



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools

CDS Code: 49402530000000

School Year: 2024-25

LEA contact information:

Anna Trunnell

Superintendent

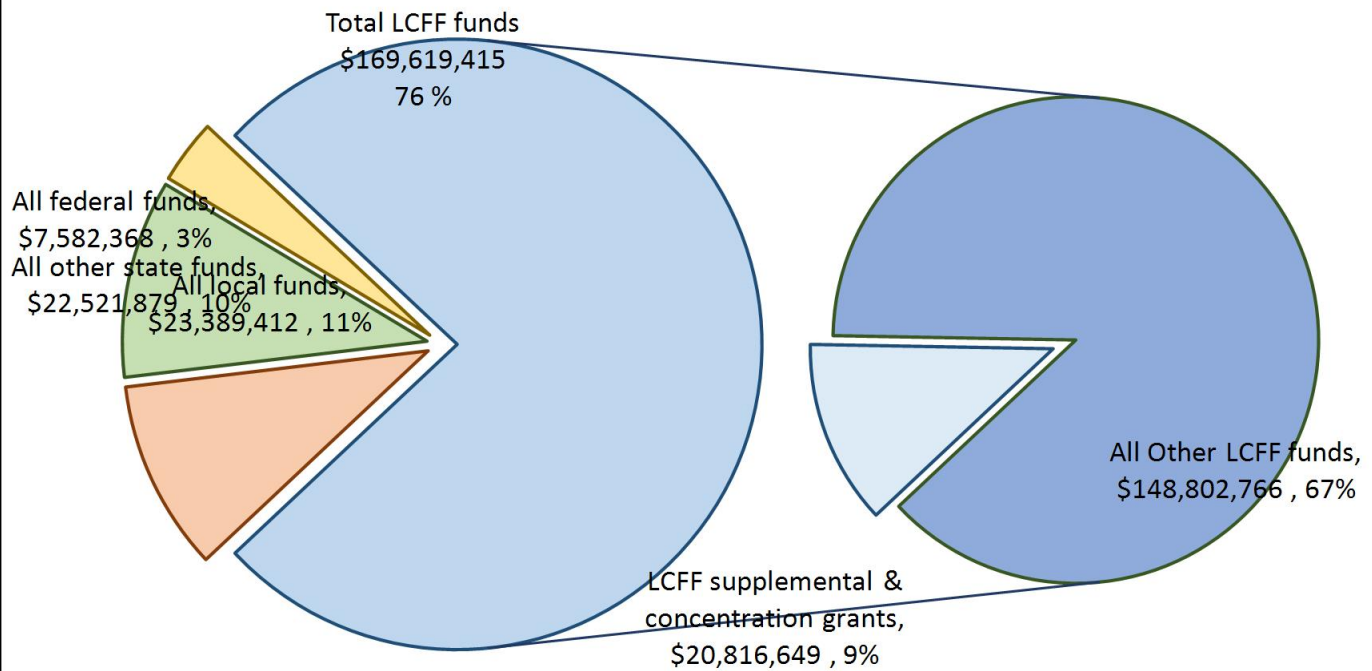
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

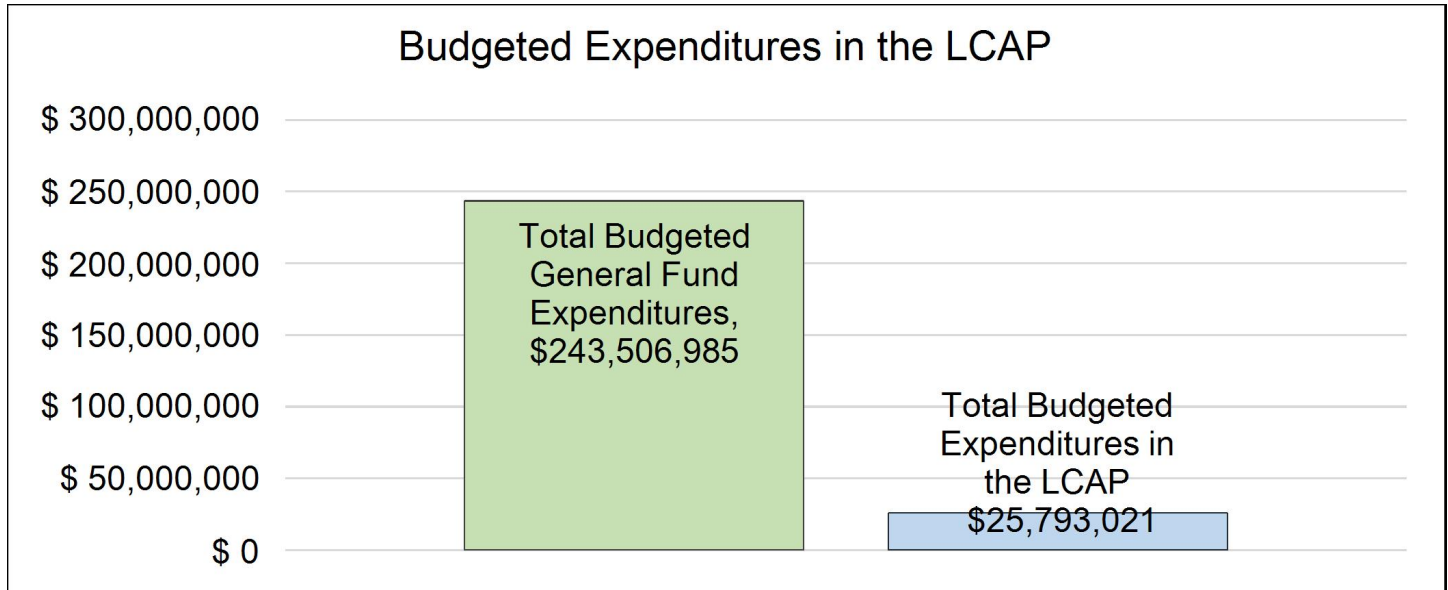


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is \$223,113,074, of which \$169,619,415 is Local Control Funding Formula (LCFF), \$22,521,879 is other state funds, \$23,389,412 is local funds, and \$7,582,368 is federal funds. Of the \$169,619,415 in LCFF Funds, \$20,816,649 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Rosa City Schools plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa City Schools plans to spend \$243,506,985 for the 2024-25 school year. Of that amount, \$25,793,021 is tied to actions/services in the LCAP and \$217,713,964 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

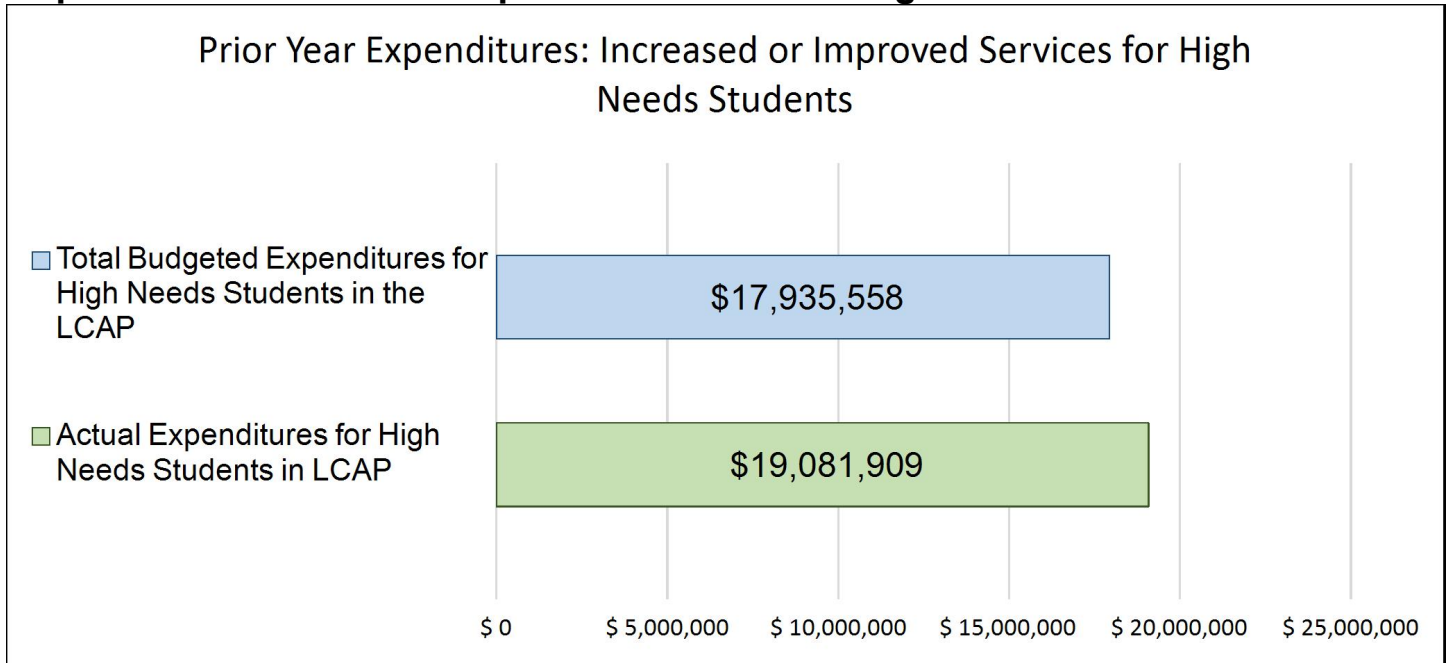
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Assistant Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

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

In 2024-25, Santa Rosa City Schools is projecting it will receive \$20,816,649 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa City Schools plans to spend \$20,816,649 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Santa Rosa City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa City Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Santa Rosa City Schools's LCAP budgeted \$17,935,558 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent \$19,081,909 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Anna Trunnell Superintendent	atrunnell@srcs.k12.ca.us (707) 890-3800

Goals and Actions

Goal

Goal #	Description
1	SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 College and Career Readiness, Graduation Rate	Graduation Rate: 84.3 % per Data Quest 19-20.	Graduation Rate: 80.4% per Dataquest 20-21. 2021-2022 data can be reported in the Fall of 2022.	84.20%	82.60%	The percentage of students graduating will have increased by 5% over a three year period.
1.2 College and Career Readiness, A-G completers	Cohort Graduates Meeting CSU/UC A-G Requirements: 26.7%	Cohort Graduates Meeting CSU/UC A-G Requirements: 22%	22%	33.80%	The percentage of students meeting CSU/UC requirements when graduating will have increased 15% over a three-year period.
1.3 College and Career Readiness, Advanced Placement Enrollment	1025	974	1021	1062	The percentage of students taking Advanced Placement courses will have increased by 5% over a three year period.
1.4 Increase the number of students who complete a CTE pathway by the time	107 CTE pathway completers in 2019-20 representing 10.93% of graduates	110 CTE Pathway Completers in the 2020-21 school year. Of those, 67 were	121 CTE Pathway Completers in the 2021-22 school year. Of those, 95 were	2022-23 school year CTE Pathway Completers: Total: 83	The percentage of CTE Pathway Completers will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>they graduate, compared to the total HS diploma graduates</p> <p>*REVISED 2022-2023 METRIC = INCREASE THE NUMBER OF STUDENTS WHO COMPLETE A CTE PATHWAY</p>		Senior CTE Pathway Completers in 2020-21, representing 4.25% of graduates.	Senior CTE Pathway Completers in 2021-22, representing 5.43% of graduates. 2022-2023 data can be reported in the Fall of 2023.	Seniors: 81 Graduates: 5.1%	increase by 5% over a three year period.
<p>1.5 Increase student agency and voice</p> <p>*REVISED METRIC = INCREASE STUDENT AGENCY AND VOICE THROUGH DISTRICT INITIATIVES (E.G., ROOSTER FELLOWSHIP, DESIGN TEAM, SITE BASED COLLECTIVES, ETC.)</p>	Youth Truth Survey, Student Collective	Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Belonging: Elementary = 52% Middle = 43% High = 38% (found in Student Synthesis report of 2022)	Youth Truth Feb 2023 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Belonging: Elementary = 30% Middle = 38% High = 35% (found in Student Synthesis report of 2023)	Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) Belonging: Elementary = 30% Middle = 38% High = 37%	The analysis of baseline data will inform the outcome goal.
1.6 Increase the number of students scoring at, near or above standard on the ELA SBAC	Elementary SBAC ELA 18/19 Met or Exceeded Standards % 3rd Grade: 36.04%	2021-2022 SBAC data will be available in the Fall of 2022. Elementary SBAC ELA	2022-2023 SBAC data will be available in the Fall of 2022. Elementary SBAC ELA	Elementary SBAC ELA 22-23 Met or Exceeded Standards 3rd Grade: 28.40% 4th Grade: 37.41% 5th Grade: 31.31%	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4th Grade: 38.72% 5th Grade: 40.4% 6th Grade: 42.54% Secondary SBAC ELA 18/19 Met or Exceeded Standards % 7th Grade: 53.33% 8th Grade: 44.82% 11th Grade: 61.98%	18/19 Met or Exceeded Standards % 3rd Grade: 36.04% 4th Grade: 38.72% 5th Grade: 40.4% 6th Grade: 42.54% Secondary SBAC ELA 18/19 Met or Exceeded Standards % 7th Grade: 53.33% 8th Grade: 44.82% 11th Grade: 61.98%	21-22 Met or Exceeded Standards % 3rd Grade: 29.4 4th Grade: 28.99 5th Grade: 38.4 6th Grade: 38 Secondary SBAC ELA 21-22 Met or Exceeded Standards % 7th Grade: 37 8th Grade: 30.9 11th Grade: 47.2	6th Grade: 35.38% Secondary SBAC ELA 22-23 Met or Exceeded 7th Grade: 30.40% 8th Grade: 25.11% 11th Grade: 49.85%	
1.7 Increase the number of students scoring proficient or above on the reading comprehension of the Let's Go Learn DORA test *REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S DORA CAASPP	LGL DORA Reading Comprehension: 3rd-6th: 62.4%	"LGL DORA Reading Comprehension: 3rd-6th: 65%"	"LGL DORA Reading Comprehension: 3rd-6th: 55.9 %"	LGL DORA Reading Comprehension: 3rd-6th: 64.7%	The percentage of students scoring proficient or above on the reading comprehension subtest of Let's Go Learn DORA test will increase by 5% over the three-year period

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PREDICTIVE INDICATORS					
1.8 Increase the number of students scoring at grade level or above on the NWEA/MAP reading diagnostic tests that correlate grade	MAP Reading	<p>Spring 2022 MAP Projection for meeting or exceeding CAASPP ELA grade-level standards: 2nd = 24.2% 3rd = 29.6% 4th = 21.1% 5th = 12.8% 6th = 15.3% 7th = no statistically relevant data available 11th = 29%</p> <p>*Only 2 elementary schools and 1 high school are present in the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data.</p>	<p>January 2023 MAP Projection for meeting or exceeding CAASPP ELA grade level standards: 7th = 41.9%; 8th = 33%; 11th = 41.1%</p>	<p>January 2024 MAP Projection for meeting or exceeding CAASPP ELA grade level standards: 7th = 40.2%; 8th = 22.6%; 11th = 40.1%</p>	The analysis of baseline data will inform the outcome goal.
1.9 Increase the number of students scoring at grade level or above on the NWEA/MAP math diagnostic tests that	MAP Math	<p>"Spring 2022 MAP Projection for meeting or exceeding CAASPP MATH grade level standards: 2nd = 33.6% 3rd = 29.1%</p>	<p>"January 2023 MAP Projection for meeting or exceeding CAASPP MATH grade-level standards: 7th = 22.3%</p>	<p>January 2024 MAP Projection for meeting or exceeding CAASPP Math grade level standards: 7th = 12.9%; 8th = 5.9%;</p>	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
correlate to the SBAC tests		4th = 23.1% 5th= 5.3% 6th = 26.4% 7th = 3% 11th = no statistically relevant data available% *Only 2 elementary schools and 1 high school are present in the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data."	8th = 21.7% 11th = 40%	11th = no statistically relevant data as use of this assessment was discontinued.	
1.10 Increase the EL reclassification rate	"RFEP Rates 19-20 SY Elementary: 29.2% Middle: 25.31% High: 31.9%"	Reclassification rates: Elementary- 3.7%, Middle- 7.97%, High- 2.49%. Reclassification was impacted by the pandemic. CDE reclassification reporting changed which also impacted data	2022-2023 Reclassification rates: Elementary 11%, Middle 12%, High 7% Reclassification rates continued to be impacted by the pandemic.	2023-2024 Reclassification rates: Elementary 10.1%, Middle 8.4%, and High 5%.	The percentage of students being reclassified would increase by 10% over a three year period.
1.11 Increase the number of students scoring at, near or above standard on the Math SBAC test	"Elementary SBAC Math 18/19 Met or Exceeded Standards %	"2021-2022 SBAC data will be available in the Fall of 2022.	"2022-2023 SBAC data will be available in the Fall of 2022.	Math SBAC Math 22-23 Met or Exceeded Standards Elementary 3rd Grade: 30.98%	The percentage of students scoring at, near or above standard on SBAC and other local

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86% Secondary SBAC Math 18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%"	Elementary SBAC Math 18/19 Met or Exceeded Standards % 3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86% Secondary SBAC Math 18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%"2021-2022 SBAC data will be available in the Fall of 2022. Elementary SBAC Math 18/19 Met or Exceeded Standards % 3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86% Secondary SBAC Math	Elementary SBAC Math 21-22 Met or Exceeded Standards % 3rd Grade: 30.4 4th Grade: 25.8 5th Grade: 27 6th Grade: 29.7 Secondary SBAC Math 21-22 Met or Exceeded Standards % 7th Grade: 25.5 8th Grade: 17.1 11th Grade: 22.7"	4th Grade: 29.20% 5th Grade: 20.33% 6th Grade: 28.10% Secondary SBAC Math 22-23 Met or Exceeded Standards 7th Grade: 15.79% 8th Grade: 8.10% 11th Grade: 27.95%	measures will have increased by a total of 15% over a three year period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%			
1.12 Increase the number of students scoring proficient or above on the Let's Go Learn ADAM test *REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S ADAM CAASPP PREDICTIVE INDICATORS	LGL ADAM Total Math: 3rd-6th: 43.7%"	LGL ADAM Total Math: 3rd-6th: 49%"	LGL ADAM Total Math: 3rd-6th:39.3 %"	LGL ADAM Total Math: 3rd-6th:43.5%	The percentage of students scoring proficient or above on the Let's Go Learn ADAM test will increase by 5% over the three-year period.
1.13 Implementation of Standards-based Curriculum, Text Books, and Materials	100% implementation of State Board and or District adopted materials	In 2021-22, measurements included non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester	In 2022-2023, measurements included non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester	In 2023,-2024 measurements include non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester assessments; 7-12	100% implementation of State- and District-adopted standards-based curriculum for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		assessments; 7-12 unit and semester common assessments in some courses and disciplines. The district is identifying additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	assessments; 7-12 unit and semester common assessments in some courses and disciplines. The district continues to identify additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	unit and semester common assessments in some courses and disciplines. The district continues to identify additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	
1.14 Reduce the over identification of English Learners In Special Education	Using Baseline from 2019 & 2020 from the SEIS system of initial IEPs broken down by sub-groups	In 2021 the percentage of students with disabilities in SRCS was 15%. In Sonoma County, it was 14.57%, and in the State, it was 12.48%. As a subgroup, English Learners were SRCS 29.04 %, the County 25.51%, and the State 26.0%.	In 2022 the percentage of students with disabilities in SRCS was 15.24%; in Sonoma County, it was 14.10%, and in the State, it was 12.65%. As a subgroup, English Learners were SRCS 30.38%, the County 25.69%, and the State 26.41%.	The 2022 Dashboard published a percent of Special Education for both Districts as a combined 16.1 %. The 2023 Dashboard was published with a rate of 17.4% a continued rise of 1.3%.	In Collaboration between the Multilingual and the Special Services department the desired outcome is to stop the increase and return to pre-pandemic levels below 28% of English Learners identified in Special Education.
1.15 Increase the number of Students in Special Education that graduate with a Diploma, as measured	Pending the Final end-of-year report from the Student Information System, the baseline from SEIS is 82.56% of	2021-2022 data was not reported on the California Dashboard	As measured by the California Dashboard, the 2022 Graduation rate was 85.4%, and the Rate for Students	the Dashboard posted a Special Education student grad rate of 63.2, a decline of 4%.	For the end of year report from SEIS we expect to see a 3 % increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the “completer” field in the SIS,	Special Education students in High School are on a Diploma track.		with Disabilities was 67.6%		
1.16 Access to a broad course of study, including programs developed and provided to unduplicated students and individuals with exceptional needs.	<p>The baseline percentages and total percentage below measure the percentage of Latinx, Black, and unduplicated pupils who had access to a broad course of study before SRCS moved to fully aligned A-G, CCSS courses across the whole district.</p> <p>Latino/Hispanic 98.36% unduplicated 98.41% African American/Black 97.99%</p> <p>Total: 98.35</p>	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the SRCS website under families.	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the SRCS website under families.	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the SRCS website under families.	All students groups will be at 100%
1.17 Increase the number of students who have made growth towards EL proficiency.	% of students making growth: 24.25%	% of students making growth: 24.25% Data will be available in Aug. 2022	Overall 24.37% of all EL students made growth. 26.2% or 615 students made 1 to 2 level growth, 5.4% or 126 student made a 2	Overall 35% of all EL students made growth as measured by the English Language Proficiency exam	10% over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			to 3 level growth as measured by the English Language Proficiency exam (ELPAC) for the 2022-2023 school year.	(ELPAC) for the 2023-2024 school year. 8.35% or 182 students made 1 to 2 level growth. 11.33% or 247 student made a 2 to 3 level growth.	
1.18 College and Career Readiness, % of students who scored 3 or higher on the AP exam *REVISED METIC = COLLEGE AND CAREER READINESS - % OF STUDENTS WHO SCORED A 3 OR HIGHER ON THE AP EXAM OR A 4 OR HIGHER ON THE IB EXAM	% of students: 58%	AP scores will be released in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.	71.31% = 890.0/1248	68.19% = 553.0/811	68% of students passing AP exams
1.19 Students completing either A-G OR CTE Requirements	17.8% of students were College and Career Ready in 2019.	17.8% of students were College and Career Ready in 2019. New data will be available in the Fall of 2022.	556 / 2620 or 21.22%	545 / 2312 or 23.57%	3% growth each year
1.20 College and Career Readiness as	% of students meeting standard: 0%	% of students meeting standard: 0%	"516 / 2891 or 17.85%	513 / 2972 or 17.26%	3% growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Measured by EAP score of 3 or higher.</p> <p>*REVISED METRIC = COLLEGE AND CAREER READINESS AS MEASURED BY AN EAP SCORE OF 3 OR HIGHER</p>		<p>The percentages above are from an incomplete CDE data file that will be updated in September. Updated data will be available in the Fall of 2022.</p>	<p>Note that this metric now uses CAASPP tests. We are requiring proficiency in both math and ELA."</p>		
<p>1.21 Decrease the number of students dropping out of high school.</p>	<p>Current high school dropout rate: 9.9%</p> <p>Latino/Hispanic 11.7% American Indian/Alaskan Native 23.1% Asian 8.6% African American/Black 13.6% Filipino 5% Native Hawaiian/Pacific redacted 2 or more 9.8 % White 7.5 %</p>	<p>"2020-21 high school dropout rate: 10.9%</p> <p>Latino/Hispanic 13.4% American Indian/Alaskan Native 23.1% Asian 8.6% African American/Black 15.9% Filipino 5% Native Hawaiian/Pacific redacted 2 or more 9.8% White 7.9 %</p>	<p>"2021-22 high school dropout rate: 11.5%</p> <p>Latino/Hispanic 14.3% American Indian/Alaskan Native 21.7% Asian 3.2% African American/Black 8.6% Filipino 0% Native Hawaiian/Pacific 7.7% 2 or more % White 11.6%</p> <p>Information pulled from DataQuest</p>	<p>2022-23 high school dropout rate: 12.5% 16.5% Latino/Hispanic 13%American Indian/Alaskan Native Asian 10.8% African American/Black 4.5% Filipino 16.7% Native Hawaiian/Pacific 5.8% 2 or more races 8.6%White</p> <p>Information pulled from DataQuest Adjusted Cohort Outcome Report</p>	<p>2% decrease each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-22 data will be released and available at the end of August 2022 "	Adjusted Cohort Outcome Report		
1.22 Decrease the number of students dropping out of middle school.	Current middle school dropout rate: 1.9%	Current middle school dropout rate: 1.9%. SRCS will provide the 21-22 middle school drop out rate in November 2022	3 / 2,402 or 0.125 %	5 / 2383 or 0.002%	0%
1.23 Student access to instructional materials	100% implementation of State Board and or District adopted materials	Williams Report showed no curriculum deficiencies.	Williams Report showed no curriculum deficiencies.	Williams Report showed no curriculum deficiencies.	All students will have complete access to the appropriate subject and discipline specific materials needed to academically excel as measured with 100% compliance with the Williams Act.
*ALL REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Goal Analysis

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

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

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander, homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted toward enhancing outcomes in the preceding areas.

There are several items within Goal 1 that resulted in substantive differences in planned actions compared to actual implementation for varied reasons. Lower financial implementation was due to positions being unfilled, other funds being used to cover projected costs and circumstantial barriers such as a lack of substitutes restricting teachers from participating in Collaborative Curriculum Design. Larger financial commitments were made in several categories to ensure greater implementation including expanded professional learning opportunities and previous financial funding streams moved into the LCAP for compliance.

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

Lower financial implementation in this area was due to positions being unfilled, other funds being used to cover projected costs and circumstantial barriers such as a lack of substitutes restricting teachers from participating in Collaborative Curriculum Design. Larger financial commitments were made in several categories to ensure greater implementation including expanded professional learning opportunities and previous financial funding streams moved into the LCAP for compliance. The level of financial support overall for increased or improved services was not reduced.

1.3 There was a substantial amount of funding not expended on Collaborative Curriculum and Design (CCD) TK-6 due to a lack of subs and teachers not being able to meet during or after school.

1.4 Less than half of the action for funding supplemental curriculum was not expended due to funds being offered through grants and site funding.

1.6 Provide Secondary Counselors: This action was added after in order to provide needed actions and services.

1.7 Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education - expenditures were less than budgeted due to lack of substitute teachers as well as some costs covered by site funds.

1.8 Provide College Preparatory Assessments for Qualifying Students - provided with other funds.

1.9 Career Technical Education (CTE) - provided with other funds / grants.

1.12 Math Redesign Actions expanded to include additional professional learning for administrators, math leaders, additional High School Math teachers across upper level courses, elementary teachers K-3rd, and TOSA's.

1.13 AVID Growth: Action was partially site funded and this initiative has downscaled as these services are being provided through other actions.

1.22 - The middle school MTSS Counselor position was new this year (2.0 FTE total - .5 FTE at each middle school). This action included an increase in additional FTEs which led to an expenditure exceeding the budgeted amount.

1.24 Multilingual Learner Support Systems- expenditures were less than budgeted due to a lack of subs and teachers not being able to meet during or after school.

1.27 - SRCS did not spend as much as allocated with its data and reporting systems as some of the expected costs for particular systems and platforms were covered by other funds. SRCS relies on these to track data and make formative adjustments to services during the year. It also relies on many of these platforms to enable thoughtful reflection on student performance.

1.32 Elementary Prep via Music: Expenditure was less than budgeted due to actual staffing cost.

1.34 The funding requirements for Multilingual Learners Classroom Support grew due to the incorporation of positions previously financed by restricted funds into this category for compliance reasons.

1.35 - Funding remained for 23-24 SY due to the inability to post and recruit for positions.

