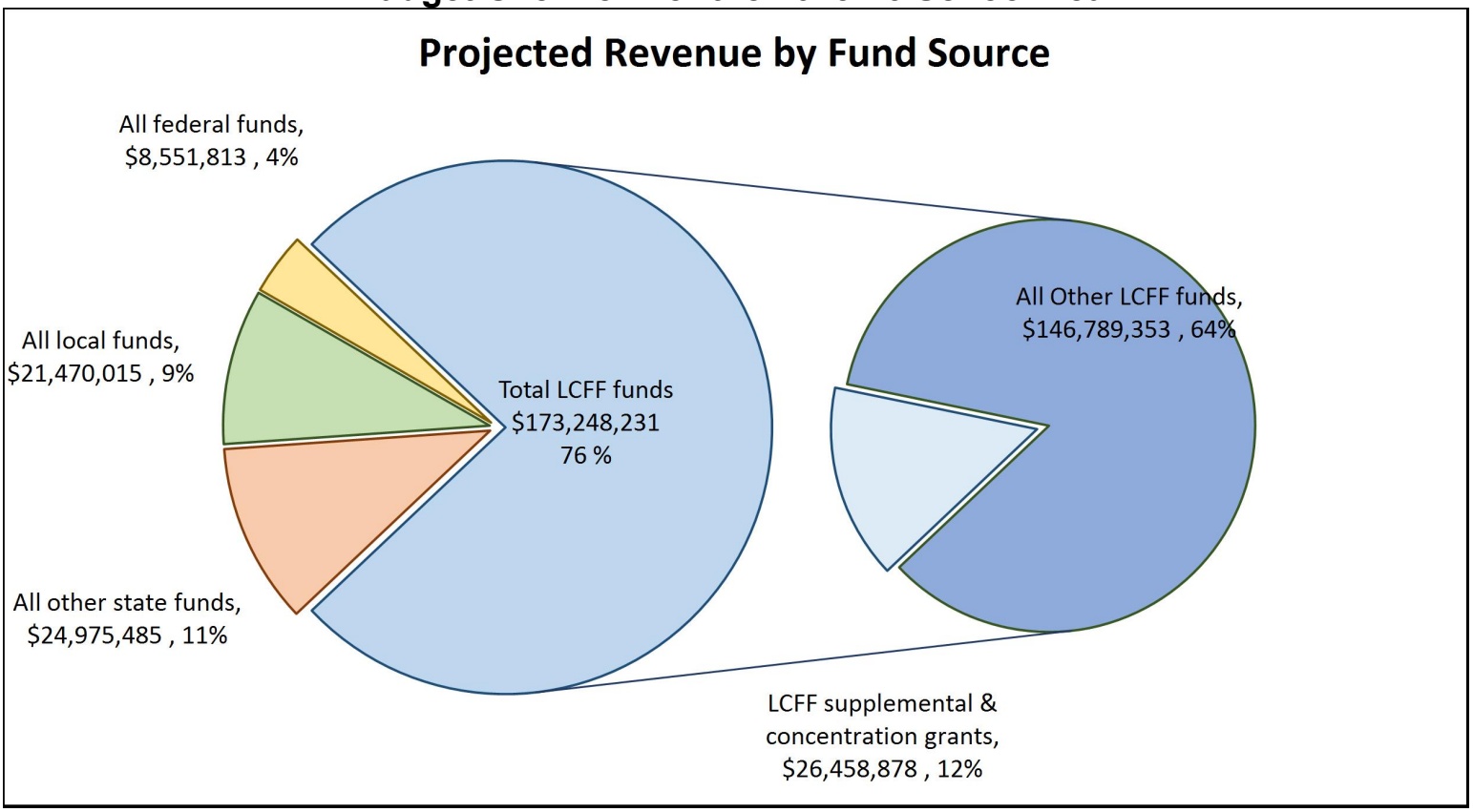
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools
CDS Code: 49402530000000
School Year: 2025-26
LEA contact information:
Lisa August
Interim Superintendent
laugust@srcs.k12.ca.us
(707) 890-3800

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 2025-26 School Year

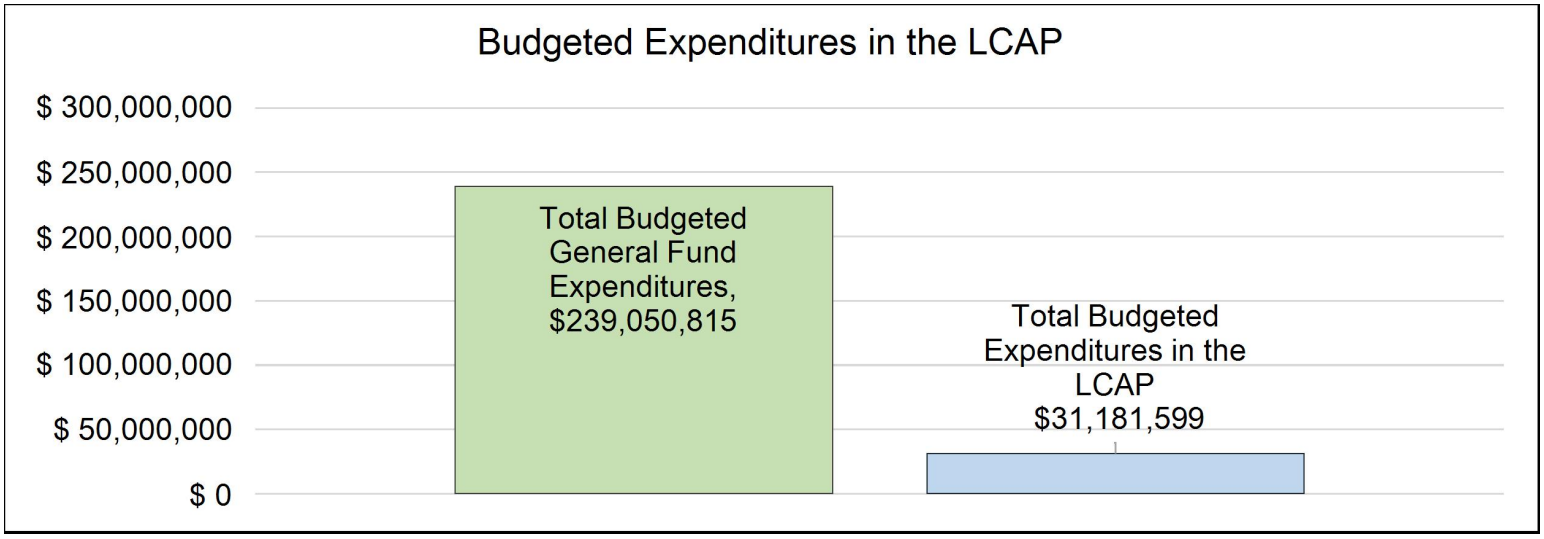


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is $228,245,544, of which $173,248,231 is Local Control Funding Formula (LCFF), $24,975,485 is other state funds, $21,470,015 is local funds, and $8,551,813 is federal funds. Of the $173,248,231 in LCFF Funds, $26,458,878 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 2025-26. 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 $239,050,815 for the 2025-26 school year. Of that amount, $31,181,599 is tied to actions/services in the LCAP and $207,869,216 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

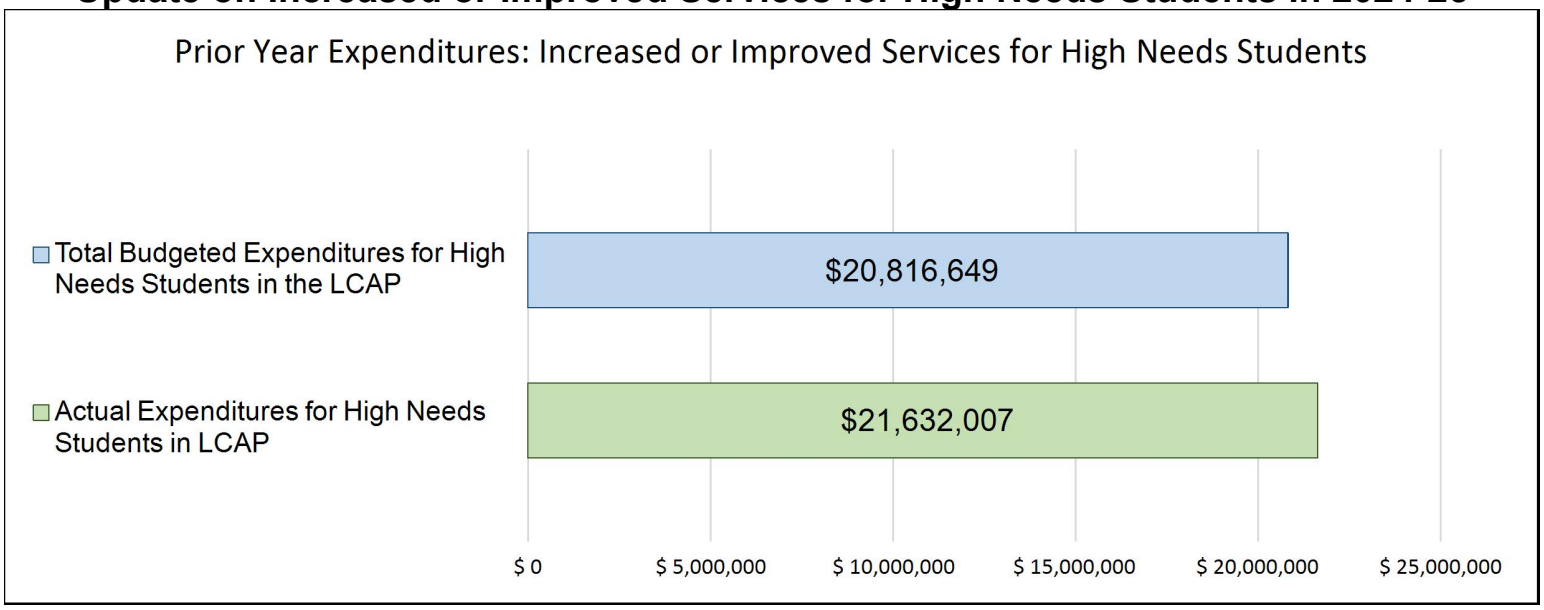
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice 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 2025-26 School Year

In 2025-26, Santa Rosa City Schools is projecting it will receive $26,458,878 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 $26,477,727 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 2024-25



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 2024-25, Santa Rosa City Schools's LCAP budgeted $20,816,649 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent $21,632,007 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $815,358 had the following impact on Santa Rosa City Schools’s ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

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	Lisa August Interim Superintendent	laugust@srcs.k12.ca.us (707) 890-3800

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Santa Rosa City Schools (SRCS) is a TK–12 district serving a diverse student population across 24 schools. In recent years, SRCS has taken bold, student-centered steps to align its resources, programs, and facilities with current and projected needs. The Santa Rosa City Schools (SRCS) District is facing a fiscal crisis driven by a significant decline in student enrollment and the expiration of temporary COVID-19 relief funds. To address this urgent situation, the District is engaged in a districtwide reconfiguration process aimed at right-sizing operations to better align with current enrollment and fiscal realities.

As part of this process, four schools will close at the end of the 2024–25 school year, with two additional schools scheduled to close at the end of 2025–26. These school closures, along with substantial staffing reductions across the district, are necessary steps to reduce operating costs and close a projected $20 million shortfall in the Unrestricted General Fund for the 2025–26 fiscal year.

These decisions are difficult but essential to ensure SRCS meets fiscal solvency requirements under state law. The District is receiving guidance from the Fiscal Crisis and Management Assistance Team (FCMAT) and is under the fiscal oversight of the Sonoma County Office of Education.
The budget shortfall is largely due to a persistent and significant decline in student enrollment. SRCS currently operates more schools than are needed for the number of students it serves—a challenge compounded by declining birth rates, families moving out of the area, and increased enrollment in charter schools. In the 2012–13 school year, SRCS enrolled 15,430 students (excluding charter schools); by 2023–24, enrollment had dropped to 12,860.

Following extensive community engagement, demographic analysis, and fiscal forecasting, the district has embarked on a multi-year consolidation and school closure process designed to address declining enrollment, stabilize the budget, and ensure equitable access to high-quality educational programs.

As part of this effort, SRCS is actively implementing a phased school consolidation plan beginning in the 2025–26 school year. This includes the closure of under-enrolled elementary and secondary schools, reconfiguration of some campuses into 7–12 grade models known as the "JR/SRs", and realignment of boundaries and student placement systems. These changes are guided by a five-year strategic outlook, informed by community feedback and supported by technical assistance from partners such as the Sonoma County Office of Education (SCOE), FCMAT, CCEE, and SELPA. The district is also working to maximize instructional opportunities through expanded career and dual language pathways, IB and AVID programs, and integrated academic and behavioral supports.

Our 2025-2026 School configuration will be:
1 Early Learning Academy, 6 Elementary Schools, 2 Middle Schools, 2 Junior/Senior High Schools, 3 High Schools and 4 Charter Schools.

In alignment with the Local Control and Accountability Plan (LCAP) goals, SRCS remains committed to prioritizing student achievement, access, and well-being throughout this transition. The district has exited Differentiated Assistance status as of 2024, a reflection of its progress in reducing chronic absenteeism, improving academic outcomes, and narrowing equity gaps for underserved student groups.

Moving forward, the district continues to engage stakeholders through transparent planning, thoughtful transitions, and data-informed decision-making to sustain momentum and ensure fiscal and instructional coherence. As part of this commitment, SRCS will continue its multi-year instructional initiative focused on Tier 1 "Quality First Instruction," aimed at ensuring that all students—including English Learners and students with disabilities—receive consistent, rigorous, and culturally responsive teaching in every classroom. This work builds on recent academic gains and addresses long-standing equity concerns, including the over-identification of English Learners in Special Education, by strengthening universal classroom supports, refining early intervention practices, and reinforcing inclusive instructional strategies across all grade levels.

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) is an online platform that provides parents, educators, and the public with data on various aspects of school performance and student success, including academic achievement, graduation rates, and school climate, among others. The Dashboard features a color-coded system to easily identify strengths and areas needing improvement across different state and local measures.

