



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Dr. Daisy Morales Superintendent	dmorales@srcs.k12.ca.us (707) 890-3800

Goal 1

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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% Grade 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% Grade 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0%			ELA CAASPP Proficiency Grade 3: 19.00% (H/L: 17.29%) Grade 3: UPC 18.32% Grade 3: EL 6.42% Grade 3: SED 18.38% Grade 3: Homeless 49.18% Grade 3: Foster Youth 100.00% Grade 6: 39.94% (H/L: 25.47%) Grade 6: UPC 39.27% Grade 6: EL 0.00% Grade 6: SED 39.30% Grade 6: Homeless 100.00% Grade 6: Foster Youth 50.85% Grade 8: 39.04% (H/L: 39.74%) Grade 8: UPC 38.82% Grade 8: EL 0.00% Grade 8: SED 38.92% Grade 8: Homeless Grade 8: Foster Youth	ELA CAASPP Proficiency Grade 3: 38.3% Hispanic /Latino: : 28.5% Grade 3 UPC: 28.1% Grade 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Hispanic /Latino: 38.7% Grade 6 UPC: 35.1% Grade 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0% Hispanic /Latino: 26.6% Grade 8 UPC: 26.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Hispanic /Latino: : 17.6% Grade 8 UPC: 17.4% Grade 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A Grade 11: 50.4% Hispanic /Latino: : 37.4% Grade 11 UPC: 34% Grade 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33% Grade 11 Foster Youth: 40%			Grade 11: 42.62% (H/L: 34.90%) Grade 11: UPC 41.98% Grade 11: EL 0.84% Grade 11: SED 42.04% Grade 11: Homeless 9.93% Grade 11: Foster Youth 0.00%	Grade 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% Grade 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%
1.2	Math CAASPP Proficiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6% Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grade 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Hispanic /Latino: 24.4% Grade 6 UPC: 19.4% Grade 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0%			Math CAASPP Proficiency Grade 3: 20.81% (H/L: 18.72%) Grade 3: UPC 20.20% Grade 3: EL 10.35% Grade 3: EL 10.35% Grade 3: Homeless 49.18% Grade 3: Foster Youth 100.00% Grade 6: 16.97% (H/L: 10.93%) Grade 6: UPC 16.06% Grade 6: EL 17.01% Grade 6: EL 17.01% Grade 6: Homeless 0.00% Grade 6: Foster Youth 0.00% Grade 8: 36.76% (H/L: 45.22%) Grade 8: UPC 36.04% Grade 8: EL 0.00% Grade 8: EL 0.00%	Math CAASPP Proficiency Grade 3: 40.6% Hispanic /Latino: 22.3% Grade 3 UPC: 29.3% Grade 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Hispanic /Latino: 33.4% Grade 6 UPC: 28.4% Grade 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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 8: Homeless 0.00% Grade 8: Foster Youth Grade 11: 17.39% (H/L: 9.52%) Grade 11: UPC 16.88% Grade 11: EL 0.00% Grade 11: EL 0.00% Grade 11: Homeless 8.31% Grade 11: Foster Youth 32.97%	Grade 8: 17.6% Hispanic /Latino: 17.1% Grade 8 UPC: 17.2% Grace 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 33.9% Hispanic /Latino: 20.1% Grade 11 UPC: 20.6% Grace 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%
1.3	Science (CAST) Proficiency 5, 8, 11/12)	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% Hispanic /Latino: 9.5% Grade 8 UPC: 9.1% Grace 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0%			Science CAST Proficiency Grade 5: 17.07% (H/L: 12.25%) Grade 5: UPC 16.20% Grade 5: EL 0.00% Grade 5: SED 16.25% Grade 5: Homeless 0.00% Grade 5: Foster Youth Grade 8: 37.76% (H/L: 32.17%) Grade 8: UPC 39.06% Grade 8: EL 0.00% Grade 8: SED 39.61% Grade 8: Homeless Grade 8: Foster Youth Grade 11&12: 22.79% (H/L: 16.37%) Grade 11&12: UPC 22.22% Grade 11&12: EL 0.00%	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% 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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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 11&12: SED 22.22% Grade 11&12: Homeless 9.97% Grade 11&12: Foster Youth 32.97%	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%
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%			ELPAC Improvement: Elementary: 16.74% Secondary: 10.33%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%			Reclassification Rate: Elementary: 5.02% Secondary: 7.29%	Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%
1.6	Percentage of D's and F's per subject grades 7-12	Percentage of Ds and Fs per subject Baseline year: 2022-2023 ELA: Overall 33.3%, Latinx 42.9% Math: Overall 40.5%, Latinx 49.9% History: Overall 35.6%, Latinx 45.6% Science: Overall 36.5%, Latinx 46.2%			Percentage of Ds and Fs per subject ELA: Overall 24.05%, Latinx 29.61% History: Overall 24.44%, Latinx 30.38% Math: Overall 25.45%, Latinx 31.29% Science: Overall 20.13%, Latinx 25.35%	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%
1.7	A-G Completion	A-G Completion:			A-G Completion: Overall 27.58%	A-G Completion: Overall 45.8%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%			Lantinx 16.81%	Latinx 36.99%
1.8	Progress Toward A-G completion	Progress Towards A-G Completion: Baseline year: 2022-2023 Overall - 33.8%, Latinx - 22%			Progress Towards A-G Completion: Overall 33.86% Latinx 20.25%	Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%
1.9	CTE Completion	CTE Completion: Baseline year: 2022-2023 Overall 4.7%, Latinx 3.1%			CTE Completion: Overall 3.22% Latinx 2.74%	CTE Completion: Overall 7.7 - 8.7%, Latinx 6.1% - 7.1%
1.10	Ethnic Studies Completion	Ethnic Studies Completion Baseline year: 2022-2023 Overall - 63.7%, Latinx - 55%			Ethnic Studies Completion Overall 24.76% Latinx 27.70%	Ethnic Studies Completion Overall - 88%, Latinx - 86%
1.11	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% Students with an IEP- 62.5%				Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% Students with an IEP - 68%
1.12	High School Readiness	High School Readiness Rate: Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%			High School Readiness Rate: Overall 83.99% Latinx 78.76%	High School Readiness Rate: Secondary Overall 86.8%, Secondary Latinx 80.8%
1.13	Dual Enrollment	2022 -2023 Dual Enrollment:			Dual Enrollment: Overall 14.54%	Dual Enrollment: Overall - 30.6%,