1.36 - Programs at Secondary Schools: This action originally provided funding to credit recovery programs for all of our high schools. A total of 16 teachers were needed to meet the school site needs. Additionally, SRCS leadership approved the use of this action item to support a pilot after-school program at Herbert Slater Middle School. A request for this program came as a result of some citizenship issues at the school, and Coordinators in the Education Services and Wellness & Engagement Departments collaborated with an SRCS teacher to develop the Level Up! Program. This pilot program provided support to students in the areas of personal management and physical fitness.

1.37 Supports for Increased Inclusive practices- additional funds were directed for this action due to increased need and to re-prioritize available funding from other actions.

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

SRCS had one major action that was never implemented due to the decision to never hire the positions for the targeted support of elementary students. The action never materialized due to a lack of hiring.

With other actions, SRCS focused during the 2023-2024 school year on continuing to support multilingual learners, led by the concerted work to update and make more practical the English Language Learner Master Plan. This also included scaling up the Language Acceleration Review Committees at the sites so that greater attention to regular support could be more directly held as a responsibility at the sites. This focus also surfaced in the intentional hiring of more staff and the use of data systems to support best first instructional practices that applied

integrated and designated ELD strategies and approaches. Finally, this also included the process for intakes of Newcomers to streamline these processes and the continued support of AVID site licenses where Latinx students continue to experience success. Many of these actions were being implemented throughout the 2022-2024 school years and were fully implemented and routinized closer to the end of the Spring 2024 semester. These actions are now firmly embedded in the practices of the district moving forward and are expected to continue to improve the services and practices with Multilingual Learners for better outcomes moving forward. Despite the increasing effectiveness of the previously mentioned actions, SRCS continued to find that the LCAP counselor positions could not properly serve the Multilingual Learner student population due to the ratio of students to counselors.

Along with increased support for Multilingual Learners, SRCS engaged in actions that were intended to support the entire unduplicated student body. One strategic decision continues to be employing extra counselors such as MTSS and College and Career Center counselors, working to support students across the whole system with individualized attention to help them when they struggle academically and when they need extra guidance for applying to college, getting financial aid, and more. This also included collaborating with middle school counselors on a career day for students that piqued their interest in high school pathways and industry connections so that college and career get balanced attention in the district. In conjunction with supporting students at higher grade levels, there was also a concerted effort to support younger learners throughout, with a focus on mathematics instruction, literacy support, a focus on the arts (especially music), and a team of TOSAs supporting sites with the best first instruction. Most of these supports directed at elementary and middle school students were based on the idea that the best first instruction at the younger grade levels will produce better student academic outcomes, including graduation and high school outcomes. Some of these improvements were hinted at by slightly higher CAASPP scores that should continue to improve with this focus on quality classroom instruction.

Also, SRCS employed actions related to materials purchases, library book replacement and updating, credit recovery platforms, and more. All of these actions are centered on making sure that unduplicated pupils have extra support beyond classroom instruction and essential personnel to help them thrive. This means that students must have the resources, materials, and opportunities to achieve academically with wrap-around supports that encompass all aspects of the school experience. This can include data systems and platforms used by school personnel to identify students for programmatic and extra support, as well as providing support with reduced fees for things like AP exams and more.

Lastly, SRCS directs actions and funds to support students with proactive and responsive systems and programs to ensure students thrive. On the proactive side, SRCS does many things, including the continued implementation of Ethnic Studies district-wide, thus providing students the ability to see and explore themselves in the curriculum, finding cultural relevance and identity connections throughout their learning. On the more responsive side, SRCS engages in supports like secondary school evening academy opportunities, where students can engage with in-person instruction beyond the school day for credit recovery and extended learning opportunities that allow them to graduate on time with their cohort class, allowing for significant credit recovery and higher graduation rates than would otherwise be possible.

All of the above actions are centered on supporting unduplicated pupils so they achieve higher academic outcomes through services, supports, personnel, and opportunities that encourage a focus on students as capable academic individuals who bring a wealth of assets to the classroom that can be tapped into through intentional actions leveraged to accelerate learning and growth. As a comprehensive package, these actions had a positive impact on student outcomes when considering CAASPP growth, as well as when considering ATSI and CSI designations and the changes with those.

For CAASPP testing for ELA, Math, and Science in SRCS this academic year, results show a gain overall in the district in both English Language Arts (ELA) and Math. From the 2021/22 school year to the 2022/23 school year, the overall district gain for ELA was 1.82% (from 30.48% to 32.30%), and for Math was 2.23% (from 22.37% to 24.60%). Efforts to work with schools that qualified for differentiated assistance over the past few years are showing results. In the coming 2024-25 school year: 9 schools exited Additional Targeted Support and Improvement (ATSI) status, 4 schools remained out of ATSI/Comprehensive School Improvement (CSI) status, 6 schools showed no change/remained in ATSI status, 2 schools remain in CSI status 2 new schools became CSI-eligible 1 school exited CSI. For ELs, scores from the 2021/2022 School year had 15 schools designated as performing in the lowest 5%. For the 2022/2023 school year, SRCS went down to 6 schools with the same designation.

1.2 - The Language Acceleration Review Committee (LARC) continues to meet regularly at school sites and specifically meet to discuss the placement, achievement, and support of Multilingual learners. LARC meetings at the sites have increased steadily in the last two years. Many sites have developed site-specific support plans/proposals based on identified needs. These committees aim to systematically identify and develop support plans and actions to ensure the academic success of Multilingual learners.

1.5 This action aimed to support staff members in receiving training on the administration of local assessments such as Let's Go Learn and retrieval of data reports to inform instruction and support. Other training and support provided through this action included training on Rosetta Stone Foundations and a pilot for Newcomer curriculum. The Multilingual Services team provided monthly collaboration time for staff districtwide on cycles of inquiry, station rotations, best first instructional strategies for core content as well as Integrated and Designated ELD. Voluntary training and collaboration have continuously been attended by staff members districtwide, providing positive feedback on the achieved learning outcomes for attendees.

1.7 - The Ethnic Studies programmatic implementation continued to require collaboration around course development, and SRCS spent the 2023-2024 school year designing a Native American Studies course by partnering with the California Indian Museum and Cultural Center as well as with Redbud Resources. In addition, SRCS funded teacher collaboration with the Ethnic Studies TOSA to create and write a Small Group Instruction Ethnic Studies English course so that students in the SDC setting will also have clear access to meet the SRCS graduation requirement.

1.8 - SRCS provided support for reduced college entrance exam costs for AP and IB testing, helping unduplicated pupils have better access to take these exams at less of a financial cost.

1.9 - A Career Day was held for over 900 8th graders during the 2023-24 school year. Students had the opportunity to engage with industry, post-secondary, and organization professionals, experience interactive displays, and learn more about various postsecondary opportunities. Based on survey feedback, 100% of the Industry indicated that the event was positive, and they want to engage in future work-based learning opportunities with SRCS. 95% of students completing the feedback survey indicated that the Career Day assisted them in knowing more about the career options available in our area. 97.5% would recommend another student to attend the Career Day. 100% of staff surveyed indicated that the Career Day assisted their students in knowing more about the career options available in our area. Middle School counselors would like to have a Career Day again next school year in alignment with the open enrollment window. In partnership with the North Bay Trades Introduction Program, a Women in Construction Camp was held for all three years. In 2022 and 2023, twenty-five students completed the camp and earned first aide certification. The 2024 camp will conclude on May 18th. A work-based learning professional development was provided to CTE teachers in May. This professional development focused on developing a shared understanding of the scope sequence and resources to support implementing work-based learning as an instructional strategy.

1.10 Supporting Visual and Performing Arts TK-12 was effective. The TOSA supported grades 1-6 providing elementary music support to music teachers and two professional development opportunities were offered through a partnership with the Luther Burbank and Kennedy Center. The TOSA supported site building plans for Prop 28.

1.12 - Math Redesign: Professional Learning was provided across elementary to high school teachers and leaders on strategies to support growth mindset, Building Thinking Classrooms, and the launch of the New California Math Framework. Increased opportunities for collaboration and support to teachers facilitated the strengthening of course offerings, adoption of new instructional strategies, and increased coherence Tk-12th.

1.13 - SRCS continued to support 4 schools with their AVID site licenses and continues to see almost all students in AVID graduate with their 4-year cohort.

1.14 When the LCAP Counselor positions were implemented there were a total of five positions. In 2020, three of these positions were vacant and eliminated. The two remaining Counselors supported 11 secondary school sites. This action was ineffective in accomplishing the desired outcomes that were intended with these positions.

1.17 Prevention and Intervention Systems supported staff in gaining strategies to support students academically at a variety of levels.

1.18 - According to the California Student Aid Commission Race to Submit Dashboard, in 2022 47.8% of seniors submitted a financial aid application. In 2023, 67.78% submitted a financial aid application. In 2024, 59.39% submitted a FAFSA/CA Dream Act application. Funding was also utilized to staff a dedicated College and Career Counselor at each comprehensive school site and a .2 FTE College and Career Counselor at the district's continuation high school. Funding also supported Cash for College Nights for SRCS students and families, materials and supplies for the College and Career Center, and college and career-related field trips. A College and Career Collaborative, consisting of postsecondary partners, 10K Degrees, and College and Career Counselors, met three times this school year.

1.19 The TOSA team for elementary schools was effective. Staff received training, demonstration lessons, and support on ways to differentiate depending on student need through data dives. Many sites were able to implement a Walk to Read program to support student literacy needs.

1.20 - SRCS continued to use credit recovery software licenses to support unduplicated pupils in recouping credits to graduate on time with their 4-year cohort. As the metrics show, students at multiple schools throughout the district continue to recoup significant credits to help with graduation.

1.22 - Funding was utilized to support staffing MTSS School Counselor support at each high school. A new middle school MTSS Counselor was created this school year, and due to hiring challenges one position was filled mid-year, and the other still remains unfilled. MTSS Counselors met monthly to develop coherence in the systems and structures to support students.

1.23 Advanced Learner Plan was implemented by offering two family nights incorporating hands-on Science activities and an honors band concert.

1.24 This action supported the implementation of the Newcomer Intake Process and assessment support for Multilingual learners as well as supporting the revision of the SRCS English Learner Master Plan. This work was completed. This action was effective in obtaining the desired outcomes.

1.27 - SRCS uses all of its data platforms to track, report, and reflect on student performance, in both summative and formative contexts. Moving forward, SRCS has worked hard in using the data platform aspects of the Aeries student information system to generate student data related to performance that mirrors the functionality of other platforms. Thus, this action is important for being data-rich and making analytical decisions.

1.29 Tier 1 and Tier 2 intervention curriculum was highly successful, as seen through site data using the Core Phonics Screener.

1.30 This action was identified for a specific school site where students were disproportionately not able to take elective courses because they did not have enough time in their instructional day to access these courses. The site implemented a 7-period day, and all students have access to CTS and VAPA courses. This action also supports a 1.0 FTE TOSA focused on the support and expansion of the Dual Language Immersion program. This action has been effective and will continue.

1.34 2023-2024 was the first year in this LCAP cycle when this action was fully operational, as all staff members were hired. Three FTE positions focused on supporting the elementary sites, and 3 FTE positions supported the secondary sites through individual push-in support of best first instructional strategies for differentiation. One FTE position supports all sites districtwide with programmatic support. This action has been effective and will continue. Funds were offered to sites to support new books in their school libraries. Sites were thrilled to be able to buy new and relevant books for students.

1.32 TK-6 music funds for supporting music teachers to offer a sound music program built on standards and supporting students' love for music.

1.35 - N/A. Unable to evaluate the efficacy of expenditure.

1.36 Programs at Secondary Schools: 16 teachers were funded to support 363 students in credit recovery courses. Additionally, 35 students were originally enrolled in the Level Up! Program. Attendance in this program steadily dropped, making it difficult to determine the longitudinal impact. Surveys provided to students and staff helped to measure program effectiveness and suggested improvements if this type of program were to continue.

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.

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander, homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted toward enhancing outcomes in the preceding areas.

With the expiration of one-time emergency funds, the 2024-27 LCAP will be moving to a new theory of action, which focuses on building capacity and follows a more sustainable financial model.

SRCS will focus on Tier 1 first best instruction in a more aligned, coherent, and intentional manner so that less credit recovery opportunities are needed. Additionally, SRCS will work with individual school sites to concentrate efforts on building and maintaining after-school programs that specifically serve the needs of their students.

Elementary TOSA positions will no longer be supported through additional funding sources. The gradual release model they began to implement will support the classroom teachers in continuing to support differentiation and Walk to Read within their individual classrooms and schools. The Advanced Learner Plan was implemented by TOSA's conducting the Raven assessment and offering two family nights. Because TOSA positions will no longer be funded it is unclear if this identification and assessment program will continue. The music program TK-6 will be offered in a different manner. The Blitz program will be offered to students in grades 5-6 instead of grades 4-6 and with three offerings instead of four. Preparatory support will continue to be provided to classroom teachers without interruption. Music teachers will be taking on the work of the VAPA TOSA due to a funding change.

For Math Redesign greater emphasis will be placed on leadership development, site based actions, observational data, instructional alignment and practices consistent with the New Math Framework. SRCS uses all of its data platforms to track, report, and reflect on student performance, in both summative and formative contexts.

Based on stakeholder feedback and College and Career Readiness indicator data, there will be an increased focus, as well as funding allocated, to support Career Technical Education and College and Career Readiness activities.

We will continue to refine our CCD units for Elementary with multilingual services, focusing on D-ELD components.

Site Libraries will continue to receive financial support to update books focusing on culturally relevant materials.

Continuing our partnership with CAP Sonoma, providing families opportunities to engage their children at an early age. Data and assessment systems at elementary will switch to I-Ready to align instruction to curriculum (new adoption of Magnetic reading) however, Dibels and DRA assessments will continue.

Elementary TOSA positions will no longer be supported through additional funding sources. The gradual release model they began to implement will support the classroom teachers continuing to support differentiation and Walk to Read within their individual classrooms and school.

The music program TK-6 will be offered in a different manner. The Blitz program will be offered to students in grades 5-6 instead of grade 4-6 and with three offering instead of four. Preparatory support will continue to classroom teachers without interruption. Music teachers will be taking on the work of the VAPA TOSA due to a funding change.

The Advanced Learner Plan had been implemented by TOSA's conducting the Raven assessment and by offering two family nights. Because TOSA positions will no longer be funded it is unclear if this identification and assessment program will continue.

Goal 1 - Based on stakeholder feedback and College and Career Readiness indicator data, there will be an increased focus, as well as funding allocated, to support Career Technical Education and College and Career Readiness activities.

1.12 Math Redesign: Greater emphasis will be placed on leadership development, site based actions, observational data, instructional alignment and practices consistent with the New Math Framework.

1.27 - SRCS uses all of its data platforms to track, report, and reflect on student performance, in both summative and formative contexts.

Moving forward, SRCS has worked hard in using the data platform aspects of the Aeries student information system to generate student data related to performance that mirrors the functionality of other platforms. Thus, SRCS will reduce its expenditures here for future years, though it will continue to generate data in robust ways by maximizing features of other platforms and systems, being more efficient with its finances.

1.35 - Goal subsumed into Goal 1.11 request for 24-25 SY.

1.36 - SRCS will focus on Tier 1 first best instruction in a more aligned, coherent, and intentional manner so that less credit recovery opportunities are needed. Additionally, SRCS will work with individual school sites to concentrate efforts on building and maintaining after-school programs that specifically serve the needs of their students.

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

Goals and Actions

Goal

Goal #	Description
2	SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Chronic Absenteeism	Dashboard 2018-19 Chronic Absenteeism %: K-8 = 14% DataQuest 2018-19 Chronic Absenteeism %: K-6 = 12.40% 7-12 = 18.90%	K-6 = 29.8% for the 2020-2021 SY; 7-12 = 29.7% for the 2020-2021 SY; 2021-2022 data can be reported in the Fall of 2022.	K-6 =for the 2021-2022 SY; 7-12 = % for the 2021-2022 SY; 2021-2022; 2022-23 k-8 39.8%	2022-23 K-6 36.1%, 7-12 38.3 %	Green target or better is achieved in dashboard or less than 10%
2.2 Attendance Rate *REVISED METRIC = AVERAGE DAILY ATTENDANCE RATE	2019-20 Attendance Rate (K-3) P1: 95.61% P2: 94.95% Attendance Rate (4-6) P1: 95.92% P2: 95.05% Attendance Rate (7-8) P1: 95.15% P2: 94.76% Attendance Rate	P1 for 2021-2022: Elementary = 89.28%; secondary = 90.97% The 21-22 P2 ADA% are as follows: Elementary: 88.41% Secondary: 88.98% 2021-22 ADA was heavily impacted by the COVID-19 pandemic and	Santa Rosa Elementary 2022-23 P-2 RATIO: District ADA-to-Enrollment 91.04% 2022-23 P-1 RATIO: District ADA-to-Enrollment 90.13% Santa Rosa High 2022-23 P-2 RATIO: District ADA-to-Enrollment 88.78%	Santa Rosa Elementary 2023-24 P-1 RATIO: District ADA-to-Enrollment 3,039 ADA 2,843.71 Santa Rosa High 2023-24 P-1 RATIO: District ADA-to-Enrollment 9,811 ADA 9,003.06	Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(9-12) P1: 93.71% P2: 93.43% Attendance Rate (Cont 9-12) P1: 84.41% P2: 81.56%	quarantines due to coronavirus	2022-23 P-1 RATIO: District ADA-to- Enrollment 89.62%		
2.3 Graduation Indicator	DataQuest 2019-20 Graduation Rate: 84.30%	Data Quest 2021- 2022 Graduation Rate: 80.4%	84.20%	82.60%	The percentage of students graduating will have increased by 5% over a three year period.
2.4 Safe School Environment *REVISED METRIC = REDUCE SUSPENSION AND EXPULSION RATES	DataQuest 2019-20 Suspensions K-6 = 2.20% 7-12 = 6.10% Expulsions K-6 = 0.00% 7-12 = 0.12%	Aeries 2021-2022 Suspensions and Expulsions as of 6/2/22: Suspensions: KA-6 = 1.1% 7-12 = 6.5% Expulsions KA-6 = 0.00% 7-12 = .001% *Aeries implementation in 2021-2022 may have caused data irregularities. Data will be pulled from Data Quest in Fall 2022 and updated then.	2022/2023 Suspension rate Elementary = 3.36% Secondary = 15.88% Expulsion rate Elementary = 0.02% Secondary = 0.35%	Suspension rate Elementary = 1.45% Secondary = 4.56% Expulsion rate Elementary = 0% Secondary = 0.09%	Decrease by 2% every year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 Fostering positive school culture, relationships, & Improving family engagement and inclusion	Youth Truth Jan 2021 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships E = 86% M = 74% H = 47% Belonging & Peer H = 39% Engagement E = 67% M = 43% H = 27% Culture E = 75% M = 61% H = 46% Emotional & Mental Health - Jan 2021 H = 56% School Safety Jan 2021 E = 76% M = 61% School Safety Jan 2020 H = 61%	"Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships Elementary = 79% Middle = 37% High = 30% Belonging Elementary = 52% Middle = 43% High = 38% Culture Elementary = 25% Middle = 25% High = 26% Emotional & Mental Health H = 52% School Safety (Families) Elementary = 57% Middle = 44% High = 49%"	"Youth Truth Feb 2023 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = 87% Middle = 72% High = 64% Engagement (there is no belonging measure for families) Elementary = 67% Middle = 52% High = 42% Culture Elementary = 76% Middle = 57% High = 54% School Safety Elementary = 55% Middle = 39% High = 41% "	Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = 86% Middle = 66% High = 65% Engagement (there is no belonging measure for families) Elementary = 68% Middle = 49% High = 50% Culture Elementary = 77% Middle = 45% High = 50% School Safety Elementary = 53% Middle = 25% High = 29%	Decrease the gap by 2% every year
2.6 Increase the number of Special Education students in the General Education	As reported from DataQuest 20-21 # of Special Education Students >80% in the	From CDE SRCS Districts 19-20 Target were 53.2%. Actual for the High District	From CDE SRCS District's 20-21 Target was increased from 53.2%. to 58.00%.	From CDE SRCS District's 21-22 Target was increased from 58%. to 60%.	Increase by 3 % per year at High School District and 1% at Elementary District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
setting, as measured by SEIS Field 45 % In a General Ed Class”	General Education setting: Elem = 18.99% High = 24.05%	was 28.76% and the Elementary District was 47.45%.	The 20-21 actual for the High District was 31.22%, an Increase of 2.46%. The Elementary District was 54.75% and increase of 7.3%.	The 21-22 actual for the High School District was 29.46%, a decrease of 1.76%. The Elementary District was 58.62% an increase of 3.87%.	
2.7 Assess district-wide efforts to improve staff and student resilience. *REVISED METRIC = INCREASE IN STUDENT SELF EFFICACY AS MEASURED BY PANORAMA AND YOUTHTRUTH	RISE Index- Alliance for a Healthier Generation	The RISE index was the initial plan for the metric, however the RISE initiative has specifically changed to the "Thriving Schools Integrated Assessment" which is not yet complete and ready to use.	RISE Index = 42%	In the Fall 2023 Panorama survey, 51% of SRCS students reported positively that they believe they can succeed in achieving academic outcomes. This is a 2% increase from the Spring, 2023 Panorama administration, and matches a 51% positive response in the Fall, of 2022. This places us in the 30th percentile when compared across national results.	The analysis of baseline data will inform the outcome goal.
2.8 Facilities are safe and well maintained	As reported in the 2021 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were	As reported in the 2022 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were	As reported in the 2022 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were	As reported in the 2023 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	given a rating of exemplary.	given a rating of exemplary.	given a rating of exemplary.	given a rating of exemplary.	
2.9 Increase results on the YouthTruth Survey, Family portion.	5.6% of families completed the survey.	Spring 22: 26% of families completed the survey.	Spring 23: 18% of families completed the survey. 80% of students completed the Youth Truth survey. 52% of Elementary students surveyed reported feeling a sense of belonging. 43% at middle school and 38% at high school respectively. 86% of Elementary students surveyed reported feeling engaged with their school and education. 42% at middle school and 44% at high school respectively.	Spring 24: 16% of families completed the survey. 79% of students completed the Youth Truth survey. Percent of students surveyed reported feeling a sense of belonging 30% of Elementary. 38% at middle school 37% at high school Percent of students surveyed reported feeling engaged with their school and education 81% of Elementary. 34% at middle school 45% at high school	Increase 5% each year.
2.10 Increase family participation for the District English Learner Advisory Committee	Current participation: 24 voting members per meeting.	"14 voting members currently representing sites. Sites actively seeking site member representatives. DELAC sponsored community	For the 2023-2024 school year our site representative increased to 24 voting members. A few sites are actively seeking a site representative. Non-voting	Current participation: 18 school sites have identified site voting representatives. Active non-voting participants at these district meetings are 40. A few sites are	Increase by an average of 15 non-voting participants at the District English Learner Advisory Committee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		presentations have an increase in participation of non-voting participants."	participates continue to increase.	actively seeking a site representative. Non-voting participates continue to increase.	
*ALL REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Goal Analysis

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

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

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander, homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted toward enhancing outcomes in the preceding areas.

The Elementary Counselor salary allocation exceeds the budget, while the initial amount approved during LCAP approval was insufficient. Although the School-Based Therapist and Mental Health Clinical Supervisor positions were included in the LCAP, their expenses were covered by ESSR funds.

Funds were designated for the Restorative Specialists and practices, Student Engagement Workers, and Improved Campus Supervision positions. However, due to hiring delays, the allocated funds were not fully utilized.

Goal 2.5 Elementary salaries are over the budgeted amount. The amount allocated was under budget at the time of LCAP approval.

Goal 2.7 and Goal 2.8 were written into the LCAP; these expenditures were, however, paid out of ESSR funding.

Goals 2.14, 2.15 and 2.19 were allocated, but hiring delays have resulted in the funding not being fully encumbered.

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

The following actions had material differences:

2.1 Less funding was needed for staff extra duty for this action, additionally, some of the funding came from site funds.

2.3 Action expenditure exceeded budgeted amount to ensure compliant use of funds.

2.4 Less funding was needed for staff extra duty for this action, additionally, some of the funding came from site funds.

2.9 Material needs were less than anticipated.

2.14, 2.15, 2.16 and 2.19 were allocated, but hiring delays have resulted in the funding not being fully encumbered.

The level of financial support overall for increased or improved services was not reduced.

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

Increased staffing provided in Goal 2.16 has increased oversight and intervention into attendance and student truancy. As a result of the increased intervention, our chronic truancy rates have improved from 35% in the 22-23 school year to 27% in the 23-24 school year.

Increased student intervention staffing, provided by goals 2.14, 2.15 and 2.19, have increased Restorative Specialist FTE and increased Campus Supervisor staff, have resulted in continued positive responses on a student wellness survey administered in the Fall and Spring annually. 80% of all 4-12th graders report that they have a trusted adult at school they can rely on.

2.2 CTE Teachers completed the 12 Elements of a High Quality CTE Program self review. Data collected informs the allocation of state and federal CTE funding and is shared with the SRCS District CTE Advisory Committee.

Goals 2.7 and 2.8 provide ongoing mental health services and supervision needed to support staff. These actions have proven effective through the provision of school-based therapy services to 1050 students and found an improvement in student engagement with students in the program.

Goal 2.10 provides ongoing support to students, families and site staff when facing challenges that are interfering with student success. Ongoing staff training to sites and staff target legally compliant and culturally responsive protocols and practices, including a focus on calibrated data collection. Data collected on the effectiveness of this work includes an improved data collection, improved alignment with California Education Code, increased interventions before suspension, and reduced expulsion rates. Goal 2.5 Being able to have Elementary Counselors is a direct support to students needing school based counseling and academic achievement. Counselors serve on the Tire 2 site team and are often part of the SST team.

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.

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander, homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted toward enhancing outcomes in the preceding areas.

We are redesigning two positions in the area of positive school climate to better serve student needs. Focusing on transforming to have a CSEA Intervention Specialist Coordinator aiming to address student requirements more effectively. This position may eventually receive strategic funding to ensure appropriate resourcing. Our current Student Engagement Activities workers based at elementary sites will continue to focus on engaging our students to want to attend school. We will be keeping data on the effectiveness of these particular student services to improve outcomes.

Offering increased mental health services district-wide has been successful. We aim to enhance this by incorporating two new clinical evaluation tools to gauge the effectiveness of these services through stipends to boost our ability to offer clinical supervision, aligning with the

standard of care for mental health services. To support our elementary counselors by providing additional funding support for MTSS Tier I and Tier II.

While having robust attendance support, due to funding constraints, we will be reducing services to include one KKIS mentor instead of two while maintaining the Family Engagement Facilitator positions.

We are transitioning our previously described previously Campus Supervisors and Student Advisors to become one aligned positions that will be known as the Student Safety Advisor position.

2.5 Elementary counselors will continue to be funded to assist with MTSS Tier 1 and Tier II meetings and provide general education counseling support for elementary students.

2.10 references 2 positions, one of which is redesigned to address student needs through a CSEA intervention specialist coordinator. This new position may transition to strategic funding through a more appropriate resource.

2.15 The Student Engagement Activity Worker positions created by goal 2.15 will continue to be evaluated for program effectiveness and impact.

2.19 has planned changes from the 23-24 LCAP. Moving forward, the position described in goal 2.19 is planned to transition to a new position, the Student Safety Advisor. This transition is planned to evolve over time, with staff able to maintain their current position or transition in June of 2024. Vacant positions will be transitioned immediately to the new SSA position.

2.7 has proven successful and provided mental health services throughout the district. This goal will be improved by adding two clinical evaluation tools that will measure the effectiveness of mental health services provided.