For the 2024 Dashboard, schools and districts received one of five performance levels for each eligible state measure. The performance levels are determined by combining current year performance and the change from the prior year, and are represented by a color ranging from Red (very low) to Blue (very high).Schools and districts are evaluated through six state measures and five local measures. The state

measures, or Indicators, include Academic Performance in English language arts (ELA) and mathematics, English Learner Progress, Chronic Absenteeism (TK-8), High School Graduation Rate, College/Career Readiness (9-12), and Suspension Rate. The local measures include Basic Conditions, Implementation of Academic Standards, Local Climate, Parent & Family Engagement, and Access to a Broad Course of Study.

School and district results for the six state indicators are further broken down by student group and include: African American, American Indian, Asian, English learner, Filipino, Foster Youth, Hispanic, Homeless, Multiracial, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups.

The reflections that follow are based on the district's annual performance and include a description of the areas that need significant improvement based on a review of the 2024 California School Dashboard (Dashboard), as well as an evaluation of performance disparities across student groups by performance indicator.

Academic Performance
Dashboard Indicator: College & Career (9-12)
The College and Career Indicator (CCI) is one of six state indicators that the California Department of Education (CDE) includes on the Dashboard. The CCI includes multiple measures, such as A-G completion and Career Technical Education (CTE) pathway completion, and represents the percentage of high school graduates who are prepared for college or career. The goal for school districts and high schools is to provide all students with a rigorous broad course of study that prepares them for postsecondary success. Based on the 2024 Dashboard reporting, 29.5% of Santa Rosa City Schools high school graduates were considered prepared for college or career, an increase of 2.2% from the prior year. The Dashboard reported a very low CCI performance level (Red) for English learners, Homeless, Long-Term English Learners, and Students with Disabilities, a low performance level (Orange) for African American and Multiracial students. Asian, Foster Youth, Hispanic, and Socioeconomically Disadvantaged students demonstrated a medium CCI performance level (Yellow), while White students had comparatively high rates (Green).

These findings highlight the need for targeted support to address the inequities and disproportionate impacts among these underrepresented student groups. Addressing these disparities will include implementing inclusive educational policies and practices aimed at increasing participation rates in Advanced Placement (AP), International Baccalaureate (IB), Ethnic Studies, and Career Technical Education (CTE) courses. Starting with the 2025-26 school year, the district is relaunching the Advancement via Individual Determination (AVID) initiative, with 5 schools participating: 2 high schools, one 7-12 school, one K-8 charter school, and one TK-6 elementary school. AVID focuses on providing academic support, developing essential skills, and fostering a culture of high expectations to help students achieve their academic potential.

During the 2024-25 school year, there were 1,873 students enrolled in a CTE program across the district, with 57.9% of student participants identifying as Hispanic or Latino. The number of CTE articulation agreements with the local junior college is now eight, an increase of 5 since the 2022-23 academic year. In 2023-24, students who had completed at least one CTE course showed a graduation rate of 93.4%, while students who had completed a CTE pathway demonstrated a graduation rate of 100%. Identified next steps for CTE include: continued expansion of early college credit options, increased work-based learning opportunities, securing a-g approval for remaining CTE course, and establishing College and Career Readiness Labs for middle school students.

Conditions and Climate
Dashboard Indicator: Suspension Rate
The suspension rate represents the percentage of K-12 students who were suspended for a total of one full day anytime during the school year. The goal for school districts and schools is to achieve a very low suspension rate.

In Santa Rosa City Schools, the suspension rate for school years 2022-23 and 2023-24 were 8.2% and 6.4%, respectively, demonstrating a decrease of 1.8 percentage points. However, the Dashboard reported a very high suspension rate (Red) for Foster Youth and high suspension rates (Orange) for American Indian, Asian, Pacific Islander, and Multiracial students. English Learners, African American, Filipino, Hispanic, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups were reported at the average performance level for suspension rates (Yellow). No student groups were reported in the low (Green) or very low (Blue) performance levels for suspension rates.

The decrease in suspension rates reflects the prioritization of restorative practices, social-emotional support for and the safety of our students, staff, and the school community, as well as continued professional development for staff in these areas. More details about these efforts can be found in the Social-Emotional Wellness and Restorative Practices subtopics below.

Academic Engagement
Dashboard Indicator: High School Graduation Rate
For school years 2022-23 and 2023-24, the district demonstrated an increase of 3.8% in the graduation rate with 82.7% and 86.5% of students graduating, respectively. The 2024 Dashboard reported no students at the very low (Red) or low performance (Orange) levels, while four student groups demonstrated average performance levels (Yellow): English Learners, Homeless, Long-term English Learners, and Students with Disabilities. African American, Foster Youth, Hispanic, Multiracial, Socioeconomically Disadvantaged, and White student groups were reported in the high performance level (Green). Asian students were reported in the very high performance level (Blue) for the graduation rate.

Ethnic Studies is a district graduation requirement starting with the class of 2025. Santa Rosa City Schools currently offers 10 different courses for students on all high school campuses and two middle schools. This year, the district continued to offer professional development in Ethnic Studies. Three cohorts of teachers--75 in all-- participated in multi-day training to develop their foundational skills in Ethnic Studies content and pedagogy in order to provide culturally responsive teaching across our TK-12 classrooms. 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.

Academic Engagement
Dashboard Indicator: Chronic Absenteeism (K-8)
Chronic absenteeism is defined as a student being absent for 10% or more of the total instruction days they were enrolled. During the 2021-22 and 2022-23 school years, Santa Rosa City Schools saw a notable improvement in chronic absenteeism rates, decreasing from 39.8% to 26.2%. This significant decline moved the district from a very high absenteeism rate down to a medium rate.

According to the 2024 Dashboard, no student groups were reported with a very high absenteeism rate (Red). However, African American, American Indian, Foster Youth, Pacific Islander student groups were categorized with high absenteeism rates (Orange). The majority of

student groups demonstrated a medium absenteeism rate (yellow): Asian, English learners, Hispanic, Homeless, Long-term English Learners, Multiracial, Socioeconomically Disadvantaged, Students with Disabilities, and White students. Filipino students were reported at a low absenteeism rate (Green).

The decrease in chronic absenteeism rates reflects multiple district-wide efforts that encompass both academics, personalized family outreach and communication, as well as the prioritization of social-emotional support for and the safety of our students. More details about these efforts can be found in the Social-Emotional Wellness and Restorative Practices subtopics below.

Academic Performance
Dashboard Indicator: English Language Arts (ELA)
This Dashboard Indicator reports how well students are meeting grade-level standards on the annual English Language Arts assessments.

While the district demonstrated an increase of 8 points from the previous year, the 2024 California School Dashboard shows Santa Rosa City Schools students are 45.8 points below meeting the standard. The Dashboard highlights significant disparities in English Language Arts (ELA) performance among different student groups, with the majority of groups demonstrating a low performance level (Orange): American Indian, English Learners, Foster Youth, Hispanic, Homeless, Long-term English Learners, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. African American and Multiracial student groups are performing at a medium level (Yellow). In contrast, Asian, Filipino, and White student groups demonstrated a high performance level (Green) in ELA.

California Assessment of Student Performance and Progress (CAASPP): ELA
To evaluate students' proficiency in ELA, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually to students in grades three through eight and grade eleven.

Results from the 2023-24 ELA assessment showed that overall, 34.7% of students met or exceeded the standards for ELA, which is a decline of 1.05 percentage points from the previous year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for ELA:
Grade 3: 28.67%
Grade 6: 36.08%
Grade 8: 31.23%
Grade 11: 48.32%

Data from both the Dashboard and CAASPP indicates a persistent achievement gap in ELA performance among different student groups, with English Learners, Socioeconomically Disadvantaged, and Students with Disabilities struggling the most. Grade eleven students tend to experience significant achievement when compared to other grades, although the gap for English Learners persists through 11th grade, with 4% meeting or exceeding the standard for ELA.

When comparing ELA data for English learners, the 2024 California Dashboard shows current English Learners as 143.9 points below standard and recently reclassified English Learners as 55.7 points below standard, while English Only students are 14.1 points below standard.

During the 2024-25 year, in conjunction with work done by and through the secondary English Steering Committee, secondary English teachers agreed to administer a district-wide common assessment twice during the year, the CAASPP Interim assessments, to provide teachers with a common formative assessment to support teaching and learning. These formative assessments provided opportunities to analyze data in school site teams to gauge student progress toward specific learning goals and to begin alignment of district-wide assessment practices and cycles of review. They also provided an opportunity for students to practice using the navigation and testing tools on the CAASPP platform.

Based on an identified academic need and after piloting programs at the elementary level during Spring 2024, the district implemented the 95% Core Phonics Curriculum, K-5, during the 2024-25 academic year. The district also implemented i-Ready diagnostic reading and math assessments, administered each trimester; students then participate in a personalized online learning program based on their diagnostic results. During 2024-25 grade level release days, teachers participated in professional development, learning how to analyze the diagnostic data in order to plan and implement differentiated instruction to meet all students' learning needs.

Academic Performance
Dashboard Indicator: Mathematics (Math)
To evaluate students' proficiency in Mathematics, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually to students in grades three through eight and grade eleven.

While the district demonstrated an increase of 13.5 points for all students from the previous year, the 2024 California School Dashboard shows Santa Rosa City Schools students are 89.1 points below standard. The data from the 2024 California School Dashboard reveals differences in math performance among various student groups. The majority of student groups demonstrated a low performance level (Orange): African American, American Indian, English Learners, Filipino, Foster Youth, Hispanic, Homeless, Long-term English Learners, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. Multiracial and White students performed at a medium level (Yellow), while Asian students performed at a very high level (Blue).

California Assessment of Student Performance and Progress (CAASPP): Math
To evaluate students' proficiency in mathematics, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually in the spring to students in grades three through eight and grade eleven.

Results from the math assessment showed that overall, 24.30% of students met or exceeded the standards for math, which represents a 0.57 percentage point decline from the prior year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for Mathematics:
Grade 3: 29.60%
Grade 6: 26.02%
Grade 8: 22.23%
Grade 11: 22.81%

When comparing Mathematics data for English Learners, the 2024 California Dashboard shows current English Learners as 163.6 points below standard and Recently Reclassified English Learners as 99.6 points below standard (a 4-point increase from the previous year), while English Only students are 59.9 points below standard (an increase of 17.6 points from the previous year).

This highlights the need for targeted support and interventions, as well as a need to align our teaching practices to the new California Math Framework. At the elementary level, teachers continued to be supported through twice-yearly grade-level release days for the last two years. Elementary teachers also had the opportunity to attend professional learning sessions organized by grade level spans. At the secondary level, teachers also had the opportunity to work in grade level span teams to align their curriculum and teaching strategies with the new Framework. 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. These sessions focused on modeling and the use of the strategies for classroom instruction using the teaching practices from Building Thinking Classrooms in Mathematics. These practices align to work the district had previously done with Dr. Jo Boaler around growth mindset and the launch of the new California Math Framework.

Santa Rosa City Schools expanded its math redesign efforts to include TK-3 in 2024-25. The district also implemented i-Ready diagnostic reading and math assessments, administered each trimester; students then participate in a personalized online learning program based on their diagnostic results.

During the 2024-25 year, in conjunction with work done by and through the secondary Math Steering Committee, secondary math teachers agreed to administer a district-wide common assessment twice during the year, the CAASPP Interim assessments, to provide teachers with a common formative assessment to support teaching and learning. These formative assessments provided opportunities to analyze data in school site teams to gauge student progress toward specific learning goals and to begin alignment of district-wide assessment practices and cycles of review. They also provided an opportunity for students to practice using the navigation and testing tools on the CAASPP platform.

Academic Performance
Dashboard Indicator: English Language Progress
English Learner students take the English Language Proficiency Assessments for California (ELPAC) exam to measure progress in English language proficiency. The ELPAC has four levels with four being the highest. On the 2024 Dashboard, 39.7% of English Learner students made progress towards English language proficiency. This represents a decline of 3.6 percentage points from 43.3% in 2023.

To address the needs of our current English Learners and Long-term English Learners, the district has conducted ongoing professional development for teachers on effective strategies for English language instruction, building on prior Guided Language Acquisition & Development (GLAD) training to now include practices from 7 Steps to a Language-Rich, Interactive Classroom. This includes training on scaffolding techniques, differentiated instruction, and culturally responsive teaching practices. Teacher training has also been focused on how to utilize data from the ELPAC and other local assessments to tailor instruction to meet the individual needs of current and Long-term English Learners.

At the elementary level, biannual teacher grade-level meetings focused on Designated English Language Development (D-ELD) lessons and strategies. With guidance from the Multilingual Services department, teacher teams have been developing customized D-ELD lessons for our Board-approved units of study that integrate English/Language Arts, Social Studies, Science, and other content areas.

The district is continuously working to strengthen family and community engagement efforts to involve parents and families in their children's language development and maintain family and community engagement liaisons to facilitate communication and involvement of families in

school activities. To this end, the district has established Language Acceleration Review Committees (LARC) at school sites. Composed of site administrators, counselors, teachers, English Learner Specialists, and Family Engagement Facilitators, LARC teams have met regularly to inform decisions of placement, assessment, needed student supports and readiness for reclassification.

Expanded Learning Opportunities Program

The district has maintained its commitment to offer engaging academic and enrichment summer school programming to students. 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, the number of students served in summer programs has increased from 1,646 students in Summer 2020 to 2,970 students in Summer 2024. The district has also expanded the number of summer programs offered, from 6 programs in 2020 to 17 programs in 2024, with a range of programs available to students: STEM, Newcomer English, Migrant Education, extended school year for students with IEPs and other special needs, arts/mariachi, math lab and science, and outdoor education. In summer 2024, new or expanded offerings included: middle grades science, high school credit recovery, and elementary academy programs. In addition to summer school, the district has worked to increase options and opportunities after school, during intercession, and night school.

Social-Emotional Wellness

The district continued to prioritize social-emotional support for students, staff, and our community during the 2024-25 academic year. In October 2024, school sites administered the Panorama wellness survey to students. This survey is designed to help us capture student voices, understand their perspectives on key topics, and identify areas for improvement in schools and classrooms. Seventy-four percent of all K-3 students and sixty-six percent of all students in grades 4-12 responded, which reflects a small drop in participation rates from the October 2023 survey.