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		Overall - 18.6%, Latinx - 11.8%			Latinx 8.66%	Latinx - 29.8%
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino			Data will be available in June 2025	Work-based learning (state) - 5%, 5.2% Hispanic/Latino
1.15	Middle School Drop Out Count	Middle School Drop Out Count Baseline year: 2022-2023 Overall= 7			Data will be available in June 2025	Middle School Drop Out Count = 0
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 2.97% Hispanic 3.58% UPC 3.79% EL 4.43% SED 3.71% Homeless 6.00% Foster Youth 6.67%	Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%
1.17	Chronic Absenteeism	Chronic Absenteeism for the 2022-23 School Year - Overall, 35.6% Hispanic 32.2% UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%			Chronic Absenteeism for the 2022-23 School Year - All Students 15.67% Hispanic 18.00% UPC 18.37% EL 20.89% SED 17.97% Homeless 22.00% Foster Youth 13.33%	Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%
1.18	IB/AP Access	IB/AP Participation: Baseline year: 2022-2023 Overall Sec. 9.5%			IB/AP Participation: Overall Sec. 10.92% Sec Hispanic/Latino 7.4%	IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%

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		Sec. Hispanic/Latino 5.9%				
1.19	AP Pass Rate	AP Pass Rate: Baseline year: 2022-2023 Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%			Data will be available in June 2025	AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%
1.20	Seal of Biliteracy Recipients	Seal of Biliteracy Baseline year: 2022-2023 Overall 10.5%			Data will be available in June 2025	Seal of Biliteracy: 16.5%
1.21	Progress Towards Graduation	Progress Towards Graduation - Baseline year: 2022-2023 All: 89.3% UPC: 60.5% ELs: 45.5% SED: 63% Homeless: 40.9% Foster Youth: 57.1% Students with an IEP - 53.6% Students with a 504 - 71.2%			Progress Towards Graduation - All: 63.21% UPC: 56.45% ELs: 42.00% SED: 57.14% Homeless: 35.29% Foster Youth: 33.33% Students with an IEP: 47.33% Students with a 504 Plan: 65.79%	Progress Towards Graduation - All: 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1% Students with an IEP - 60% Students with a 504 - 75%
1.22	Access to Standards Aligned Instructional Materials	Board approval of resolution of sufficiency of instructional materials 2023-24.				Board approval of resolution of sufficiency of instructional materials for each year.
1.23	K-6 ELA and Math Assessment	Will use I- Ready. Baseline for 2024-25			Data will be available in June 2025	3 year goal will be based on 24-25 baseline

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Assessment Systems TK-12 Implement a comprehensive data system integrating formative, interim, and summative assessments, including tools like TK, Online Testing Platform (Letter Naming Fluency), DIBELS, DRA, district, state and local assessments, to inform practices and supports that enhance student achievement and address disproportionality. Utilize this system to build Multi-Tiered System of Supports (MTSS) structures for targeted analyses and action planning, ensuring students receive the necessary support to succeed academically. Support this implementation by providing release days for teachers (three days for grades 3-6 and four days for grades K-2), supporting a comprehensive assessment program for grades 7-12, and employing a full-time instructional technology, data, and assessment specialist. Through a data-driven framework, ensure Multilingual Learners (MLs) receive personalized, effective support for language proficiency and academic success. Regularly collect and analyze data from various assessments and student work to identify specific literacy challenges and strengths, informing individualized learning plans and differentiated instruction. Provide ongoing professional development for educators on effective data use, fostering collaboration among teachers, administrators, and families to support literacy development. Continuously monitor and evaluate the effectiveness of interventions to improve language proficiency, academic performance, and student engagement. Intervention Software will be provided (ie - Cyber High) targeting support to students including students who are identified as English learners, foster youth, and low-income. Software will also provide strategic intervention support for students in math and credit recovery to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.	Yes	Partially Implemented	Grade K-6 implemented a new testing platform, i-Ready in both ELA and Math. The mid year testing window opens up Jan. 21. TK-6 held one of two grade level release days. A full-time instructional technology, data, and assessment specialist was hired at the start of the school year. A five part series for instructional leadership for principals was developed and has begun to be implemented. Staff have been offered numerous opportunities for professional development at the district level. Middle and High School have begun using interim assessments in ELA and Math. Teachers are being supported in administering	K-6 first testing window Sept. 2 - Oct. 20, Grade level release days; 9/10 - 3rd 9/11 - 4th 9/12 - 5th 9/17 - 1st 9/18 - 2nd 9/19 - 6th 9/24 - Kinder 10/3 - TK 9/24 - Acting Right PD 10/24 i-Ready Support 10/30, , 11/6, 11/13 Building Thinking Classrooms 11/21 Building Comprehension	\$751,139.00	\$681,701.79