2.8 is being expanded to provide stipends to expand capacity to provide clinical supervision to meet the standard of care for mental health services.

2.16 has proven successful, but SRCS will reduce expenditures and will reduce to fund only one KKIS mentor, rather than 2 mentors. However, the two Family Engagement Facilitator positions will be maintained.

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

Goals and Actions

Goal

Goal #	Description
3	SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Professional Development Surveys at the end of each session to determine if the session met goals. *REVISED METRIC = INCREASE PERCENTAGE CERTIFICATED PARTICIPANTS IN PD WHO FILL OUT END OF SESSION SURVEYS	There has not been consistent use of post surveys, so no baseline at this time.	An SRCS professional development post-survey was created in the Fall of 2021 and regularly used, starting with January 27, 2022, district-wide professional development day. This same survey was used for most sessions through the Spring of 2022. Due to the sub shortages and reduced professional development opportunities in the Spring of 2022, the survey did not have many chances to be used after January 27, 2022.	There were 440 unique individuals who responded to the survey after the January 27, 2023 Professional Development. There are 1037 certificated staff for a percentage of 42.4%.	There were 242 certificated staff unique individuals who responded to the survey after the January 2024 Professional Development. There are 1017 certificated staff for a percentage of 24%.	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3.2 Professional Development Follow-up Surveys focused on implementation and impact on student learning outcomes.</p> <p>*REVISED METRIC = INCREASE IN CERTIFICATED PARTICIPANTS REPORTING THE BELIEF THAT THE PD SESSION WILL POSITIVELY IMPACT TEACHING/CLASSROOM/PROFESSIONAL PRACTICE</p>	<p>Follow-up surveys to determine implementation and impact on student outcomes have not been a past practice, so no baseline at this time.</p>	<p>SRCS did not conduct a follow-up survey on implementation and impacts of professional development as these opportunities were reduced due to pandemic-related substitute shortages.</p>	<p>The way that the data was collected, it is not possible to separate certificated from classified responses. The following information is an overall view of the responses. In addition, the way that the responses were desegregated, there is no indication of what the questions were that prompted the responses. The raw data are linked in column g. The responses were overall positive, and most participants expressed a desire to get more training on the same topic and/or to have the session offered again in the future. The responses, in general, did not indicate how the knowledge acquired would be used to impact teaching/classroom progress.</p>	<p>72.31% respondents (175 respondents out of 242) believe that the PD session will positively impact teaching/ classroom/ professional practice.</p>	<p>The analysis of baseline data will inform the outcome goal.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.3 Properly credential teachers.	100%	97%	98%	98%	100%
3.3 Increase percentage of classified participants in PD who fill out end of session surveys *NEW METRIC FOR 2022-2023	No Surveys Collected	SRCS will report on the survey completion for Professional Development Days. Reminders will be sent, along with instructions for completion, to all Classified employees prior to and after PD Days.	There were 69 unique classified staff members who responded to the survey after the January 27, 2023 Professional Development. There are 629 classified staff for a percentage of 11.0%.	86 classified staff completed the post-PD survey There are 657 classified staff for a percentage of 13%.	The analysis of baseline data will inform the outcome goal.
3.4 Increase in classified participants reporting the belief that the PD session will positively impact professional practice *NEW METRIC FOR 2022-2023	No surveys collected	SRCS will design and implement a pre and post-PD Day survey to obtain this information. Metrics will include the expectations as well as the delivery of content.	The way that the data was collected, it is not possible to separate certificated from classified responses. The following information is an overall view of the responses. In addition, the way that the responses were desegregated, there is no indication of what the questions were that prompted the responses. The raw data are linked in column g. The responses were overall positive, and most participants	65.12% (56 respondents out of 86) classified participants reported the belief that the PD session will positively impact professional practice.	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			expressed a desire to get more training on the same topic and/or to have the session offered again in the future. The responses, in general, did not indicate how the knowledge acquired would be used to impact teaching/classroom progress.		
*ALL NEW AND REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Goal Analysis

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

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

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander,

homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted towards enhancing outcomes in the preceding areas.

SRCS varied slightly in implemented actions in this goal. The continued upscaling of the Ethnic Studies program was supported by CDE grant funding, which decreased the need to use LCFF funds for this expansion. Collaboration time for grade-level personnel did not occur as planned due to inconsistent completion of necessary documents and a decreased supply of substitute teachers. Professional development for effective strategies to differentiate instruction was supported by expiring grant funds, which decreased the need to use LCFF funds.

3.12 - SRCS was very active in continuing to scale up its Ethnic Studies program implementation district wide. SRCS did not spend as much as allocated by quite a bit due to being able to use the CDE provided Ethnic Studies grant in lieu of LCFF dollars.

L319 Grade level collaboration has funds due to lack of subs and sites not filling out RTR requests for payment.

L320 Funds were not spent out for differentiating instruction due using expiring grant funding to support training and supplemental materials.

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

SRCS varied slightly in implemented actions in this goal.

3.1 Avoid Combos, maintain class sizes, Provide secondary specialized programs, avoid staff reductions - Funding was targeted to this action after the budgeting process as this was determined to be a high priority and utilize available funds from other actions.

3.2 Provide professional development for classified staff: lack of subs and turn out led to a lower actual amount for this action. Additionally, action 3.3 provided the priority PD for classified staff.

3.3 PD for certificated. Expenditure was higher than budgeted to include additional staff.

3.17 Steering Committee meetings were predominantly site funded.

3.19 Grade level collaboration has funds due to lack of subs and sites not filling out RTR requests for payment.

3.20 Funds were not spent out for differentiating instruction due using expiring grant funding to support training and supplemental materials.

3.21 Provide professional development for certificated staff: lack of subs and turn out led to a lower actual amount for this action. Additionally, action 3.3 provided the priority PD for staff.

The level of financial support overall for increased or improved services was not reduced.

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

The action to focus on building capacity with district leadership to support A-G implementation requirements has been effective by providing 1.85 FTE in multilingual services to support the academic achievement of Multilingual learners, Homeless and Foster Youth, and Socially Economically Disadvantaged students.

The Multilingual Services department was able to attend various learning opportunities and to purchase needed materials.

SRCS scaled up its courses available to all students to 11 total courses, continued to provide professional development with the Acosta Educational Partnership, and Truss Leadership, as well as continuing to buy materials and supplies for enhancing and changing the materials and curriculum on student's desks.

Elementary teachers attended grade level collaboration to learn and collaborate with their peers and received support and training with DRA and DIBELS testing and to align the administering of the assessments district wide. Teachers also attended Orton Gillingham training to staff for learning how to teach reading in a systematic and explicit way. We have had over 120 teachers go through the training.

Effective strategies for differentiated instruction are still needed.

3.04 This action has been effective in providing 1.85 FTE positions to support the focus on building capacity with district leadership, with the support of A-G implementation requirements, Multilingual services, and professional development to support the academic achievement of Multilingual learners, Homeless and Foster Youth, and Socially Economically Disadvantaged students.

3.05 This action was effective and provided targeted professional opportunities for the Multilingual Services department. This allowed team members to attend a variety of learning opportunities and to purchase learning material.

3.07 Support for training DRA and DIBELS testing aligning the administering of the test district-wide.

3.10 Providing Orton Gillingham training to staff for learning how to teach reading in a systematic and explicit way was well attended. We have had over 120 teachers go through the training.

3.12 was an effective action. SRCS scaled up its courses available to all students to 11 total courses, continued to provide professional development with the Acosta Educational Partnership and Truss Leadership, as well as continuing to buy materials and supplies for enhancing and changing the materials and curriculum on students' desks.

3.19 Elementary grade level collaboration is requested by staff to be able to learn and collaborate with their grade level colleagues district-wide.

3.20 Effective strategies for differentiated instruction are needed however, we were able to offer this support in different areas this year.

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.

Santa Rosa City Schools has adopted a data-driven approach to address action items outlined in the LCAP. Analysis of academic performance and student well-being during the 2022/2023 academic year has highlighted critical areas across the district requiring targeted attention and resources to foster positive development. Within Santa Rosa City Schools, several key performance indicators, including Graduation Rate, Chronic Absenteeism, Suspension Rate, and ELA and Math proficiency, have shown areas for improvement. Notably, specific demographic subgroups within the student body have demonstrated heightened needs within these metrics. For instance, Graduation Rate disparities were observed among students with disabilities, foster youth, and homeless youth. Chronic Absenteeism disproportionately affected African American, homeless, and Native Hawaiian or Pacific Islander students. Similarly, Suspension Rates were elevated among foster youth, African American, American Indian or Alaska Native, Hispanic/Latino, Native Hawaiian or Pacific Islander, homeless, and English learner students. Performance in ELA and Math also exhibited discrepancies, particularly among students with disabilities, homeless youth, Multilingual Learners, American Indian or Alaska Native, African American, and socioeconomically disadvantaged students. Consequently, during the 23/24 school year, the LCAP implementation strategies were adjusted to provide targeted interventions and programmatic support tailored to the needs of these specific student subgroups. Any modifications in implementation strategies, funding allocation, or program design were targeted towards enhancing outcomes in the preceding areas.

The implementation of comprehensive professional development and grade-level release will continue to provide staff with specialized training on explicit multisensory teaching techniques tailored for reading instruction. Professional development will focus on differentiated instruction strategies, addressing the diverse needs of student populations, literacy and mathematical practice.

The Ethnic Studies implementation will shift to focus on targeted support at the site level. This work will be largely led by educational leaders at each site, supported by an Ethnic Studies Program Specialist, to create continuity in pedagogical quality at the site level through professional development and site instructional rounds.

An increased focus on providing alternative education opportunities for students is an identified need. Funding will be allocated to support professional development and the continuation of the Alternative Education Committee to design student programs to increase attendance, engagement, and graduation rates.

The Ethnic Studies focus will adapt and change moving forward as SRCS moves from implementation scale up to more of a quality and effectiveness focus, as programmatic implementation is largely scaled to the point needed to ensure that all students receive an opportunity to meet the district graduation requirement. The focus going forward will be on pedagogical quality at the site level, led by educational leaders at each site, with a district supported TOSA being largely reduced. Professional development, site instructional rounds, and an Ethnic Studies Program Specialist will be the focus moving forward to accelerate the work even further.

Alternative education opportunities have become more of a focal point with regards to development and implementation in the coming school year. Expansion of alternative education seats in Independent Study, monies designated to professional development focused on alternative

education and to continue the work of the Alternative Education Committee in developing further programs are included in the coming LCAP. This focus is in direct reaction to identified needs in increasing attendance, graduation rates, and qualitative measures of engagement and community within schools.

Continued Implementation of comprehensive professional development sessions and grade level release will continue. Focusing on utilizing allocated release time, to provide educators with specialized training on explicit multisensory teaching techniques tailored for reading instruction. These sessions will prioritize differentiated instruction strategies, addressing the diverse needs of student populations, including English learners, homeless students, foster youth, low-income students, and those with special education requirements. The content areas of focus will be literacy and mathematical practice.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Anna Trunnell Superintendent	atrunnell@srcs.k12.ca.us (707) 890-3800

Plan Summary [2024-25]

General Information

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

Santa Rosa City Schools (SRCS) is focused on ensuring that all students are prepared for college, career, and life. We are located in Sonoma County and are the largest school district in the county, welcoming nearly 14,500 students and employing over 1,600 certificated and classified staff. We serve a diverse community, with students and families that speak 49 languages, although the majority speak English and/or Spanish. We have 24 schools: 9 elementary schools, four middle schools, five comprehensive high schools, one continuation high school, and four dependent charter schools.

Our Mission, Vision, and Priorities comprise the principles that guide our work with students, described as follows:

- Priority 1 - Life Ready Learners
- Priority 2 - Whole Person Focus
- Priority 3 - High-Quality Staff
- Priority 4 - Teaching and Learning Environment and Resources
- Priority 5 - Equity and Excellence
- Priority 6 - Family Engagement and Community Partnerships

Priority 7 - Sustainable Funding

The 23-24 school year marks the opportunity to revise and update these strategic priorities.

The Theory of Action for SRCS, embedded within our Mission, Vision, and Priorities, defines and guides all of our work. We value the whole student and endeavor to send students into the world empowered to find purpose, think critically, embrace diversity, work together, adapt to our changing planet, and live healthy and fulfilling lives. We strive to serve all students by providing equitable access to a transformative educational experience grounded in the assets of our students, staff, and community.

As we work to demonstrate that we value students' individual and cultural wealth, equity and access guide our teaching and learning approaches. SRCS engages in initiatives such as Ethnic Studies and foundational literacy skills programs. These provide staff opportunities to learn strategies to explicitly teach students reading skills that serve all students. This is especially important as we work to serve our nearly 3,152 Multilingual Learners and 7,214 Ever English Learners districtwide, recognizing the cultural and linguistic wealth they bring to the community. When our students reach high school, they have a variety of learning opportunities, including work-based learning, 18 Career Technical Education programs, and four Specialized Programs: Early College Magnet, University Center, ArtQuest, and International Baccalaureate.

Given our focus on the whole student, we understand that learning readiness begins with healthy students and families. To that end, we partner with community organizations to provide extra-curricular services such as parent education, mental health services, counseling, and restorative services. Our district has significantly expanded our school-based mental health services at each campus. Our Integrated Wellness approach also supports families who cannot access vital mental health services. Over the last several years and in our efforts to serve the whole student and family, we have also worked across the district and community to create a Multi-Tiered Systems of Supports (MTSS) that has become foundational to how we support our students and families and their varying needs.

As part of SRCS's mission to focus on the whole student, creating equitable opportunities for our diverse learning community is a matter of importance. The development of new alternative education programs and schools is seen as an area of need. Through the input of various educational partners, SRCS developed and recommended further alternative options for a student body population with diverse learning needs and desires. Areas of need that can be addressed through alternative education include but are not limited to academic readiness, school culture and climate, and student engagement.

In the 2022-2023 school year, Santa Rosa City Schools experienced a spike in incidents related to behavior and a tragic incident resulting in loss of life. During the educational partners' engagement process, a consistent theme arose, asking for more attention to be placed on the culture and climate of school sites. This priority can be viewed through continued educational partner engagement in the Safety Advisory Roundtable as well as prioritization of safety in community and climate surveys during the 23-24 school year.

More specifically, educational partner respondents regularly expressed the need to increase focus on safety and security and behavioral support for students. As a result, the 23-24 LCAP was revised to increase restorative specialists to provide 1.0 staff at each elementary and middle school and 2.0 staff at each high school. This work also increased campus supervision of safety-related personnel.

Specific targeted actions (Goal 1 action 1.5, Goal 3 actions 3.4, 3.5, 3.6) are included to support our English Learner students, including language acquisition programs, professional development for teachers of ELs, actions to support all ELs and targeted support for Long Term ELs.

SRCS engaged its students in CAASPP testing for ELA, Math, and Science this academic year, showing a gain overall in the district in both English Language Arts (ELA) and Math. From the 2021/22 school year to the 2022/23 school year, the overall district gain for ELA was 1.82% (from 30.48% to 32.30%) and for Math was 2.23% (from 22.37% to 24.60%).

Efforts to work with schools that qualified for differentiated assistance over the past few years have paid off. In the coming 2024-25 school year:

9 schools exited Additional Targeted Support and Improvement (ATSI) status

4 schools remained out of ATSI/Comprehensive School Improvement (CSI) status

1 school exited CSI

The following actions will support dashboard areas in the red and the schools that are in ATSI and CSI: Goal 1 actions: 1.1, 1.2, 1.3, 1.5, 1.6; Goal 2 actions: 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; Goal 3 actions: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 and 3.8.

6 schools showed no change/remained in ATSI status

2 schools remain in CSI status

2 new schools became CSI-eligible

SRCS plans to continue to engage our staff in quality professional development and peer collaboration, with a focus on academic areas of greatest need. This includes providing two professional development days district wide, in which staff can work on building up global skills and approaches while also utilizing site based planning and collaboration. Overall, SRCS is committed to ongoing professional learning for adults so they can more effectively address student learning and the areas for greatest improvement.

Reflections: Annual Performance

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

The collaborative nature of the LCAP review and reflection process allows our community to recognize and celebrate both new and continuing initiatives, as well as everyone who contributed to these successes.

In the area of English Language Arts for the 2022-23 Dashboard, all schools, with the exception of Santa Rosa High School, Steele Lane Elementary, and Santa Rosa Middle, made growth on state and local assessments. Through the continued focus on early literacy and the science of reading, students received targeted instruction to meet their individual needs, demonstrating growth. Sites were provided support by teachers on special assignments (TOSAs) at the elementary level, along with offering training for middle and high school staff focusing on literacy strategies.

In the category of socioeconomically disadvantaged pupils for the 2022-23 Dashboard, students with disabilities that did not meet expected standards in ELA and were eligible for differentiated assistance for SRCS as a whole and at Elsie Allen High, Santa Rosa High, Brook Hill Elementary, Proctor Terrace Elementary, Herbert Slater Middle and Rincon Valley Middle. In response, the district continued its focus on early literacy, and the science of reading was central to the work in elementary schools this year. Those trained included district administration, site and district TOSAs, and classroom teachers.

Literacy Focus

As a result of ongoing training in the Orton Gillingham (OG) approach for structured literacy strategies, staff began including the methodology in their teaching practice focusing on differentiation by providing small group instruction tailored to the unique needs of each student.

Recognizing the importance of unifying our practice for all students, staff advocated for a separate stand alone curriculum to better address these needs. As a result, we launched a pilot curriculum initiative this academic year, with plans for full adoption and implementation in the upcoming academic year to align our practices on how to teach reading following the Science of Reading.

Using the Teachers on Special Assignment (TOSA) to partner with staff demonstrating lessons in the area of reading, being elbow partners with classroom teachers to plan and implement lessons inside their classroom and using the method of slow release provided the support needed to be able to differentiate inside their classrooms based on student need.

District and site leadership in partnership with TOSAs, led and facilitated the Walk to Read model at elementary sites. Students were assessed with a baseline phonics screener to determine reading skill level and then grouped for differentiation. TOSAs collaborated with teachers to provide just right reading instruction focusing on foundational skills, vocabulary, and comprehension to small groups of students, including foster and homeless youth, English learners, and newcomers.

Beginning and Middle of the Year phonics screener data for 2nd grade students shows that specific student groups made growth in reading instruction. By the end of second grade the aim is for students to have mastered the skills needed to read multisyllabic words. The end of the year phonics screener data is collected each May.

Understanding the importance of providing teachers and students with a structured framework, we are diligently working to establish a clear scope and sequence. This ensures that both educators and learners have a cohesive pathway for instruction and skill development.

Literacy Secondary

Careful study and review of the English Language Arts (ELA) scores on the California School Dashboard, along with various local data points, reveals a need for continued study, reflection, and action in our secondary schools (grades 7-12). In summary, the most recent test score data from 2022-2023 indicated that 38.7% of All Students in the district met or exceeded the Smarter Balanced Summative Assessment in English Language Arts. Assessment results for All Students (met or exceeded standards) by grade level are shown below:

Grade 7: 29.9%

Grade 8: 29.1%

Grade 11: 48.1%

Additionally, analysis of the percentage of students at Above Standard on the 4 literacy domains (Reading, Writing, Listening, and Research/Inquiry - all making up an individual's total ELA score) for All Students by grade level shows the following:

Reading

Grade 7: 11.0%

Grade 8: 11.1%

Grade 11: 22.0%

Writing

Grade 7: 10.5%
Grade 8: 9.9%
Grade 11: 22.0%
Listening
Grade 7: 9.9%
Grade 8: 11.2%
Grade 11: 13.5%
Research/Inquiry
Grade 7: 11.5%
Grade 8: 11.1%
Grade 11: 19.4%

Note: Scaling for these domain sub-scores groups student results into 3 categories: Above Standard, Near Standard, and Below Standard. Summarizing the major observations from this chart (available via this CDE link), we conclude that: 1) there is a pronounced and pervasive dip in all 4 domains in middle years (grades 7 & 8); 2) there is a moderate rebound from this dip by 11th grade; 3) generally speaking, while Above Standard percentages are low for all grades, a relative strength for is the Reading domain; and finally 4) the lowest Above Standard percentage for all grades is in the Listening domain.

Drilling down further into the dataset helps us to analyze the grade level results for important student groups in our district, including our 1) Special Education students (SPED), 2) Hispanic student populations, and 3) Socio-Economically Disadvantaged students (SED). The percentage of students who met or exceeded the ELA standard scores for these target populations are highlighted below (for additional details, please click the CDE links):

SPED Students:

Grade 7: 2.8%
Grade 8: 4.7%
Grade 11: 15.4%

Hispanic Students:

Grade 7: 18.4%
Grade 8: 15.7%
Grade 11: 34.9%

SED Students:

Grade 7: 18.7%
Grade 8: 17.8%
Grade 11: 36.9%

A review of these state-wide standardized assessment results for ELA (for all students and by target groups), together with the district's internal formative ELA metrics taken during the 23-24 SY, underscores the need for continued investment in our curricular and pedagogical practices. We remain cautiously optimistic going forward that nascent reforms (including a return to student-centered approaches, the formalization of instructional rounds at sites, an emphasis on Tier 1 interventions within classrooms, and continued development and build-out of our Multi-Tiered System of Supports (MTSS)), together with an emphasis on Science of Reading (phonics based) approaches and curricular materials, will work to strengthen the ELA scores and support all our students.

Math Focus

At the elementary level, in addition to the Math Mindset and Authentic Communication professional development, teachers continued to be supported through twice-yearly grade-level release days. At these sessions, district office staff prioritized mathematics on the meeting agendas, focusing on supporting positive math mindsets in our students through the use of low-floor/high-ceiling math tasks, inviting warm-ups, math games, and group work, including visuals and multiple pathways to solving problems. Teachers engaged in reading of math research, including Jo Boaler's "Fluency Without Fear," as well as group tasks on mapping of multiplication, providing a visual representation of the pathway to understanding multiplication from TK-6th grade. These sessions focused on modeling and use of the strategies for classroom instruction. Elementary administrators and teachers on special assignments worked with Jo Boaler's "Math Mindsets" to begin correlating our adopted math curriculum, Everyday Math, with big ideas. See example below:

Math Redesign

SRCS saw increases in mathematics performance (+5.5 pts) as measured by the distance from the standard for all student groups (African American, English Socioeconomically Disadvantaged, American Indian, Foster, Hispanic, Current English Learners, English Only, Asian, White, and Two+ Races). There was, however, a slight decline in performance for recently reclassified English Learners and for Homeless youth. The overall percent of students proficient in math remained at 24% compared to the previous year, with a slight increase for Elementary of 1.69% and a slight decrease in the High School District of 1.93%. 15 out of 24 schools showed an increase in the percentage of proficient students on the CAASPP Math test as compared to the previous year. Additional metrics were used to measure baseline student identity and growth mindset through student survey data along with teacher survey and observational data on implementation processes along with teacher-identified high-leverage supports and needs. Qualitative data generated from surveys were used to support teacher professional learning. Increased opportunities for teacher collaboration, expanded professional learning to 1st- 12th grades across all schools, and increased support to math leaders across all schools and TOSAs is being provided in the 2023-24 school year as a result. Additionally, professional learning now includes a direct focus on strategies for Building Thinking Classrooms as they are aligned with Dr. Boaler's strategies for a growth mindset and the launch of the new California Math Framework.

Multilingual Services

According to the California School Dashboard, 43.3% of Multilingual learners during 2022-2023 made academic progress, but there was a decrease of 2% compared to the previous CAASPP data that was reported. Multilingual services have expanded, increasing the number of positions supporting school sites in delivering effective instruction through differentiation and scaffolding from three districtwide positions to six. Additionally, support is provided through LCAP Counselors, an English Learner TOSA, and a Dual Language Immersion TOSA districtwide. Before the increase in support personnel to the school sites, Brook Hill Elementary School saw a significant improvement of 10 points or more in academic performance in the CAASPP for their Multilingual learners compared to the previous school year. Luther Burbank also showed an increase in their Multilingual learners' performance levels on the CAASPP. Several other schools also demonstrated increased student performance; others maintained or experienced declines. Efforts have been concentrated on monthly Multilingual Learner collaboratives, where elementary and secondary staff collaborate on best first instructional strategies and activities to enhance student academic performance. Furthermore, strategic professional development opportunities are continually offered for staff to support the educational success of all Multilingual learners.

Suspensions

Annual suspensions increased by 3% from 2021-22 to the 2022-23 school year, with 8.2% of students earning at least 1 suspension as measured by the California Academic Dashboard. Of our 13 statistical student groups, nine are in the red (African American, (12.3%), American Indian (14.5%), English Learners (8.8%), Foster Youth (15.9%), Hispanic (9.4%), Homeless (13.4%), Pacific Islander (15.5%), Economically Disadvantaged (9.9%), and Students with Disabilities (11.9%)), and four are in orange (Asian (2.7%), Filipino (5.8%), Two or More Races (7.2%), and White (6.2%)). In order to address this area of need, SRCS increased supervision staffing at all middle and high school campuses to include the new implementation of 1.0 FTE of campus supervisors at each middle school and increased FTE for campus supervisors to reach 4.0 FTE and increased the restorative specialist staffing to include 1.0 FTE at all SRCS elementary and middle schools, and 2.0 FTE at each of the five high schools. Increased training for administrators has addressed culturally responsive and restorative practices, updated understanding of changes in the California Education Codes, and calibration of practices across campuses.

Absenteeism

Chronic absenteeism declined by 4.1% from 2021-22 to 2022-23, totaling 35.6% of the SRCS student population being deemed chronically absent. Two of our student groups are in the red: African American (37%) and Pacific Islander (41%). Five of our student groups are in Orange: American Indian (63%), Asian (19.7%), Foster Youth (44.9%), Homeless (63.6%) and White (28%). Six of our student groups are in Yellow, with English Learners (40.9%), Filipino (19.5%), Hispanic (39%), Two or More Races (31%), Socially Economically Disadvantaged (41.3%), and Students with Disabilities (46.2%). To address student engagement, SRCS is exploring various alternative education models with the involvement of various educational partners. As a goal, SRCS wants to implement further possible alternative education options with a variety of learning atmospheres. Part of the intent of new programs is to increase engagement from students who have disengaged from traditional school models. To lead and supervise this work and future implementation, SRCS has added the position of Coordinator of Alternative Education and launched an Alternative Education Committee to develop recommendations for the board of education in Spring 2024.

Graduation Rate

The graduation rate improved by 2.20% over a two-year period from 2020-21 to 2022-23, totaling 82.7% of the SRCS student population as graduated. SRCS continues to see lower graduation rates for its Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, English Learners, and Socioeconomically disadvantaged populations. Graduation rates for many of those groups are in the 70% percent range, with English Learners specifically graduating at a much lower rate, in the 60%percent range over the last two years. The larger difference in graduation rates between all students and English learners is also seen in the significant over-identification of English learners for special education services as well as in SRCS, and this indicates a deeper challenge for educators in responding to language learners in general. Educators will need to enhance, refine, and implement stronger integrated and differentiated ELD in classrooms at the Tier 1 instructional level to change the trajectories of these outcomes. SRCS is dedicated to meeting the variety of needs of the diverse student populations. SRCS will continue to refine and deepen its academic systems and is dedicated to a renewed Tier 1 instruction focus, especially in regards to English Learners through both culturally relevant and sustaining pedagogy coupled with better differentiated and integrated ELD. SRCS will also work to begin increasing a variety of alternative offerings for students struggling with Tier 1 classroom learning so they can reach graduation successfully. The plan is to focus these efforts at the middle school level, re-engaging students who would otherwise slowly fade into non-graduation status in high school. The intent is to help middle school students disengaging from education to become more successful and prepared for high school so they see better outcomes by 12th grade. The creation and development of new alternative pathways to graduation will, in-turn, further increase student engagement and allow for equitable

opportunities for all, increasing the graduation rate of the district. The percentage of graduating students meeting A-G increased 7.1% over 1 year and 19.6% over two years. The percentage of students meeting A-G increased from 14.2% to 33.8% from 2020-21 to 2022-23. Increases are consistent across most student groups, including increases from 2021-22 to 2022-23 for most student groups: African American 2.8% increase; Latino 4% increase, Socioeconomically disadvantaged 3.5% increase, and English Learners 3% increase; and Asian 24.4% increase. Additional work needs to be done to increase overall A-G success as well as to increase the success of targeted student groups such as Black, Latino, English Learners, and Socioeconomically Disadvantaged students that still have significantly lower A-G rates.