In the area of Social Awareness, K-3 responses showed no change from the 2023-24 school year survey administration. However, in the categories Classroom Effort, Engagement, Self-Efficacy, and Self-Management. results indicated a small decline (roughly a 1 - 3 point difference since the spring administration), while Emotional Regulation and Challenging Feelings showed a larger drop (a 5 - 7 point difference) since the prior year survey administration.

For the survey of students in grades 4-12, most topic areas showed incremental improvement. In the secondary administration for grades 7-12, the area with the greatest improvement was School Safety, with a 7-point increase. However, for both the grades 4-6 and 7-12 grade bands, responses for Self-Efficacy showed a decline from the 2023-24 school year. Since the survey results were released in late November 2024, sites have been acting on this data to serve individual students as well as to guide site decision-making.

Santa Rosa City Schools also continued with the administration of the Panorama Staff Survey, a tool to collect feedback about professional well-being, school climate and culture, and relationships with colleagues, families, and school leadership. There was a slight increase in participation this year (822 in the 2024-25 school year compared to 744 in the previous school year). Staff were surveyed on concepts under two categories: Well-being and Belonging. While the overall topic of Well-being showed no change from the 2023-24 school year, results for the subcategories of Feeling Happy or Hopeful at work showed a 5-6 point improvement from last year. There was also a 7-point increase in

feeling “satisfied with your job” when compared to the results from the 2023-24 school year. In the category of Belonging, results indicated a 3-point overall decrease, but a marginal improvement in feeling connected and understood by other adults at school.

The district also continues to use the Panorama Playbook, a professional learning library for educators designed to help them act on data from student surveys to implement evidence-based strategies and interventions. The library includes instructional resources and interventions across various areas like academics, social-emotional learning, behavior and attendance. Staff, counselors, and service providers on sites utilize Panorama data to provide targeted support and interventions for identified students.

For Tier 1 social-emotional learning at the elementary level, counselors continue to use Toolbox curriculum lessons with students, supplementing them with the Kimochis curriculum. Counselors log all contacts into Aeries and work with administration on their Tier II teams to facilitate Tier II and Tier III interventions following the Multi-Tiered Systems of Support (MTSS) model. They also regularly consult with school-based therapists and school psychologists with regard to social-emotional counseling and support.

Restorative Practices

In connection with stakeholder priorities as expressed through Panorama wellness and Youth Truth climate surveys, there is a continued focus on the need and benefit of connection and community building through restorative practices. In the January 2025 administration of the Youth Truth survey, the topic of school safety showed a substantial increase in positive responses across almost all stakeholder groups. Elementary students reported a 3% improvement to 58% reporting feeling safe at school, Middle school students reported a 9% improvement up to 49% reporting feeling safe at school, and High School students reported a 12% improvement up to 56% reporting feeling safe at school. The parent community also saw a marked improvement, even more significant than the students. Elementary parents reported an 11% improvement to 83% reporting feeling that their child is safe at school, Middle school parents reported a 32% improvement up to 64% reporting feeling that their child is safe at school, and High School students reported a 32% improvement up to 68% reporting feeling their child is safe at school. Additionally, the SRCS parental participation in the Youth Truth survey almost tripled this year, going from 16% to 31%.

In the Youth Truth Survey, SRCS saw a steady improvement in response to questions about Engagement, Relationships, and Culture, with every stakeholder group reporting improvements in these three areas, including students, parents, and staff. Both Middle School and High School parents identified Culture as the area of greatest improvement, with double-digit increases in this area. Elementary parents identified Engagement as their area of highest improvement.

A series of professional development workshops were offered monthly for the 2024-25 school year, helping the Restorative and Student Safety Advisors develop their skills in trauma-informed care, persistent traumatic stress disorder, engagement, and de-escalation strategies. These monthly trainings included restorative practices and were offered by both community-based organizations as well as trained in-house staff.

During the 2024-25 school year, the restorative response specialists continued to provide tiered support to students at all grade levels. Interventions included both proactive work with students before they demonstrated challenges and responsive support for students. In response to the need for fiscal stabilization, our model of providing restorative services is changing for the 2025-26 school year. The job description for these specialists was rewritten to focus more on Restorative Intervention Support at the Tier 2 and Tier 3 levels, and SRCS is

reducing the number of staff to 8. These staff members will be assigned to more than one school and will be implementing responsive services, including conferencing, Tier 3 support, and groups. An additional staff position, the Student Safety Advisor, staffed at each site, will be addressing the Tier 1 restorative services, including proactive support, community building, and circles.

SUCCESSES based on CA Dashboard and Local Data
State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"
Santa Rosa City Schools received "green" performance level on the 2024 Dashboard for "all students" in the area of Graduation Rate

The following local indicators were at the "standard met" level.
Basic Services
Implementation the Academic Standards
Parent and Family Engagement
Local Climate Survey
Access to Broad Course of Study

CHALLENGES based on CA Dashboard and Local Data:
Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard for “all students”
There were no indicators where the LEA/School received "red" performance level on the 2024 Dashboard for "all students":

Student groups within the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard:
Student Groups:
Suspension: Foster Youth
College and Career Indicator: Students with Disabilities, English Learners, Long term English Learners, Homeless
Schools:
Suspension: Albert Biella Elementary, Hilliard Comstock Middle School
ELPI: Hidden Valley Elementary, Luther Burbank Elementary, Brook Hill Elementary, Ridgway Continuation, Santa Rosa High, Piner High, Elsie Allen High
College and Career Indicator: Ridgway Continuation High School

As of the 2024 CA School Dashboard, SRCS is no longer identified as DA eligible because we no longer have any student demographic group in red in two or more priority areas and we have met all local indicators. SRCS had reported 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 which had made us eligible for differentiated assistance. We are proud of the gains made, we qualified for direct technical assistance through the CCEE for 3 of our student groups having 3 or more dashboard qualifiers for 3 of 4 years.

ELA: Red: American Indian, English Learners, Homeless, Student with Disabilities. Yellow: African American, Foster Youth, Hispanic, Pacific Islander, Socioeconomically Disadvantaged.
Math: Red: African American,English Learners, Homeless, Socioeconomically Disadvantaged. Yellow: American Indian, Foster Youth, Hispanic, Pacific Islander, Student with Disabilities.
Chronic Absenteeism: Red: African American, Pacific Islander
Graduation Rate: Red: English Learner, Foster Youth, Homeless, Students with Disabilities
Suspension: Red: African American, American Indian, English Learners, Foster Youth, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged Student with Disabilities.
College and Career Readiness: Very Low: English Learners, Foster Youth, Homeless, Students with Disabilities.

Our eligibility in 2023 qualified us for 2 consecutive years of support through Sonoma County Office of Education.

As a means to address the above, SRCS is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. Some of what the data indicates is that we are making progress with our EL and Students with disabilities groups. We have identified our Urgent Articulated Problem as “in Santa Rosa High School District English Language Learners make up 22% of students with disabilities, compared to 14% overall in SRHSD”. Some of the root causes of this Urgent Articulated Problem are that while each school site has its unique challenges, financial and political barriers pose obstacles that District instructional leaders, site administrators, and site staff must overcome. Decreased financial resources, in addition to contractual limitations with staff, are potential barriers. Calibration between schools and implementation fidelity are also barriers that can delay progress on addressing this need. SRCS has often approached things from a deficit-based mindset and past practices assume gaps in student learning and therefore, there needs to be an asset-based approach that values our students skills, talents, cultural and familial wealth, etc.

As we plan for the 2025- 2026 school year we will be focusing on addressing the need to identify, calibrate, implement, and assess universal Tier 1 academic interventions and strategies that instructional leaders and school site teams can rely on for supporting student academic engagement. These strategies will align with tiered supports for social-emotional and behavior needs to establish a more effective and safe learning environment.

LCAP Actions related to eligibility to meet the needs of specific student groups include Goal 1: Actions 1.1, 1.4, 1.5, 1.6 and 1.9. Goal 2: 2.5, 2.6 and 2.8, Goal 3: Actions 3.5 and 3.6. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

Actions to serve ELand LTELs:
LCAP Actions related to meeting the needs of ELs and LTELs include Goal 1: Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10 and 1.11 Goal 2: 2.1, 2.2, 2.4, 2.5, 2.6 and 2.8, Goal 3: Actions 3.2, 3.3, 3.5 and 3.6

Equity Multiplier
There are no schools within Santa Rosa City Schools that are eligible for Equity Multiplier funds in 2025-26

Learning Recovery Emergency Block Grant (LREBG):

Potential incoming LREBG funds for next year would be used towards actions
Santa Rosa City Schools plans to use the Learning Recovery Emergency Block Grant to support our most marginalized students by focusing on district-wide initiatives in reading, writing, and math. By targeting these foundational academic areas, we aim to provide struggling learners with the structured, evidence-based interventions they need to make meaningful progress and thrive. The grant funding will allow SRCS to implement proven strategies such as small group instruction, tutoring, extended learning opportunities, and instructional coaching to strengthen both core instruction and targeted interventions.Based upon the work we have already done around the urgent articulated problem our needs assessment further emphasized our need to focus on Tier I instruction.
LCAP Actions related to use of LRBEG Grant if allocated: Goal 1: Actions 1.1, 1.2, 1.3, 1.5, 1.8, and 1.10 Goal 2: Action 2.9 and Goal 3: Actions 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7

Reflections: Technical Assistance

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

The 2024 Differentiated Assistance (DA) report received in December officially notified Santa Rosa City Schools (SRCS) that the district had exited Differentiated Assistance status. This recognition reflected significant progress across key performance indicators, including improvements in chronic absenteeism, academic achievement, and graduation rates. While continued attention to equity gaps remains important, this exit affirms the district's effective efforts to support historically underserved student groups. While we have no student groups identified this year for differentiated assistance, the district qualified for Direct Technical Assistance through the CCEE (SRCS met the criteria of three or more student groups not meeting two or more Local Control Funding Formula Priorities for three of four consecutive year). CCEE is supporting SCOE as it continues to provide assistance to SRCS through a variety of methods, including workshops on Continuous Improvement Collaborative and Urgent Articulate Problem, and through direct technical support.
In addition, The Six Months, Six Projects Partnership between Sonoma County Office of Education (SCOE) and Santa Rosa City Schools (SRCS) is a coordinated effort to support the district through financial, operational, and structural transitions. The partnership focuses on six key areas: fiscal stability, demographic analysis, grade reconfiguration planning, school safety, special education transitions, and communications—each supported by SCOE and state-level partners such as FCMAT, CCEE, and SELPA.

An ad hoc SRCS board committee regularly reviews progress and provide feedback, with an emphasis on collaboration, transparency, and student-centered planning during SRCS's district restructuring efforts.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Stakeholder Feedback dates	Our first round of engaging our educational partners were five in-person meetings held to explain the LCAP and how it was being implemented on: Oct. 30, 2025, Nov. 12, 2025, and Nov. 14, 2025, Dec. 2, 2025 and Dec.4, 2025 with an additional virtual meeting held Nov. 15, 2025 SRCS held a second round of LCAP presentations focusing on feedback for revisions on: April 2, 2025, April 7, 2025, April 14, 2025, April 16 2025, and April 17, 2025. A survey was made available to our educational partners by providing a QR code at each of our LCAP meetings and via the district website from The survey link was also shared through Parent Square to all staff, students, and families. Posted on Santa Rosa City Schools website are our LCAP 7 priorities including references for each priority.
Certificated Bargaining Unit and Classified Bargaining Unit	May 13, 2025 our certificated educational partners were provided a copy of the LCAP to provide feedback on and on May 14, 2025 our classified bargaining unit received a copy.
Site Administrators	On April 1 2025, we gathered feedback on our LCAP from site administrators during our instructional leadership team meeting.

Educational Partner(s)	Process for Engagement
	Feedback from administrators expressed the need to focus on policy implementation ensuring compliance with educational standards. The allocation of resources to meet school needs was a concern along with the management of staff recruitment, retention, and professional growth were prevalent.
Parents/Guardians	Student achievement was a priority for parents and guardians. They are keen on understanding and supporting their children's academic progress. The concern about school safety measures and protocols were mentioned. Parents and guardians expressed that there is a desire to have increased opportunities for parent involvement in school activities.
Certificated Staff	Many teachers expressed the need for updated curriculum materials and resources to enhance classroom instruction. There is a strong desire for ongoing training, especially in integrating technology and differentiated instruction. The concern around teachers' workload was highlighted due to including tasks they considered to be administrative in nature and the concern for possible larger class sizes.
Classified Staff	The desire for clearer communication channels between administration and staff to be informed of what is happening on site and within the district. Our classified staff would like additional opportunities for professional development to enhance their learning and develop ways to support students and teachers Classified staff would appreciate the acknowledgment for their contributions to the school environment and the work they are doing on a daily basis.

Educational Partner(s)	Process for Engagement
Students	Concerns about academic pressure was a common thread of information from our students along with being college and career focused for their future. The desire for continued and additional extracurricular activities and continued mental health support was important to our students.
SELPA	While students and families of students with Special Needs were in attendance at several of our LCAP Roadshow and Revision Input Meetings, we did not offer separate opportunities for them to offer feedback. For the 2025-2026 school year, input from parents of students with disabilities will be solicited through a variety of means. SRCS will send out a survey to all parents of students with disabilities that will include questions about their special education experience, as well as input on LCAP priorities. In addition, through periodic parent listening sessions, organized by Special Services. SRCS served a wide continuum of student needs through its various programs. Few students require an out of district placement. Placement on a public school campus allowed students to be included in general education as much as possible. Students from birth through 22 are served in our district, with a wide variety of needs. What will we be doing differently this upcoming year? Programs from BHES and ABES will be located at different sites. In addition, a higher needs ESN classroom is opening to more effectively serve some of our students. Also, we are expanding our Counseling Enriched Program to elementary school. This program has trauma informed instruction and supports. There will be additional inclusion opportunities at various sites. How were parents notified about the change of schools for their children for the upcoming year?