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				Interim Assessments and utilizing the data through a formative assessment inquiry process to respond to student learning needs and strengthen Tier 1 instruction as a collaborative team at each site. Imagine Learning Contract was executed to implement Edgenuity in the district Independent Study program. The Ed Services administrative team has been providing ongoing professional development for site administrators on effective data use.			
1.2	Curriculum Supports and College and Career Readiness Enhance student learning through various initiatives, including developing and refining cross-curricular Collaborative Curriculum Design (CCD) units to deepen student understanding and encourage connections across disciplines, promoting real-world	Yes	Partially Implemented	A new format for our Collaborative Curriculum Design units was implemented providing		\$1,463,157.79	\$576,832.14

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	application of knowledge. Additionally, resources and training will be provided to bolster instructional literacy for developing readers utilizing the Sonday literacy system. Math Redesign efforts will focus on building district-wide coherence in grades 4th-12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts will include increased support to sites and leaders with a focus on implementation of the New California Math Framework. A 1.0 FTE College and Career Readiness Coordinator and 1.0 FTE College and Career Readiness Senior Secretary will support the development of integrated pathways, early college opportunities, work-based learning, and high-quality Career Technical Education programs. Efforts to promote equity include the ongoing development of Ethnic Studies courses and continued support for co-taught classes. A 1.0 FTE College and Career Counselor at each comprehensive high school site and a part-time College and Career Counselor at the district's continuation school will also support college and career readiness initiatives and completion of financial aid applications. Provide funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive and inclusive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs.			structured time frames for each lesson. Teams continue to meet to review and revise the units based on standards. Continued offerings for training aligned to the new math framework were offered along with training for math department chairs. Provided Math Redesign Professional Learning for TK-K, Grades 1st-3rd, Grades 4th-6th, Middle School Math, and High School Math teachers on Building Thinking Classrooms, Growth Mindset and the New Math Framework. A 1.0 FTE College and Career Readiness Coordinator and 1.0 FTE College and Career			

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				Readiness Senior Secretary were hired to support the development of integrated pathways, early college opportunities, work-based learning, and high-quality Career Technical Education programs. Each high school has a College and Career Counselor to support college and career initiatives and financial aid application completion. A district-wide Career Day was held for 8th grade students in October, 2024. Over 950 8th graders attended the event, with over 60 representatives from business, community, and local postsecondary partners. High School CTE teachers also			

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				participated, with student representatives from their programs, so middle school students could make connections to SRCS CTE program offerings and local career opportunities. CTE Teachers on Special Assignment participated in SCOE's Work-Based Learning Community of Practice meetings. Funding was provided to each site to enhance school libraries.			
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 afterschool tutoring, High School Credit Recovery, Migrant Education, Mike Hauser Academy Program, Newcomer English, Math and Science Camp Middle Grades programs; all towards supporting a rigorous program of academic study (including increasing students' A-G course access, graduation rates, and college acceptance rates for historically underserved student groups - ELs, Latinx, AA, UPC students). Generally	Yes	Partially Implemented	After-school programming has expanded again in the 24-25 SY, with almost 2,200 students being served daily in our Boys & Girls Clubs and Child Care programs at 14 school sites. Blending both academic and enrichment		\$3,790,011.62	\$176,278.30

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	speaking, these offerings are designed to build and maintain academic skills, while providing additional experiences that enrich students, preparing them for the next level of their education while supporting their holistic development. Funding also required to help ensure safe and secure campuses during summer programs. Additionally, funding requested towards providing support to help build out related data/counseling supports. This is beginning 25/26 (summer 2025), and in 2025/26 will be contributing. 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.			opportunities for students after the regular school day, many working parents appreciate having structured, engaging activities provided by caring adults until 5:30 pm each day. Broadly, the programming offered in Summer 2024 also continued to address the academic and social-emotional needs of our students. With 17 different programs for students and families to select from, the district served almost 3,000 students during the summer months across the city. Highlights of the targeted academic programs included: a 3-week Newcomers course (extra			

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				language support to be better prepared for the start of the school year); a 5-week Migrant Education program (focusing on math, English and cultural proficiency); an elementary program that focused on strengthening the academic vocabulary and early-literacy skills of students in grades K-4; and a high school credit recovery program that provided additional opportunities to students who were off-track towards graduation. Enrichment activities were also supported, and included: the Mike Hauser Academy program, Middle Grades Science and Mathematics Camps, an Arts Camp (in			

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				cooperation with the Luther Burbank Center for the Performing Arts); the LandPaths outdoor experiential camp; and the EXCEL for Youth camp (collaboration together with Sonoma State University). All totaled, the expanded Summer 2024 programming saw a 16% increase in the number of students served. Finally, the efforts have shown to be impactful for students across the district, as highlighted by the district's improving High School Graduation Rate, decrease in number of students who are off-track toward graduation, upticks in our district's			

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				CAASPP scores, decrease in the number of schools requiring state sanctioned differentiated assistance, and improving student attendance rates. We are cautiously optimistic that our continued efforts will help to strengthen student outcomes and meet the needs of our school communities.			
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.	Yes	Partially Implemented	Trainings for site principals and their administrative support are provided in the Fall, Winter and Spring, each with its own focus. Fall training included reviewing School Site Council requirements, a review of the SPSA since created in May (requirements, purpose, etc.), purpose and	SPSAs/Site LCAPs for Charters; updated Fiscal Workbooks with balances; presentation slides, notes and resources.	\$2,300,767.95	\$941,736.40

