258.00				$971,258.00
3	18	All	Suicide Prevention Committee					$0.00
3	19	All	Social Emotional/Behavioral Specialist	$150,000.00				$150,000.00
3	20	All	Intervention Paraeducators		$950,000.00			$950,000.00
3	21	English Learners Foster Youth Low Income	Rainbow Program	$349,219.00				$349,219.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$5,180,633.00	$5,455,941.00
LEA-wide Total:	$5,180,633.00	$5,455,941.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Provide ELD standards and create San Ramon Valley Unified EL Masterplan. Aligned instructional materials including, but not limited to new adoptions	LEA-wide	English Learners	All Schools	$2,000.00	$2,000.00
1	8	Increase access to AP courses for unduplicated students.	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	High Schools		$0.00
1	9	Maintain/Increase English Learner Support.	LEA-wide	English Learners		$544,172.00	$709,480.00
1	10	Employ District Wide Coordinators:STEM, ELA/English Learner, College and Career Readiness , Social Emotional Learning , Technology and Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$734,520.00	$734,520.00
2	3	Staff professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$134,878.00	$134,878.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	English Learner Paraeducator Support	LEA-wide	English Learners	All Schools		$100,000.00
2	8	GLAD training	LEA-wide	English Learners	All Schools	$210,000.00	$210,000.00
2	10	K-5 Social Justice Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
2	12	Response to Hate and Discrimination Handbook	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	$20,000.00
3	3	Employ SRVUSD Social Workers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$587,580.00	$587,580.00
3	4	Provide School Counseling and Intervention Program (SCIP)services at all sites and Create a vigorous referral system to DIscovery Cente	LEA-wide	English Learners Foster Youth Low Income	All Schools	$436,600.00	$436,600.00
3	7	Support Wellness Rooms at comprehensive high schools	LEA-wide	English Learners Foster Youth Low Income	grades 9 -12	$723,464.00	$723,464.00
3	14	Anti Bullying Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	$300,000.00
3	16	Foster and Homeless Youth Programs	LEA-wide	Foster Youth	All Schools	$146,942.00	$156,942.00
3	17	Social and Emotional Well Being support at all sites	LEA-wide	English Learners Foster Youth Low Income	All Schools	$971,258.00	$971,258.00
3	21	Rainbow Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$349,219.00	$349,219.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.