Educational Partner(s)	Process for Engagement
	Parents received communications via letter, email from their program manager, as well as from their case managers. In some cases, there were phone meetings with parents, and some cases more extensive IEP meetings. Programs offered- Deaf/Hard of Hearing Program at Hidden Valley Elementary School ESN - Extensive Support Needs program, at various sites, serving students with moderate/to severe cognitive disabilities and medical or behavioral needs. TK-12 RISE - Reaching Independence Through Structured Education - serving primarily students on the spectrum with social skills challenges. TK-12 CEP - Counseling Enriched Program. Serving students with mental health challenges that inhibit access to education, through trauma informed practices. Serves grades TK-12 Transition - 18-22 - serving students to build independent, educational, and vocational skills through community volunteer and employment opportunities In general, parents affected by the closure and consolidation process expressed dismay that their school was closing. Parents of students felt a real community in their program classes at the closed schools. Special Services Department, in coordination with Educational Services, will continue to work intentionally to mitigate the efforts of the closure and consolidation process on families affected, monitoring carefully and collecting information as described above.
DELAC	April 3, 2025 our Multilingual Director presented our LCAP to our DELAC families. The need for family engagement facilitators to continue, support for our multilingual learners, and educational opportunites after school to support students. The need for more bilingual staff.

Educational Partner(s)	Process for Engagement
Foster Youth/McKinney Vento	While students and families of students from our Foster Youth population were in attendance at several of our LCAP Roadshow and Revision Input Meetings, we did not offer separate opportunities for them to offer feedback.Santa Rosa City Schools engages families who support foster youth and who may qualify for McKinney-Vento services to ensure early identification and to provide regular access to supports and resources. Beginning with an intake interview, staff reaches out to families to learn about their situation and the needs of the child and the family. When we engage families, we reach out using a variety of methods of communication--emails, flyers, texts and phone calls. To ensure that our families who support foster youth and who qualify under McKinney-Vento feel engaged, we will be creating specialized invitations for families to events such as LCAP or other shared decision-making opportunities in the 2025-2026 school year.

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

After gathering our stakeholders feedback a summary of the LCAP feedback was posted to our district website for transparency. We reviewed themes and the priorities, and identified key areas for action moving forward.
Student feedback expressed feelings of stress related to academic expectations. Their desire for more diverse extracurricular options was noted.Students highlighted the need for accessible mental health resources.
Our parents and guardians want to have a keen understanding of students' academics and how to support their progress. They called out the need to continue College and Career Counselors to help support and facilitate those needs.Safety continued to be a concern. They would like to learn more about what the school safety measures and protocols are. There is a desire for increased opportunities for parent involvement in school activities.
Administrators are focused on effectively implementing district policies and ensuring compliance with educational standards, but they would like to have the policies implemented with fidelity and district wide. They emphasized the need for strategic allocation of resources to meet school needs. Concerns about staff recruitment, retention, and professional growth were prevalent.
Our teacher association stressed the need for continued and increased curriculum support. Many teachers expressed the need for updated curriculum materials and resources to enhance classroom instruction. There is a strong desire for ongoing training, especially in integrating technology and differentiated instruction.Teachers highlighted challenges related to workload, including administrative tasks and large class sizes.
Our support staff would appreciate clearer communication between administration and staff. They are interested in increased professional development to help support their growth and ability to support students and staff. They shared the hope for more acknowledgement for their contributions that enhance the school environment and student achievement.
Student and family wellness was a key priority as identified in student, family, and guardian feedback. The need for MTSS counselors and College and Career counselors were identified. In our LCAP five MTSS Counselors were included to support our comprehensive high

schools full time. Three counselors focusing on college and career will continue to support our six high schools, five comprehensive and one continuation high school.
School safety was and has been a continued theme for all of our stakeholders. Thirteen additional Student Safety Advisors were added to our LCAP to support all of our school sites. This is a new position for our elementary school sites.
Funding for supplemental funds was added to address the concerns by stakeholders for adequate resources and student achievement.
We will continue to provide staff development, including two dedicated days for all staff to participate in grade-level release and training on the state-mandated reading diagnostic. Additionally, we will maintain ongoing support in mathematics and multilingual education.
Instructional and systemic support received increased focus. We created three new Instructional Strategies Support Specialist positions to serve elementary schools. These specialists focus on implementing high-quality instructional practices, building teacher capacity, and strengthening Tier 1 instruction, while also supporting the implementation of Tier 2 interventions.
To ensure multilingual learners receive the support they need, we included a Multilingual Teacher Learner Facilitator position for both elementary and secondary levels.

Goals and Actions

Goal

Goal #	Description	Type of Goal
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. Qualifier: 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 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.

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

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)	ELA CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 29.3% Hispanic /Latino: 19.5% Grade 3 UPC: 19.1% Grace 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 40.6% Hispanic /Latino: : 29.7% Grade 6 UPC: 26.1% Grace 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0% Hispanic /Latino: 17.6% Grade 8 UPC: 17.4% Grace 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 29.2% (N=566) Grade 3 H/L 19.8% (N=374) Grade 3 UPC 16.3% (N=386) Grade 3 EL 6.6% (N=206) Grade 3 SED 17.8% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 38.6% (N=577) Grade 6 H/L 23.7% (N=362) Grade 6 UPC 24.7% (N=354) Grade 6 EL 2.8% (N=117) Grade 6 SED 26.4% (N=353) Grade 6 Homeless N/A% (N=1) Grade 6 Foster Youth 0% (N=1)		ELA CAASPP Proficiency Grade 3: 38.3% Hispanic /Latino: : 28.5% Grade 3 UPC: 28.1% Grace 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Hispanic /Latino: 38.7% Grade 6 UPC: 35.1% Grace 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: -0.1% Grade 3 Hispanic/Latino: 0.3% Grade 3 UPC: -2.8% Grade 3 EL: -2.3% Grade 3 SED: -5% Grade 3 Homeless: -33.3% Grade 6: -2% Grade 6 Hispanic/Latino: -6% Grade 6 UPC: -1.4% Grade 6 EL: -0.4% Grade 6 SED: -6.9% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: -2.6% Grade 8 Hispanic/Latino: -2.8%

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%	Grade 8 26.4% (N=1417) Grade 8 H/L 14.8% (N=842) Grade 8 UPC 15.1% (N=800) Grade 8 EL 1% (N=230) Grade 8 SED 16.5% (N=776) Grade 8 Homeless 10% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11 51.2% (N=1604) Grade 11 H/L 36.4% (N=867) Grade 11 UPC 39.8% (N=779) Grade 11 EL 4.2% (N=173) Grade 11 SED 43.2% (N=815) Grade 11 Homeless 14.3% (N=9) Grade 11 Foster Youth 0% (N=3)		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%	Grade 8 UPC: -2.3% Grade 8 EL: -0.2% Grade 8 SED: -2.8% Grade 8 Homeless: 10% Grade 8 Foster Youth: N/A Grade 11: 0.8% Grade 11 Hispanic/Latino: -1% Grade 11 UPC: 5.8% Grade 11 EL: 0.1% Grade 11 SED: 5% Grade 11 Homeless: -18.7% Grade 11 Foster Youth: -40%
1.2	Math CAASPP Profiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6%	Math CAASPP Proficiency (3, 6, 8, 11) 0% (N=) Grade 3 30.3% (N=566)		Math CAASPP Proficiency Grade 3: 40.6% Hispanic /Latino: 22.3%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grace 3 ELs: 12.0% Grade 3 SED: 24.3% 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 H/L 21.8% (N=374) Grade 3 UPC 19% (N=386) Grade 3 EL 12.4% (N=206) Grade 3 SED 20.6% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 29.% (N=577) Grade 6 H/L 14.6% (N=362) Grade 6 UPC 16.7% (N=354) Grade 6 EL 1.8% (N=117) Grade 6 SED 17.8% (N=353) Grade 6 Homeless 0% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 18.8% (N=1417) Grade 8 H/L 8.6% (N=842) Grade 8 UPC 8.9% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.4% (N=776)		Grade 3 UPC: 29.3% Grace 3 ELs: 21.0% 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 3 Hispanic/Latino: -0.5% Grade 3 UPC: -1.3% Grade 3 EL: 0.4% Grade 3 SED: -3.7% Grade 3 Homeless: -33.3% Grade 6: -4.7% Grade 6 Hispanic/Latino: -9.8% Grade 6 UPC: -2.7% Grade 6 EL: -2.7% Grade 6 SED: -5.3% Grade 6 Homeless: -33.3% Grade 6 Foster Youth: 0% Grade 8: 1.2% Grade 8 Hispanic/Latino: 0.5% Grade 8 UPC: 0.7% Grade 8 EL: -0.4% Grade 8 SED: 0.9% Grade 8 Homeless: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 0% (N=3) Grade 11 23.9% (N=1604) Grade 11 H/L 9.8% (N=867) Grade 11 UPC 13.8% (N=779) Grade 11 EL 0% (N=173) Grade 11 SED 14.4% (N=815) Grade 11 Homeless 12.5% (N=9) Grade 11 Foster Youth 33.3% (N=3)		Grade 11: 33.9% Hispanic /Latino: 20.1% Grade 11 UPC: 20.6% Grace 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	Grade 8 Foster Youth: 0% Grade 11: -1% Grade 11 Hispanic/Latino: -1.3% Grade 11 UPC: 2.2% Grade 11 EL: -0.6% Grade 11 SED: 1.8% Grade 11 Homeless: 12.5% Grade 11 Foster Youth: 8.3%
1.3	Science (CAST) Proficiency 5, 8, 11/12)	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% Grade 8: 20.2%	Science CAST Proficiency (5, 8, 11/12) Grade 5 30.3% (N=624) Grade 5 H/L 14.1% (N=345) Grade 5 UPC 14.5% (N=378) Grade 5 EL 1.3% (N=159) Grade 5 SED 15.4% (N=361) Grade 5 Homeless 20% (N=5)		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%	Science CAST Proficiency (5, 8, 11/12) Grade 5: 3.2% Grade 5 Hispanic/Latino: 2.2% Grade 5 UPC: 0.6% Grade 5 EL: -0.6% Grade 5 SED: -0.1% Grade 5 Homeless: 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Grade 11&12: 25.6% Hispanic /Latino: 14.3% Grade 11&12 UPC: 14.4% Grace 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 5 Foster Youth N/A% (N=-) Grade 8 20.1% (N=1417) Grade 8 H/L 9.8% (N=842) Grade 8 UPC 9.2% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.8% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11/12 29.5% (N=3282) Grade 11/12 H/L 16.7% (N=1763) Grade 11/12 UPC 20.1% (N=1526) Grade 11/12 EL 0.6% (N=338) Grade 11/12 SED 21.5% (N=1616) Grade 11/12 Homeless 12.5% (N=11) Grade 11/12 Foster Youth 33.3% (N=3)		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% Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Hispanic /Latino: 23.3% Grade 11&12 UPC: 23.4% Grace 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 5 Foster Youth: N/A Grade 8: -0.1% Grade 8 Hispanic/Latino: 0.3% Grade 8 UPC: 0.1% Grade 8 EL: -0.4% Grade 8 SED: -0.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11/12: 3.9% Grade 11/12 Hispanic/Latino: 2.4% Grade 11/12 UPC: 5.7% Grade 11/12 EL: 0.6% Grade 11/12 SED: 5.7% Grade 11/12 Homeless: 2.5% Grade 11/12 Foster Youth: -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%	ELPAC Improvement: Elementary 36.5% (N=4521) Secondary 31.3% (N=9049)		ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement Elementary: -2.1% Secondary: -0.4%
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%	Reclassification Rate: Elementary 10.7% (N=4521) Secondary 5.5% (N=9049)		Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate Elementary: 3.3% Secondary: 1.1%
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% Math: Overall 40.5%, Latinx 49.9% History: Overall 35.6%, Latinx 45.6% Science: Overall 36.5%, Latinx 46.2%	Percentage of Ds & Fs per subject ELA 30.5% (N=9379) ELA Latinx 39% (N=5336) Math 36.1% (N=9379) Math Latinx 45% (N=5336) History 27.7% (N=9379) History Latinx34.4% (N=5336) Science 33.9% (N=9379) Science Latinx 42.8% (N=5336)		Percentage of Ds and Fs per subject ELA: Overall 27.3%, Latinx 33.9% Math: Overall 34.5%, Latinx 40.9% History: Overall 29.6%, Latinx 35.6% Science: Overall 30.5%, Latinx 37.2%	Percentage of Ds & Fs per subject grades 7 - 12 ELA -2.8% ELA H/L -3.9% Math -4.4% Math H/L -4.9% History -7.9% History H/L -11.2% Science -2.6% Science H/L -3.4%
1.7	A-G Completion	A-G Completion:	A-G Completion:		A-G Completion: Overall 45.8%,	A-G Completion Overall: 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%	Overall 36.4% (N=1678) Latinx 21.9% (N=896)		Latinx 36.99%	Latinx: -0.1%
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 37.3% (N=6653) Latinx 25.1% (N=3705)		Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	Progress towards A-G Completion Overall: 3.5% Latinx: 3.1%
1.9	CTE Completion	CTE Completion: Baseline year: 2022-2023 Overall 4.7%, Latinx 3.1%	CTE Completion: Overall 8.3% (N=6653) Latinx 5.9% (N=3705)		CTE Completion: Overall 7.7 - 8.7%, Latinx 6.1% - 7.1%	CTE Completion Overall 3.6% Latinx 2.8%
1.10	Ethnic Studies Completion	Ethnic Studies Completion Baseline year: 2022-2023 Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall 65.1% (N=6653) Latinx 59.7% (N=3705)		Ethnic Studies Completion Overall - 88%, Latinx - 86%	Ethnic Studies Completion Overall: 1.4% Latinx: 4.7%
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 2023-24 school year: All Students - 86.5%, Latinx: 83.8% Students with an IEP - 68.8%		Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% Students with an IEP - 68%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
1.12	High School Readiness	High School Readiness Rate:	High School Readiness Rate:		High School Readiness Rate:	High School Readiness Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%	Secondary Overall 83.9% (N=9049) Secondary Latinx 76.9% (N=4996)		Secondary Overall 86.8%, Secondary Latinx 80.8%	Overall Secondary 3.1% Latinx Secondary 5.1%
1.13	Dual Enrollment	2022 -2023 Dual Enrollment: Overall - 18.6%, Latinx - 11.8%	Dual Enrollment: Overall 19.1% (N=6653) Latinx 12.2% (N=3705)		Dual Enrollment: Overall - 30.6%, Latinx - 29.8%	Dual Enrollment Overall: 0.5% Latinx: 0.4%
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino	Work-based learning (state) Overall 2.5% (N=6653) Latinx 2.5% (N=3705)		Work-based learning (state) - 5%, 5.2% Hispanic/Latino	Work Based Learning Overall: 0.5% Latinx: 0.3%
1.15	Middle School Drop Out Count	Middle School Drop Out Count Baseline year: 2022-2023 Overall= 7	Middle School Drop Out Count = 5		Middle School Drop Out Count = 0	Middle School Drop Out Count -28.57%
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 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602)		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%	Suspension Rate All Students: -1.5% Hispanic or Latino: -1.9% UPC: -2% EL: -1.3% SED: -2.2% Homeless: -5.4% Foster Youth: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED 7.6% (N=7619) Homeless 16.3% (N=104) Foster Youth 20% (N=15)			
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 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		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%	Chronic Absenteeism All Students: -15.4% Hispanic or Latino: -9.2% UPC: -10.2% EL: -10.7% SED: -9.5% Homeless: -10% Foster Youth: -38.3%
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 - Secondary 9% (N=9049) Hispanic/Latino - Secondary 5.8% (N=4996)		IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%	AP/IB Access (Participation) Overall - Secondary: -0.5% Hispanic/Latino - Secondary: -0.1%
1.19	AP Pass Rate	AP Pass Rate:	AP Pass Rate:		AP Pass Rate:	AP/IB Pass Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	Overall Sec 77.2% (N=9049) Hispanic/Latino Sec 70% (N=4996)		Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	Overall - Secondary: 7.1% Hispanic/Latino - Secondary: 7.9%
1.20	Seal of Biliteracy Recipients	Seal of Biliteracy Baseline year: 2022-2023 Overall 10.5%	Seal of Biliteracy: Overall 17% (N=1678)		Seal of Biliteracy: 16.5%	Seal of Biliteracy Recipients Overall 6.5%
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 75.3% (N=6653) UPC 68.6% (N=3354) EL 55.2% (N=739) SED 70.2% (N=3495) Homeless 41% (N=39) Foster Youth 50% (N=8) Students with an IEP 57.2% (N=1097) Students with a 504 78.4% (N=338)		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%	Progress Towards Graduation Overall -14.% UPC 8.1% EL 9.7% SED 7.2% Homeless 0.1% Foster Youth - 7.1% Students with an IEP 3.6% Students with a 504 7.2%
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 2024-25.		Board approval of resolution of sufficiency of instructional	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					materials for each year.	
1.23	K-6 ELA and Math Assessment	Will use I- Ready. Baseline for 2024-25	2024/25 EOY Diagnostic (% at or above grade level) - Grade 3 Reading: 52% (All Students) Grade 3 Reading: 18% (EL) Grade 3 Math: 34% (All Students) Grade 3 Math: 11% (EL) Grade 6 Reading: 44% (All Students) Grade 6 Reading: 2% (EL) Grade 6 Math: 41% (All Students) Grade 6 Math: 4% (EL)		EOY Diagnostic (% at or above grade level) - Grade 3 Reading: 57% (All Students) Grade 3 Reading: 23% (EL) Grade 3 Math: 39% (All Students) Grade 3 Math: 16% (EL) Grade 6 Reading: 49% (All Students) Grade 6 Reading: 7% (EL) Grade 6 Math: 46% (All Students) Grade 6 Math: 9% (EL)	24-25 is the baseline year