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				use of Title I funding, and required parent involvement. Winter training scheduled for January 2025 will include reminders for deadlines on spending LCFF, Title I and CSI as applicable (including balances which should be half spent), a review of the Free & Reduced Program and how that relates to Title I funding, parent engagement needs, and fiscal deadlines. At some sites, continued offerings for training aligned to the new math framework were offered along with training for math department chairs.			
1.5	Multilingual Learners Site and Staff and Student Support SRCS will allocate resources to six full-time equivalent (FTE) English Language (EL) Specialists and one FTE Multilingual Learner Coordinator with a 1.0 FTE EL Teacher on Special Assignment (TOSA) paid through restricted funds to achieve the commitment of	Yes	Partially Implemented	Significant progress has been made in enhancing support for multilingual learners, foster youth, and low-		\$1,085,612.75	\$618,734.08

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	enhancing instructional support for a diverse student population, including multilingual learners, low-income students, and foster youth. The focus will be on implementing effective instructional strategies and curriculum tailored to meet the specific needs of these student groups. The roles of the EL Specialists and EL TOSA will encompass various aspects of professional development, including content area and grade-level training, Designated and Integrated English Language Development, utilization of assessment data, personalized modeling, and collaborative lesson studies. By targeting the unique needs of unduplicated pupils, we aim to enhance classroom instruction and promote academic success among multilingual learner students, low-income students, and foster youth. Addressing disparities in academic progress among multilingual learners, foster youth, and low-income students is a priority. By providing focused professional learning and instructional support, we anticipate improved engagement and academic outcomes for these student populations. Through additional learning opportunities, educators will be better equipped to address the diverse needs present in their classrooms as noted in the California English Learner Roadmap. The support provided by EL Specialists and EL TOSA will extend to both elementary and secondary school sites, encompassing professional development, access to materials, and specialized training. 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			income students, aligning with the goals outlined in the SRCS English Learner Master Plan and the California English Learner Roadmap. Focused professional learning and instructional support have been prioritized to address disparities in academic progress and improve engagement and outcomes for these student populations. SRCS allocated resources for six full-time equivalent (FTE) English Learner (EL) Specialists, one FTE Multilingual Learner Coordinator, and a 1.0 FTE EL Teacher on Special Assignment (TOSA), funded through restricted sources. These specialists			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	reclassification, and interventions tailored to different learner typologies. Funding allocation will include funds for extended pay rates for certificated members participating in LARC activities.			provide targeted support across elementary and secondary school sites through professional development, push-in support for students, access to instructional materials, and specialized training. Their efforts include training in Designated and Integrated English Language Development, data-driven instruction, collaborative lesson studies, and personalized modeling, ensuring classroom strategies are tailored to the diverse needs of students. Additionally, collaboration with Language Acceleration Review Committees (LARCs) at each school site has intentionally focused and			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				facilitated data-informed decisions on student placement, reclassification readiness, and intervention strategies. Funding for these initiatives includes extended pay rates for certificated staff involved in LARC activities, underscoring a district-wide commitment to fostering equitable and effective education for all learners.			
1.6	Comprehensive and Collaborative Supports for Students Continued fiscal support of 0.5 FTE school psychologist position. The role includes developing, updating, and running 504 and SST trainings for district staff, ensuring 504 and SST materials are supporting school sites. Additionally, support students with materials and supplies to support specific accommodations that are unique. 1 FTE Behavior Specialist to: 1. 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 1 FTE Position School Psychologist Assist MTSS / SST Teams on EL Over-identification, Present at School Psych Staff meetings, Act	Yes	Partially Implemented	A 0.5FTE school psychologist position is continued to support district 504s. A 1.0 FTE Bilingual School Psychologist has been working closely with the Multilingual Services Department to understand and bridge the work between the		\$1,512,964.46	\$612,862.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	as point person to support case managers and program managers with the processes and documentation needed for reclassification of students. Review all reclassification documentation in collaboration with the Multilingual Services/Special Services program technician to ensure compliance MTSS Intervention Counselors to continue to refine intervention systems and offer targeted support to identified students, which a focus on English learners, foster youth, and low income. A part-time MTSS Intervention Counselor at the high school sites and two shared MTSS Intervention Counselors to support the four middle schools.			language acquisition process and needs, and Special Services to review past practices and procedures and identify gaps and changes needed to address overidentification of dually identified students. A .8 FTE MTSS Intervention Counselor at each comprehensive high school, a .6 FTE at the continuation high school, and two 1.0 FTE MTSS Intervention Counselors shared between the four middle schools offer targeted site support and continue to meet monthly to refine intervention systems.			
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	Partially Implemented	Elementary music is offered to students		\$1,140,171.03	\$555,979.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide elementary classroom teachers in grades 1-6 with preparation time to support lesson development. 8 FTE (Prep) through the elementary music program which fosters cultural connections among students identified as Homeless, English learners, foster youth, and low-income by delivering continuous music education. Additionally, it ensures students receive weekly music instruction, including both classroom-based and instrumental lessons.			grades 1-6 on a weekly basis, providing a variety of musical opportunities. For grades 4-6, students are divided into smaller groups to receive both vocal and instrumental instruction.			
1.8	New School Model Support To enhance educational opportunities at Elsie Allen High School, FTE for staff will be allocated to facilitate a 7-period school day. This adjustment aligns with the implementation of the New School Model, which prioritizes expanding access to a diverse range of electives such as Career Technical Education (CTE), Visual and Performing Arts (VAPA), World Languages, and early college credit programs. The aim is to provide increased opportunities for Multilingual Learners, Foster, and Homeless Youth, as well as Socioeconomically Disadvantaged students. Additionally, a Dual Language Immersion Teacher on Special Assignment (TOSA) will be designated to support the expansion and ongoing development of the Culturally and Linguistically Responsive Approaches program at Elsie Allen High School and Cesar Chavez Language Academy. This role will focus on providing guidance and resources to further enrich the dual language immersion experience for students.	Yes	Partially Implemented	Funding was provided to each site to enhance school libraries. The Public and Community Health CTE Program expanded to a second year, and the Education CTE Program started this school year. Two College and Career Pathways (CCAP) SRJC courses are being offered at EAHS providing students access to early college credit during the school day. The Dual Language Immersion		\$933,531.00	\$630,858.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Teacher on Specials Assignment (DLI TOSA) position was vacant for about three months. The position has recently been filled. The DLI TOSA has been familiarizing herself with the program at Cesar Chavez and Elsie Allen to support students, staff, and the community as well as identifying Spanish curriculum and support material for teachers to use in their classrooms. The TOSA has been working on scheduling professional learning opportunities and collaboration dates and recruiting staff to attend conferences focused on strengthening DLI.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	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.	Yes	Partially Implemented	We are offering sections of co-taught classes in math, ELA, social studies and science. Teachers have been attending conferences specific to co-teach. The district will be offering a full day professional development for all co-teachers. Teachers are co-planning through extra hourly work or through a common prep.		\$300,000.00	\$252,710.21