College and Career

Per the state dashboard, 27.3% of students were considered prepared, with English Learners, Foster Youth, Homeless, and Students with Disabilities having the lowest performance level. The Twelve Elements of a High-Quality CTE Program is utilized to identify areas of strength and growth needed for Career Technical Education (CTE) programs. Two new CTE Programs were implemented this school year, with two more being developed to implement at the start of the next school year. Four additional articulation agreements were established with the Santa Rosa Junior College (SRJC), which provides students in a CTE Program the opportunity to earn early college credit through a Credit By Exam process. A College and Career Access Pathways (CCAP) Grant was secured to support the development of CCAP agreements with the SRJC to support the development of dual enrollment opportunities for students. Professional development to support Work-based Learning as an instructional strategy was held for all CTE teachers, and funding also supported CTE TOSAs' participation in a WBL Community of Practice. A Women in Construction Camp was offered last year, with fifteen students completing the camp and earning an industry certification. A district-wide Career Day for over 900 8th-grade students was held in the Spring. According to the Race to Submit Dashboard, last year 60% of Santa Rosa City Schools students submitted a FAFSA/CA Dream Act Application, which is a 13% increase from the prior year (California Student Aid Commission, June 2023).

In regards to Advanced Placement (AP) courses for College and Career Readiness, enrollment has stayed fairly steady while passing rates with a 3 or higher on the AP exams have increased. Enrollment in AP courses went from a baseline of about 1,025 students enrolled in AP Courses to a number of 1,062 enrolled in the 2023-2024 school year. The intent was to increase student access to a broad course of study that was A-G aligned so that students would see academic increases and more students would access AP Courses. The enrollment has not gone up in AP Courses as much as was hoped, only seeing about a 1-2% increase overall. On the other hand, for those students enrolled in AP Courses and choosing to take the exams, SRCS has seen student performance at the 3 level or higher increasing from a baseline of about 58% of students to about 68% of students passing with a 3 or higher, which exceeds the goal established in the baseline year.

For A-G completion, SRCS moved up to having 33.80% of the graduating seniors meeting A-G completion with the Class of 2023. This was about an 8% increase from the baseline percentage but less than the 15% SRCS set itself as a target. Movement in the right direction is occurring, and programmatic implementation is supporting students in the growth of this metric. Moving forward, SRCS will need to continue its focus on the key areas of literacy, multilingual learners, Ethnic Studies implementation, CTE and integrated programmatic growth, mathematics improvement, and aligned MTSS Tier 1 approaches and strategies.

The CA State Seal of Biliteracy has been a celebrated accomplishment for students in our district, serving as a recognition of students' linguistic assets. Post-COVID-19, the achievement level requirements for "standard met" on the SBAC were waived, offering many students the opportunity to obtain this recognition. However, in the 22-23 school year, the "standard met" requirement for the English Language Arts

portion of the assessment was reinstated, leading to a decrease in recipients. For the 2023-2024 school year, 239 students have been identified as candidates to receive this recognition.

The increase of alternative educational opportunities will create further opportunities for students to graduate on time, can increase involvement in dual enrollment programs as well as advanced courses, and can engage students who are previously disconnected from their school settings. These changes can lead to higher levels of success on standardized tests, more involvement in CTE pathways and completion of them, and higher graduation rates. SRCS' commitment to exploring and implementing new alternative education opportunities can help support further success in the area of college and career readiness.

Elementary teachers continue to implement FOSS Next Generation Science along with the use of Mystery Science as a supplemental resource to support hands-on, engaging instruction for students.

Advanced Learner Program and Services (ALPS)

The district offered opportunities for staff to attend professional development focusing on advanced learners.

In fall of 2023, the district was able to identify students through the use of SBAC scores. In the spring of 2024, using the Raven, the district TOSA and site based TOSA's continued to test 3rd graders as well as any students new to our district. Families of newly identified students were notified and a parent night was held. We continued the ALPS Advisory Committee meetings during the year during which we continued reviewing the description and made revisions and renamed the plan the "Advanced Learner Identification Plan." In addition to the Advisory Committee meetings, we held a parent education night focused on recognizing and supporting the unique social-emotional needs of Advanced Learners and two night time events for students and families.

For Tier 1 SEL Elementary, counselors continued with Toolbox lessons for their students, supplementing with Kimochis for learning the feeling words. Elementary counselors log all contacts into Aeries and work with Elementary principals on their Tier II teams to facilitate Tier II and Tier III interventions. They also consult with School Based Therapists (SBTs) and school psychologists with regard to social/emotional counseling and support. Middle School Counselors had Why Try? Curriculum, suited for middle school classroom guidance and assemblies, intended to develop social-emotional skills and to prevent the need for more intensive support, like referrals to the Tier 2 team for small groups or 1:1 support or Tier 3 referrals to school-based therapists. This school year, the MTSS Intervention Counselor position expanded to include a shared MTSS Intervention Counselor position at the middle school level to provide early targeted support and interventions for identified students. One middle school MTSS Intervention Counselor position, was filled mid-year, and the second one is still vacant.

Secondary Programs

Efforts continued to focus on providing engaging opportunities for secondary students to complete graduation requirements outside of the normal school day. While virtual credit recovery and repetition of failed courses continue to be an option during the school day, this action item has been strategically used to provide schools with in-person credit recovery courses after school. Programs were designed in collaboration with high school teams and implemented based on student scheduling and academic needs. Flexible scheduling and localized programs were identified as key components of these classes. As a result, each school site that offered these courses did so with its own unique factors. These courses not only served the graduation needs of our students but also engaged our own SRCS teachers and did not require any outsourcing of the instructional work. The hiring of SRCS teachers to facilitate learning with our students helps to ensure the

continuity of the curriculum. During the 2023/2024 school year, the expenditures for these programs exceeded the budgeted amount due to student needs and the number of schools offering courses. During the Spring of 2024, over 350 students and 16 teachers were involved in these programs across 3 high school sites.

Expanded Learning Opportunities Programs

The Expanded Learning Opportunity grant monies have resulted in significant increases in direct services and support for students. Specifically, the district has been able to expand offerings to our afterschool and summer school programs to address students' academic and social development. As a result of the supplemental funding, over the last 3-year period, the district has witnessed a 2x expansion in the number of students participating in afterschool programs (from 740 to 1565 students, representing ~112% increase). Additionally, the district has also been able to increase the number of sites with daily afterschool programming (from 8 to 12 in the same 3-year time period).

Importantly, as part of the expansion, the district has been able to strengthen the strategic alignment of these supports together with the goals and objectives described in the LCAP. In this regard, together with the interventions and supports described, and in conjunction with our teachers and partners, the increased services have helped to address the academic needs of our students and those of our broader community.

And finally, we have been able to grow out our summer school programs. In the past three year period, the district increased total student summer school enrollment by ~55% (from 1646 in 2020 to 2554 in 2023). In Summer, 2024 the district is tentatively scheduled to offer 15 unique programs, and has an enrollment target of 3000 students. We're keen to continue to build out and grow opportunities for our students and families!

Baseline Data (from CDE DataQuest - 5.14.2024)

Graduation Rate: All (82.7%), Hispanic (77.8%), SPED (63.6%), SED (79.4%)
CAASSP English: All (-53.8 points), Hispanic (-85.2 points), SPED (-149 points), SED (-81.1 points)
CAASSP Math: All (-102.6 points), Hispanic (-131.4 points), SPED (-186.1 points), SED (-127.1 points)
CAASSP Science: All grades (18%); 5th grade (21%), 8th grade (12%), 11th grade (25%)
Chronic absenteeism: All (35.6%), Hispanic (39.4%), SPED (46.2%), SED (41.3%)
English Learner progress: All (43.3%).

Social-Emotional Wellness

The 23-24 school year continued to prioritize social-emotional support for students, staff, and our community. Schools administered the Panorama wellness survey in October of 2023, and the survey collected wellness information from 82% of all K-3 students and 72% of all students grades 4-12. In the K-3 survey, topics such as Supportive Relationships, Classroom Effort, and Self-efficacy showed no change; Positive Feelings and Challenging Feelings demonstrated a small drop since the Fall 2022 survey administration. In the 4-12 survey, four topic areas showed incremental improvement: Supportive Relationships, Positive Feelings, Challenging Feelings, and Self Efficacy. Only

the area of Classroom Effort showed a small decline of 2 points from the Fall 2022 survey. This information was released in November 2023, and sites have been using this information both to search and serve individual students as well as to guide site decision-making.

In the Social-Emotional realm we continued with administration of the Panorama Survey. The Panorama staff survey was administered for a second year, with 47% of SRCS staff participating. In this survey, staff identified areas of incremental improvement in the areas of Classroom Effort, Challenging Feelings, and Self Efficacy, with Self Efficacy showing the greatest improvement of 5 points since the Spring 2023 survey implementation.

SRCS implemented an additional spring 2024 survey for schools. The goal was to improve our spring survey response rates, as the survey participation in spring of 2023 was markedly lower than our fall participation. The spring 2024 participation included 63.7% responses from K-3 teachers and 48.4% responses from 4-12 students. Participation varied by sites, some with 95% participation and others with as low as 0%. Sites have access to use this data to address needs and strengths as they developed their SPSAs.

The Panorama Playbook offered activities tailored to data, as well as Wayfinder activities for grades 7-12. Wayfinder offers both SEL curriculum as well as a Purposeful Leadership program. Maria Carillo High School uses the Wayfinder Purposeful Leadership program for their freshman Global Perspectives program. Wayfinder professional development was offered in November, 2023. Due to usage statistics, only the Wayfinder Purposeful Leadership program will be continued.

MTSS Counselors utilize Panorama data to provide targeted support and interventions for identified students.

Social Emotional Learning

For Tier 1 SEL Elementary, counselors continued with Toolbox lessons for their students, supplementing with Kimochis for learning the feeling words. Elementary counselors log all contacts into Aeries and work with Elementary principals on their Tier II teams to facilitate Tier II and Tier III interventions following the MTSS models. They also consult with SBTs and school psychologists with regard to social/emotional counseling and support. Middle School Counselors had Why Try? Curriculum, suited for middle school classroom guidance and assemblies, intended to develop social-emotional skills and to prevent the need for more intensive support, like referrals to the Tier 2 team for small groups or 1:1 support or Tier 3 referrals to school-based therapists.

Middle School Counselors had Why Try? Curriculum, suited for middle school classroom guidance and assemblies, intended to develop social emotional skills and to prevent the need for more intensive support: like referrals to the Tier 2 team for small group or 1:1 support, or Tier 3 referrals to school based therapists.

Restorative Practices

In connection with educational partners' priorities as expressed through Panorama wellness and Youth Truth climate surveys, as well as educational partners' participation in the Safety Advisory Round Table, there is a continued focus on the need and benefit of connection and community building through restorative practices. In the January 2022 administration of the Youth Truth survey, 54% of high school students and 51% of middle school students reported a decline in feeling safe at school. High school survey responses dropped from 54% percent positive to 48% percent positive, and middle school survey responses dropped from 51% percent positive to 45% percent positive. In addition, in the Panorama Survey, SRCS saw a steady response to the question about having supportive relationships at school and at

home, with 86% of students reporting a positive result. However, when compared against other schools participating in the Panorama survey, this result puts SRCS at 30% nationally. In response to this data, School staffing was increased for the 23-24 school year, with one full-time restorative specialist hired at each elementary and middle school, and two full-time restorative specialists hired at each high school. During the 2023-24 school year, a commitment began to active data collection of restorative interventions, both proactive and responsive. This new data collection process creates a baseline to be used for program monitoring. Restorative Specialists continue to support the proactive and responsive parts of the Restorative Process, K-12.

A Restorative Practices refresher for Assistant Principals took place in June 2023. All administrators were invited and additional training is scheduled for all administration, using the scheduled 2023-24 Emergency Days. Onboarding Training was offered to all new restorative specialists, and refreshers for existing restorative specialists during the 23-24 school year. Additionally, employees are offered restorative solutions to staff conflicts when staff are willing to participate. Restorative community resources are shared with all sites to participate in Tier 2 and Tier 3 conferencing.

Culturally Responsive Pedagogy

SRCS has scaled up its Ethnic Studies programmatic implementation to the point where it currently offers 11 different courses to about 1,800 students. The limited journal and peer-reviewed studies about Ethnic Studies suggest that a robust programmatic implementation of Ethnic Studies will result in higher core academic achievement, better attendance, and more positive behaviors. Overall, ELA and mathematics have shown slight increases in the 2023 student CAASPP metrics, though the College and Career Readiness indicators have remained the same from the previous year. While quantitative academic metrics do not show large growth, SRCS also facilitates yearly focus groups, surveys, and individual interviews with students to gather qualitative feedback about Ethnic Studies in SRCS. In this qualitative information, students report being more engaged in school, attending more regularly, and having learning experiences they have never had before that they want more of. The qualitative data is unequivocal, and shows clearly, that student learning is greatly enhanced by a quality Ethnic Studies program in SRCS.

Furthermore, Ethnic Studies is a SRCS graduation requirement starting with the class of 2025. Thus, the scale up, professional development, and course creation needed to properly serve students so they have enough courses and opportunities to meet the graduation requirement mandates continued actions and monies directed to supporting programmatic implementation on a large scale.

Dual Immersion Programs at Cesar Chavez Language Academy and Elsie Allen High School

There has been a lot of collaborative work with regard to this action. This action supports the specific needs of this school site by supporting a seven period day to ensure students have access to elective courses. The Dual Language Immersion pathway began in the 2023-2024 school year with a small number of students, which will incrementally increase yearly, with students participating in the expansion of the Spanish Dual Immersion program at the high school level. A DLI TOSA position has been focusing on bridging the needs of students, staff, and families to support the programmatic success of this program. There has been intentional work on the revision and addition of Career Technical Education offerings to include Public and Community Health and Educational pathways for students to have a variety of college and career choices for all students.

SRCS is reporting the following data for schools with lowest performance level on one or more indicator on the 2023 Dashboard, student groups with the lowest performance level on one or more indicator on the 2023 Dashboard (this includes disaggregated data, not just the overall dashboard color), and any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard:

Elsie Allen High: Low performing in Math, English Learner Proficiency Index (ELPI), Graduation and Suspensions. Student Groups: Asian American (AS) Suspension; English Learners (EL) College and Career Index (CCI), Graduation and Suspensions; Hispanic (HI) Graduation, Suspensions; Socioeconomically Disadvantaged (SED) Suspensions, Students with Disabilities (SWD) English Language Arts (ELA), Math, CCI, Graduation, Suspensions; White (WH) Suspensions.

Maria Carrillo High: Student Groups: EL, HI and SED Suspensions; SWD CCI and Suspensions.

Montgomery High: Low performing in Suspensions. Student Groups: Black/African American (AA) Suspensions; EL CCI, Graduation and Suspensions; HI and SED Suspensions; SWD Graduation.

Piner High: Low performing in ELPI and Suspensions. Student Groups: EL CCI, Graduation and Suspensions; HI and SED Math and Suspensions; SWD CCI and Suspensions; WH Suspensions.

Ridgway High (Continuation): Low performing in CCI. Student Groups: EL, HI and SED CCI

Santa Rosa High: Student Groups: EL Math, CCI, Graduation and Suspensions; HI ELA and Suspensions; SED ELA, Math and Suspensions; SWD ELA, Math, CCI and Suspensions; WH Math.

Brook Hill Elementary: Student Groups: EL and SED ELA; SWD ELA and Math; WH Suspensions.

Luther Burbank Elementary: Low performing in Chronic Absenteeism and Suspensions. Student Groups: EL, HI, SED and SWD Chronic.

Abraham Lincoln Elementary: Student Groups: EL ELA and Suspensions; SWD Suspensions.

James Monroe Elementary: Low performing in Suspensions. Student Groups: EL ELA and Math; HI, SED and SWD Suspensions.

Proctor Terrace Elementary: Student Groups: SWD ELA and Math.

Steele Lane Elementary: Low performing in ELA and ELPI. Student Groups: EL, HI and SED ELA.

Herbert Slater Middle: Low performing in Math, Chronic Absenteeism, ELPI and Suspensions. Student Groups: EL and HI ELA, Math, Chronic Absenteeism, and Suspensions; MR in Chronic Absenteeism; SED and SWD in ELA, Math, Chronic Absenteeism and Suspensions; WH Chronic Absenteeism and Suspensions.

Rincon Valley Middle: Student Groups: EL, HI, and SED ELA, Math, and Suspensions; SWD ELA, Math, and Chronic Absenteeism; WH Chronic Absenteeism.

Santa Rosa Middle: Low performing in ELA, Math, and Chronic Absenteeism. Student Groups: EL ELA and Math; HI ELA, Math and Chronic Absenteeism; MR Chronic Absenteeism; SED ELA, Math, Chronic Absenteeism; SWD Chronic Absenteeism; WH Suspensions.

Helen Lehman Elementary: Student Groups: EL and SED ELA.

Hilliard Comstock Middle: Low performing in Suspensions. Student Groups: EL ELA and Math; HI Suspensions; SED Math and Suspensions.

Albert Biella Elementary: Student Groups: EL ELA.

Reflections: Technical Assistance

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

Differentiated Assistance (DA) or Direct technical assistance (DTA) provided over the past three years in order to help Santa Rosa City Schools (SRCS) address underlying causes that lead to low student outcomes while strengthening and the evaluation of effective strategies and programs (and adjustment, if necessary) has been critical in the work underway regarding Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and other district-wide initiatives to increase student achievement.

Data over the past two years which qualifies the district for DA/DTA shows that pupil achievement is very low in both English Language Arts (ELA) and Math, while pupil engagement/chronic absenteeism and suspensions (School Climate) is very high, for the following students:

English Learners

Students with Disabilities

African American

American Indian

Foster Youth

Hispanic

Homeless Youth

Pacific Islander

Socio-economically Disadvantaged

SRCS has met standards for

The Basics: Teachers, Instructional Materials, Facilities

Implementation of Academic Standards

Parent and Family Engagement

Local Climate Survey
Access to a Broad Course of Study

And recent efforts in supporting Foster Youth have resulted in an increased graduation rate of 7% from 2022 (59%) to 2023 (65%).

SRCS engaged its students in CAASPP testing for ELA, Math, and Science this academic year, showing a gain overall in the district in both English Language Arts (ELA) and Math. From the 2021/22 school year to the 2022/23 school year, the overall district gain for ELA was 1.82% (from 30.48% to 32.30%) and for Math was 2.23% (from 22.37% to 24.60%).

Efforts to work with schools who qualified for differentiated assistance over the past few years have paid off. In the coming 2024-25 school year:

- 9 schools exited Additional Targeted Support and Improvement (ATSI) status
- 4 schools remained out of ATSI/Comprehensive School Improvement (CSI) status
- 6 schools showed no change/remained in ATSI status
- 2 schools remain in CSI status
- 2 new schools became CSI-eligible
- 1 school exited CSI.

The Sonoma County Office of Education (SCOE) has provided DA thru technical assistance over the past three years in a variety of ways:
Countywide Collaboration for Continuous Improvement Teams met quarterly at SCOE
On-site Customized Collaboration and Support focusing on systems development and implementation
Access to SCOE Professional Development

In the 2022-23 school year, SCOE provided a fully-funded Math Teacher on Special Assignment (TOSA) for the district and provided support by working with continuous improvement teams to determine root cause analysis and other professional development regarding the CA Dashboard, LCAP, etc.

In the 2023-24 school year, SCOE continued funding of the Math TOSA from the previous year and also provided funding for an alternative education coordinator. This Coordinator was hired in January 2024 after posting from the previous year and is working with district leadership and the Board to determine viable options for alternative education.

Recommendations from SCOE moving forward include the continuation of continuous improvement teams that have representatives from district and site leadership, classified and certificated, as well as staff who work directly with Homeless and Foster Youth and Students with Disabilities.

Other SRCS district-wide work related to technical assistance includes:

The continuation of identifying best practices of Tier 1 instructional practices for all students that provide the most impact, leverage, and readiness and are shared with principals for site implementation.

The implementation of A-G aligned Common Core throughout the district to provide an array of courses, to increase equity and access, and to allow for more options in college and career next steps.

The continuation of a Collaborative Curriculum Design (CCD) team of grade-level teacher cohorts, TOSAs, and district leadership that revises and updates coursework with current, relevant resources and pedagogy. Designated ELD work has focused on 1) formative and summative assessment, 2) differentiation strategies and tools, 3) culturally affirming and responsive literature and texts, and 4) expanding showcase options.

Continuation of staff training in Orton Gillingham (OG) approach for structured literacy strategies to build strong language and literacy skills and access to all academic content areas. In the 2022-23 school year, 3 additional cohorts of staff were trained, and teachers found these practices worked very well with their students. Through the 22-23 school year, additional cohorts were trained with 73 teachers, TOSAs, Reading Teachers, District Administrators, and EL Specialists. The first cohort of teachers who attended the full OG training attended a follow-up training in morphology.

Continuation of Language Essentials for Teacher of Reading and Spelling (LETRS) training, Year 2, for Elementary TOSAs, EL Specialists, the district English Learner TOSA, and Migrant Ed TOSA.

Continued work to integrate the teaching and learning of foundational literacy skills through a structured literacy approach into broader ELA curriculum (e.g., CCD, Wonders, Lucy Calkins Writing); the district understands the need to identify an appropriate scope & sequence so that teachers and students have a clear pathway for teaching and learning. We also recognize the need to identify, document, and teach the unique literacy skills needed for success in other content areas, such as mathematics, history/social science, science, and visual/performing arts.

A continued focus on supporting core content teachers with Integrated ELD strategies to support EL students through strategies that will increase students' oral and written language across content.

Monthly Multilingual Learner collaborative meetings that encourage staff to review learning modules and strategies to support ELs.

In regards to English Language Development (ELD), the 2022 CA Dashboard results for ELs (the English Learner Progress Indicator (ELPI)) showed 46.3% of students making progress toward English language proficiency. 19.4% of students showed a decrease of at least one level in the ELPI, and 34.3% percent maintained their most recent ELPI level. The district has begun to make efforts to monitor both English learners and RFEP students to identify supports and interventions and an increase in professional development for Integrated and Designated English Language Development. The purchase of ELlevation software has made such monitoring more accessible. School sites regularly meet in Language Acceleration Review Committee meetings to work with ELs in data analysis and identification of professional development needs. Ongoing support from English Learner Specialists, SOLL Counselors, and EL TOSAs through the site, grade level, and monthly collaborative meetings help to identify and provide targeted support needed.

Professional development around Specialized Designed Academic Instruction in English (SDAIE) strategies has been initiated and continues to happen throughout the 2023-24 school year for elementary and secondary cohorts.

Continuation of Language Acceleration Review Committees (LARC) at each site to meet regularly with the purpose of analyzing student data and determining a student's readiness for the reclassification process or to make decisions about student supports needed to help accelerate language proficiency.

Supporting Newcomer students through the leadership of the Multilingual Services and State and Federal Programs departments via a new Newcomer Center at a local high school, parent engagement via parent attendance to conferences, Newcomer Summer School, etc.

The adoption of high-quality curricula Everyday Mathematics 4th Edition (KA-5) and College Preparatory Math (6) that provides teachers with curricular tools aligned to the California State Standards and addresses data in the 2022 CA Dashboard showing a "very low" status for several student groups.

District-funded TOSA teams that focus on best mathematical practices to support classroom instruction, including continuing work around mathematical mindset in the primary grades as a continuation of the training and collaboration offered with Dr. Jo Boaler in previous years.

Continued professional learning that focuses on math and continues the work with Dr. Boaler and Cathy Williams on restructuring learning opportunities for students in a manner that supports a growth mindset and positive math identity in students. Such training supports teachers through course-alike Math Cohorts emphasizing instructional strategies that connect math concepts along big ideas, assessment for learning, relevant, rich math tasks that provide increased access to students in heterogeneous classrooms, strategies that promote multidimensional learning, complex instruction strategies to promote cooperative learning, math competence, and study team strategies to promote increased discourse and access to math concepts. We are providing additional professional learning and support to teachers in utilizing their adopted text along with worthwhile math tasks to better support their students with learning math concepts through the Educator Effectiveness Grant. Expanded intervention and support will be provided to students across sites through the use of the A-G Grant. The district uses the A-G Completion Grant to provide extra FTE to each high school so they can provide math intervention for students missing credits, struggling in mathematics overall, or having to repeat courses.

The expansion of math pathways and course offerings, such as AP Precalculus alongside AP Statistics and AP Calculus.

Continued services via the district-paid Math TOSA will continue to help support the focus on mathematics data, instructional practices, lesson development and collaboration that will help us best serve our students through their mathematical journey in SRCS.

Build upon the the work done with NGSS and the secondary Science textbook adoption and curriculum work done in previous years to develop greater coherence through collaborative planning using West Ed's 5 Characteristics for designing evidence based NGSS aligned science experiences for students along with systems of assessment for measuring multidimensional science learning. Additionally, Professional Learning options were provided specific to strategies to better support emergent bilingual students in the science classroom. Continuation of the 3Rs curriculum that was piloted as part of the state-required California Healthy Youth Act (CHYA), as well as continued collaborative efforts with community partners such as Kaiser Health and Positive Images to support implementation efforts specific to CHYA compliance. Additionally, opportunities were provided to families to view the curriculum, and informational sessions were provided to outline policy and curriculum contents. Continued professional learning is being provided to teachers specific to any program recommendation that is made to the Board for adoption.

Collaborative professional learning community work amongst Social Science department chairs to identify academic skills impacted by the pandemic (such as primary document analysis, the ability to write a clear thesis statement, etc.) and to collectively consider how to improve instructional practices in relation to it.

Continued professional development cohorts with the Acosta Educational Partnership, collaborating with the California Indian Museum and Cultural Center and scaling up the amount of courses offered at each site to continue Ethnic Studies implementation.

Maintaining and expanding a Career Technical Education (CTE) District Advisory Committee that is made up of a diverse and inclusive group of educational partners, including local industry, that reflect the student and community population to ensure continued alignment with identified student and community priorities while paying attention to local labor market needs.

Increasing participation rates in CTE through social media marketing and career awareness activities at the middle school that are aligned with high school CTE Programs.

Conducting an annual self-review of High-Quality Career Technical Education Program Evaluation to identify areas of strength and growth that are shared with site principals, CTE Department Chairs, College and Career Support Team, and the District CTE Advisory Committee. Continuing to refine CTE coursework and participation through professional development, course sequencing and review/redesign, and work-based learning opportunities and career-connected experiences.

Maintaining and expanding a College and Career Center Support Collaborative, which consists of College and Career Counselors and post-secondary and community partners to support financial aid application completion and preparing students for college, career, and life.

Additionally, K-12 resources will continue to be identified and developed to increase college and career readiness.