Goal Analysis [2024-25]

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.

At the elementary level, grades K–6 have embraced a new testing platform, i-Ready, for ELA and Math. Teachers participated in grade-level release days and benefited from a newly structured Collaborative Curriculum Design unit format, ensuring instructional practices remain aligned and focused on student needs. A full-time Instructional Technology, Data, and Assessment Specialist was brought on board to provide crucial support in leveraging data for instruction.

Middle and high school teachers have begun using interim assessments in ELA and Math to better understand student progress. These efforts are part of a district-wide focus on using data through a formative assessment inquiry process, helping teachers collaborate and adjust

instruction to meet learning needs. In addition, site administrators have been receiving professional development on data use and leadership, while principals are participating in an ongoing five-part series on instructional leadership.

A notable highlight this year is the expansion of the Math Redesign initiative to include TK–3 grades. Teachers across grade spans have been offered targeted training that aligns with the new math framework and emphasizes practices such as Building Thinking Classrooms and Growth Mindset.

The district's efforts to foster college and career readiness have also grown. A College and Career Readiness Coordinator and Senior Secretary were hired, and each high school now has a dedicated College and Career Counselor. October's 8th Grade Career Day connected over 950 students with representatives from local industries, community partners, and high school Career Technical Education (CTE) programs—offering an early glimpse into future career pathways.

Support for multilingual learners has been a top priority. A team of six EL Specialists, along with a Multilingual Learner Coordinator and an EL TOSA, are providing professional development, direct instructional support, and data-driven coaching for teachers across the district. Collaboration with Language Acceleration Review Committees (LARCs) has ensured data-informed decisions on student placement and reclassification. Findings from these efforts have underscored the need for new academic language development courses to better support secondary multilingual learners.

After-school programming has expanded to serve nearly 2,200 students daily across 14 sites, blending academics and enrichment activities to support students and families. Summer programming also saw a significant boost, with nearly 3,000 students participating in 17 different academic and enrichment opportunities. Highlights included targeted support for newcomers and migrant education, as well as enrichment camps in the arts, science, and outdoor learning.

Beyond these targeted programs, the district has made significant investments to support equity and cultural connections. Elementary music programs continue to provide weekly instruction that engages students identified as homeless, English learners, foster youth, and low-income. Secondary co-taught classes in ELA and Math are supported with extra planning time for teachers to ensure alignment and individualized support for students.

Throughout the year, professional development and training opportunities have been tailored to meet the evolving needs of school sites. Fall training for site administrators focused on School Site Council responsibilities, Title I funding, and parent engagement, while winter training will address fiscal accountability and resource use.

Importantly, these efforts are producing tangible results. The district has seen rising high school graduation rates, fewer students off-track for graduation, improved CAASPP scores, and decreasing numbers of schools requiring state-sanctioned differentiated assistance. Attendance rates are also on the upswing, reflecting stronger engagement and support systems.

Looking ahead, the district remains cautiously optimistic, confident that these collective efforts—rooted in equity, data-driven practices, and responsive instruction—will continue to strengthen student outcomes and meet the diverse needs of its communities.

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.

Goal #1 Budgeted Expenditures were $13,277,355.60 and the Estimated Actual Expenditures are $16,000,216.33. Action 1.2 College & career readiness received other funding support, which shifted expenditures. The material difference is action 1.3 Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs was updated to reflect the full cost of the program from all sources. Action 1.9 Co-teaching costs were rebenched based on actual assigned staff.

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

The actions implemented over the past year were deemed effective based on multiple indicators of progress. Most notably, Santa Rosa City Schools successfully exited Differentiated Assistance status, and several schools previously identified for Comprehensive Support and Improvement (CSI) also exited that designation. There are no more schools with the CSI designation. These outcomes reflect the district's strategic efforts to align resources, instruction, and student support systems with data-informed decision-making.
One major contributor to this success was the Math Redesign initiative, which emerged in response to student voice data gathered through our Street Data efforts. This redesign emphasized access to rigorous, grade-level content and targeted interventions—resulting in gains in math achievement and student engagement in every student group. Additionally, our emphasis on college and career readiness pathways led to increased A–G completion rates and greater student participation in dual enrollment, AVID, and CTE programs (Actions 1.1, 1.2, 1.4) .
Multilingual learner successes this year included the support of six English Learner (EL) Specialists and one EL Teacher on Special Assignment (TOSA), who worked across all schools. Their work focused on modeling differentiated instruction, analyzing and presenting schoolwide and individual student data, supporting curriculum implementation across grade levels and content areas, and enhancing both Designated and Integrated English Language Development. They also facilitated the use of assessment data and led collaborative lesson studies.
The Bilingual School Psychologist partnered with the Special Services Department to better understand the intersection of language acquisition and special education, with a focus on reducing the overidentification of dually identified students. The Translation Department expanded its efforts to include not only translation and interpretation, but also deeper engagement with families receiving services. The Dual Language Immersion TOSA supported staff in strengthening and enriching the dual immersion experience for students. Parent participation continues to grow at school sites, within the District English Learner Advisory Committee (DELAC), and in district wide events. The number of students earning the Seal of Biliteracy continues to rise, reflecting increased academic achievement and language proficiency. One of the most celebrated accomplishments has been the student reclassification ceremony, which highlights the success of our multilingual learners and the dedication of those who support them. (Actions 1.2, 1.4, 1.5, 1.8)

The school psychologist supported district 504s,MTSS Intervention Counselors at each school offered targeted site support and continued to meet monthly to refine intervention systems. Our elementary music program continues to provide a well rounded instructional program in the arts. Through our co-teach model, students in participating classes benefit from the 2 teacher model for greater access to grade level content. (Actions 1.6, 1.7, 1.9)

Santa Rosa City Schools' expanded learning efforts—including afterschool programs, credit recovery, spring break camps, summer school, and other targeted offerings—played a pivotal role in supporting student achievement and directly contributed to the district's highest-ever graduation rate of 86%. These programs provided students with multiple, flexible pathways to stay on track or recover credits, while also

fostering engagement through enrichment opportunities beyond the traditional school day. By offering consistent academic support, access to high-quality instruction during out-of-school time, and tailored interventions for students at risk of falling behind, the district was able to remove key barriers to graduation. These efforts ensured that more students remained connected, supported, and academically prepared to meet graduation requirements and pursue postsecondary goals. (Action 1.3)

Action 1.1 had a component that was deemed ineffective: the use of DRA which will be discontinued for 2025-26.

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.

Actions revised:
Action 1.1: A new assessment for both ELA and Math is needed in secondary and will be explored in 2025-26 with plans for early implementation.
Action 1.8 With the conversion at Elsie Allen High School from a 7 period day to a 4X

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.

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 mClass K-6, 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. Ensure access to Intervention Software (ie - Cyber High, Imagine Learning) and instructional platforms (Kami) as well as Functionality platforms (DTS). Support this implementation by providing release days for teachers (three days for grades 3-6 and three days for grades K-2), teacher release for ELPAC testing. Explore and support a new comprehensive assessment	$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program for grades 7-12. Employ 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.		
1.2	Curriculum Supports and College and Career Readiness	Enhance student learning through various initiatives, including developing and refining cross-curricular 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 total of three FTEs for College and Career Counselors will be shared at the	$1,867,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		comprehensive high school sites to 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.		
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Maintaining access to elementary afterschool and summer school programs for students, including after school 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 is 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. 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. As SRCS begins implementing the California Community School Partnership Program (CCSPP) Extended Learning Opportunities funded under this item will be coordinated through the 4 sites that have been awarded CCSPP funding for implementation.	$3,963,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,150,384.00	Yes
1.5	Multilingual Learners Site and Staff and Student Support	SRCS will allocate one FTE Multilingual Learner and Equitable Services Coordinator (.6 LCAP and .4 restricted funds) to 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. 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 the Multilingual Learner and Equitable Services Coordinator will extend to both elementary and secondary school sites, encompassing professional development, access to materials, and specialized training. Additionally, the staff will collaborate with Language Acceleration Review Committees (LARCs) 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. Funding allocation will include funds for	$477,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extended pay rates for certificated members participating in LARC activities.		
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 trainings for district staff, ensuring 504 materials are in compliance, and supporting school sites across the district with 504 compliance. Additionally, support students with materials and supplies to support specific 504 accommodations that are unique. 1 FTE Behavior Specialist to: Provide New Teacher Training on at first start of school year and ongoing monthly to cover: Setting up a classroom for success with behavior and sensory regulation Evidenced-based Classroom Management Strategies, 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 served by an IEP, review all reclassification documentation in collaboration with the Multilingual Services/Special Services program technician to ensure compliance. MTSS Intervention Counselors split across all secondary sites to continue to support district wide intervention systems and offer targeted support to identified students, focusing on multilingual learners, foster youth, and low income students.	$1,295,000.00	Yes
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Utilize the elementary music program to foster cultural connections among students identified as Homeless, English learners, foster youth, and low-income by delivering continuous music education. Ensure students receive weekly music instruction, including both classroom-based and instrumental lessons. Additionally, it provides elementary classroom teachers in grades 1-6 to their preparation time for a total of 7.4 FTEs	$1,008,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Academic Initiatives	Secondary Initiatives will be developed to enhance instructional outcomes for secondary students, this includes the development of the Jr/Sr High Model at Santa Rosa High School and Montgomery High School in 2025-26 and the planning for Piner High School and Elsie Allen High School for 2026-2027. Additionally the signature programs at schools such as Art Quest at SRHS, STEM at PHS, International Baccalaureate at MHS and new program development at EAHS will be supported to increase enrollment and increase student outcomes. A 1.0 Director Position will be funded (.2 FTE LCAP and .8 FTE A-G). 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. To support college and career readiness and academic outcomes, the district will support the Advancement via Individual Determination (AVID) program for participating schools.	$339,000.00	Yes
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. Fund the additional 2.0 FTEs needed for this action. (total additive support)	$600,000.00	Yes
1.10	Supplemental Materials and Supplies TK-12	Provide adaptive/supplemental curriculum, materials and supplies as needed for tiered services TK-12 to ensure that teachers and students have supplemental materials to support district-adopted, standards-based curriculum for all pertinent content areas, including: the core subject areas, CTE, VAPA, Physical Education, summer school and expanded learning programs etc.	$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Class size reduction	Reduce class sizes in targeted grades and courses to provide additional support, specifically: Class Size reduction in elementary grades K-3 and 9th grade for math, ELA and science.	$6,320,000.00	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 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		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%	Chronic Absenteeism All Students -7.1% Hispanic or Latino -9% UPC -10.1% EL -11.7% SED -9.4% Homeless -10% Foster Youth - 36.2%
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 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602) SED 7.6% (N=7619) Homeless 16.3% (N=104) Foster Youth 20% (N=15)		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%	Suspension Rate All Students -1.2% Hispanic or Latino -1.7% UPC -1.8% EL -1.4% SED -2% Homeless -5.4% Foster Youth - 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2023-24 school year: All Students - 86.5%, Latinx: 83.8% UPC: N/A ELs: 75.3% SED: 68.8% Homeless: 70.3% Foster Youth: 88.9% Students with an IEP: 68.8%		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%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
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 - All 75.3% (N=6653) UPC 68.6% (N=3354) EL 55.2% (N=739) SED 70.2% (N=3495) Homeless 41% (N=39) Foster Youth 50% (N=8) Students with an IEP 57.2% (N=1097) Students with a 504 78.4% (N=338)		Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%	Progress Towards Graduation Overall -14.% UPC 8.1% EL 9.7% SED 7.2% Homeless 0.1% Foster Youth - 7.1% Students with an IEP 3.6% Students with a 504 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (Fall 2024) 65% of Elementary students reported positive (1% increase) response - Baseline was Elementary only 59% of Secondary reported positive (7% increase). - New Metric 62% of Hispanic/Latinx Elementary students reported positive. - Baseline was Elementary only 61% of Hispanic/Latinx reported positive. - New Metric		School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.	School Safety Survey (Fall 2024) Elementary students reported positive 1% increase Secondary - New Metric Hispanic/Latinx Elementary students reported 1% increase. - Baseline was Elementary only Hispanic/Latinx Secondary - New Metric
2.6	Financial contribution Percentage of total costs covered by LCFF funds, items/needs funded	23-24 SRCS Financial Contribution: 0%	SRCS Financial Contribution: Approximately 30% of projected costs associated with operational fees provided to middle school and high school sites, 50% increase funding provided for sports injury supplies and		Financial Contribution: 30% increase from Baseline	Meets outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			equipment, $4,000 provided for community medical partner consulation. Student Athletes Served (grades 7-12): 1-2% increase Interscholastic Programs Served: 26 Title IX Participation: 1-2% increase			
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: 3,558 Latinx - EL - Foster - Middle School: 862		Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx- 1,300 EL- 250 Foster- 7 Middle School: 600	Increase of 1,086 overall athletes. Increase of 277 Middle school athletes.
2.8	7-8 Intermural Programs supported	2024-25 data will be the baseline	Interscholastic Programs Served: 10 Interscholastic programs grades 7-8		Interscholastic Programs 5 programs per middle school	10 programs, exceeds 3 year goal.
2.9	Title IX Participation	Title IX Participation: Baseline year: 2022-2023 1,394 male / 1,070female	Title IX Participation: 2,038 male / 1,520 female		Title IX Participation: 3% increase from Baseline	Male athlete increase of 46% Female athlete increase of 43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Expulsion Rate	2023-2024 Elementary 0% Secondary 0.09%	2024-2025 Elementary 0% Secondary .3%		Maintain at less than 0.3%	Maintained
2.11	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families	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 Elementary =68% Middle = 49% High = 50% Culture Elementary = 77% Middle = 45% High = 50% School Safety Elementary = 53% Middle =25% High = 29%	"Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary =91% Middle = 75% High = 82% Engagement Elementary =80% Middle = 59% High = 71% Culture Elementary = 85% Middle = 66% High = 78% School Safety Elementary = 68% Middle =50% High = 60%"		Increase by 2% each year.	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = +5% Middle = +9% High = +17% Engagement Elementary = +12% Middle = +10% High = +21% Culture Elementary = +8% Middle = +21% High = +28% School Safety Elementary = +15% Middle = +25% High = +31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff	Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary =90% Middle = 80% High = 82% Engagement Elementary =_85% Middle = 77% High = 74% Culture Elementary = 74% Middle = 53% High = 51% School Safety Elementary =66% Middle =30% High = 43%	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary =94% Middle = 77% High = 88% Engagement Elementary =86% Middle = 75% High = 83% Culture Elementary = 80% Middle = 61% High = 64% School Safety Elementary =79% Middle =56% High = 63%		Increase by 2% each year.	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary = +4% Middle = -3% High = +6% Engagement Elementary =+1% Middle = -2% High = +9% Culture Elementary = +6% Middle = +9% High = +13% School Safety Elementary =+13% Middle = +13% High = +26%"
2.13	High School Drop Out Rate Information Pulled from the DataQuest Adjusted Cohort Outcome Report.	2022-2023 school drop out rate 12.5%. 16.5% Latino/Hispanic 13% American Indian/Alaskan Native 4.7% Asian 10.8 %African American/ Black 4.5 % Filipino	2023-2024 school drop out rate 9.8%. 12.4% Latino/Hispanic 31.3% American Indian/Alaskan Native 3.2% Asian		2% decrease each year.	School drop out rate 2.7% 4.1% Latino/Hispanic -18.3% American Indian/Alaskan Native 1.5% Asian