Goal 2

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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%			Overall 27.58% Lantinx 16.81%	Chronic Absenteeism for the 2026-27 School Year- 15% Overall, 17.2% Hispanic UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%
2.2	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9%, UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%			All Students 2.97% Hispanic 3.58% UPC 3.79% EL 4.43% SED 3.71% Homeless 6.00% Foster Youth 6.67%	Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%
2.3	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% UPC: N/A ELs: 61.9% SED: 79.0%			Same as 1.11	Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% UPC: N/A ELs: 67.3% SED: 84.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Homeless: 53.6% Foster Youth: 57.1%				Homeless: 59% Foster Youth: 62.5%
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%			All 63.21% Hispanic 55.89% UPC 56.45% EL 42.00% SED 57.14% Homeless 35.29% Foster Youth 33.33%	Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%
2.5	School Safety Survey	School Safety Survey 2024 Panorama Survey, 64% of all students surveyed reported a positive response to School Safety. 61% of the Hispanic/Latinx students surveyed reported a positive response to School Safety.			Data will be available in June 2025	School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.
2.6	Financial contribution Percentage of total costs covered by LCFF funds, items/needs funded	23-24 SRCS Financial Contribution: 0%			Data will be available in June 2025	Financial Contribution: 30% increase from Baseline
2.7	Number of student-athletes served	Student-Athletes Served (grades 7-12) 2022-2023 Overall: 2,472 Latinx- 1,157 EL- 183 Foster-5 Middle School: 585			Data will be available in June 2025	Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx- 1,300 EL- 250 Foster- 7 Middle School: 600
2.8	7-8 Intermural Programs supported	2024-25 data will be the baseline			Data will be available in June 2025	Interscholastic Programs

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						5 programs per middle school
2.9	Title IX Participation	Title IX Participation: Baseline year: 2022-2023 1,394 male / 1,070female			Data will be available in June 2025	Title IX Participation: 3% increase from Baseline
2.10	Expulsion Rate	2023-2024 Elementary 0% Secondary 0.09%			Data will be available in June 2025	Maintain at less than 0.3%
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%			Data will be available in June 2025	Increase by 2% each year.
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 &			Data will be available in June 2025	Increase by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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%				
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 16.7 % Native Hawaiian/ Pacific 5.8% Two or more races 8.6% White				2% decrease each year.
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			As reported in the 2024 Williams Facilities Inspection Tool (FIT), all schools inspected met between 90-99% of	100% for all schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		given a rating of exemplary.			measures and were given a rating of good.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	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 positive experiences in school. Survey results will also be included as part of our California Community Schools Partnership Program needs assessments at sites selected to implement the Community Schools model. Includes program/materials.	Yes	Fully Implemented	The fall 2024 Panorama survey was administered in October, 2024. Most schools passed the district goal of more than 70% student participation. The Panorama Survey results have been shared with site and district administration as well as the counseling and teaching staff. Staff PD on using Panorama Data to "search and serve" to provide intervention to needy students will be provided at the January 31 PD day. Survey results are used for site SPSA goal writing, district LCAP goal writing, and		\$51,770.00	\$45,420

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				program planning. At the time of the Mid-Year Report, the Youth Truth climate survey is in the process of implementation. Youth Truth is administered in concert with the Sonoma County Office of Education, allowing not only our district but our entire county to explore feedback trends. The Survey results are used for not only site SPSA goal writing, district LCAP goal writing, and program planning, but also is reflecting in County planning.			
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-	Yes	Fully Implemented	This action has been fully implemented and our School-Based Therapy Team is fully staffed. Mental health services are being		\$1,327,030.31	\$679,721.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	being. Priority consideration is given to bilingual candidates to enhance services for English learners, foster youth, and low-income students. Funding for this initiative covers the Director of Mental Health & Community School Development position, clinical supervision for therapists, and ensures compliance with reimbursement schedules. Success is gauged by 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.			offered throughout the district with the addition of a third bilingual bicultural therapist who is able to provide additional support when needed. The district was accepted into Cohort II of the CYBHI Fee-Schedule and is expected to start recouping local funding by the end of January 2025. Three of our associate staff have successfully become Licensed Social Workers or Marriage and Family Therapists. This reflects on the quality of our supervision and 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	Yes	Fully Implemented	Toolbox is a resource fully implemented and already purchased for elementary sites. School sites may invest in cyclical material refresh.		\$20,600.00	\$1,087