Continuing to provide and increase site team participation in Advancement Via Individual Determination (AVID), including participation in the Summer Institute. Increasing articulation between AVID feeder schools is also being explored. Data shows that 100% of AVID students graduated in all A-G courses. Further, AVID students have higher and more diverse enrollment in Honors and Advanced courses and increased entry to post-secondary education.

Prioritizing the development of a rich and sustainable Visual and Performing Arts (VAPA) program/strategic plan that enhances equitable access to VAPA classes for students across all campuses.

Assessing and making decisions about various district wide learning platforms and applications in the interest of selecting those that are most used and that align to the district's priorities. Exploring professional learning for staff to ensure these applications have the most impact on student learning and success.

Continued implementation of PBIS and Restorative Practices in all schools, along with continued monitoring and reduction of disproportionality in disciplinary actions, to address "high" suspension rates noted in the CA Dashboard.

Increasing student engagement to reduce chronic absenteeism by creating a Wellness and Engagement department, focusing on relevant curriculum and instruction, providing more social-emotional training and restorative support, investing in Keeping Kids in School mentors, etc.

Continuing the implementation of the Multi-tiered System of Support (MTSS) to ensure all staff members understand the basics of MTSS, where their work falls into the tiers, and supporting students in the key categories of Academics, Attendance, and Conduct & Social-Emotional.

Maintaining the foundation of Equity, Empathy, & Engagement, as well as Culture, Community & Connections to have a school climate conducive to student success by including student voice in the MTSS Tier 1 site level teams at each school, collaboratively identifying Tier 1 interventions for classroom and school-wide support, continued collaboration to begin basic foundational learnings of the 4 pillars of California's MTSS model, beginning self-assessment of the SRCS MTSS work through the SWIFT Schools' Fidelity, Integrity Assessment (FIA).

Continuing use of the Panorama and Wayfinder SEL platforms. By continuing to use the Panorama student social-emotional screener in grades 4-12, we have data to support school-wide programs and targeted mental health support for students. In grades K-3, teachers continue to complete a student screener, which also provides data for the Tier 2 teams to examine trends and needs and to organize support school-wide for small groups and individual students. Also, the district is better preparing staff to use both the Panorama Moves in the "Playbook" SEL curriculum in the upcoming school year.

Implementing Wayfinder activities for grades 7-12, providing access to the Wayfinder Activity Library for all staff in those grade levels. This additional tool directly addresses and implements SEL curriculum and approaches in daily practice. Refresher Toolbox training for elementary staff and intro courses for new elementary staff help continue the Toolbox work.

Continuing district work with Universal Prekindergarten (UPK) and Universal Transitional Kindergarten (UTK).

Following up on a 5-year strategic plan started in the 2020-21 school year and developed by the SRCS Libraries Strategic Plan Committee to review library services, staff training, and collections districtwide.

Expanding opportunities and offerings that meet student needs after school and during the summer, including increased access to child-care and afterschool programs at several schools, implementing after-school tutoring for K-6 students to strengthen student literacy and mathematics skills, expanding learning experiences during school recesses (winter and spring break STEM and Arts camps), and offering additional, academic-based summer school and camp programs.

Helping to provide supplemental support to off-track high school students who are missing credits by offering in-person, high school evening school sessions.

Hiring additional TOSAs to support CSI schools to intentionally support ELs with their ability to access math and ELA.

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.

Cesar Chavez Language Academy
Elsie Allen High School
Santa Rosa Middle School
Herbert Slater Middle School

Support for Identified Schools

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

Santa Rosa City School's (SRCS) Educational Services Division collaborates as a team to work together in supporting its eligible comprehensive support and improvement (CSI) schools in developing a CSI plan that includes school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

In support and planning meetings with each principal, supervising directors and other staff have reviewed criteria under which schools are eligible and provided guidance for how to integrate their CSI status into the school's plan for student achievement. Site plans are connected to the district's plan and align with its vision (to send students into the world empowered to find purpose, think critically, embrace diversity, work together, adapt to our changing planet, and live healthy and fulfilling lives), mission, objectives, priorities and requirements, and include a comprehensive needs assessment, root cause analysis, identification of resource inequities, selection of effective research-based interventions, and involvement of educational partners.

Throughout the school year, principals participate in ongoing, formal training for continuous school improvement at least three times a year in Fall, Winter, and Spring. This training, provided by the coordinator and senior secretary of State and Federal Programs, also includes information and resources for principals to successfully continue the integration of CSI requirements into serving students, such as allowable expenses, budget oversight and management, data analysis, plan development and revision, Free & Reduced Program information, involving, collecting and analyzing educational partners participation and data, etc.

The SRCS School Board of Education meets at least monthly throughout the school year and invites community members to attend, inform, and comment on current issues while considering state and federal requirements. In addition, other opportunities for community members to be involved in planning and key decision-making include LCAP Community Feedback meetings, School Site Council meetings, English Language Advisory Committee meetings, staff and community surveys, family engagement activities and staff, and other ongoing community outreach strategies and activities.

As part of the ongoing continuous improvement process, each site's leadership team of administrators and teachers analyzes data and needs from the school using Dashboard data, the School Accountability Report Card, and local assessment results from testing such as ELPAC and CAASPP, as well as local data and assessments (i.e., Panorama, YouthTruth) to determine priorities for student achievement as they align to the district's priorities.

Specific to CSI support, sites that are eligible use school-level needs assessment data to analyze possible root causes through protocols such as 5 Whys: Root Cause Analysis to identify underlying factors or causes and to determine the best strategies to address resource inequities. Other support from CDE and SCOE has also been provided to help teams determine the best evidence-based strategies and interventions to implement.

Amongst all CSI schools, assessments identified individualized gaps in student proficiency, particularly in English Language Arts and Math for English Learners, Students with Disabilities, Homeless and Foster Youth, and Hispanic students at both elementary and secondary levels.

As a result of this feedback and assessment process, and in alignment with district priorities, district leadership prioritized the support of centralized Teachers on Special Assignment (TOSAs) at all 4 CSI schools as reflected in the School Plans for Student Achievement (SPSAs).

Cesar Chavez Language Academy (CCLA) and Elsie Allen High School (EAHS) will share a centralized CSI Dual Language Immersion TOSA in order to fortify the dual-immersion program between these two CSI schools, to strengthen the community and school culture, and to strengthen a "feeder-like pattern" between them.

In addition to TOSA staffing, CCLA will also use CSI funds to cover .2 FTE of an AVID Coordinator through their charter LCAP for the 2024-2025 school year.

To inform decisions about these district gaps, all CSI schools in the district address requirements through:

The school site plan to identify needs, goals, activities, resources, and progress,

The use of a collaborative, inquiry-based process to build teacher efficacy with a focus on foundational literacy skills that address close reading and writing needs

Incorporate the Orton Gillingham approach designed to help struggling readers along with differentiated instruction,

Coaching and PLC structures that analyze student work from within MTSS and ELD to support ongoing learning and analysis of evidence from teaching and student learning to determine growth and effective implementation,

The intent to hire a Teacher on Special Assignment (TOSA) to support these efforts in leading and overseeing activities to serve students,

A focus on Tier 1 MTSS interventions and small group instruction,

Teacher teams who identify essential standards-based curriculum mapping and

Other site-specific strategies and activities to address student needs.

Each site's School Site Council (SSC) of the principal, teachers, classified staff, parents, students, and community partners as applicable reviews the site plan, needs, data, goals, strategies and progress each month to provide thoughts and feedback and shares feedback and suggestions with other site groups such as the school's English Learner Advisory Councils (ELAC) and Parent Teacher Organization (PTO).

Monitoring and Evaluating Effectiveness

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

Santa Rosa City Schools monitors and evaluates CSI-eligible schools' plans in the district that support student and school improvement through several measures, including but not limited to:

Regular meetings between CSI-school principals and supervising directors to revisit CSI plan, discuss goals and activities and their progress, and revise accordingly,

Three formal trainings throughout the year focused on continuous improvement through site plans,

Monitoring expenditures through requisitions and purchases that require the identification of specific site plan goals and activities as they relate to CSI,

Regular communication with site principals and State & Federal Programs to provide resources, information, and support toward addressing CSI-related goals in site plans,

Ongoing collaboration with educational partners to locally gather feedback and/or develop, implement, and monitor the CSI plan,

Staff who lead and oversee CSI-related activities and progress (i.e., principal, TOSA),

Training for and development of an annual schoolwide plan that includes CSI efforts, data, and analysis and is overseen by the coordinator of State & Federal Programs, who reviews all plans and works with teams as necessary for revisions,

School Board approval of all site plans, and

Partnering with CDE as part of the Federal Program Monitoring (FPM) process.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, Parent Advisory Committees, and ELAC	<p>In developing the LCAP, all statutorily required educational partners were consulted for their community input. It is the philosophy of Santa Rosa City Schools that engaging our educational partners is critical to the success of students and that their input influences district priorities and spending for student achievement.</p> <p>Understanding staff, student, and parent perceptions about school is linked to academic outcomes, so it's beneficial to know what our educational partners are experiencing in our schools and classrooms. SRCS strives to create multiple opportunities for educational partners to provide feedback via various modalities over several days and times.</p> <p>For teachers, as well as for the entire community, it was deemed beneficial to hold additional meetings this year, as a new LCAP was being written. This would serve as a way to provide baseline fiscal information that might serve to deepen meaningful conversations. This series of in-person and virtual LCAP "budget roadshows," provided throughout the months of November and December, that highlighted the purpose, detail, and funding associated with the LCAP. Staff from the district and the Educational Services division presented to community members at various school sites in the evening with a visual presentation and time for questions.</p> <p>LCAP Community Engagement Meetings included a presentation that covered the purpose of the LCAP, what the last three years of</p>

Educational Partner(s)	Process for Engagement
	<p>SRCS's LCAP were focused on in terms of goals, priorities, and sample activities along with data and focus questions. Staff from the Educational Services division served as co-facilitators to both present and to take notes; note-taking documents were also posted, and community members were invited to address them directly if they chose to. Upon completion of the meetings, all notes were compiled, and individual School Site Councils, along with the lead team of the Educational Services division, examined them for common themes and findings.</p> <p>Site Principals invited community members via a Community Input letter that included the invitation, purpose and all dates and times of meetings, and was available in both English and Spanish. Meetings and information was also posted on the district's website and via various social media and communication platforms such as Instagram, Facebook, ParentSquare, etc.</p> <p>Meetings were primarily held in February (with follow-up meetings of a summary of the February meetings held in April) and spread out over a 2-3 week period for the best access and availability. Days and times varied according to access and location so that educational partners could attend at times that worked for them, and Zoom meetings were scheduled later in the evening.</p> <p>Once all feedback is considered and the LCAP is further developed with this feedback in mind, a draft of the LCAP is presented to the School Board and is available for public comment as part of that process. Notwithstanding any revisions deemed necessary, the draft will then be considered for final approval by the School Board at the 6/26 Board meeting.</p> <p>Abraham Lincoln Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 9/21, 10/19, 11/16, 12/21, 1/18, 2/15, 3/21, 4/18, 5/16 SSC: 9/28, 10/26, 11/30, 2/21, 3/28, 4/25, 5/23 PFO: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p>

Educational Partner(s)	Process for Engagement
	<p>Albert Biella Elementary: Staff Meetings: 8/12, 8/28, 9/11, 9/25, 10/23, 11/13, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/18 ELAC: 9/12, 11/14, 2/13, 3/12, 4/9 SSC: 9/25, 10/23, 1/22, 3/25, 4/22, 5/20 PTA: 9/18, 10/16, 11/6, 1/23, 2/5, 3/4, 4/8, 5/14</p> <p>Brook Hill Elementary: Staff Meetings: 8/23, 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, ?, 5/29, 6/12 ELAC: 9/14, 10/12, 11/13, 1/8, 3/14, 4/17 SSC: 9/21, 10/19, 1/18, 3/28, 4/18, 5/16 PFO: 9/21, 10/19, 11/29, 1/31, 2/28, 3/27, 4/29</p> <p>Helen Lehman Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29, 12/20, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/11, 10/9, 11/13, 12/11, 1/3 2/5 3/11, 4/8, 5/13 SSC: 9/11, 10/9, 1/22, 2/28, 3/11, 4/8, 4/29 PTA: 9/11, 9/25, 10/3, 3/12, 5/3</p> <p>Hidden Valley Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/12, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 10/12, 11/14, 12/6, 2/16, 2/20, 3/26, 4/9, 5/16 SSC: 10/12, 11/15, 2/13, 3/6, 4/17, 5/15 PFO: 8/31, 9/28, 10/26, 11/30, 1/25, 2/29, 3/28, 4/25, 5/29</p> <p>James Monroe Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/22, 10/13, 11/13, 12/12, 1/17, 2/21, 3/26, 4/30 SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 9/26, 10/24, 11/6, 12/20, 1/12, 5/2</p> <p>Luther Burbank Elementary:</p>

Educational Partner(s)	Process for Engagement
	<p>Staff Meetings: 8/14, 8/28, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/22, 2/5, 2/26, 3/11, 3/25, 4/8, 4/22, 5/6, 5/20 ELAC: 11/29, 1/25, 4/18, 5/16 SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 11/3, 11/15, 2/21, 4/3</p> <p>Proctor Terrace Staff Meetings: 8/14, 8/23, 9/6, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22, 12/13, 12/27, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/8, 10/30, 2/8, 4/11 SSC: 9/21, 11/16, 1/25, 3/14, 4/25 PFO: 9/19, 10/17, 12/19, 1/16, 2/20, 3/19, 4/16, 5/21</p> <p>Steele Lane Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 10/18, 11/15, 1/17, 2/21, 3/20, 4/14, 5/15 SSC: 10/26, 11/13, 1/25, 2/22, 3/28, 4/25, 5/23 PFO: 10/17, 12/5, 12/19, 1/9, 2/13, 3/5, 3/26, 4/8, 5/7</p> <p>Hilliard Comstock Middle Staff Meetings: 9/20, 10/18, 11/29, 1/24, 2/21, 3/27, 4/17, 5/22, 6/6 ELAC: 9/14, 10/19, 11/16, 1/18, 2/15, 4/18, SSC: 10/10, 1/18, 2/13, 4/18, 5/23 PFO: N/A</p> <p>Rincon Valley Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/14, 10/16, 11/20, 12/18, 1/22, 2/26, 3/25, 4/23, 5/20 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/27, 4/24, 5/29 PFO: 9/6, 10/4, 11/1, 12/6</p> <p>Santa Rosa Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/26, 3/27, 4/17, 5/2 ELAC: 9/13, 10/11, 11/15, 1/17, 2/28, 3/27, 4/17</p>

Educational Partner(s)	Process for Engagement
	<p>SSC: 9/6, 11/1, 2/28, 5/1 PFO: 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Herbert Slater Middle: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 12/13, 1/10, 2/14, 3/27, 4/10 ELAC: 1/25, 2/8, 3/7, 4/4, 5/2 SSC: 10/18, 11/29, 1/31, 2/21, 4/17, 5/22 PFO: 8/21, 11/6, 1/1, 2/5, 3/4, 5/6, 6/3</p> <p>Elsie Allen High: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 1/10, 2/14, 3/13, 4/10, 5/8 ELAC: 9/21, 10/4, 11/1, 12/6, 1/10, 2/7, 3/6, 4/3, 5/1 SSC: 10/26, 11/16, 12/21, 1/25, 2/15, 3/28, 4/18, 5/9 PFO: N/A</p> <p>Maria Carrillo High: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 8/10, 10/18, 11/15, 12/13, 1/17, 2/21, 3/13, 4/17, 5/15 SSC: 9/11, 10/9, 11/13, 1/8, 2/13, 3/11, 4/18, 5/13 PFO: 8/22, 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/12, 4/9, 5/14</p> <p>Montgomery High: Staff Meetings: 9/27, 10/25, 11/29, 12/15, 1/24, 2/28, 3/27, 4/24, 5/24 ELAC: 9/27, 10/11, 11/8, 1/24, 2/15, 3/13, 4/10, 5/15 SSC: 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8 MEF: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Piner High: Staff Meetings: 8/14, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/21, 10/12, 11/9, 1/11, 3/14, 4/11, 5/16 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/28, 4/24, 5/22 PFO: 10/4, 11/1, 1/10, 2/7, 3/6, 4/3, 5/12</p> <p>Ridgway Continuation High: Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21 ELAC: 11/8, 12/13, 1/25, 2/15, 4/25, 5/7</p>

Educational Partner(s)	Process for Engagement
	<p>SSC: 10/11, 11/8, 12/13, 1/10, 2/7, 3/13, 4/10, 5/8 PFO: N/A</p> <p>Santa Rosa High: Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21, ELAC: 8/31, 9/28, 10/25, 11/29, 1/24, 2/21, 3/27, 4/24, 5/29 SSC: 8/30, 9/28, 10/26, 11/30, 1/26, 2/29, 3/28, 4/25, 5/30 STP: 9/7, 10/12, 11/9, 12/7, 1/4, 2/1, 3/7, 4/4, 5/2</p>
Principals	<p>In developing the LCAP, all statutorily required educational partners were consulted for their community input. It is the philosophy of Santa Rosa City Schools that engaging our educational partners is critical to the success of students and that their input influences district priorities and spending for student achievement. Understanding staff, student, and parent perceptions about school is linked to academic outcomes, so it's beneficial to know what our educational partners are experiencing in our schools and classrooms. SRCS strives to create multiple opportunities for educational partners to provide feedback via various modalities over several days and times.</p> <p>For the entire community, it was deemed beneficial to hold additional meetings this year, as a new LCAP was being written. This would serve as a way to provide baseline fiscal information that might serve to deepen meaningful conversations. This series of in-person and virtual LCAP "budget roadshows," provided throughout the months of November and December, that highlighted the purpose, detail, and funding associated with the LCAP. Staff from the district and the Educational Services division presented to community members at various school sites in the evening with a visual presentation and time for questions.</p> <p>Site Principals invited community members via a Community Input letter that included the invitation, purpose and all dates and times of meetings, and was available in both English and Spanish. Meetings and information was also posted on the district's website and via</p>

Educational Partner(s)	Process for Engagement
	<p>various social media and communication platforms such as Instagram, Facebook, ParentSquare, etc.</p> <p>LCAP Community Engagement Meetings included a presentation that covered the purpose of the LCAP, what the last three years of SRCS' LCAP were focused on in terms of goals, priorities, and sample activities along with data and focus questions. Staff from the Educational Services division served as co-facilitators to both present and to take notes; note-taking documents were also posted, and community members were invited to address them directly if they chose to. Upon completion of the meetings, all notes were compiled, and individual School Site Councils, along with the lead team of the Educational Services division, examined them for common themes and findings.</p> <p>Meetings were primarily held in February (with follow-up meetings of a summary of the February meetings held in April) and spread out over a 2-3 week period for the best access and availability. Days and times varied according to access and location so that educational partners could attend at times that worked for them, and Zoom meetings were scheduled later in the evening.</p> <p>Once all feedback is considered and the LCAP is further developed with this feedback in mind, a draft of the LCAP is presented to the School Board and is available for public comment as part of that process. Notwithstanding any revisions deemed necessary, the draft will then be considered for final approval by the School Board at the 6/26 Board meeting.</p> <p>Abraham Lincoln Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 9/21, 10/19, 11/16, 12/21, 1/18, 2/15, 3/21, 4/18, 5/16 SSC: 9/28, 10/26, 11/30, 2/21, 3/28, 4/25, 5/23 PFO: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Albert Biella Elementary:</p>

Educational Partner(s)	Process for Engagement
	<p>Staff Meetings: 8/12, 8/28, 9/11, 9/25, 10/23, 11/13, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/18 ELAC: 9/12, 11/14, 2/13, 3/12, 4/9 SSC: 9/25, 10/23, 1/22, 3/25, 4/22, 5/20 PTA: 9/18, 10/16, 11/6, 1/23, 2/5, 3/4, 4/8, 5/14</p> <p>Brook Hill Elementary: Staff Meetings: 8/23, 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, ?, 5/29, 6/12 ELAC: 9/14, 10/12, 11/13, 1/8, 3/14, 4/17 SSC: 9/21, 10/19, 1/18, 3/28, 4/18, 5/16 PFO: 9/21, 10/19, 11/29, 1/31, 2/28, 3/27, 4/29</p> <p>Helen Lehman Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29, 12/20, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/11, 10/9, 11/13, 12/11, 1/3 2/5 3/11, 4/8, 5/13 SSC: 9/11, 10/9, 1/22, 2/28, 3/11, 4/8, 4/29 PTA: 9/11, 9/25, 10/3, 3/12, 5/3</p> <p>Hidden Valley Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/12, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 10/12, 11/14, 12/6, 2/16, 2/20, 3/26, 4/9, 5/16 SSC: 10/12, 11/15, 2/13, 3/6, 4/17, 5/15 PFO: 8/31, 9/28, 10/26, 11/30, 1/25, 2/29, 3/28, 4/25, 5/29</p> <p>James Monroe Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/22, 10/13, 11/13, 12/12, 1/17, 2/21, 3/26, 4/30 SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 9/26, 10/24, 11/6, 12/20, 1/12, 5/2</p> <p>Luther Burbank Elementary: Staff Meetings: 8/14, 8/28, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/22, 2/5, 2/26, 3/11, 3/25, 4/8, 4/22, 5/6, 5/20 ELAC: 11/29, 1/25, 4/18, 5/16</p>

Educational Partner(s)	Process for Engagement
	<p>SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 11/3, 11/15, 2/21, 4/3</p> <p>Proctor Terrace Staff Meetings: 8/14, 8/23, 9/6, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22, 12/13, 12/27, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/8, 10/30, 2/8, 4/11 SSC: 9/21, 11/16, 1/25, 3/14, 4/25 PFO: 9/19, 10/17, 12/19, 1/16, 2/20, 3/19, 4/16, 5/21</p> <p>Steele Lane Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 10/18, 11/15, 1/17, 2/21, 3/20, 4/14, 5/15 SSC: 10/26, 11/13, 1/25, 2/22, 3/28, 4/25, 5/23 PFO: 10/17, 12/5, 12/19, 1/9, 2/13, 3/5, 3/26, 4/8, 5/7</p> <p>Hilliard Comstock Middle Staff Meetings: 9/20, 10/18, 11/29, 1/24, 2/21, 3/27, 4/17, 5/22, 6/6 ELAC: 9/14, 10/19, 11/16, 1/18, 2/15, 4/18, SSC: 10/10, 1/18, 2/13, 4/18, 5/23 PFO: N/A</p> <p>Rincon Valley Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/14, 10/16, 11/20, 12/18, 1/22, 2/26, 3/25, 4/23, 5/20 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/27, 4/24, 5/29 PFO: 9/6, 10/4, 11/1, 12/6</p> <p>Santa Rosa Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/26, 3/27, 4/17, 5/2 ELAC: 9/13, 10/11, 11/15, 1/17, 2/28, 3/27, 4/17 SSC: 9/6, 11/1, 2/28, 5/1 PFO: 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p>

Educational Partner(s)	Process for Engagement
	<p>Herbert Slater Middle: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 12/13, 1/10, 2/14, 3/27, 4/10 ELAC: 1/25, 2/8, 3/7, 4/4, 5/2 SSC: 10/18, 11/29, 1/31, 2/21, 4/17, 5/22 PFO: 8/21, 11/6, 1/1, 2/5, 3/4, 5/6, 6/3</p> <p>Elsie Allen High: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 1/10, 2/14, 3/13, 4/10, 5/8 ELAC: 9/21, 10/4, 11/1, 12/6, 1/10, 2/7, 3/6, 4/3, 5/1 SSC: 10/26, 11/16, 12/21, 1/25, 2/15, 3/28, 4/18, 5/9 PFO: N/A</p> <p>Maria Carrillo High: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 8/10, 10/18, 11/15, 12/13, 1/17, 2/21, 3/13, 4/17, 5/15 SSC: 9/11, 10/9, 11/13, 1/8, 2/13, 3/11, 4/18, 5/13 PFO: 8/22, 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/12, 4/9, 5/14</p> <p>Montgomery High: Staff Meetings: 9/27, 10/25, 11/29, 12/15, 1/24, 2/28, 3/27, 4/24, 5/24 ELAC: 9/27, 10/11, 11/8, 1/24, 2/15, 3/13, 4/10, 5/15 SSC: 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8 MEF: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Piner High: Staff Meetings: 8/14, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/21, 10/12, 11/9, 1/11, 3/14, 4/11, 5/16 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/28, 4/24, 5/22 PFO: 10/4, 11/1, 1/10, 2/7, 3/6, 4/3, 5/12</p> <p>Ridgway Continuation High: Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21 ELAC: 11/8, 12/13, 1/25, 2/15, 4/25, 5/7 SSC: 10/11, 11/8, 12/13, 1/10, 2/7, 3/13, 4/10, 5/8 PFO: N/A</p> <p>Santa Rosa High:</p>

Educational Partner(s)	Process for Engagement
	<p>Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21, ELAC: 8/31, 9/28, 10/25, 11/29, 1/24, 2/21, 3/27, 4/24, 5/29 SSC: 8/30, 9/28, 10/26, 11/30, 1/26, 2/29, 3/28, 4/25, 5/30 STP: 9/7, 10/12, 11/9, 12/7, 1/4, 2/1, 3/7, 4/4, 5/2</p>
Other school personnel	<p>In developing the LCAP, all statutorily required educational partners were consulted for their community input. It is the philosophy of Santa Rosa City Schools that engaging our educational partners is critical to the success of students and that their input influences district priorities and spending for student achievement. Understanding staff, student, and parent perceptions about school is linked to academic outcomes, so it's beneficial to know what our educational partners are experiencing in our schools and classrooms. SRCS strives to create multiple opportunities for educational partners to provide feedback via various modalities over several days and times.</p> <p>For teachers, as well as for the entire community, it was deemed beneficial to hold additional meetings this year, as a new LCAP was being written. This would serve as a way to provide baseline fiscal information that might serve to deepen meaningful conversations. This series of in-person and virtual LCAP "budget roadshows," provided throughout the months of November and December, that highlighted the purpose, detail, and funding associated with the LCAP. Staff from the district and the Educational Services division presented to community members at various school sites in the evening with a visual presentation and time for questions.</p> <p>LCAP Community Engagement Meetings included a presentation that covered the purpose of the LCAP, what the last three years of SRCS's LCAP were focused on in terms of goals, priorities, and sample activities along with data and focus questions. Staff from the Educational Services division served as co-facilitators to both present and to take notes; note-taking documents were also posted, and community members were invited to address them directly if they chose to. Upon completion of the meetings, all notes were compiled, and individual School Site Councils, along with the lead team of the</p>

Educational Partner(s)	Process for Engagement
	<p>Educational Services division, examined them for common themes and findings.</p> <p>Site Principals invited community members via a Community Input letter that included the invitation, purpose and all dates and times of meetings, and was available in both English and Spanish. Meetings and information was also posted on the district's website and via various social media and communication platforms such as Instagram, Facebook, ParentSquare, etc.</p> <p>Meetings were primarily held in February (with follow-up meetings of a summary of the February meetings held in April) and spread out over a 2-3 week period for the best access and availability. Days and times varied according to access and location so that educational partners could attend at times that worked for them, and Zoom meetings were scheduled later in the evening.</p> <p>Once all feedback is considered and the LCAP is further developed with this feedback in mind, a draft of the LCAP is presented to the School Board and is available for public comment as part of that process. Notwithstanding any revisions deemed necessary, the draft will then be considered for final approval by the School Board at the 6/26 Board meeting.</p> <p>Abraham Lincoln Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 9/21, 10/19, 11/16, 12/21, 1/18, 2/15, 3/21, 4/18, 5/16 SSC: 9/28, 10/26, 11/30, 2/21, 3/28, 4/25, 5/23 PFO: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Albert Biella Elementary: Staff Meetings: 8/12, 8/28, 9/11, 9/25, 10/23, 11/13, 12/11, 1/8, 1/22, 2/12, 2/26, 3/12, 3/26, 4/9, 4/23, 5/14, 5/18 ELAC: 9/12, 11/14, 2/13, 3/12, 4/9 SSC: 9/25, 10/23, 1/22, 3/25, 4/22, 5/20 PTA: 9/18, 10/16, 11/6, 1/23, 2/5, 3/4, 4/8, 5/14</p>