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.7 % Native Hawaiian/ Pacific 5.8% Two or more races 8.6% White	2.5%African American/ Black 3.3% Filipino 12.5% Native Hawaiian/ Pacific 7.4% Two or more races 6.6% White			8.3% African American/ Black 1.2% Filipino 4.2% Native Hawaiian/ Pacific -1.6% % Two or more races 2.0% 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.	As reported in the 2024 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of good.		100% for all schools.	Meets Outcome

Goal Analysis [2024-25]

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.

In fall 2024, the Panorama survey was administered across the district in October. Most schools surpassed the district goal of over 70% student participation. The survey results were shared with site and district administrators, counselors, and teaching staff. Plans were made to provide professional development on January 31 to train staff on using Panorama data for identifying and intervening with students in need. The survey results were also used to inform site SPSA goal writing, district LCAP goals, and program planning.
Simultaneously, the Youth Truth survey was conducted in collaboration with the Sonoma County Office of Education, enabling both district-wide and county-wide analysis of feedback trends. These results informed not only district and site planning but also broader county-level strategies.
The district's School-Based Therapy Team was fully staffed, including a third bilingual bicultural therapist who enhanced service capacity. Mental health services were made available throughout the district. Additionally, the district was accepted into Cohort II of the CYBHI Fee-Schedule, positioning it to begin recouping local funding by January 2025. Three associate staff members achieved licensure as Social Workers or Marriage and Family Therapists, reflecting improvements in staff quality and supervision.

The Toolbox social-emotional learning (SEL) resource was fully implemented at elementary sites. Panorama Playbook lessons and activities were made available districtwide at elementary, middle, and high schools, allowing staff to address SEL needs highlighted by the survey and other metrics.
The StopIT reporting tool was fully implemented at secondary schools and expanded in January 2025 to include grades 5–6 at all elementary schools and grades 4–6 at select elementary schools. To support this rollout, new posters were purchased for all schools.
The Responsive Restorative Specialist (RRS) team was fully staffed, though occasional site vacancies occurred due to turnover. The team began developing a districtwide Restorative Framework to ensure consistent implementation of restorative practices. While the Student Engagement Activity Worker position faced potential vacancies, all seven positions were filled and staff were engaged in ongoing collaboration and training.
Two Wellness and Engagement positions were also implemented, although one remained vacant due to turnover. The Keeping Kids in School 1.0 FTE position was fully implemented to support attendance interventions across all schools.
The district hired nine Elementary Counselors—one per school—to provide Tier 1 prevention and Tier 2 & 3 interventions, primarily benefiting English learners and low-income students, including foster youth. Wellness and Engagement administration, partially funded by LCAP and Title funds, supported complex student, family, and staff needs. The coordinator role shifted funding sources from LCAP to Title I.
Family engagement efforts expanded through the deployment of 31 full-time Family Engagement Facilitators. Every school had at least one facilitator, with high schools receiving two, and four additional district wide facilitators supporting specialized programs. These bilingual, trained professionals fostered welcoming environments, enhanced communication, and empowered families—particularly those of multilingual learners and unduplicated pupils—to participate actively in their children's education. These efforts addressed needs identified in district data, including academic achievement, EL reclassification, graduation rates, and parent involvement.
Funding was also allocated to support extracurricular activities for grades 7–12, including interscholastic athletics. This covered organization fees and operational costs. Health and wellness support for student athletes were enhanced through digital assessment programs, first-aid medical supplies, and partnerships with local medical providers. Over 350 coaches participated during the 2024–25 school year, with services benefiting all students, including English learners, foster youth, and low-income students.

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.

Goal #2 Budgeted Expenditures were $9,166,047.87 and the Estimated Actual Expenditures are $9,808,955.16. The material difference is action 2.1 Panorama wellness survey and Youth Truth survey costs were less than projected. Action 2.2 Mental Health supports assigned staff cost less than projected. Action 2.3 SEL and Antibullying Materials and Curriculum costs were less than projected. 2.4 Student Engagement staffing assigned staff costs were appropriately shifted to reflect all positions. 2.5 Promoting positive attendance additional supports increased costs over projections. 2.7 Wellness and Engagement administration costs were shifted to appropriately capture LCFF funding versus federal funding sources.

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

Santa Rosa City Schools remains deeply committed to Goal 2: cultivating safe, inclusive, and culturally responsive learning environments that promote social-emotional wellness and address the holistic needs of students, families, and staff. Over the past year, we have seen measurable progress in several key areas aligned to this goal.

Chronic absenteeism has decreased, indicating increased student engagement and connection to school environments. Our districtwide investments in wellness supports—coupled with expanded training in trauma-informed practices and restorative approaches—have positively impacted school culture, as reflected in elevated Panorama and YouthTruth scores. School-Based Therapists and newly created Wellness Coaches work together to implement and manage Wellness Centers in Middle and High Schools and Family Support Centers in Elementary Schools working towards becoming Community Schools. These centers provide tiered supports that improve school climate, advance good mental health messaging, and increase access to mental health supports through community partnerships that expand on-campus services. (Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
Additionally, standing committees such as DELAC have experienced stronger and more consistent participation, signaling deeper, more authentic family engagement (Action 2.8)
Support for extracurricular activities in grades 7-12, including interscholastic athletics, covering organization fees and operational costs. This led to a bolster in 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. Athletic Trainers could operate effectively within their scope of practice, enhancing care for student athletes. All programs and supplies funded in this action supported all students, including those students who are identified as English learners, foster youth, and low-socioeconomic status.(Action 2.9)
While we recognize that meaningful, sustained progress in this area requires continued effort, we are encouraged by both the data and the stories emerging from our schools. These successes affirm that our work—particularly our intentional focus on student identity, mindset, and wraparound services—is making a difference. Moving forward, we will continue to elevate culturally responsive practices, expand outreach strategies, and strengthen site-level capacity to build trust and belonging for all members of our school community.

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.

Metrics Revised:
Metric 2.5 will include secondary data.

Actions revised:
Action 2.4: Restorative staff of 25 FTEs was revised and the position was renamed to Restorative Intervention Support. The staff of 8 FTEs will function as a team across multiple school sites. Former positions known as Campus Supervisor and Student Advisors have become Student Safety Advisors. This led to an increase in the number of FTEs of which some will be base funded and some will be LCAP funded.
Action 2.5: Family Engagement Facilitator position was revised for individuals doing parallel positions, to better describe their roles; the new job title is Family Support Liaison.
Action 2.9: Increased services by adding FTEs for athletic directors.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the following:
Action 2.3 Funding for Wayfinder at MCHS will be through site LCAP funds.
Action 2.8 Decrease in FTEs from 31 to 16.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Panorama wellness survey and Youth Truth survey	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. 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 postiive 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. Includes program/materials.	$51,770.00	Yes
2.2	Mental Health Supports	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	$2,098,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compliance with reimbursement schedules. Success is gauged by providing licensed supervision for all school-based therapists and meeting California's standards for mental health services. 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. Includes staffing.		
2.3	SEL and Antibullying Materials and Curriculum	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. 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. Includes programs/materials.	$20,600.00	Yes
2.4	Increased Campus Student Engagement staffing	The district will maintain a team of 8 restorative support specialist positions across elementary, middle, and high schools to bolster school climate, discipline strategies. Seven FTE employees oversee enrichment activities and programs for elementary students during recess, lunch, and after school, aiming to increase student engagement within the school community. Includes staffing.	$2,485,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Promoting Positive Attendance	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.	$150,000.00	Yes
2.6	Elementary Counselors	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.	$1,526,055.00	Yes
2.7	Wellness & Engagement administration	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 Panorama metrics of engagement of students and families, sense of community safety and improved relationships. 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	$405,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who are reporting a lower engagement rate of other groups on campus. Includes staffing.		
2.8	Family Engagement Facilitators and Multilingual Community Engagement	To foster a more inclusive and supportive educational environment, the district continues to implement a comprehensive approach that includes bilingual staffing, welcoming school climates, and improved parent access to essential resources. Beginning in 2025–26, the district will shift to a site-situated, centrally supervised model for family engagement, assigning one Family Engagement Facilitator (FEF) to each district-operated school site, for a total of 16 FTEs. Charter schools will independently fund their own FEF positions. This streamlined structure will enhance coordination and consistency while maintaining responsiveness at the site level. This model ensures that family engagement remains a cornerstone of student success, with clear, equitable access to support at every school site.	$1,109,489.00	Yes
2.9	Extracurricular Wellness & Engagement	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 can operate effectively within their scope of practice, enhancing care for student athletes. To ensure positive outcomes in increasing participation, funding will be provided for Athletic directors at the High Schools 1.0 FTE at each and Middle Schools .2 FTE at each for a total of 5.8 FTEs.	$995,000.00	Yes

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.