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	findings. Maria Carillo High School utilizes Project Wayfinder for their Freshman Global Perspectives course. Success metrics include improved social-emotional health markers measured through Panorama and Youth Truth surveys. Furthermore, the StopIT alert system provides an anonymous reporting tool for safety concerns, with funding allocated for promotional materials and data analysis to gauge increased usage and reduced incidents. Includes programs/materials.			The Panorama Playbook provides SEL lessons and activities that are available to all elementary, middle and high schools that can target and support specific areas of need identified in the results of the Panorama survey, and can be utilized by all staff to address areas of interest identified by other metrics as well. The StopIT reporting tool is also fully implemented and utilized by not only secondary schools, but in January, 2025, was also implemented at all elementary schools for grades 5 and 6, and at some elementary schools for grades 4-5-6. With this expansion, additional			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				posters were purchased recently to support all schools.			
2.4	Increased Campus Student Engagement staffing The district maintains a total of 24 FTE restorative support specialist positions across elementary, middle, and high schools to bolster school climate, discipline strategies, and social-emotional health. Additionally, funds sustain an increase to 14 FTE Student Safety Advisor/Campus Supervisors and campus supervision positions at secondary schools to enhance student connections and campus safety, with a goal of reducing suspension, expulsion, and acts of violence. Seven FTE employees oversee enrichment activities and programs for elementary students during recess, lunch, and after school, aiming to increase student engagement within the school community. Includes staffing.	Yes	Fully Implemented	The increased staffing for the Responsive Restorative Specialist position has been fully implemented, although an occasional site vacancy still exists (as some positions have faced turnover). At the time of the Mid Year Report, the RRS team has begun creation of a Restorative Framework to improve the consistency of restorative program and service across all campuses. The Student Engagement Activity Worker position may also have a vacancy, but the 7 positions do exist and have been engaging in ongoing		\$3,668,660.96	\$2,347,248

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				collaboration and training.			
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.	Yes	Fully Implemented	The two positions in Wellness and engagement are fully implemented; however, we have had staffing turnover and currently one position is vacant. The 1.0 FTE Keeping Kids in School is also fully implemented. These staff work with all schools to identify students who need additional support in improving their attendance rates. Currently, our Average Daily Attendance is 92.79%, meeting our goal.		\$145,000.00	\$142,887.52
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.	Yes	Fully Implemented	We have hired 9 total 1.0 FTE Elementary Counselors to support students in Tier 1 preventions, and Tier 2 & 3 interventions		\$1,453,386.17	\$700,525.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				(one per school). This staffing supports the social, emotional health, and well-being of students who predominantly represent English learners and/or are low income. All positions include support for those students who are identified as English learners, foster youth, and low-income.			
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	Yes	Fully Implemented	These positions, funded in part by both LCAP and title funding, engage with all schools to support students, families and staff with complex situations. The position of coordinator changed funding sources to be budgeted under Title 1 rather LCAP.		\$389,875.35	\$199,585

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	socio-economically disadvantaged 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 implements a comprehensive approach, including bilingual staff presence, creating welcoming school atmospheres, and improving parent access to resources. Parent education and leadership programs will empower families to engage actively in their children's education. With 31 FTE Family Engagement Facilitators, adequately trained to engage with parents, and a tiered system of strategies and supports, communication between the district and families will be enhanced. By ensuring all schools have at least 1.0 FTE dedicated family engagement facilitator positions and allocating 2.0 FTEs for high schools, the district aims to strengthen the partnership between schools and families, enhancing the educational experience for all students. Additionally, 4 FTE positions will support districtwide specialized programs, including Multilingual Services, Migrant Education, and support for Homeless and Foster Youth. Includes both programs and staffing.	Yes	Fully Implemented	The implementation of family engagement initiatives is well underway, providing support to families of unduplicated pupils and multilingual learners. Through the use of 31 FTE Family Engagement Facilitators, this initiative ensures that all schools have at least one dedicated family engagement position, with high schools receiving two FTEs and four additional districtwide positions supporting specialized programs such as Multilingual		\$2,014,725.08	\$1,318,326

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Services, Migrant Education, and services for Homeless and Foster Youth. These facilitators, equipped with bilingual skills and trained in engagement strategies and supports, foster welcoming school atmospheres, improve parent access to resources, and enhance communication between the district and families. Programs empower families to actively engage in their children's education, promoting a more inclusive and supportive educational environment. Dashboard and district data highlighting high needs in areas such as ELA, Math, A-G completion, EL reclassification,			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				D/F rates, graduation, chronic absenteeism, and parent participation underscore this action's importance in meeting the community's diverse needs. Tasks and responsibilities are being reviewed to ensure family engagement and support are a priority at each of our school sites.			
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. Research has shown that participation in extracurricular activities significantly enhances students' sense of connectedness and belonging, particularly for those from underrepresented populations. Our goal is to leverage this to boost student achievement, attendance, and positive behavior, and our efforts have already yielded positive results,	Yes	Partially Implemented	Funding has been allocated to support extracurricular activities in grades 7-12, including interscholastic athletics, covering organization fees and operational costs. Additionally, funding has been provided to bolster the health and wellness of student athletes, facilitating		\$95,000.00	\$66,130.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	especially when we focus on students who are borderline eligible from one semester to the next. To ensure equitable support across our school sites, we identified ways to reduce costs for all high schools while increasing resources for middle school intramurals to launch sports programs.			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. All programs and supplies funded in this action support all students, including those students who are identified as English learners, foster youth, and low-socioeconomic status.			