Educational Partner(s)	Process for Engagement
	<p>Brook Hill Elementary: Staff Meetings: 8/23, 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, ?, 5/29, 6/12 ELAC: 9/14, 10/12, 11/13, 1/8, 3/14, 4/17 SSC: 9/21, 10/19, 1/18, 3/28, 4/18, 5/16 PFO: 9/21, 10/19, 11/29, 1/31, 2/28, 3/27, 4/29</p> <p>Helen Lehman Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29, 12/20, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/11, 10/9, 11/13, 12/11, 1/3 2/5 3/11, 4/8, 5/13 SSC: 9/11, 10/9, 1/22, 2/28, 3/11, 4/8, 4/29 PTA: 9/11, 9/25, 10/3, 3/12, 5/3</p> <p>Hidden Valley Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/12, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/22 ELAC: 10/12, 11/14, 12/6, 2/16, 2/20, 3/26, 4/9, 5/16 SSC: 10/12, 11/15, 2/13, 3/6, 4/17, 5/15 PFO: 8/31, 9/28, 10/26, 11/30, 1/25, 2/29, 3/28, 4/25, 5/29</p> <p>James Monroe Elementary: Staff Meetings: 8/14, 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 9/22, 10/13, 11/13, 12/12, 1/17, 2/21, 3/26, 4/30 SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 9/26, 10/24, 11/6, 12/20, 1/12, 5/2</p> <p>Luther Burbank Elementary: Staff Meetings: 8/14, 8/28, 9/11, 9/25, 10/9, 10/23, 11/13, 11/27, 12/11, 1/22, 2/5, 2/26, 3/11, 3/25, 4/8, 4/22, 5/6, 5/20 ELAC: 11/29, 1/25, 4/18, 5/16 SSC: 10/18, 11/15, 12/20, 1/31, 2/21, 4/17, 5/15 PFO: 11/3, 11/15, 2/21, 4/3</p> <p>Proctor Terrace Staff Meetings: 8/14, 8/23, 9/6, 9/13, 9/27, 10/11, 10/25, 11/8, 11/22, 12/13, 12/27, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22</p>

Educational Partner(s)	Process for Engagement
	<p>ELAC: 9/8, 10/30, 2/8, 4/11 SSC: 9/21, 11/16, 1/25, 3/14, 4/25 PFO: 9/19, 10/17, 12/19, 1/16, 2/20, 3/19, 4/16, 5/21</p> <p>Steele Lane Elementary: Staff Meetings: 8/23, 9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/14, 2/28, 3/13, 3/27, 4/10, 4/24, 5/8, 5/22 ELAC: 10/18, 11/15, 1/17, 2/21, 3/20, 4/14, 5/15 SSC: 10/26, 11/13, 1/25, 2/22, 3/28, 4/25, 5/23 PFO: 10/17, 12/5, 12/19, 1/9, 2/13, 3/5, 3/26, 4/8, 5/7</p> <p>Hilliard Comstock Middle Staff Meetings: 9/20, 10/18, 11/29, 1/24, 2/21, 3/27, 4/17, 5/22, 6/6 ELAC: 9/14, 10/19, 11/16, 1/18, 2/15, 4/18, SSC: 10/10, 1/18, 2/13, 4/18, 5/23 PFO: N/A</p> <p>Rincon Valley Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/14, 10/16, 11/20, 12/18, 1/22, 2/26, 3/25, 4/23, 5/20 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/27, 4/24, 5/29 PFO: 9/6, 10/4, 11/1, 12/6</p> <p>Santa Rosa Middle: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 12/20, 1/24, 2/26, 3/27, 4/17, 5/2 ELAC: 9/13, 10/11, 11/15, 1/17, 2/28, 3/27, 4/17 SSC: 9/6, 11/1, 2/28, 5/1 PFO: 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Herbert Slater Middle: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 12/13, 1/10, 2/14, 3/27, 4/10 ELAC: 1/25, 2/8, 3/7, 4/4, 5/2 SSC: 10/18, 11/29, 1/31, 2/21, 4/17, 5/22 PFO: 8/21, 11/6, 1/1, 2/5, 3/4, 5/6, 6/3</p>

Educational Partner(s)	Process for Engagement
	<p>Elsie Allen High: Staff Meetings: 8/14, 9/13, 10/11, 11/15, 1/10, 2/14, 3/13, 4/10, 5/8 ELAC: 9/21, 10/4, 11/1, 12/6, 1/10, 2/7, 3/6, 4/3, 5/1 SSC: 10/26, 11/16, 12/21, 1/25, 2/15, 3/28, 4/18, 5/9 PFO: N/A</p> <p>Maria Carrillo High: Staff Meetings: 8/23, 9/20, 10/18, 11/15, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 8/10, 10/18, 11/15, 12/13, 1/17, 2/21, 3/13, 4/17, 5/15 SSC: 9/11, 10/9, 11/13, 1/8, 2/13, 3/11, 4/18, 5/13 PFO: 8/22, 9/12, 10/10, 11/14, 12/12, 1/9, 2/13, 3/12, 4/9, 5/14</p> <p>Montgomery High: Staff Meetings: 9/27, 10/25, 11/29, 12/15, 1/24, 2/28, 3/27, 4/24, 5/24 ELAC: 9/27, 10/11, 11/8, 1/24, 2/15, 3/13, 4/10, 5/15 SSC: 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/13, 4/10, 5/8 MEF: 9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/14, 4/11, 5/9</p> <p>Piner High: Staff Meetings: 8/14, 9/20, 10/18, 11/15, 12/20, 1/24, 2/21, 3/27, 4/17, 5/15 ELAC: 9/21, 10/12, 11/9, 1/11, 3/14, 4/11, 5/16 SSC: 9/27, 10/25, 11/29, 1/31, 2/28, 3/28, 4/24, 5/22 PFO: 10/4, 11/1, 1/10, 2/7, 3/6, 4/3, 5/12</p> <p>Ridgway Continuation High: Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21 ELAC: 11/8, 12/13, 1/25, 2/15, ?, 4/25, 5/7 SSC: 10/11, 11/8, 12/13, 1/10, 2/7, 3/13, 4/10, 5/8 PFO: N/A</p> <p>Santa Rosa High: Staff Meetings: 8/24, 9/18, 10/16, 11/20, 1/22, 2/19, 4/16, 5/21, ELAC: 8/31, 9/28, 10/25, 11/29, 1/24, 2/21, 3/27, 4/24, 5/29 SSC: 8/30, 9/28, 10/26, 11/30, 1/26, 2/29, 3/28, 4/25, 5/30 STP: 9/7, 10/12, 11/9, 12/7, 1/4, 2/1, 3/7, 4/4, 5/2</p>

Educational Partner(s)	Process for Engagement
Local bargaining units of the LEA	<p>In developing the LCAP, all statutorily required educational partners were consulted for their community input. It is the philosophy of Santa Rosa City Schools that engaging our educational partners is critical to the success of students and that their input influences district priorities and spending for student achievement. Understanding staff, student, and parent perceptions about school is linked to academic outcomes, so it's beneficial to know what our educational partners are experiencing in our schools and classrooms. SRCS strives to create multiple opportunities for educational partners to provide feedback via various modalities over several days and times.</p> <p>The process for engaging these educational partners included continuing the practice of holding LCAP Community Engagement Meetings as has been done in the past with great success. This year, community engagement meetings were preceded by a series of in-person and virtual LCAP "budget roadshows," provided throughout the months of November and December, that highlighted the purpose, detail, and funding associated with the LCAP. Staff from the district and the Educational Services division presented to community members at various school sites in the evening with a visual presentation and time for questions.</p> <p>Site Principals invited community members via a Community Input letter that included the invitation, purpose and all dates and times of meetings, and was available in both English and Spanish. Meetings and information was also posted on the district's website and via various social media and communication platforms such as Instagram, Facebook, ParentSquare, etc.</p> <p>Meetings were primarily held in February (with follow-up meetings of a summary of the February meetings held in April) and spread out over a 2-3 week period for the best access and availability. Days and times varied according to access and location so that educational partners could attend at times that worked for them, and Zoom meetings were scheduled later in the evening.</p>

Educational Partner(s)	Process for Engagement
	<p>We continue to look for opportunities to work with our bargaining partners in the development of the LCAP. This year we were able to have question and answer sessions, and look forward to receiving additional feedback on how to better collaborate.</p> <p>Community Engagements: February 13, 2024 February 15, 2024 February 20, 2024 February 21, 2024 February 22, 2024 February 28, 2024 February 29, 2024 Additional Consultation with Employee Organizations (CSEA & SRTA): May 7, 2024 May 14, 2024 May 31, 2024 June 4, 2024</p>
Parents, and Students	<p>In developing the LCAP, all statutorily required educational partners were consulted for their community input. It is the philosophy of Santa Rosa City Schools that engaging our educational partners is critical to the success of students and that their input influences district priorities and spending for student achievement. Understanding staff, student, and parent perceptions about school is linked to academic outcomes, so it's beneficial to know what our educational partners are experiencing in our schools and classrooms. SRCS strives to create multiple opportunities for educational partners to provide feedback via various modalities over several days and times.</p> <p>The process for engaging these educational partners included continuing the practice of holding LCAP Community Engagement Meetings as has been done in the past with great success. This year, community engagement meetings were preceded by a series of in-</p>

Educational Partner(s)	Process for Engagement
	<p>person and virtual LCAP “budget roadshows,” provided throughout the months of November and December, that highlighted the purpose, detail, and funding associated with the LCAP. Staff from the district and the Educational Services division presented to community members at various school sites in the evening with a visual presentation and time for questions.</p> <p>Family Engagement Facilitators were present at all meetings to support families with interpretation and dialogue, and childcare was provided free of charge. To significantly enhance our connection with families, we transformed the model of our translation department. We doubled the number of translators and located them separately from the group, so that they could engage in side conversations with families, who often have multiple questions about fiscal or educational terms being reviewed in conversations. We term this intentional shift from translation to “interpretation to engagement”.</p> <p>LCAP Community Engagement Meetings included a presentation that covered the purpose of the LCAP, what the last three years of SRCS’s LCAP were focused on in terms of goals, priorities, and sample activities along with data and focus questions. Staff from the Educational Services division served as co-facilitators to both present and to take notes; note-taking documents were also posted, and community members were invited to address them directly if they chose to. Upon completion of the meetings, all notes were compiled, and individual School Site Councils, along with the lead team of the Educational Services division, examined them for common themes and findings. As SSCs were explicitly invited, it was heartening to see students present and providing feedback at many of the sessions scheduled.</p> <p>Site Principals invited community members via a Community Input letter that included the invitation, purpose and all dates and times of meetings, and was available in both English and Spanish. Meetings and information was also posted on the district’s website and via various social media and communication platforms such as Instagram, Facebook, ParentSquare, etc.</p>

Educational Partner(s)	Process for Engagement
	<p>This year's meetings - held in both English and Spanish, both virtually and in person - were conducted through School Site Councils (wherein representative educational partners participate) and were open to all. Zoom meetings - one in Spanish and one in English - have been included for educational partners who would like to attend, or attend again, from any community.</p> <p>Meetings were primarily held in February (with follow-up meetings of a summary of the February meetings held in April) and spread out over a 2-3 week period for the best access and availability. Days and times varied according to access and location so that educational partners could attend at times that worked for them, and Zoom meetings were scheduled later in the evening.</p> <p>In addition to these engagement strategies, other strategies were also implemented to ensure as many community voices were heard as possible. School Site Councils worked with other school-based groups such as ELAC and PTO to share their experience and feedback and to collect these groups' feedback as well. Surveys such as a needs assessment for unhoused parents and students as well as certificated and classified staff who support these families were distributed in January.</p> <p>Once all feedback is considered and the LCAP is further developed with this feedback in mind, a draft of the LCAP is presented to the School Board and is available for public comment as part of that process. Notwithstanding any revisions deemed necessary, the draft will then be considered for final approval by the School Board at the 6/26 Board meeting.</p> <p>Community Engagements: February 13, 2024 February 15, 2024 February 20, 2024 February 21, 2024 February 22, 2024 February 28, 2024 February 29, 2024</p>

Educational Partner(s)	Process for Engagement
SELPA	John Fisher from SELPA consulted with Steve Mizera in May, 2024, and input was to ensure that special education students are part of the LCAP.

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

Based on the following feedback provided by educational partners in community engagement meetings and strategies, the LCAP was revised and adopted by the district via the School Board with information that was influenced by our educational partners:

Differentiated instruction materials and professional development,
Academic support, such as tutoring and after-school intervention programs,
Job shadowing for CTE,
Targeted supports for mathematics,
Increased support for English Learners and their ability to access the curriculum,
Continued support of the arts and varied enrichment opportunities for students,
Increased FTE by two additional Campus Supervisors at each high school, one new campus supervisor position at each middle school, and one additional campus supervisor at Ridgway,
Increased FTE for school-based therapists to staff each secondary school,
Increased FTE for Family Engagement Facilitators to staff each school,
Increased FTE for Multi-Tiered Systems of Support (MTSS) Intervention Counselors to include .50 FTE at each middle school,
Increased FTE for Restorative Response Specialists to 1.0 FTE at each school, and an additional 1.0 FTE for comprehensive high schools,
Continuation of two Keeping Kids in School (KKIS) mentors and 2 family engagement facilitators to support continued improved student engagement, attendance, and truancy concerns.