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 (3, 6, 8, 11)		ELA CAASPP Proficiency Grade 3: 38.3%	ELA CAASPP Proficiency (3, 6, 8, 11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3:Hispanic/Latino (H/L): 19.5% Grade 3 UPC: 19.1% Grace 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 40.6% Grade 6: H/L: 29.7% Grade 6 UPC: 26.1% Grace 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0% Grade 8: H/L: 17.6% Grade 8 UPC: 17.4% Grace 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A Grade 11: 50.4% Grade 11 H/L: 37.4% Grade 11 UPC: 34% Grace 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33%	Grade 3 29.2% (N=566) Grade 3 H/L 19.8% (N=374) Grade 3 UPC 16.3% (N=386) Grade 3 EL 6.6% (N=206) Grade 3 SED 17.8% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 38.6% (N=577) Grade 6 H/L 23.7% (N=362) Grade 6 UPC 24.7% (N=354) Grade 6 EL 2.8% (N=117) Grade 6 SED 26.4% (N=353) Grade 6 Homeless N/A% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 26.4% (N=1417) Grade 8 H/L 14.8% (N=842) Grade 8 UPC 15.1% (N=800) Grade 8 EL 1% (N=230)		Grade 3: H/L: 28.5% Grade 3 UPC: 28.1% Grace 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Grade 6 H/L: 38.7% Grade 6 UPC: 35.1% Grace 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0% Grade 8: H/L: 26.6% Grade 8 UPC: 26.4% Grace 8 ELs: 10.2% Grade 8 SED: 28.3% Grade 8 Homeless: 9%	Grade 3 -0.1% Grade 3 H/L 0.3% Grade 3 UPC -2.6% Grade 3 EL -0.9% Grade 3 SED -4.7% Grade 3 Homeless -33.3% Grade 6 -2% Grade 6 H/L -6% Grade 6 UPC -1.4% Grade 6 EL 1.2% Grade 6 SED -4.4% Grade 6 Homeless N/A Grade 6 Foster Youth 0% Grade 8 -2.6% Grade 8 H/L -2.8% Grade 8 UPC -2.3% Grade 8 EL -8% Grade 8 SED -2.8% Grade 8 Homeless 10% Grade 8 Foster Youth N/A Grade 11 -3% Grade 11 H/L -2.8%

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 SED 16.5% (N=776) Grade 8 Homeless 10% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11 51.2% (N=1604) Grade 11 H/L 36.4% (N=867) Grade 11 UPC 39.8% (N=779) Grade 11 EL 4.2% (N=173) Grade 11 SED 43.2% (N=815) Grade 11 Homeless 14.3% (N=9) Grade 11 Foster Youth 0% (N=3)		Grade 8 Foster Youth: 9% Grade 11: 59.4% Grade 11 H/L: 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%	Grade 11 UPC 3.9% Grade 11 EL 2.2% Grade 11 SED 3.1% Grade 11 Homeless -19% Grade 11 Foster Youth -40%
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% Grace 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7%	Math CAASPP Proficiency (3, 6, 8, 11) 0% (N=) Grade 3 30.3% (N=566) Grade 3 H/L 21.8% (N=374) Grade 3 UPC 19% (N=386) Grade 3 EL 12.4% (N=206) Grade 3 SED 20.6% (N=363)		Math CAASPP Proficiency Grade 3: 40.6% (H/L: 22.3%) Grade 3 UPC: 29.3% Grace 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3 -1.4% Grade 3 H/L -0.7% Grade 3 UPC -1.5% Grade 3 EL 3.6% Grade 3 SED -3.8% Grade 3 Homeless -33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 H/L: 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% Grade 8 H/L: 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% Grade 11 H/L: 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 Homeless 0% (N=3) Grade 6 29.% (N=577) Grade 6 H/L 14.6% (N=362) Grade 6 UPC 16.7% (N=354) Grade 6 EL 1.8% (N=117) Grade 6 SED 17.8% (N=353) Grade 6 Homeless 0% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 18.8% (N=1417) Grade 8 H/L 8.6% (N=842) Grade 8 UPC 8.9% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.4% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 0% (N=3) Grade 11 23.9% (N=1604) Grade 11 H/L 9.8% (N=867)		Grade 3 Foster Youth: 9% Grade 6: 42.7% Grade 6 H/L: 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% Grade 8: H/L: 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% Grade 11 H/L: 20.1% Grade 11 UPC: 20.6% Grace 11 ELs: 9.6%	Grade 6 -4.7% Grade 6 H/L -9.8% Grade 6 UPC -2.7% Grade 6 EL 0.2% Grade 6 SED -5.6% Grade 6 Homeless -33.3% Grade 6 Foster Youth 0% Grade 8 1.2% Grade 8 H/L 0.5% Grade 8 UPC -3.7% Grade 8 EL -1.3% Grade 8 SED -4.4% Grade 8 Homeless 0% Grade 8 Foster Youth -25% Grade 11 -5.2% Grade 11 H/L -2.1% Grade 11 UPC 1.2% Grade 11 EL -1.3% Grade 11 SED 0.6% Grade 11 Homeless 12.5% Grade 11 Foster Youth 8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11 UPC 13.8% (N=779) Grade 11 EL 0% (N=173) Grade 11 SED 14.4% (N=815) Grade 11 Homeless 12.5% (N=9) Grade 11 Foster Youth 33.3% (N=3)		Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	
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 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		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%	Chronic Absenteeism All Students -7.1% Hispanic or Latino -9% UPC -10.1% EL -11.7% SED -9.4% Homeless -10% Foster Youth - 36.2%
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%	Science CAST Proficiency (5, 8, 11/12) Grade 5 30.3% (N=624)		Science CAST Proficiency Grade 5: 36.1% Grade 5 H/L: 20.9%	Science CAST Proficiency (5, 8, 11/12) Grade 5 3.2% Grade 5 H/L 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grace 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% Grace 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 11712 H/L: 14.3% Grade 11&12 UPC: 14.4% Grace 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 5 H/L 14.1% (N=345) Grade 5 UPC 14.5% (N=378) Grade 5 EL 1.3% (N=159) Grade 5 SED 15.4% (N=361) Grade 5 Homeless 20% (N=5) Grade 5 Foster Youth N/A% (N=-) Grade 8 20.1% (N=1417) Grade 8 H/L 9.8% (N=842) Grade 8 UPC 9.2% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.8% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11/12 29.5% (N=3282) Grade 11/12 H/L 16.7% (N=1763) Grade 11/12 UPC 20.1% (N=1526) Grade 11/12 EL 0.6% (N=338)		Grade 5 UPC: 22.9% Grace 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% Grace 8 ELs: 9.4% Grade 8 SED: 19.2% 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% Grace 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 5 UPC 0.6% Grade 5 EL 0.2% Grade 5 SED -0.5% Grade 5 Homeless 20% Grade 5 Foster Youth N/A Grade 8 -0.1% Grade 8 H/L 0.3% Grade 8 UPC 0.1% Grade 8 EL -0.4% Grade 8 SED -0.4% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11/12 0.2% Grade 11/12 H/L 2.1% Grade 11/12 UPC 4.6% Grade 11/12 EL 0.6% Grade 11/12 SED 4.5% Grade 11/12 Homeless 2.5% Grade 11/12 Foster Youth - 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11/12 SED 21.5% (N=1616) Grade 11/12 Homeless 12.5% (N=11) Grade 11/12 Foster Youth 33.3% (N=3)			
3.5	ELPAC Improvement	2022-23 ELPAC Improvement: Elementary: 38.6% Secondary: 31.7%	ELPAC Improvement: Elementary 36.5% (N=4521) Secondary 31.3% (N=9049)		ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement Elementary -1.9% Secondary 0%
3.6	AP Pass Rate	2022-23 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	AP Pass Rate: Overall Sec 77.2% (N=9049) Hispanic/Latino Sec 70% (N=4996)		AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	AP/IB Pass Rate Overall - Secondary 4.7% Hispanic/Latino - Secondary 7.2%"
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4%	Reclassification Rate: Elementary 10.7% (N=4521) Secondary 5.5% (N=9049)		Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate Elementary 3.3% Secondary 1.2%
3.8	A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%	A-G Completion: Overall 36.4% (N=1678) Latinx 21.9% (N=896)		A-G Completion: Overall 45.8%, Latinx 36.99%	Progress towards A-G Completion Overall 8.7% Latinx 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Progress Towards A-G Completion	2022-23 Progress Towards A-G Completion: Overall - 33.8%, Latinx - 22%	Progress towards A-G Completion: Overall 37.3% (N=6653) Latinx 25.1% (N=3705)		Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	A-G Completion Overall -4.8% Latinx -5.1%
3.10	Graduation rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% Students with an IEP - 68.8%		Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
3.11	Ethnic Studies Completion	2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall 65.1% (N=6653) Latinx 59.7% (N=3705)		Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall -7.3% Latinx -7.2%
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 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602) SED 7.6% (N=7619) Homeless 16.3% (N=104)		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%	Suspension Rate All Students -1.2% Hispanic or Latino -1.7% UPC -1.8% EL -1.4% SED -2% Homeless -5.4% Foster Youth - 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth 20% (N=15)			
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 Rate for both Certificated and Classified Average attendance by classified for 11/1/24 and 1/31/25 = 77% were present Average attendance by certificated for 11/1/24 and 1/31/25 = 84% were present		Professional Development Attendance - Classified = 86% present; Certificated = 90% present	Professional Development Attendance - Classified = 3% increase Certificated = 6% increase
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%	Fall 2023 Panorama Reported Teacher Efficacy Rate: 69%		Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration	Increase in 2%
3.15	ELA CAASPP Proficiency at RHS, Grace, and ISP	2022-2023 ELA CAASPP Proficiency RHS: 6.3% Grace: 0% ISP: 42.3%	RHS 0% (N=133) Grace 12.5% (N=36) ISP 50% (N=129)		ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%	Math CAASPP Proficiency RHS 0% Grace 0% ISP -57.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%	RHS 0% (N=133) Grace 0% (N=36) ISP 0% (N=129)		Math CAASPP Proficiency RHS: 9% Grace: 9% ISP: 30.4%	"RHS 0% Grace 0% ISP -57.1%"
3.17	ELPAC Improvement at RHS, Grace, and ISP	2022- 23 ELPAC Improvement RHS: 26.7% Grace: 100% ISP: 57.1%	ELPAC Improvement RHS 17.6% (N=133) Grace 20% (N=36) ISP 50% (N=129)		ELPAC Improvement RHS: 41.7% Grace: 100% ISP: 72.1%	ELPAC Improvement RHS -9.1% Grace -80% ISP -7.1%
3.18	Reclassification Rate at RHS, Grace, and ISP	2022-23 Reclassification Rate RHS: 8.5% Grace: 5.6% ISP: 0%	Reclassification Rate RHS 5.9% (N=133) Grace 0% (N=36) ISP 0% (N=129)		Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%	Reclassification Rate RHS -2.6% Grace -5.6% ISP 0%
3.19	Progress Towards A-G in ISP	2022-23 Progress Towards A-G ISP: 19.7%	Progress Towards A-G ISP 27.9% (N=129)		Progress Towards A-G ISP: 19.7%	Progress towards A-G ISP 8.2%
3.20	Properly Credentialed Teachers	For 2022-23 98% of teachers were properly credentialed.	2023-2024 Academic Year: 98% of secondary teachers and 98.7% of elementary teachers were properly credentialed as per the CALSASS		100% of teachers properly credentialed.	No difference

Goal Analysis [2024-25]

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.

Over the past year, numerous professional development opportunities were provided to staff across all bargaining units to enhance their intervention skills and improve student outcomes. Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers received targeted training during their professional work hours on topics such as restorative practices, student intervention, empathy-based approaches, and safety and first aid. Legal workshops, including sessions on First Amendment Rights, Title IX, and the Student Legal Symposium, were implemented for administrative site and district staff. With Title IX undergoing significant legal changes, additional trainings were planned. Training in Emergency Response and Incident Command was delivered at both site and district levels, while administrators received Threat Assessment training. On January 31, sessions on Panorama for Interventions, Using Panorama Data, and Threat Assessment were scheduled.

Educators also participated in comprehensive sessions focused on improving instructional practices. Staff received training in explicit multisensory teaching techniques for reading, driven by district assessment data to better differentiate instruction. Math differentiation was emphasized through the Thinking Classrooms approach, which aligned with the district's adoption of new math frameworks.

Support for alternative education expanded, with approval for hiring an additional 1.0 FTE Independent Study Teacher. Three staff members attended the National Alternative Education Association Conference, and the Coordinator of Alternative Education participated in the California Consortium on Independent Study Webinar. Funds were allocated to support Alternative Education Committee meetings and future attendance at the California Continuation Education Association Conference.

Certificated and classified staff participated in site-based safety training that covered five essential safety protocols, including emergency procedures, first aid, campus security, hazardous material handling, and accident prevention. These trainings were designed to ensure all staff were prepared to maintain a secure and supportive learning environment.

The district maintained key leadership positions, including Executive Directors in Educational Services (1.0 and .10 FTE) and Directors for Grades 7-12 (.40 FTE) and Multilingual Services (1.0 FTE). These leaders supported both administrators and staff, helping to implement A-G requirements and district-wide initiatives focused on improving outcomes for unduplicated pupils, including multilingual learners, foster youth, homeless students, and those from low-income families.

Santa Rosa City Schools remained committed to supporting multilingual learners through targeted professional development and district-wide initiatives. Over the past three years, professional learning for multilingual education became a shared responsibility, with collaborative sessions for both elementary and secondary teachers. Multilingual Services staff engaged with leading organizations such as the Sonoma County Office of Education, Californians Together, EL Rise, EPiCC, OELA, and the Center for Excellence for English Learners. These efforts helped align practices with the SRCS EL Master Plan and support multilingual learner typologies. Expanded access to student data supported efforts to monitor progress and guide instruction for multilingual learners and reclassified students.

The district's .2 Ethnic Studies Specialist continued working across school sites and coordinating with professional development providers and community members. A total of 75 teachers participated in Ethnic Studies professional development this year: 20 in Level 1.0, 33 in 2.0, and 22 in 3.0. Ongoing support was provided for the Ethnic Studies Community of Practice at the classroom, site, and district levels.

Additionally, MTSS Counselors engaged in free virtual and local professional development during the fall. Further needs were identified, and additional trainings were scheduled for the spring to continue building student support systems.

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.

Goal #3 Budgeted Expenditures were $3,349,617.87 and the Estimated Actual Expenditures are $2,627,382.62. The material difference is action 3.1 PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support, action 3.2 Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices, action 3.3 Alternative Education Development and Programmatic Implementation, and action 3.7 Ethnic Studies Interdisciplinary Programs came in below projections.