Goal 3

Goal Description

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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	ELA CAASPP Proficiency (3, 6, 8, 11)	2022-23 ELA CAASPP Proficiency Grade 3: 29.3% Grade 3:Hispanic/Latino (H/L): 19.5% Grade 3 UPC: 19.1% Grade 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 40.6% Grade 6: H/L: 29.7% Grade 6 UPC: 26.1% Grade 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0% Grade 8: H/L: 17.6% Grade 8 UPC: 17.4% Grade 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A			ELA CAASPP Proficiency Grade 3: 19.00% (H/L: 17.29%) Grade 3: UPC 18.32% Grade 3: EL 6.42% Grade 3: SED 18.38% Grade 3: Homeless 49.18% Grade 3: Foster Youth 100.00% Grade 6: 39.94% (H/L: 25.47%) Grade 6: UPC 39.27% Grade 6: EL 0.00% Grade 6: SED 39.30% Grade 6: Homeless 100.00% Grade 6: Foster Youth 50.85% Grade 8: 39.04% (H/L: 39.74%) Grade 8: UPC 38.82% Grade 8: EL 0.00% Grade 8: SED 38.92% Grade 8: Homeless Grade 8: Foster Youth Grade 11: 42.62% (H/L: 34.90%) Grade 11: UPC 41.98% Grade 11: EL 0.84% Grade 11: SED 42.04%	ELA CAASPP Proficiency Grade 3: 38.3% Grade 3: H/L: 28.5% Grade 3 UPC: 28.1% Grade 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Grade 6 H/L: 38.7% Grade 6 UPC: 35.1% Grade 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0% Grade 8: H/L: 26.6% Grade 8 UPC: 26.4% Grade 8 ELs: 10.2% Grade 8 SED: 28.3% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 59.4% Grade 11 H/L: 46.4% Grade 11 UPC: 43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 11: 50.4% Grade 11 H/L: 37.4% Grade 11 UPC: 34% Grade 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33% Grade 11 Foster Youth: 40%			Grade 11: Homeless 9.93% Grade 11: Foster Youth 0.00%	Grade 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%
3.2	Math CAASPP Proficiency (3, 6, 8, 11)	2022-2023 Math CAASPP Proficiency Grade 3: 31.6% Grade 3: H/L: 22.3% Grade 3 UPC: 20.3% Grade 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Grade 6 H/L: 24.4% Grade 6 UPC: 19.4% Grade 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 17.6% Grade 8 H/L: 8.1% Grade 8 UPC: 8.2% Grade 8 ELs: 0.4% Grade 8 SED: 8.5% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11: 24.9% Grade 11 H/L: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6%			Math CAASPP Proficiency Grade 3: 20.81% (H/L: 18.72%) Grade 3: UPC 20.20% Grade 3: EL 10.35% Grade 3: EL 10.35% Grade 3: Homeless 49.18% Grade 3: Foster Youth 100.00% Grade 6: 16.97% (H/L: 10.93%) Grade 6: UPC 16.06% Grade 6: EL 17.01% Grade 6: EL 17.01% Grade 6: Homeless 0.00% Grade 6: Foster Youth 0.00% Grade 8: 36.76% (H/L: 45.22%) Grade 8: UPC 36.04% Grade 8: EL 0.00% Grade 8: EL 0.00% Grade 8: Homeless 0.00% Grade 8: Foster Youth 17.39% Grade 11: 17.39% (H/L: 9.52%) Grade 11: UPC 16.88% Grade 11: EL 0.00% Grade 11: EL 0.00% Grade 11: Homeless 8.31%	Math CAASPP Proficiency Grade 3: 40.6% (H/L: 22.3%) Grade 3 UPC: 29.3% Grade 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Grade 6 H/L: 33.4% Grade 6 UPC: 28.4% Grade 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 17.6% Grade 8 H/L: 17.1% Grade 8 UPC: 17.2% Grade 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 33.9% Grade 11 H/L: 20.1% Grade 11 UPC: 20.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%			Grade 11: Foster Youth 32.97%	Grade 11 ELs: 9.6% 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 All Students 15.67% Hispanic 18.00% UPC 18.37% EL 20.89% SED 17.97% Homeless 22.00% Foster Youth 13.33%	Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%
3.4	Science CAST Proficiency	2022-23 Science CAST Proficiency Grade 5: 27.1% Grade 5 H/L: 11.9% Grade 5 UPC: 13.9% Grade 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2% Grade 8 H/L: 9.5% Grade 8 UPC: 9.1% Grade 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11&12: 25.6% Grade 11&12 H/L: 14.3% Grade 11&12 UPC: 14.4%			Science CAST Proficiency Grade 5: 17.07% (H/L: 12.25%) Grade 5: UPC 16.20% Grade 5: EL 0.00% Grade 5: SED 16.25% Grade 5: Homeless 0.00% Grade 5: Foster Youth Grade 8: 37.76% (H/L: 32.17%) Grade 8: UPC 39.06% Grade 8: EL 0.00% Grade 8: SED 39.61% Grade 8: Homeless Grade 8: Foster Youth Grade 11&12: 22.79% (H/L: 16.37%) Grade 11&12: UPC 22.22% Grade 11&12: EL 0.00% Grade 11&12: SED 22.22% Grade 11&12: Homeless 9.97%	Science CAST Proficiency Grade 5: 36.1% Grade 5 H/L: 20.9% Grade 5 UPC: 22.9% Grade 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100% Grade 8: 29.2% Grade 8 H/L: 18.5% Grade 8 UPC: 18.1% Grade 8 ELs: 9.4% Grade 8 SED: 19.2% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Grade 11&12 H/L: 23.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grace 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%			Grade 11&12: Foster Youth 32.97%	Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%
3.5	ELPAC Improvement	2022-23 ELPAC Improvement: Elementary: 38.6% Secondary: 31.7%			ELPAC Improvement: Elementary: 16.74% Secondary: 10.33%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%
3.6	AP Pass Rate	2022-23 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%			Same 1.19	AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4%			Reclassification Rate: Elementary: 5.02% Secondary: 7.29%	Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%
3.8	A-G Completion Progress Towards A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%			Progress Towards A-G Completion: Overall 33.86% Latinx 20.25%	A-G Completion: Overall 45.8%, Latinx 36.99%
3.9	A-G Completion	2022-23 Progress Towards A-G Completion: Overall - 33.8%, Latinx - 22%			A-G Completion: Overall 27.58% Latinx 16.81%	Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%
3.10	Graduation rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4%			Same 1.11	Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.11	Ethnic Studies Completion	2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%			Ethnic Studies Completion: Overall 24.76% Latinx 27.70%	Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%
3.12	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%			Suspension Rate for the 2023-2024 school year: All Students 2.97% Hispanic 3.58% UPC 3.79% EL 4.43% SED 3.71% Homeless 6.00% Foster Youth 6.67%	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%
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	Professional Development Attendance - Classified = 86% present; Certificated = 90% present
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%			202X Panorama Reported Teacher Efficacy Rate:	Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration
3.15	ELA CAASPP Proficiency at RHS, Grace, and ISP	2022-2023 ELA CAASPP Proficiency RHS: 6.3% Grace: 0% ISP: 42.3%			ELA CAASPP Proficiency RHS: 1.64% Grace: 0.00% ISP: 6.20%	ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%			Math CAASPP Proficiency RHS: 0.82% Grace: 0.00% ISP: 0.78%	Math CAASPP Proficiency RHS: 9% Grace: 9% ISP: 30.4%
3.17	ELPAC Improvement at RHS, Grace, and ISP	2022- 23 ELPAC Improvement RHS: 26.7% Grace: 100% ISP: 57.1%			ELPAC Improvement RHS: 2.46% Grace: 0.00% ISP: 1.55%	ELPAC Improvement RHS: 41.7% Grace: 100% ISP: 72.1%
3.18	Reclassification Rate at RHS, Grace, and ISP	2022-23 Reclassification Rate RHS: 8.5% Grace: 5.6% ISP: 0%			Reclassification Rate RHS: 2.78% Grace: 0.00% ISP: 0.00%	Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%
3.19	Progress Towards A-G in ISP	2022-23 Progress Towards A-G ISP: 19.7%			Progress Towards A-G ISP: 24.03%	Progress Towards A-G ISP: 19.7%
3.20	Properly Credentialed Teachers	For 2022-23 98% of teachers were properly credentialed.			Data will be available in June 2025	100% of teachers properly credentialed.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	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	Yes	Partially Implemented	Numerous professional development opportunities have been provided to staff across all bargaining units to enhance their intervention skills and		\$55,000.00	\$3,281.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			improve student outcomes. PD sessions have been implemented built 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			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				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.			
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. Implement comprehensive professional development sessions, utilizing allocated release time, to provide educators with specialized training on explicit multisensory teaching techniques tailored for reading instruction. These sessions will prioritize data from district assessments to differentiate instruction strategies, addressing the diverse needs of student populations, including English learners, homeless students, foster youth & low-income students. Additionally, ensure alignment with district tests and benchmarks while offering ongoing support. Offer a diverse range of professional development	Yes	Partially Implemented	Numerous professional development opportunities have been provided to staff to enhance their teaching skills and improve student outcomes. Comprehensive sessions have been implemented, utilizing allocated release time, to offer specialized		\$240,000.00	\$100,842