As the LCAP is a living and breathing document, the work to implement and monitor actions and services continues to deepen through the feedback provided by our educational partners. Consultation and conversations continue to expand, and revisions are made as appropriate.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.</p> <p>Qualifier:</p> <p>SRCS will provide student-centered teaching and learning opportunities through strengthening services that maximize student growth by aligning quality first instruction for all students (Tier 1 Instruction), to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes. This will include a focus on specific student groups, particularly in the areas of English Language Arts and Math, and guiding our students toward promising postsecondary pathways.</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>To enhance the quality of education, we are taking a comprehensive approach to recalibrating classroom instruction, guided by California Dashboard data and local indicators. Feedback from our educational partners are integral to this process, ensuring that the voices of our community are heard and valued. Our SRCS MVP (Mission, Vision, and Priorities) emphasizes a focus on best first instruction, aiming to deliver the most effective teaching strategies from the outset. By integrating satellite and street-level data, we can obtain a multi-faceted understanding of our students' needs, allowing us to tailor our instructional methods more precisely and effectively. In “Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation” by Shane Safir and Jamila Dugan, satellite data refers to high-level quantitative data that provides a broad overview of trends and patterns, such as test scores, graduation rates, and attendance records. This type of data is often used to make large-scale decisions and assessments about school performance. In contrast, street data is qualitative and context-specific, gathered from the ground level through direct interactions, observations, and stories from students, teachers, and</p>
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community members. Street data offers nuanced insights into the lived experiences of individuals within the school ecosystem, helping to inform more equitable and responsive educational practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Proficiency (3, 6, 8, 11)	<p>ELA CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 29.3% Hispanic /Latino: 19.5% Grade 3 UPC: 19.1% Grade 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a</p> <p>Grade 6: 40.6% Hispanic /Latino: : 29.7% Grade 6 UPC: 26.1% Grade 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0%</p> <p>Grade 8: 29.0% Hispanic /Latino: : 17.6% Grade 8 UPC: 17.4% Grade 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0%</p>			<p>ELA CAASPP Proficiency Grade 3: 38.3% Hispanic /Latino: : 28.5% Grade 3 UPC: 28.1% Grade 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9%</p> <p>Grade 6: 49.6% Hispanic /Latino: 38.7% Grade 6 UPC: 35.1% Grade 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9%</p> <p>Grade 8: 38.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 Foster Youth:N/A Grade 11: 50.4% Hispanic /Latino: : 37.4% Grade 11 UPC: 34% Grace 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33% Grade 11 Foster Youth: 40%			Hispanic /Latino: 26.6% Grade 8 UPC: 26.4% Grace 8 ELs: 10.2% Grade 8 SED: 28.3% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 59.4% Hispanic /Latino: 46.4% Grade 11 UPC: 43% Grace 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%	
1.2	Math CAASPP Proficiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6% Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grace 3 ELs: 12.0% Grade 3 SED: 24.3%			Math CAASPP Proficiency Grade 3: 40.6% Hispanic /Latino: 22.3% Grade 3 UPC: 29.3% Grace 3 ELs: 21.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Hispanic /Latino: 24.4% Grade 6 UPC: 19.4% Grace 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 17.6% Hispanic /Latino: 8.1% Grade 8 UPC: 8.2% Grace 8 ELs: 0.4% Grade 8 SED: 8.5% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A Grade 11: 24.9% Hispanic /Latino: 11.1% Grade 11 UPC: 11.6% Grace 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%			Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Hispanic /Latino: 33.4% Grade 6 UPC: 28.4% Grace 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 17.6% Hispanic /Latino: 17.1% Grade 8 UPC: 17.2% Grace 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 33.9% Hispanic /Latino: 20.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 11 UPC: 20.6% Grade 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	
1.3	Science (CAST) Proficiency 5, 8, 11/12)	<p>Science (CAST) Proficiency Baseline year: 2022-2023 Grade 5: 27.1% Hispanic /Latino: : 11.9% Grade 5 UPC: 13.9% Grace 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100%</p> <p>Grade 8: 20.2% Hispanic /Latino: 9.5% Grade 8 UPC: 9.1% Grace 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A</p> <p>Grade 11&12: 25.6% Hispanic /Latino: 14.3%</p>			<p>Science (CAST) Proficiency Grade 5: 36.1% Hispanic /Latino: 20.9% Grade 5 UPC: 22.9% Grace 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100%</p> <p>Grade 8: 29.2% Hispanic /Latino: 18.5% Grade 8 UPC: 18.1% Grace 8 ELs: 9.4% Grade 8 SED: 19.2% Grade 8 Homeless: 9%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11&12 UPC: 14.4% Grade 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%			Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Hispanic /Latino: 23.3% Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%			ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%			Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	
1.6	Percentage of D's and F's per subject grades 7-12	Percentage of Ds and Fs per subject Baseline year: 2022-2023 ELA: Overall 33.3%, Latinx 42.9%			Percentage of Ds and Fs per subject ELA: Overall 27.3%, Latinx 33.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: Overall 40.5%, Latinx 49.9% History: Overall 35.6%, Latinx 45.6% Science: Overall 36.5%, Latinx 46.2%			Math: Overall 34.5%, Latinx 40.9% History: Overall 29.6%, Latinx 35.6% Science: Overall 30.5%, Latinx 37.2%	
1.7	A-G Completion	A-G Completion: Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%			A-G Completion: Overall 45.8%, Latinx 36.99%	
1.8	Progress Toward A-G completion	Progress Towards A-G Completion: Baseline year: 2022-2023 Overall - 33.8%, Latinx - 22%			Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	
1.9	CTE Completion	CTE Completion: Baseline year: 2022-2023 Overall 4.7%, Latinx 3.1%			CTE Completion: Overall 7.7 - 8.7%, Latinx 6.1% - 7.1%	
1.10	Ethnic Studies Completion	Ethnic Studies Completion Baseline year: 2022-2023 Overall - 63.7%, Latinx - 55%			Ethnic Studies Completion Overall - 88%, Latinx - 86%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% Students with an IEP- 62.5%			Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% Students with an IEP - 68%	
1.12	High School Readiness	High School Readiness Rate: Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%			High School Readiness Rate: Secondary Overall 86.8%, Secondary Latinx 80.8%	
1.13	Dual Enrollment	2022 -2023 Dual Enrollment: Overall - 18.6%, Latinx - 11.8%			Dual Enrollment: Overall - 30.6%, Latinx - 29.8%	
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino			Work-based learning (state) - 5%, 5.2% Hispanic/Latino	
1.15	Middle School Drop Out Count	Middle School Drop Out Count Baseline year: 2022-2023 Overall= 7			Middle School Drop Out Count = 0	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%			Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	
1.17	Chronic Absenteeism	Chronic Absenteeism for the 2022-23 School Year - Overall, 35.6% Hispanic 32.2% UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%			Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	
1.18	IB/AP Access	IB/AP Participation: Baseline year: 2022-2023 Overall Sec. 9.5% Sec. Hispanic/Latino 5.9%			IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%	
1.19	AP Pass Rate	AP Pass Rate: Baseline year: 2022-2023 Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%			AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Seal of Biliteracy Recipients	Seal of Biliteracy Baseline year: 2022-2023 Overall 10.5%			Seal of Biliteracy: 16.5%	
1.21	Progress Towards Graduation	Progress Towards Graduation - Baseline year: 2022-2023 All: 89.3% UPC: 60.5% ELs: 45.5% SED: 63% Homeless: 40.9% Foster Youth: 57.1% Students with an IEP - 53.6% Students with a 504 - 71.2%			Progress Towards Graduation - All: 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1% Students with an IEP - 60% Students with a 504 - 75%	
1.22	Access to Standards Aligned Instructional Materials	Board approval of resolution of sufficiency of instructional materials 2023-24.			Board approval of resolution of sufficiency of instructional materials for each year.	
1.23	K-6 ELA and Math Assessment	Will use I- Ready. Baseline for 2024-25				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Assessment Systems TK-12	Implement a comprehensive data system integrating formative, interim, and summative assessments, including tools like TK, Online Testing Platform (Letter Naming Fluency), DIBELS, DRA, district, state and local assessments, to inform practices and supports that enhance student achievement and address disproportionality. Utilize this system to build Multi-Tiered System of Supports (MTSS) structures for targeted analyses and action planning, ensuring students receive the necessary support to succeed academically. Support this implementation by providing release days for teachers (three days for grades 3-6 and four days for grades K-2), supporting a comprehensive assessment program for grades 7-12, and employing a full-time instructional technology, data, and assessment specialist. Through a data-driven framework, ensure Multilingual Learners (MLs) receive personalized, effective support for language proficiency and academic success. Regularly collect and analyze data from various assessments and student work to identify specific literacy challenges and strengths, informing individualized learning plans and differentiated instruction. Provide ongoing professional development for educators on effective data use, fostering collaboration among teachers, administrators, and families to support literacy development. Continuously monitor and evaluate the effectiveness of interventions to improve language proficiency, academic performance, and student engagement.	\$751,139.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Intervention Software will be provided (ie - Cyber High) targeting support to students including students who are identified as English learners, foster youth, and low-income. Software will also provide strategic intervention support for students in math and credit recovery to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.		
1.2	Curriculum Supports and College and Career Readiness	Enhance student learning through various initiatives, including developing and refining cross-curricular Collaborative Curriculum Design (CCD) units to deepen student understanding and encourage connections across disciplines, promoting real-world application of knowledge. Additionally, resources and training will be provided to bolster instructional literacy for developing readers utilizing the Sonday literacy system. Math Redesign efforts will focus on building district-wide coherence in grades 4th-12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts will include increased support to sites and leaders with a focus on implementation of the New California Math Framework. A 1.0 FTE College and Career Readiness Coordinator and 1.0 FTE College and Career Readiness Senior Secretary will support the development of integrated pathways, early college opportunities, work-based learning, and high-quality Career Technical Education programs. Efforts to promote equity include the ongoing development of Ethnic Studies courses and continued support for co-taught classes. A 1.0 FTE College and Career Counselor at each comprehensive high school site and a part-time College and Career Counselor at the district's continuation school will also support college and career readiness initiatives and completion of financial aid applications. Provide funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive and inclusive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs.	\$1,463,157.79	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	<p>Maintaining access to elementary afterschool and summer school programs for students, including afterschool tutoring, High School Credit Recovery, Migrant Education, Mike Hauser Academy Program, Newcomer English, Math and Science Camp Middle Grades programs; all towards supporting a rigorous program of academic study (including increasing students' A-G course access, graduation rates, and college acceptance rates for historically underserved student groups - ELs, Latinx, AA, UPC students). Generally speaking, these offerings are designed to build and maintain academic skills, while providing additional experiences that enrich students, preparing them for the next level of their education while supporting their holistic development. Funding also required to help ensure safe and secure campuses during summer programs. Additionally, funding requested towards providing support to help build out related data/counseling supports. This is beginning 25/26 (summer 2025), and in 2025/26 will be contributing.</p> <p>Efforts include supporting Avance and Pasitos programs on several of our school campuses (5 sites), which includes hosting classes for targeted families in our community. And finally, providing ongoing support of supervision of Transitional Kindergarten and Kindergarten students (4.5 FTEs) between the end of the school day for TK/K and the end of the school day for 1-6.</p>	\$3,790,011.62	Yes
1.4	School Based Support for SPSA Actions and Implementation	Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and families as described in their school site plans (SPSAs). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.	\$2,300,767.95	Yes
1.5	Multilingual Learners Site and Staff and Student Support	SRCS will allocate resources to six full-time equivalent (FTE) English Language (EL) Specialists and one FTE Multilingual Learner Coordinator with a 1.0 FTE EL Teacher on Special Assignment (TOSA) paid through restricted funds to achieve the commitment of enhancing instructional support for a diverse student population, including multilingual learners, low-income students, and foster youth. The focus will be on implementing	\$1,085,612.75	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>effective instructional strategies and curriculum tailored to meet the specific needs of these student groups.</p> <p>The roles of the EL Specialists and EL TOSA will encompass various aspects of professional development, including content area and grade-level training, Designated and Integrated English Language Development, utilization of assessment data, personalized modeling, and collaborative lesson studies. By targeting the unique needs of unduplicated pupils, we aim to enhance classroom instruction and promote academic success among multilingual learner students, low-income students, and foster youth.</p> <p>Addressing disparities in academic progress among multilingual learners, foster youth, and low-income students is a priority. By providing focused professional learning and instructional support, we anticipate improved engagement and academic outcomes for these student populations. Through additional learning opportunities, educators will be better equipped to address the diverse needs present in their classrooms as noted in the California English Learner Roadmap. The support provided by EL Specialists and EL TOSA will extend to both elementary and secondary school sites, encompassing professional development, access to materials, and specialized training.</p> <p>Additionally, the staff will collaborate with Language Acceleration Review Committees (LARC) at each school site to refine and implement strategies to support multilingual learners. LARC meetings will involve reviewing site data to inform decisions regarding student placement, assessment, readiness for reclassification, and interventions tailored to different learner typologies.</p> <p>Funding allocation will include funds for extended pay rates for certificated members participating in LARC activities.</p>		
1.6	Comprehensive and Collaborative Supports for Students	Continued fiscal support of 0.5 FTE school psychologist position. The role includes developing, updating, and running 504 and SST trainings for district staff, ensuring 504 and SST materials are supporting school sites.	\$1,512,964.46	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Additionally, support students with materials and supplies to support specific accommodations that are unique.</p> <p>1 FTE Behavior Specialist to: 1. Provide New Teacher Training on at first start of school year and ongoing monthly to cover:</p> <p>Setting up a classroom for success with behavior and sensory regulation</p> <p>Evidenced-based Classroom Management Strategies</p> <p>1 FTE Position School Psychologist Assist MTSS / SST Teams on EL Over-identification, Present at School Psych Staff meetings, Act as point person to support case managers and program managers with the processes and documentation needed for reclassification of students. Review all reclassification documentation in collaboration with the Multilingual Services/Special Services program technician to ensure compliance</p> <p>MTSS Intervention Counselors to continue to refine intervention systems and offer targeted support to identified students, which a focus on English learners, foster youth, and low income. A part-time MTSS Intervention Counselor at the high school sites and two shared MTSS Intervention Counselors to support the four middle schools.</p>		
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Provide elementary classroom teachers in grades 1-6 with preparation time to support lesson development. 8 FTE (Prep) through the elementary music program which fosters cultural connections among students identified as Homeless, English learners, foster youth, and low-income by delivering continuous music education. Additionally, it ensures students receive weekly music instruction, including both classroom-based and instrumental lessons.	\$1,140,171.03	Yes
1.8	New School Model Support	To enhance educational opportunities at Elsie Allen High School, FTE for staff will be allocated to facilitate a 7-period school day. This adjustment aligns with the implementation of the New School Model, which prioritizes expanding access to a diverse range of electives such as Career Technical Education (CTE), Visual and Performing Arts (VAPA), World Languages, and early college credit programs. The aim is to provide increased opportunities for Multilingual Learners, Foster, and Homeless Youth, as well as Socioeconomically Disadvantaged students.	\$933,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Additionally, a Dual Language Immersion Teacher on Special Assignment (TOSA) will be designated to support the expansion and ongoing development of the Culturally and Linguistically Responsive Approaches program at Elsie Allen High School and Cesar Chavez Language Academy. This role will focus on providing guidance and resources to further enrich the dual language immersion experience for students.		
1.9	Supports for Increased Inclusive practices	Continue to support general education sections for math and ELA at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes. Compensate teachers for extra planning time and collaboration of co-teaching teams.	\$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff. Qualifier: SRCS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating a deep level of parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff. Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families. We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Santa Rosa City Schools has developed this goal based on insights from the California Dashboard, Panorama, Youth Truth, Street Data, and educational partners feedback, emphasizing an asset-based approach. Due to an identified need to increase social-emotional support, improve school climate, and enhance cultural responsiveness, SRCS feels compelled to strengthen and enhance multidisciplinary tiered systems of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Abenteeism	22-23 Chronic Absenteeism - Overall 35.6%, Latinx: 39.4%, UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%			Chronic Absenteeism for the 2026-27 School Year- 15% Overall, 17.2% Hispanic UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	
2.2	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9%, UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%			Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	
2.3	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% UPC: N/A ELs: 61.9% SED: 79.0% Homeless: 53.6% Foster Youth: 57.1%			Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% UPC: N/A ELs: 67.3% SED: 84.4% Homeless: 59% Foster Youth: 62.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Progress Towards Graduation	2022-23 Progress Towards Graduation - 89.3% UPC: 60.5% ELs: 45.5% SED: 63% Homeless: 40.9% Foster Youth: 57.1%			Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%	
2.5	School Safety Survey	School Safety Survey 2024 Panorama Survey, 64% of all students surveyed reported a positive response to School Safety. 61% of the Hispanic/Latinx students surveyed reported a positive response to School Safety.			School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.	
2.6	Financial contribution Percentage of total costs covered by LCFF funds, items/needs funded	23-24 SRCS Financial Contribution: 0%			Financial Contribution: 30% increase from Baseline	
2.7	Number of student-athletes served	Student-Athletes Served (grades 7-12) 2022-2023 Overall: 2,472 Latinx- 1,157 EL- 183 Foster-5 Middle School: 585			Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx- 1,300 EL- 250 Foster- 7 Middle School: 600	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	7-8 Intermural Programs supported	2024-25 data will be the baseline			Interscholastic Programs 5 programs per middle school	
2.9	Title IX Participation	Title IX Participation: Baseline year: 2022-2023 1,394 male / 1,070female			Title IX Participation: 3% increase from Baseline	
2.10	Expulsion Rate	2023-2024 Elementary 0% Secondary 0.09%			Maintain at less than 0.3%	
2.11	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families	<p>Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families:</p> <p>Relationships Elementary = 86% Middle = 66% High = 65%</p> <p>Engagement Elementary = 68% Middle = 49% High = 50%</p> <p>Culture Elementary = 77%</p>			Increase by 2% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Middle = 45% High = 50%</p> <p>School Safety Elementary = 53% Middle = 25% High = 29%</p>				
2.12	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff	<p>Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff:</p> <p>Relationships Elementary = 90% Middle = 80% High = 82%</p> <p>Engagement Elementary = 85% Middle = 77% High = 74%</p> <p>Culture Elementary = 74% Middle = 53% High = 51%</p> <p>School Safety Elementary = 66% Middle = 30% High = 43%</p>			Increase by 2% each year.	
2.13	High School Drop Out Rate	2022-2023 school drop out rate 12.5%.			2% decrease each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Information Pulled from the DataQuest Adjusted Cohort Outcome Report.	16.5% Latino/Hispanic 13% American Indian/Alaskan Native 4.7% Asian 10.8 %African American/ Black 4.5 % Filipino 16.7 % Native Hawaiian/ Pacific 5.8% Two or more races 8.6% White				
2.14	Facilities are safe and well maintained.	As reported in the 2023 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.			100% for all schools.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Panorama wellness survey and Youth Truth survey	<p>SRCS administers the Panorama wellness survey bi-annually to students in grades 4-12 and staff, focusing on aspects like self-efficacy and supportive relationships. For grades K-3, teachers provide responses on behalf of students. The survey results inform tiered interventions, support plans, and school programs, with the Panorama Playbook offering targeted activities. Additionally, the annual Youth Truth climate survey, jointly funded by the Sonoma County Office of Education and the Center for Effective Philanthropy, gathers input from students, families, and staff to assess school and district climate, aiding in goal-setting and program development.</p> <p>We will use the survey results to design programs and supports to improve the educational experience of Hispanic-Latinx, homeless and foster youth who are reporting fewer percent positive experiences in school. Survey results will also be included as part of our California Community Schools Partnership Program needs assessments at sites selected to implement the Community Schools model.</p> <p>Includes program/materials.</p>	\$51,770.00	Yes
2.2	Mental Health Supports	<p>The Mental Health and Wellness Team comprises 14 School-Based Therapists who collaborate with school counselors, MTSS teams, and administrators to address student mental health needs. They support tiered interventions, offer suicide prevention training, and lead student groups to destigmatize mental health and advocate for student well-being. Priority consideration is given to bilingual candidates to enhance services for English learners, foster youth, and low-income students. Funding for this initiative covers the Director of Mental Health & Community School Development position, clinical supervision for therapists, and ensures compliance with reimbursement schedules. Success is gauged by</p>	\$1,327,030.31	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>providing licensed supervision for all school-based therapists and meeting California's standards for mental health services.</p> <p>We will provide this service to provide increased access to school-based therapists for chronically absent students, socio-economically disadvantaged students, English Learners, homeless and foster youth, and students who are demonstrating a need for mental health support across all campuses.</p> <p>Includes staffing.</p>		
2.3	SEL and Antibullying Materials and Curriculum	<p>To prioritize the social-emotional well-being of students in Santa Rosa City Schools, SRCS allocates resources for educators and staff. At the elementary level, funding supports both the implementation of Toolbox resources and professional development. Additionally, funds are directed towards the Panorama Playbook to tailor content and activities based on survey findings. Maria Carillo High School utilizes Project Wayfinder for their Freshman Global Perspectives course. Success metrics include improved social-emotional health markers measured through Panorama and Youth Truth surveys. Furthermore, the StopIT alert system provides an anonymous reporting tool for safety concerns, with funding allocated for promotional materials and data analysis to gauge increased usage and reduced incidents.</p> <p>Includes programs/materials.</p>	\$20,600.00	Yes
2.4	Increased Campus Student Engagement staffing	<p>The district maintains a total of 24 FTE restorative support specialist positions across elementary, middle, and high schools to bolster school climate, discipline strategies, and social-emotional health. Additionally, funds sustain an increase to 14 FTE Student Safety Advisor/Campus Supervisors and campus supervision positions at secondary schools to enhance student connections and campus safety, with a goal of reducing suspension, expulsion, and acts of violence. Seven FTE employees oversee enrichment activities and programs for elementary students during</p>	\$3,668,660.96	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>recess, lunch, and after school, aiming to increase student engagement within the school community.</p> <p>Includes staffing.</p>		
2.5	Promoting Positive Attendance	<p>The district maintains funding for support staff targeting interventions for chronically absent and truant students, including 2 FTE Family Engagement Facilitators and a partnership with Seneca and Sonoma County Juvenile Probation, providing 1.0 FTE Keeping Kids In Schools case manager. These case managers work directly with SRCS students and families to improve attendance rates, with each manager handling 12-16 direct cases and outreach for 25-30 other students. Family Engagement Facilitators oversee the truancy process, including School Attendance Review Teams, aiming to reduce referrals to SARB and improve district attendance to 92% by monitoring site and case attendance rates. Includes staffing.</p>	\$145,000.00	Yes
2.6	Elementary Counselors	<p>Attend to the social, emotional health, and well-being of students who predominately represent English learners and/or are low income. 9 total 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions (one per school). Includes staffing.</p>	\$1,453,386.17	Yes
2.7	Wellness & Engagement administration	<p>Maintain funding to continue 2.0 FTE SRCS administrators for Wellness & Engagement (1.0 FTE Executive Director & 1.0 FTE Coordinator) with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, enrollment, attendance and truancy, multitiered systems of support and programs for youth at promise. Data for monitoring success includes monitoring improved student engagement through attendance and reduction of suspension/expulsion data, improved Youth Truth and</p>	\$389,875.35	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Panorama metrics of engagement of students and families, sense of community safety and improved relationships.</p> <p>These positions target engagement strategies designed to re-engage students who are identified as English learners, homeless, foster youth, Hispanic-Latinx, American Indian, and socio-economically disadvantaged students who are reporting a lower engagement rate of other groups on campus.</p> <p>Includes staffing.</p>		
2.8	Family Engagement Facilitators and Multilingual Community Engagement	<p>To foster a more inclusive and supportive educational environment, the district implements a comprehensive approach, including bilingual staff presence, creating welcoming school atmospheres, and improving parent access to resources. Parent education and leadership programs will empower families to engage actively in their children's education. With 31 FTE Family Engagement Facilitators, adequately trained to engage with parents, and a tiered system of strategies and supports, communication between the district and families will be enhanced. By ensuring all schools have at least 1.0 FTE dedicated family engagement facilitator positions and allocating 2.0 FTEs for high schools, the district aims to strengthen the partnership between schools and families, enhancing the educational experience for all students. Additionally, 4 FTE positions will support districtwide specialized programs, including Multilingual Services, Migrant Education, and support for Homeless and Foster Youth.</p> <p>Includes both programs and staffing.</p>	\$2,014,725.08	Yes
2.9	Extracurricular Wellness & Engagement	<p>Funding is allocated to support extracurricular activities in grades 7-12, including interscholastic athletics, covering organization fees and operational costs. Additionally, funding is provided to bolster the health and wellness of student athletes, facilitating timely medical support by providing digital programs for assessment, medical supplies and equipment for first aid to address sports injuries, and agreements with local medical providers for consultation and referrals. These resources ensure Athletic Trainers</p>	\$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>can operate effectively within their scope of practice, enhancing care for student athletes.</p> <p>Research has shown that participation in extracurricular activities significantly enhances students' sense of connectedness and belonging, particularly for those from underrepresented populations. Our goal is to leverage this to boost student achievement, attendance, and positive behavior, and our efforts have already yielded positive results, especially when we focus on students who are borderline eligible from one semester to the next. To ensure equitable support across our school sites, we identified ways to reduce costs for all high schools while increasing resources for middle school intramurals to launch sports programs.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement. Qualifier: SRCS is committed to fostering professional growth to support student outcomes by being responsive to the needs of both certificated and classified staff and building on internal capacity. We aim to empower our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities. Through professional learning and collaboration, SRCS will create a robust environment for professional development. Additionally, we are dedicated to supporting parent agency and learning to enhance overall community engagement and student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SRCS created this goal based on the California Dashboard and local survey data. We are a learning institution focused on continuous improvement to better serve our students. By working collaboratively with staff to support their professional development needs, we aim to positively change student outcomes. Teacher feedback indicates a strong desire for a greater voice in decision-making and an interest in leveraging internal expertise. Therefore, we commit to fostering an environment where educators can share their knowledge, contribute to the conversation, and receive the support they need to thrive in their roles.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CAASPP Proficiency (3, 6, 8, 11)	2022-23 ELA CAASPP Proficiency Grade 3: 29.3%			ELA CAASPP Proficiency Grade 3: 38.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Grade 3:Hispanic/Latino (H/L): 19.5%</p> <p>Grade 3 UPC: 19.1%</p> <p>Grade 3 ELs: 8.9%</p> <p>Grade 3 SED: 22.8%</p> <p>Grade 3 Homeless: 33.3%</p> <p>Grade 3 Foster Youth: n/a</p> <p>Grade 6: 40.6%</p> <p>Grade 6: H/L: 29.7%</p> <p>Grade 6 UPC: 26.1%</p> <p>Grade 6 ELs: 3.2%</p> <p>Grade 6 SED: 33.3%</p> <p>Grade 6 Homeless: 33.3%</p> <p>Grade 6 Foster Youth: 0%</p> <p>Grade 8: 29.0%</p> <p>Grade 8: H/L: 17.6%</p> <p>Grade 8 UPC: 17.4%</p> <p>Grade 8 ELs: 1.2%</p> <p>Grade 8 SED: 19.3%</p> <p>Grade 8 Homeless: 0%</p> <p>Grade 8 Foster Youth:N/A</p> <p>Grade 11: 50.4%</p> <p>Grade 11 H/L: 37.4%</p> <p>Grade 11 UPC: 34%</p> <p>Grade 11 ELs: 4.1%</p> <p>Grade 11 SED: 38.2%</p> <p>Grade 11 Homeless: 33%</p>			<p>Grade 3: H/L: 28.5%</p> <p>Grade 3 UPC: 28.1%</p> <p>Grade 3 ELs: 17.9%</p> <p>Grade 3 SED: 31.8%</p> <p>Grade 3 Homeless: 42.3%</p> <p>Grade 3 Foster Youth: 9%</p> <p>Grade 6: 49.6%</p> <p>Grade 6 H/L: 38.7%</p> <p>Grade 6 UPC: 35.1%</p> <p>Grade 6 ELs: 12.2%</p> <p>Grade 6 SED: 42.3%</p> <p>Grade 6 Homeless: 42.3%</p> <p>Grade 6 Foster Youth: 9%</p> <p>Grade 8: 38.0%</p> <p>Grade 8: H/L: 26.6%</p> <p>Grade 8 UPC: 26.4%</p> <p>Grade 8 ELs: 10.2%</p> <p>Grade 8 SED: 28.3%</p> <p>Grade 8 Homeless: 9%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11 Foster Youth: 40%			Grade 8 Foster Youth: 9% Grade 11: 59.4% Grade 11 H/L: 46.4% Grade 11 UPC: 43% Grade 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%	
3.2	Math CAASPP Proficiency (3, 6, 8, 11)	2022-2023 Math CAASPP Proficiency Grade 3: 31.6% Grade 3: H/L: 22.3% Grade 3 UPC: 20.3% Grade 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Grade 6 H/L: 24.4% Grade 6 UPC: 19.4% Grade 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3%			Math CAASPP Proficiency Grade 3: 40.6% (H/L: 22.3%) Grade 3 UPC: 29.3% Grade 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Grade 6 H/L: 33.4% Grade 6 UPC: 28.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 Foster Youth: 0% Grade 8: 17.6% Grade 8 H/L: 8.1% Grade 8 UPC: 8.2% Grade 8 ELs: 0.4% Grade 8 SED: 8.5% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A Grade 11: 24.9% Grade 11 H/L: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%			Grade 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 17.6% Grade 8: H/L: 17.1% Grade 8 UPC: 17.2% Grade 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth:9% Grade 11: 33.9% Grade 11 H/L: 20.1% Grade 11 UPC: 20.6% Grade 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Chronic Absenteeism	Chronic Absenteeism for the 2022-23 School Year - Overall 35.6% Hispanic 32.2% UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%			Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	
3.4	Science CAST Proficiency	2022-23 Science CAST Proficiency Grade 5: 27.1% Grade 5 H/L: 11.9% Grade 5 UPC: 13.9% Grade 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2% Grade 8 H/L: 9.5% Grade 8 UPC: 9.1% Grade 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11&12: 25.6% Grade 11&12 H/L: 14.3% Grade 11&12 UPC: 14.4%			Science CAST Proficiency Grade 5: 36.1% Grade 5 H/L: 20.9% Grade 5 UPC: 22.9% Grade 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100% Grade 8: 29.2% Grade 8 H/L: 18.5% Grade 8 UPC: 18.1% Grade 8 ELs: 9.4% Grade 8 SED: 19.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grace 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%			Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Grade 11&12 H/L: 23.3% Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	
3.5	ELPAC Improvement	2022-23 ELPAC Improvement: Elementary: 38.6% Secondary: 31.7%			ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	
3.6	AP Pass Rate	2022-23 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%			AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4%			Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	A-G Completion Progress Towards A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%			A-G Completion: Overall 45.8%, Latinx 36.99%	
3.9	A-G Completion	2022-23 Progress Towards A-G Completion: Overall - 33.8%, Latinx - 22%			Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	
3.10	Graduation rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4%			Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86%	
3.11	Ethnic Studies Completion	2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%			Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	
3.12	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%			Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Professional development attendance rate for both certificated and classified	Professional Development Attendance Rate for both Certificated and Classified Average attendance by classified for 11/1/23 and 1/26/24 = 74% were present Average attendance by certificated for 11/1/23 and 1/26/24 = 78% were present			Professional Development Attendance - Classified = 86% present; Certificated = 90% present	
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%			Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration	
3.15	ELA CAASPP Proficiency at RHS, Grace, and ISP	2022-2023 ELA CAASPP Proficiency RHS: 6.3% Grace: 0% ISP: 42.3%			ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%	
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%			Math CAASPP Proficiency RHS: 9% Grace: 9% ISP: 30.4%	
3.17	ELPAC Improvement at RHS, Grace, and ISP	2022- 23 ELPAC Improvement RHS: 26.7% Grace: 100%			ELPAC Improvement RHS: 41.7% Grace: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ISP: 57.1%			ISP: 72.1%	
3.18	Reclassification Rate at RHS, Grace, and ISP	2022-23 Reclassification Rate RHS: 8.5% Grace: 5.6% ISP: 0%			Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%	
3.19	Progress Towards A-G in ISP	2022-23 Progress Towards A-G ISP: 19.7%			Progress Towards A-G ISP: 19.7%	
3.20	Properly Credentialed Teachers	For 2022-23 98% of teachers were properly credentialed.			100% of teachers properly credentialed.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	<p>Funds are allocated for annual professional development aimed at enhancing administration training in restorative practices, student engagement, safety strategies, and legal mandates like Title IX. This includes ongoing training on Restorative Practices for classified and certificated employees, as well as parents and students, fostering a culturally-responsive relational approach and enhancing community, relationships, and a sense of belonging. Additionally, resources support trainings for certificated and classified staff on student engagement, safety strategies, threat assessment, risk management, and other relevant topics.</p> <p>Includes programs/materials.</p>	\$55,000.00	Yes
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	<p>Implement comprehensive professional development sessions, utilizing allocated release time, to provide educators with specialized training on explicit multisensory teaching techniques tailored for reading instruction. These sessions will prioritize data from district assessments to differentiate instruction strategies, addressing the diverse needs of student populations, including English learners, homeless students, foster youth & low-income students. Additionally, ensure alignment with district tests and benchmarks while offering ongoing support. Offer a diverse range of professional development opportunities covering various instructional methodologies suitable for diverse student cohorts. Recognizing proficient reading skills as fundamental to academic success across all subjects, this investment in teachers' knowledge and skills aims to enhance student outcomes and foster a culture of literacy within schools. Prepare educators for the new California math framework by focusing on robust Elementary Math strategies, emphasizing supporting a positive math mindset, incorporating problem-solving activities, and utilizing technology to enhance math instruction. Foster collaboration between classroom teachers and educators to ensure alignment of instructional strategies and learning</p>	\$240,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>objectives, aiming for improved student engagement and achievement. In addition, support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.</p> <p>In addition, support grades 7-12 ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement. Finally, provide additional 7-12 meetings for department chair members (beyond the required 4 per year) focused on essential standards, scope and sequence, and integration of district initiatives like ethnic studies pedagogy. These meetings will continue to facilitate teacher leadership and the development of common systems and agreements around discipline-specific initiatives district-wide. Meetings will focus on activities that prompt action, dialogue, metacognition, and cooperation.</p>		
3.3	Alternative Education Development and Programmatic Implementation	<p>Increase Alternative Education seats for students for SRCS students who are not finding success in a comprehensive school learning environment, with an emphasis on grade 7-12 students. The Alternative Education Committee will continue to meet following direction from the Board and Superintendent to develop further alternative education options. Direction was given to create alternative programs focused on middle school students who are struggling academically, with chronic absenteeism, and behaviorally, and expand upon Independent Study offerings. To increase seats in the Independent Study Program SRCS would hire certificated teachers between 1.0 - 2.0 FTE, with the current student to teacher ratio of 25:1 this will serve up to an additional 50 students. Expanding Independent Study would support students in grades 7-12, and reduce the number of students who request Independent Study and are kept on a waitlist for extended periods of time. The goal of a middle school program would be to have smaller class sizes with additional counseling support for students. This would entail hiring certificated teacher and counselor FTE, as well as additional classified clerical FTE and an administrator.</p> <p>In an effort to be more innovative and equitable in the development of new programs, and to support current leadership in developing a network of</p>	\$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support, building new supports for students and staff at current alternative programs, and further developing best practices at current alternative programs professional development opportunities will be included. To support site and district leadership of alternative education in this effort, the continuation high school site administration and district personnel will attend various conferences. Cost to include conference registrations, travel, and expenses for conferences.		
3.4	Provide professional development for Staff	<p>Support professional development for classified staff. This may include district wide days focused on classified employee learning.</p> <p>Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school. Provide training for board-approved academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS.</p>	\$1,900,778.19	Yes
3.5	Maintain four Director positions at district level	<p>Maintain Executive Directors in Educational Services (1 FTE and .10 FTE) and Directors for Grades 7-12 (.40 FTE) and Multilingual Services (1.0 FTE).</p> <p>Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL. Professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.</p>	\$589,839.68	Yes
3.6	Multilingual Learners Curriculum Training, Collaboration and department	Offering a diverse range of professional development opportunities covering instructional strategies for multilingual learners. This approach acknowledges that effective teaching requires a variety of strategies tailored to the unique needs of each student.	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Development	<p>As part of our commitment to continuous improvement, we will facilitate monthly collaborative professional development sessions for elementary and secondary teachers focused on Multilingual learners. Our goal is to enhance student outcomes and create an equitable environment where students thrive across all subjects.</p> <p>Multilingual Services staff members will attend professional development with organizations such as Californians Together, EL Rise, EPiCC, the Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participation in this strategic professional development will support collaboration with administration and staff. This effort aims to deepen the understanding of the SRCS EL Master Plan, recognize and address the needs of all Multilingual learners, including various Multilingual learner typologies, and monitor the progress of Multilingual learners and Reclassified English learner proficient students at each school site. This will provide expanded access to student data, and increase academic achievement outcomes.</p>		
3.7	Ethnic Studies Interdisciplinary Programs	<p>Accelerate and deepen the development of Ethnic Studies through intentional site based implementation of an interdisciplinary approach to culturally relevant pedagogy beyond the graduation requirement. This includes a site based Ethnic Studies Program Specialist working one full day a week at three high school sites and one middle school site, paid for by school site SPSAs. The district office will direct .2 FTE of the Ethnic Studies Program Specialist work to ensure every site across the district has access to support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and systematic way, accelerating programmatic efficacy in a focused and coherent manner. In addition, multiple levels of professional development, focused on teacher understanding, instructional practices, and pedagogy will continue, along with dedicated professional development for administrative leadership to support site program implementation. SRCS will continue to support sites with new courses as they develop curriculum, oversee and coordinate paid collaboration time for teachers, and purchase materials. Finally, the Ethnic Studies Program Specialist will collaborate with consultants, organize and communicate with teachers regarding PD participation and release days</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and extended day pay, and work with our community partners and affinity groups in our Ethnic Studies Community Committee.		
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	Travel and registration costs for MTSS Intervention Counselors to attend professional development opportunities to strengthen student supports, as well as systems and structures, to serve identified students.	\$14,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$20,816,649	\$1,003,297