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

Santa Rosa City Schools remains committed to providing high-quality, relevant professional development that empowers staff, promotes collaboration, and ultimately supports improved student outcomes. Over the past year, we have made meaningful strides in deepening staff engagement through increased collaboration with educators to co-design and refine professional learning offerings. A notable example is the successful launch and growth of CCD units—customized courses developed in partnership with teachers to ensure relevance, alignment to district priorities, and educator voice in professional growth. (Action 3.2, 3.3, 3.5, 3.6, 3.7, 3.8)

Numerous professional development opportunities have been provided to staff across all bargaining units to enhance their intervention skills and improve student outcomes. PD sessions have been implemented into the professional work hours for Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers on a variety of topics such as restorative practices, student intervention, empathy based approaches to working with students and safety and first aid. Legal workshops such as First Amendment Rights, Title IX, Student Legal Symposium have been implemented for administrative site and district staff. Additional Title IX trainings are planned as this topic has been going through deep legal overhaul. Trainings on the topic of Emergency Response and Incident Command have been implemented at site and district levels. Threat Assessment training has been provided for administrators. On the January 31 professional development day, trainings on Panorama for Interventions, Using your Panorama data, and Threat Assessment will be provided. (Action 3.1)

We have also seen strong participation in i-Ready Assessment and Learning Platform trainings, which have helped build foundational knowledge and more consistent use of student data to inform instruction. Our expansion to TK-3 and continued implementation of Building Thinking Classrooms in mathematics continues to transform student engagement and cognitive ownership in the classroom, while the Multilingual Services department has provided a robust menu of offerings that support English Learner achievement, culturally responsive pedagogy, and language development strategies.(Action 3.4, 3.5, 3.6, 3.7, 3.8)

While these professional learning opportunities have had a positive impact, we recognize the need to expand participation across all sites and roles. Moving forward, SRCS will focus on increasing access, alignment, and outreach to ensure both certificated and classified staff are engaged in meaningful professional growth. This includes refining our systems for feedback, strengthening site-based implementation support, and elevating staff agency in determining learning priorities.

By continuing to build internal capacity, honor educator expertise, and provide culturally responsive learning environments, SRCS will further strengthen the foundation for student achievement and community-wide success.

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.

Metrics revised:
Metric 3.20 has been desegregated by Elementary and Secondary.

Actions revised:
Action 3.5 is being renamed for clarity.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the follo

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	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. Includes programs/materials.	$37,500.00	Yes
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning	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	$910,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional approaches, and aligning literacy practices.	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 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. 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.		
3.3	Alternative Education Development and Programmatic Implementation	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	$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. 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 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	Support professional development for classified staff. This may include district wide days focused on classified employee learning. 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.	$1,900,778.00	Yes
3.5	Centralized support for Professional Development.	Maintain Executive Directors in Educational Services and Director of Multilingual Services. Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.	$526,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.		
3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	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. 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. 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.	$35,000.00	No
3.7	Ethnic Studies Interdisciplinary Programs	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	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,458,878	$1,940,821

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
18.753%	0.000%	$0.00	18.753%

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	**Action:** Assessment Systems TK-12 **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	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
	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. **Scope:** LEA-wide		
1.2	**Action:** Curriculum Supports and College and Career Readiness **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, aw well as promoting equity to	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.	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
	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. **Scope:** LEA-wide		
1.3	**Action:** Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs **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	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	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
	assessments; chronic absenteeism rates; D & F lists; school and district-wide graduation rates; suspension rates. **Scope:** LEA-wide		
1.4	**Action:** School Based Support for SPSA Actions and Implementation **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. **Scope:** LEA-wide	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	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
1.6	**Action:** Comprehensive and Collaborative Supports for Students **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. **Scope:** LEA-wide	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	**Action:** Enrichment Music Programs for Students & Increased Opportunities for Collaboration **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,	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
	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 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. **Scope:** Schoolwide		
1.8	**Action:** Academic Initiatives **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 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	The action addresses the need by providing additional FTEs to support signature programs to increase A-G completion and DLI supports. This action is needed and provided at all sites.	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
	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 specific needs to improve student outcomes. All positions include support for those students who are identified as English learners, foster youth, and low-income. **Scope:** LEA-wide		
1.9	**Action:** Supports for Increased Inclusive practices **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. **Scope:** Schoolwide	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.	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
1.10	**Action:** Supplemental Materials and Supplies TK-12 **Need:** This action is increasing and improving the services for unduplicated student groups by providing classroom teachers access to instructional materials for lesson preparation and delivery to address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. **Scope:** LEA-wide	Increase access to grade level standards will be enhanced with targeted curriculum needed for MTSS.	Goal 1 Metrics
1.11	**Action:** Class size reduction **Need:** This action is increasing and improving the services for unduplicated student groups by providing reduced class sizes in identified key grade levels to best address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. **Scope:** LEA-wide	Smaller class sizes offer numerous benefits, primarily centered around enhanced individual attention and personalized instruction, leading to improved academic outcomes, increased student engagement, and a more supportive learning environment. Key benefits of smaller class sizes: Individualized Attention and Personalized Instruction: Teachers can better tailor their teaching methods and provide specific support to each student's needs, leading to a more personalized learning experience. Improved Academic Performance: Students in smaller classes tend to achieve higher grades and test scores, potentially due to increased engagement and the ability to receive more targeted help.	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
2.1	**Action:** Panorama wellness survey and Youth Truth survey **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. **Scope:** LEA-wide	The action addresses the need by providing licenses and training for survey implementation so that students have the opportunity to quantify their exprecices 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	**Action:** Mental Health Supports **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	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
	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. **Scope:** LEA-wide		
2.3	**Action:** SEL and Antibullying Materials and Curriculum **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.	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
	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. **Scope:** LEA-wide		
2.6	**Action:** Elementary Counselors **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	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
	Family Engagement Facilitators and Multilingual Community Engagement **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. **Scope:** LEA-wide	provided LEA-Wide as is an identified need across the LEA.	
2.9	**Action:** Extracurricular Wellness & Engagement **Need:** This action is increasing and improving the services for unduplicated student groups by	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.	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
	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. Use of funds for activities, participation and safety provides needed resources to support identified student groups and increase their participation in extracurricular activities. Dashboard and District data attendance, and wellness and engagement surveys indicate that this action is needed because of the discrepancy in outcomes. **Scope:** Schoolwide		
3.1	**Action:** PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support **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 . Use of PD provides staff with needed training to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation,	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
	discipline and chronic absenteeism indicate that this action is needed because disproportionality in outcomes. **Scope:** LEA-wide		
3.2	**Action:** Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. **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 differntiating 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. **Scope:**	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	**Action:** Alternative Education Development and Programmatic Implementation **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. **Scope:** Schoolwide	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	**Action:** Provide professional development for Staff **Need:** This action is increasing and improving the services for unduplicated student groups by providing professional development for	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
	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. **Scope:** LEA-wide		
3.5	**Action:** Centralized support for Professional Development. **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	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
	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 disparity in outcomes. **Scope:** LEA-wide		
3.7	**Action:** Ethnic Studies Interdisciplinary Programs **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.	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	**Action:** Multilingual Learners Site and Staff and Student Support **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.	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 : 15.7 Middle: 1 : 17.3 High: 1 : 19.0	Elementary: 1 : 13.1 Middle: 1 : 14.6 High: 1 : 12.9
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 1 : 23.1 Middle: 1 : 61.9 High: 1 : 51.0	Elementary: 1 : 21.2 Middle: 1 : 44.9 High: 1 : 33.1

2025-26 Total Planned 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	141,088,690	26,458,878	18.753%	0.000%	18.753%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$26,477,727.00	$2,964,530.00	$0.00	$1,739,342.00	$31,181,599.00	$28,913,852.00	$2,267,747.00

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	$650,000.00	$550,000.00	$1,050,000.00			$150,000.00	$1,200,000.00	
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	$1,857,000.00	$10,500.00	$1,610,500.00	$257,000.00			$1,867,500.00	
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	$3,813,612.00	$150,000.00	$645,612.00	$1,991,000.00		$1,327,000.00	$3,963,612.00	
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	$287,596.00	$862,788.00	$1,150,384.00				$1,150,384.00	
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	$378,879.00	$98,509.00	$477,388.00				$477,388.00	
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	$1,295,000.00	$0.00	$1,200,000.00	$95,000.00			$1,295,000.00	
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	$1,008,025.00	$0.00	$1,008,025.00				$1,008,025.00	

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	1.8	Academic Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$239,000.00	$100,000.00	$160,000.00	$179,000.00			$339,000.00	
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	$600,000.00	$0.00	$600,000.00				$600,000.00	
1	1.10	Supplemental Materials and Supplies TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$180,000.00	$180,000.00				$180,000.00	
1	1.11	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary and High Schools K-3 and 9th grade	Ongoing	$6,320,000.00	$0.00	$6,320,000.00				$6,320,000.00	
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	$2,098,150.00	$0.00	$2,052,120.00	$46,030.00			$2,098,150.00	
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	$2,485,750.00	$0.00	$2,485,750.00				$2,485,750.00	
2	2.5	Promoting Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$125,000.00	$25,000.00	$150,000.00				$150,000.00	
2	2.6	Elementary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary	Ongoing	$1,526,055.00	$0.00	$1,526,055.00				$1,526,055.00	

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
							Schools TK-6									
2	2.7	Wellness & Engagement administration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$405,323.00	$0.00	$198,401.00			$206,922.00	$405,323.00	
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	$1,109,489.00	$0.00	$1,109,489.00				$1,109,489.00	
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	$800,000.00	$195,000.00	$995,000.00				$995,000.00	
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	$32,500.00	$5,000.00	$20,000.00	$7,500.00		$10,000.00	$37,500.00	
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	$910,000.00	$0.00	$740,000.00	$170,000.00			$910,000.00	
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	$1,850,778.00	$50,000.00	$1,900,778.00				$1,900,778.00	
3	3.5	Centralized support for Professional Development.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$526,275.00	$0.00	$526,275.00				$526,275.00	
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	

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	**3.7**	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	
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	

2025-26 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
141,088,690	26,458,878	18.753%	0.000%	18.753%	$26,477,727.00	0.000%	18.767 %	**Total:**	$26,477,727.00
								LEA-wide Total:	$21,571,259.00
								Limited Total:	$477,388.00
								Schoolwide Total:	$4,429,080.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Assessment Systems TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
1	1.2	Curriculum Supports and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,610,500.00	
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	$645,612.00	
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,150,384.00	
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$477,388.00	
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	$1,008,025.00	
1	1.8	Academic Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
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	$600,000.00	
1	1.10	Supplemental Materials and Supplies TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,000.00	
1	1.11	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary and High Schools K-3 and 9th grade	$6,320,000.00	
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	$2,052,120.00	
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	$2,485,750.00	
2	2.5	Promoting Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
2	2.6	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-6	$1,526,055.00	
2	2.7	Wellness & Engagement administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$198,401.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,109,489.00	
2	2.9	Extracurricular Wellness & Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	$995,000.00	
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	$740,000.00	
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	$1,900,778.00	
3	3.5	Centralized support for Professional Development.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$526,275.00	
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$25,793,021.34	$28,436,554.11

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**	Assessment Systems TK-12	Yes	$751,139.00	$694,728.46
1	**1.2**	Curriculum Supports and College and Career Readiness	Yes	$1,463,157.79	$902,440.69
1	**1.3**	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	$3,790,011.62	$7,506,841.25
1	**1.4**	School Based Support for SPSA Actions and Implementation	Yes	$2,300,767.95	$2,300,767.95
1	**1.5**	Multilingual Learners Site and Staff and Student Support	Yes	$1,085,612.75	$1,113,659.01
1	**1.6**	Comprehensive and Collaborative Supports for Students	Yes	$1,512,964.46	$1,116,332.66
1	**1.7**	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	$1,140,171.03	$974,368.70
1	**1.8**	New School Model Support	Yes	$933,531.00	$933,531.00
1	**1.9**	Supports for Increased Inclusive practices	Yes	$300,000.00	$457,546.61
2	**2.1**	Panorama wellness survey and Youth Truth survey	Yes	$51,770.00	$6,214.00
2	**2.2**	Mental Health Supports	Yes	$1,327,030.31	$1,013,994.29

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	2.3	SEL and Antibullying Materials and Curriculum	Yes	$20,600.00	$460.36
2	2.4	Increased Campus Student Engagement staffing	Yes	$3,668,660.96	$4,453,622.27
2	2.5	Promoting Positive Attendance	Yes	$145,000.00	$192,391.44
2	2.6	Elementary Counselors	Yes	$1,453,386.17	$1,335,051.19
2	2.7	Wellness & Engagement administration	Yes	$389,875.35	$420,124.34
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	$2,014,725.08	$2,297,627.11
2	2.9	Extracurricular Wellness & Engagement	Yes	$95,000.00	$89,470.16
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	$55,000.00	$3,406.54
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	$240,000.00	$41,463.35
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	$315,000.00	$5,765.19
3	3.4	Provide professional development for Staff	Yes	$1,900,778.19	$1,900,778.19
3	3.5	Maintain four Director positions at district level	Yes	$589,839.68	$594,111.16

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	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	No	$35,000.00	$35,000
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	$200,000.00	$32,858.19
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	No	$14,000.00	$14,000

2024-25 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)
$21,614,962	$20,816,649.00	$21,632,007.73	($815,358.73)	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	Assessment Systems TK-12	Yes	$601,139.00	$694,728.46		
1	1.2	Curriculum Supports and College and Career Readiness	Yes	$1,206,157.79	$902,440.69		
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	$472,011.62	$364,391.89		
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	$2,300,767.95	$2,300,767.95		
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	$1,085,612.75	$1,113,659.01		
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	$1,417,964.46	$1,424,013.83		
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	$1,140,171.03	$974,368.70		
1	1.8	New School Model Support	Yes	$754,531.00	$933,531.00		
1	1.9	Supports for Increased Inclusive practices	Yes	$300,000.00	$457,546.61		
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	$6,350.00	$6,214.00		

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	2.2	Mental Health Supports	Yes	$1,281,000.00	$1,013,994.29		
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	$15,600.00	$460.36		
2	2.4	Increased Campus Student Engagement staffing	Yes	$3,668,660.96	$4,453,622.27		
2	2.5	Promoting Positive Attendance	Yes	$145,000.00	$192,391.44		
2	2.6	Elementary Counselors	Yes	$1,453,386.17	$1,335,051.19		
2	2.7	Wellness & Engagement administration	Yes	$182,953.32	$420,124.34		
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	$1,759,725.08	$2,297,627.11		
2	2.9	Extracurricular Wellness & Engagement	Yes	$95,000.00	$89,470.16		
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	$20,000.00	$3,406.54		
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	$70,000.00	$41,463.35		
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	$300,000.00	$5,765.19		
3	3.4	Provide professional development for Staff	Yes	$1,900,778.19	$1,980,000		
3	3.5	Maintain four Director positions at district level	Yes	$589,839.68	$594,111.16		
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	$50,000.00	$32,858.19		

2024-25 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)
141,952,199	$21,614,962	0	15.227%	$21,632,007.73	0.000%	15.239%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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).

California Department of Education
November 2024