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
14.629%	0.000%	\$0.00	14.629%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Assessment Systems TK-12</p> <p>Need: The identified need is to increase Multi-Tiered System of Supports (MTSS) supports and develop a robust assessment system. This action is increasing and improving the MTSS services for unduplicated student groups by building up our structures for targeted analyses and action planning, ensuring</p>	The action addresses the need by providing the systems needed to disaggregate data and develop a robust system of assessments that includes assessments for learning and the staffing to support these initiatives. This action is needed and provided LEA-Wide as it is an identified need across the LEA.	Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of data systems to disaggregate data provides needed information to determine root causes, barriers and opportunity to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancy in outcomes.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Curriculum Supports and College and Career Readiness</p> <p>Need: The identified need is to increase Curriculum Supports and College and Career Readiness, and promote equity. This action is increasing and improving the services for unduplicated student groups by developing and refining cross-curricular CCD units to deepen student understanding and encourage connections across disciplines, embed designated ELD lessons throughout each unit. Increase access to College and Career opportunities and supporting culturally relevant practices. Use of redesigned lessons, support staffing and culturally relevant instruction provides curriculum supports and College and Career Readiness, as well as promoting equity to</p>	<p>Resources and training will be provided to bolster instructional literacy. Redesign efforts will include increased support to sites and leaders with a focus on implementation of the New California Math Framework. Specific staffing positions will support the development of integrated pathways, early college opportunities, work-based learning, and high-quality Career Technical Education programs. Efforts to promote equity include the ongoing development of Ethnic Studies courses and continued support for co-taught classes. The action provides funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive and inclusive process. This action is needed and provided LEA-Wide as it is an identified need across the LEA.</p>	Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancies in outcomes.</p> <p>Scope: LEA-wide</p>		
1.3	<p>Action: Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by expanding learning opportunities and interventions through Summer School and Afterschool Programs ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of before-school/after-school tutoring, High School Credit Recovery, Migrant Education program, Newcomer English program, and the Math and Science Camp Middle Grades programs provides additional opportunities for success to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because achievement gaps on standardized</p>	<p>Actions to address the need include tutorial, credit recovery options, summer school, supporting Avance and Pasitos programs on several of our school campuses (5 sites), which includes hosting classes for targeted families in our community. And finally, providing ongoing support of the Transitional Kindergarten and Kindergarten students (4.5 FTEs) between the end of the school day for TK/K and the end of the school day for students in grades 1-6. This action is needed and provided LEA-Wide as it is an identified need across the LEA</p>	Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>assessments; chronic absenteeism rates; D & F lists; school and district-wide graduation rates; suspension rates.</p> <p>Scope: LEA-wide</p>		
1.4	<p>Action: School Based Support for SPSA Actions and Implementation</p> <p>Need: The identified needs for this action are embedded in the SPSAs. Each site has conducted a needs assessment in collaboration with their School Site Councils and ELACs to identified site specific actions to increase and improve the services for unduplicated student groups ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of site driven initiatives aligned to the LCAP provides customized support for identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the unique needs and strengths of each school.</p> <p>Scope: LEA-wide</p>	<p>The action addresses the need by providing additional site specific supports aligned to the LCAP. This action is needed and provided LEA-Wide as is an identified need across the LEA</p>	<p>Goal 1 Metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Comprehensive and Collaborative Supports for Students</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing Comprehensive and Collaborative Supports for Students ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of additional staff for specific initiatives provides targeted support to identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism, Youth Truth and Panorama indicate that this action is needed. All positions include support for those students who are identified as English learners, foster youth, and low-income.</p> <p>Scope: LEA-wide</p>	The action addresses the need by providing school psychologist, Behavior Specialist, support for MTSS / SST Teams and Intervention Counselors. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 1 Metrics
1.7	<p>Action: Enrichment Music Programs for Students & Increased Opportunities for Collaboration</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by allowing classroom teachers time for lesson preparation and collaboration by having their students attend music program education,</p>	The action addresses the need by providing staffing to allow teaches time for lesson preparation. This action is needed and provided School-Wide as is an identified need across the elementary schools.	Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.</p> <p>Use of the music instruction program for teacher lesson preparation time provides teachers the opportunity to lesson plan, review data and instructional practices to support identified student groups. Dashboard and District data for ELA, Math, EL reclassification, and chronic absenteeism indicate that this action is needed because of the discrepancies in outcomes.</p> <p>Scope: Schoolwide</p>		
1.8	<p>Action: New School Model Support</p> <p>Need: This action is increasing and improving the services for unduplicated student groups at Elsie Allen High School and Cesar Chavez Language Academy to support the New School Model and support the expansion and ongoing development of the Culturally and Linguistically Responsive Approaches to support students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of additional staffing provides increased support for CTE, VAPA, and DLI to support identified student groups. Dashboard and District data for ELA,</p>	<p>The action addresses the need by providing additional FTEs to support a 7 period day at Elsie Allen High School for the New School Model and DLI supports. This action is needed and provided at Elsie Allen High School and Cesar Chavez Language Academy.</p>	Goal 1 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the specific needs to improve student outcomes at Elsie Allen High School and Cesar Chavez Language Academy. All positions include support for those students who are identified as English learners, foster youth, and low-income.</p> <p>Scope: Schoolwide</p>		
1.9	<p>Action: Supports for Increased Inclusive practices</p> <p>Need: Continue to support general education sections for math and ELA at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes supporting both special education and general education students. Compensate teachers for extra planning time and collaboration of co-teaching teams to align practice for students who are identified as English learners, foster youth, and low-income. The co-taught classes provide opportunities for individualized and small group instruction for positive academic outcomes and access to schoolwide programs and heterogeneous groupings.</p> <p>Scope: Schoolwide</p>	<p>The action addresses the need by providing staffing to allow teaches more in-depth support of their students. This action is needed and provided school-wide as is an identified need across specific sites.</p>	<p>See Goal 1 Metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Panorama wellness survey and Youth Truth survey</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by gathering information regarding tiered interventions, support plans, school programs, school and district climate, ensuring students including those who are identified as English learners, foster youth, and low-income provide their input on the necessary support to succeed academically. Use of surveys provides information to support identified student groups. Dashboard and District data for Panorama, Youth Truth ,ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the disparity in outcomes.</p> <p>Scope: LEA-wide</p>	The action addresses the need by providing licenses and training for survey implementation so that students have the opportunity to quantify their experiences and staff with the survey data. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.2	<p>Action: Mental Health Supports</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing access to school based therapists ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to thrive social and emotionally and succeed</p>	The action addresses the need by providing a Director of Mental Health & Community School Development, clinical supervision for therapists and school based therapists. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>academically. Use of school based therapists provides support for tiered interventions, suicide prevention training, student groups to destigmatize mental health and advocate for student well-being. Services prioritize support for identified student groups. Dashboard and District data for Youth Truth, Panorama, referrals, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of discrepancy in outcomes and the increase need for school based therapy.</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: SEL and Antibullying Materials and Curriculum</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing SEL and Anti Bullying Materials and Curriculum, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically and engage in their social environment. Use of SEL and Anti Bullying Materials and Curriculum provides materials to support identified student groups. Dashboard and District data for Youth Truth, Panorama, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancy in outcomes in health and wellness.</p>	The action addresses the need by providing materials and curriculum. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	Action: Increased Campus Student Engagement staffing Need: This action is increasing and improving the services for unduplicated student groups by increasing campus student engagement and ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of restorative support specialist positions, Student Safety Advisor/Campus Supervisors and campus supervision positions at secondary schools bolsters school climate, discipline strategies, and social-emotional health to support identified student groups. Dashboard and District data for suspension, expulsion, and acts of violence indicate that this action is needed because of the rise in incidents. Scope: LEA-wide	The action addresses the need by providing FTEs for positions to support campus student engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.5	Action: Promoting Positive Attendance Need: This action is increasing and improving the services for unduplicated student groups by	The action addresses the need by providing FTEs and funding with outside agencies for specialized staff. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>promoting positive attendance, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to increase attendance and succeed academically. Use of family engagement facilitators and partnerships with agency for staffing including case managers provides staffing to support identified student groups. Dashboard and District data for chronic absenteeism and SARB referrals indicate that this action is needed because the discrepancies in attendance data.</p> <p>Scope: LEA-wide</p>		
2.6	<p>Action: Elementary Counselors</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing elementary counselors, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of counselors provides support for students in Tier 1 preventions, and Tier 2 & 3 interventions to support identified student groups. Dashboard and District data for ELA, Math, chronic absenteeism, wellness indicators, indicate that this action is needed because high referral rates for counselors</p>	The action addresses the need by providing FTEs for counselors. This action is needed and provided for all elementary schools as is an identified need across all elementary schools in the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	Action: Wellness & Engagement administration Need: This action is increasing and improving the services for unduplicated student groups by providing expert leadership for student wellness and engagement, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of leadership staff provides knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, enrollment, attendance and truancy, multi tiered systems of support and programs for youth at promise. To support identified student groups. Data for student engagement, attendance, suspension/expulsion data, Youth Truth and Panorama metrics of engagement of students and families, sense of community safety and improved relationships indicate that this action is needed because of the discrepancy in outcomes. Scope: LEA-wide	The action addresses the need by providing administrators to support student wellness and engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.8	Action:	The action addresses the need by providing funding for FTEs. This action is needed and	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Family Engagement Facilitators and Multilingual Community Engagement</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by funding staff to support family engagement and multilingual community engagement, ensuring families of students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to support their students in succeeding academically. Use of Family Engagement Facilitators provides a comprehensive approach of engagement to include bilingual staff presence, welcoming school atmospheres, and improving parent access to resources. Parent education and leadership programs empower families to engage actively in their children's education. specifically to support families of identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism and parent participation indicate that this action is needed because of the high needs.</p> <p>Scope: LEA-wide</p>	<p>provided LEA-Wide as is an identified need across the LEA.</p>	
2.9	<p>Action: Extracurricular Wellness & Engagement</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by</p>	<p>The action addresses the need by providing funding for extracurricular activities. This action is needed and provided School-Wide as is an identified need across specific secondary sites.</p>	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>funding extracurricular activities ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.</p> <p>Use of funds for activities, participation and safety provides needed resources to support identified student groups and increase their participation in extracurricular activities.</p> <p>Dashboard and District data attendance, and wellness and engagement surveys indicate that this action is needed because of the discrepancy in outcomes.</p> <p>Scope: Schoolwide</p>		
3.1	<p>Action: PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing PD for safety, discipline, restorative and culturally responsive teaching and interactions, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically and socio-emotionally .</p> <p>Use of PD provides staff with needed training to support identified student groups.</p> <p>Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation,</p>	<p>The action addresses the need by providing PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.</p>	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>discipline and chronic absenteeism indicate that this action is needed because disproportionality in outcomes.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of these effective strategies provides differentiating instruction to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because disproportionality in outcomes.</p> <p>Scope:</p>	The action addresses the need by providing PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	<p>Action: Alternative Education Development and Programmatic Implementation</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by addressing needs for Alternative Education Development and Programmatic Implementation, this will support ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of targeted FTEs provides lower ratios to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because disproportionality in outcomes.</p> <p>Scope: Schoolwide</p>	The action addresses the need by providing additional FTEs. This action is needed and provided School-Wide as is an identified need across the secondary sites.	Goal 3 Metrics
3.4	<p>Action: Provide professional development for Staff</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing professional development for</p>	The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Classified Staff ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of district wide days focused on classified employee learning provides PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of disparities in outcomes.</p> <p>Scope: LEA-wide</p>		
3.5	<p>Action: Maintain four Director positions at district level</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by maintain four director positions at district level ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of directors provides focus on building capacity in district leadership, teachers, and support staff in implementation of a-g requirements, staff professional development, and but not limited to district wide initiatives.to support identified student groups. Dashboard</p>	The action addresses the need by providing FTEs for directors. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the disparity in outcomes.</p> <p>Scope: LEA-wide</p>		
3.7	<p>Action: Ethnic Studies Interdisciplinary Programs</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of the district office .2 FTE Ethnic Studies Program Specialist provides every site across the district access and support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and systematic way, accelerating programmatic efficacy in a focused and coherent manner to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the inequitable outcomes for these student groups.</p>	The action addresses the need by providing FTE and PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: Multilingual Learners Site and Staff and Student Support</p> <p>Need: This action is increasing and improving the services for unduplicated student groups by providing curriculum training for multilingual learners, ensuring students, including those who are identified as English learners to receive the necessary support to succeed academically. Use of professional development provides collaboration and department specific Professional Development to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the inequitable outcomes for ELLs.</p>	The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA for ELLs.	See Goal 1 Metrics

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

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

This action is not associated with a Planned Percentage of Improved Services in the Contributing Summary Table, it is an expenditure of the LCFF funds.

Additional Concentration Grant Funding

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

Our focus has been on building strong relationships with students and enhancing the capacity of staff working with students. To achieve this, we have increased the number of classified staff to provide supplementary services. While teacher-to-student ratios are outlined in the CBA, SRCS supports unduplicated pupils through various classified roles such as instructional aides, restorative specialists, student engagement activity workers, and school-based therapists. Notably, the percentage of additional classified staff is greater in elementary and middle schools, whereas high schools benefit from a higher percentage of additional certificated staff.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary: 1:16.1 Middle: 1:11.9 High: 1:25.4	Elementary: 1:13.7 Middle: 1:14.2 High: 1:24.8
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 1:29.3 Middle: 1:46.5 High: 1:101.0	Elementary: 1:28.8 Middle: 1:41.3 High: 1:90.1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	142,293,366	20,816,649	14.629%	0.000%	14.629%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,816,649.00	\$2,972,030.31	\$0.00	\$2,004,342.03	\$25,793,021.34	\$25,657,071.34	\$135,950.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Assessment Systems TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$751,139.00	\$0.00	\$601,139.00			\$150,000.00	\$751,139.00	
1	1.2	Curriculum Supports and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,463,157.79	\$0.00	\$1,206,157.79	\$257,000.00			\$1,463,157.79	
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,790,011.62	\$0.00	\$472,011.62	\$1,991,000.00		\$1,327,000.00	\$3,790,011.62	
1	1.4	School Based Support for SPSA Actions and Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,300,767.95	\$0.00	\$2,300,767.95				\$2,300,767.95	
1	1.5	Multilingual Learners Site and Staff and Student Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,085,612.75	\$0.00	\$1,085,612.75				\$1,085,612.75	
1	1.6	Comprehensive and Collaborative Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,512,964.46	\$0.00	\$1,417,964.46	\$95,000.00			\$1,512,964.46	
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	Ongoing	\$1,140,171.03	\$0.00	\$1,140,171.03				\$1,140,171.03	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	New School Model Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen High School, Cesar Chavez Language Academy 7-12	Ongoing	\$933,531.00	\$0.00	\$754,531.00	\$179,000.00			\$933,531.00	
1	1.9	Supports for Increased Inclusive practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$300,000.00	\$0.00	\$300,000.00				\$300,000.00	
2	2.1	Panorama wellness survey and Youth Truth survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$45,420.00	\$6,350.00	\$6,350.00			\$45,420.00	\$51,770.00	
2	2.2	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,327,030.31	\$0.00	\$1,281,000.00	\$46,030.31			\$1,327,030.31	
2	2.3	SEL and Antibullying Materials and Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,600.00	\$15,600.00	\$5,000.00			\$20,600.00	
2	2.4	Increased Campus Student Engagement staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,668,660.96	\$0.00	\$3,668,660.96				\$3,668,660.96	
2	2.5	Promoting Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$145,000.00	\$0.00	\$145,000.00				\$145,000.00	
2	2.6	Elementary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-6	Ongoing	\$1,453,386.17	\$0.00	\$1,453,386.17				\$1,453,386.17	
2	2.7	Wellness & Engagement administration	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$389,875.35	\$0.00	\$182,953.32			\$206,922.03	\$389,875.35	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,014,725.08	\$0.00	\$1,759,725.08			\$255,000.00	\$2,014,725.08	
2	2.9	Extracurricular Wellness & Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$0.00	\$95,000.00	\$95,000.00				\$95,000.00	
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$55,000.00	\$0.00	\$20,000.00	\$15,000.00		\$20,000.00	\$55,000.00	
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$240,000.00	\$0.00	\$70,000.00	\$170,000.00			\$240,000.00	
3	3.3	Alternative Education Development and Programmatic Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$315,000.00	\$0.00	\$300,000.00	\$15,000.00			\$315,000.00	
3	3.4	Provide professional development for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,900,778.19	\$0.00	\$1,900,778.19				\$1,900,778.19	
3	3.5	Maintain four Director positions at district level	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$589,839.68	\$0.00	\$589,839.68				\$589,839.68	
3	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	Multilingual Learners	No			All Schools	Ongoing	\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	
3	3.7	Ethnic Studies Interdisciplinary Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$0.00	\$50,000.00	\$150,000.00			\$200,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	All	No			Specific Schools: All Middle and High Schools 7-12	Ongoing	\$0.00	\$14,000.00		\$14,000.00			\$14,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
142,293,366	20,816,649	14.629%	0.000%	14.629%	\$20,816,649.00	0.000%	14.629 %	Total:	\$20,816,649.00
								LEA-wide Total:	\$15,687,948.05
								Limited Total:	\$1,085,612.75
								Schoolwide Total:	\$4,043,088.20

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Assessment Systems TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$601,139.00	
1	1.2	Curriculum Supports and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,206,157.79	
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$472,011.62	
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,300,767.95	
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,085,612.75	
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,417,964.46	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	\$1,140,171.03	
1	1.8	New School Model Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen High School, Cesar Chavez Language Academy 7-12	\$754,531.00	
1	1.9	Supports for Increased Inclusive practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$300,000.00	
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,350.00	
2	2.2	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,281,000.00	
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,600.00	
2	2.4	Increased Campus Student Engagement staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,668,660.96	
2	2.5	Promoting Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$145,000.00	
2	2.6	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-6	\$1,453,386.17	
2	2.7	Wellness & Engagement administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,953.32	
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,759,725.08	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Extracurricular Wellness & Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$95,000.00	
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$300,000.00	
3	3.4	Provide professional development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,900,778.19	
3	3.5	Maintain four Director positions at district level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$589,839.68	
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$23,535,335.00	\$25,483,935.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Data and reporting systems and tools Grades KA-6	Yes	\$280,000.00	\$243,005.65
1	1.2	Multilingual Learners Language Acceleration Review Committee (LARC) Site Support	Yes	\$46,000.00	\$35,944.59
1	1.3	Collaborative Curriculum Design (CCD) TK-6	Yes	\$80,000.00	\$35,306.46
1	1.4	KA-12 Supplemental Curriculum & Instructional Materials	Yes	\$245,000.00	\$119,943.98
1	1.5	Multilingual Learners Curriculum Training & Collaboration	Yes	\$30,000.00	\$29,735.71
1	1.6	Provide Secondary Counselors	Yes	\$40,000.00	\$272,562.87
1	1.7	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	Yes	\$30,000.00	\$11,157.58
1	1.8	Provide College Preparatory Assessments for Qualifying Students	Yes	\$25,000.00	\$18,088.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Career Technical Education (CTE)	Yes	\$30,000.00	\$15,040.72
1	1.10	K-12 Visual and Performing Arts (VAPA) Education	Yes	\$153,251.88	\$144,297.20
1	1.11	Extended Learning Opportunities	No	\$1,959,357.00	\$1,959,357.00
1	1.12	Math Redesign	Yes	\$150,800.00	\$189,597.27
1	1.13	AVID Growth	Yes	\$30,000.00	\$13,497.00
1	1.14	Multilingual Learners-Supporting Our Language Learners Counselors	Yes	\$315,081.36	\$310,973.99
1	1.15	Rooster Fellowship Participation/Student Voice & Problem of Practice Support through SCOE	Yes	\$0.00	\$0.00
1	1.17	Elementary Prevention & Intervention Systems/Models	Yes	\$75,000.00	\$65,825.14
1	1.18	College and Career Center Counselors	Yes	\$673,493.44	\$689,185.50
1	1.19	Teachers on Special Assignment (TOSAs)	No	\$1,300,000.00	\$1,300,000.00
1	1.20	Intervention Software	Yes	\$65,200.00	\$65,609.84
1	1.21	College Entrance Examination Preparation	Yes	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.22	Strengthen Multi-Tiered Systems of Support at secondary schools through MTSS Intervention Counselor work	Yes	\$621,892.35	\$800,785.18
1	1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	Yes	\$15,000.00	\$18,220.72
1	1.24	Multilingual Learner Support Systems	Yes	\$51,000.00	\$30,021.95
1	1.25	Individual School/SPSA Support	Yes	\$2,421,861.00	\$1,947,141.86
1	1.26	Licensed Child Care/Preschool	Yes	\$150,000.00	\$150,000.00
1	1.27	Data and reporting systems and tools Grades 7-12	Yes	\$442,000.00	\$442,000.00
1	1.28	Collaborative Curriculum Design (CCD) 7-12	No	\$0.00	\$0.00
1	1.29	Structured-Literacy Tier 1 and 2 Intervention Curriculum	Yes	\$73,365.00	\$73,993.26
1	1.30	New School Model/ Dual Immersion Program Expansion	Yes	\$800,000.00	\$800,000.00
1	1.31	School Libraries Collections	No	\$30,000.00	\$30,000.00
1	1.32	1-6 Music Program	Yes	\$1,056,188.85	\$862,115.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.33	Kindergarten Childcare Classified Support	Yes	\$322,011.62	\$322,011.62
1	1.34	Multilingual Learners classroom support	Yes	\$650,616.00	\$1,120,284.15
1	1.35	Target support for elementary school students	Yes	\$150,000.00	\$98,467.84
1	1.36	Programs at Secondary Schools	Yes	\$350,000.00	\$302,443.3
1	1.37	Supports for Increased Inclusive practices	Yes	\$250,000.00	\$498,464.60
2	2.1	Multilingual Learners Community Outreach	Yes	\$20,000.00	\$17,250.83
2	2.2	CTE Collaborative Community	No	\$8,000.00	\$8,000.00
2	2.3	Family Engagement Facilitators	Yes	\$1,363,632.06	\$1,961,213.93
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs	Yes	\$20,000.00	\$1,812.74
2	2.5	Elementary Counselors	Yes	\$1,139,854.60	\$1,139,854.60
2	2.7	School-Based Therapists	Yes	\$1,000,000.00	\$1,000,000.00
2	2.8	Mental Health Clinical Supervisor	Yes	\$80,390.57	\$80,390.57
2	2.9	Social Emotional Learning supplies, curriculum and Professional Development	Yes	\$138,075.00	\$123,676.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	Maintain two 0.80 SAFE Coordinator/Director at District Office	Yes	\$342,847.58	\$342,847.58
2	2.11	Anti-bullying STOPit & related high school staffing	No	\$1,000.00	\$1,000.00
2	2.12	Support for Project-Based Learning at Learning House	No	\$0.00	\$0.00
2	2.13	Toolbox curriculum	No	\$0.00	\$0.00
2	2.14	Restorative Practices & Specialists	Yes	\$2,112,000.00	\$2,071,027.43
2	2.15	Elementary Student Engagement Activity Workers	Yes	\$598,788.80	\$365,512.25
2	2.16	Promote and Support Positive School Attendance	Yes	\$245,196.00	\$124,378.76
2	2.17	Panorama Survey	No	\$45,420.00	\$45,420.00
2	2.18	YouthTruth Survey	Yes	\$6,100.00	\$6,350.00
2	2.19	Improved Campus Supervision	Yes	\$840,856.05	\$244,227.18
2	2.20	Athletic/Sport Intervention	No	\$0.00	\$0.00
3	3.1	Avoid combo classes, maintain class sizes, avoid staff reductions.	Yes	0	\$2,456,142.13
3	3.2	Provide professional development for Classified Staff	Yes	\$236,750.00	\$5,490.79

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Yes	\$1,056,261.37	\$1,299,000.31
3	3.4	Maintain two Director positions at district level	Yes	\$413,596.52	\$425,161.46
3	3.5	Multilingual Services Department Professional Development	Yes	\$9,500.00	\$5,753.86
3	3.7	DRA (K-2) & DIBELS (3-6) Training	No	\$5,000.00	\$5,000.00
3	3.9	7-12 Steering Committee Meetings	No	\$5,000.00	\$5,000.00
3	3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports	Yes	\$50,000.00	\$45,917.28
3	3.12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	Yes	\$250,000.00	\$250,000.00
3	3.14	Offer of voluntary high level, confidential response to conflict between staff	No	\$3,000.00	\$3,000.00
3	3.15	Restorative Practices PD	Yes	\$15,000.00	\$10,860.00
3	3.17	Secondary Department Collaboration	Yes	\$132,000.00	\$66,999.11
3	3.18	Alternative Education Leadership	Yes	\$107,947.95	\$110,818.38
3	3.19	Elementary Grade Level Collaboration	Yes	\$127,000.00	\$62,473.10
3	3.20	Effective Strategies for Differentiating Instruction	Yes	\$150,000.00	\$114,278.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.21	Provide training and professional development for Credentialed Staff	Yes	\$100,000.00	\$70,000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,081,909	\$17,935,558.00	\$19,081,909.00	(\$1,146,351.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Data and reporting systems and tools Grades KA-6	Yes	\$280,000.00	\$243,005.65		
1	1.2	Multilingual Learners Language Acceleration Review Committee (LARC) Site Support	Yes	\$46,000.00	\$35,944.59		
1	1.3	Collaborative Curriculum Design (CCD) TK-6	Yes	\$80,000.00	\$35,306.46		
1	1.4	KA-12 Supplemental Curriculum & Instructional Materials	Yes	\$210,000.00	\$84,943.98		
1	1.5	Multilingual Learners Curriculum Training & Collaboration	Yes	\$30,000.00	\$29,735.71		
1	1.6	Provide Secondary Counselors	Yes	\$40,000.00	\$272,562.87		
1	1.7	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	Yes	\$30,000.00	\$11,157.58		
1	1.8	Provide College Preparatory Assessmnets for Qualifying Students	Yes	\$25,000.00	\$18,088.57		
1	1.9	Career Technical Education (CTE)	Yes	\$30,000.00	\$15,040.72		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	K-12 Visual and Performing Arts (VAPA) Education	Yes	\$153,251.88	\$144,297.20		
1	1.12	Math Redesign	Yes	\$50,800.00	\$189,597.27		
1	1.13	AVID Growth	Yes	\$30,000.00	\$13,497.00		
1	1.14	Multilingual Learners-Supporting Our Language Learners Counselors	Yes	\$315,081.36	\$310,973.99		
1	1.15	Rooster Fellowship Participation/Student Voice & Problem of Practice Support through SCOE	Yes	\$0.00	\$0.00		
1	1.17	Elementary Prevention & Intervention Systems/Models	Yes	\$75,000.00	\$65825.14		
1	1.18	College and Career Center Counselors	Yes	\$673,493.44	\$689,185.5		
1	1.20	Intervention Software	Yes	\$65,200.00	\$65,609.84		
1	1.21	College Entrance Examination Preparation	Yes	\$0.00	\$0.00		
1	1.22	Strengthen Multi-Tiered Systems of Support at secondary schools through MTSS Intervention Counselor work	Yes	\$621,892.35	\$800,785.18		
1	1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	Yes	\$15,000.00	\$18,220.72		
1	1.24	Multilingual Learner Support Systems	Yes	\$51,000.00	\$30,021.95		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.25	Individual School/SPSA Support	Yes	\$2,421,861.00	\$1,947,141.86		
1	1.26	Licensed Child Care/Preschool	Yes	\$150,000.00	\$150,000.00		
1	1.27	Data and reporting systems and tools Grades 7-12	Yes	\$300,000.00	\$262,502.36		
1	1.29	Structured-Literacy Tier 1 and 2 Intervention Curriculum	Yes	\$73,365.00	\$73,993.26		
1	1.30	New School Model/ Dual Immersion Program Expansion	Yes	\$800,000.00	\$800,000.00		
1	1.32	1-6 Music Program	Yes	\$1,056,188.85	\$862,115.00		
1	1.33	Kindergarten Childcare Classified Support	Yes	\$322,011.62	\$199,925.10		
1	1.34	Multilingual Learners classroom support	Yes	\$540,616.00	\$1,010,284.15		
1	1.35	Target support for elementary school students	Yes	\$150,000.00	\$98,467.84		
1	1.36	Programs at Secondary Schools	Yes	\$350,000.00	\$302,443.3		
1	1.37	Supports for Increased Inclusive practices	Yes	\$100,000.00	\$498,464.6		
2	2.1	Multilingual Learners Community Outreach	Yes	\$20,000.00	\$17,250.83		
2	2.3	Family Engagement Facilitators	Yes	\$1,363,632.06	\$1,961,213.93		
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs	Yes	\$20,000.00	\$1,812.74		
2	2.5	Elementary Counselors	Yes	\$1,139,854.60	\$609,159.08		
2	2.7	School-Based Therapists	Yes	\$0.00	\$0.00		
2	2.8	Mental Health Clinical Supervisor	Yes	\$80,390.57	\$44,896.89		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.9	Social Emotional Learning supplies, curriculum and Professional Development	Yes	\$138,075.00	\$123,676.25		
2	2.10	Maintain two 0.80 SAFE Coordinator/Director at District Office	Yes	\$342,847.58	\$190,876.22		
2	2.14	Restorative Practices & Specialists	Yes	\$2,112,000.00	\$2,071,027.43		
2	2.15	Elementary Student Engagement Activity Workers	Yes	\$598,788.80	\$365,512.25		
2	2.16	Promote and Support Positive School Attendance	Yes	\$245,196.00	\$124,378.76		
2	2.18	YouthTruth Survey	Yes	\$6,100.00	\$6,350.00		
2	2.19	Improved Campus Supervision	Yes	\$840,856.05	\$244,227.18		
3	3.1	Avoid combo classes, maintain class sizes, avoid staff reductions.	Yes	0	\$2,456,142.13		
3	3.2	Provide professional development for Classified Staff	Yes	\$236,750.00	\$5,490.79		
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Yes	\$480,261.37	\$723,000.31		
3	3.4	Maintain two Director positions at district level	Yes	\$413,596.52	\$425,161.46		
3	3.5	Multilingual Services Department Professional Development	Yes	\$9,500.00	\$5,753.86		
3	3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports	Yes	\$50,000.00	\$45,917.28		
3	3.12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	Yes	\$250,000.00	\$75,495.48		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.15	Restorative Practices PD	Yes	\$15,000.00	\$10,860.00		
3	3.17	Secondary Department Collaboration	Yes	\$72,000.00	\$6,999.11		
3	3.18	Alternative Education Leadership	Yes	\$107,947.95	\$110,818.38		
3	3.19	Elementary Grade Level Collaboration	Yes	\$127,000.00	\$62,473.10		
3	3.20	Effective Strategies for Differentiating Instruction	Yes	\$150,000.00	\$114,278.15		
3	3.21	Provide training and professional development for Credentialed Staff	Yes	\$30,000.00	\$0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
146,103,692	19,081,909	0%	13.061%	\$19,081,909.00	0.000%	13.061%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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