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			training on explicit multisensory teaching techniques tailored for reading instruction. These sessions prioritize data from district assessments to differentiate instructional strategies, addressing the diverse needs of student population. Staff have been provided time to learn ways to differentiate in the area of math through Thinking Classrooms and have been supported on learning ways to adapt their teaching using big ideas and the new math framework.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	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 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	Yes	Partially Implemented	1.0 FTE was approved for hiring another Independent Study Teacher. Three individuals attended the National Alternative Education Association Conference. The Coordinator of Alternative Education attended the California Consortium on Independent Study Webinar. Funds are also supporting the Alternative Education Committee meetings for program development. Remaining funds are to be used on alternative educators attending the California Continuation Education Association Conference, and further Alternative Ed.	One position, 1.0FTE, was approved for expanding teaching positions in Independent Study. As of January 1, 2025 there have been five Alternative Education Committee meetings, and there are up to six remaining meetings depending on the need. The Coordinator of Alternative Ed and two administrators from Ridgway Continuation High School attended the National Alternative Education Association Conference. The Coordinator of Alternative Ed. attended the California Consortium on Independent Study Webinar.	\$315,000.00	\$19,875

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	various conferences. Cost to include conference registrations, travel, and expenses for conferences.			Committee meetings.			
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.	Yes	Partially Implemented	Certificated and classified staff were provided with site-based safety training that covered the essential five safety protocols. This training focused on key aspects of maintaining a secure environment for students and staff, including emergency procedures, first aid, campus security, proper handling of hazardous materials, and strategies for preventing accidents. The goal of the training was to ensure that all staff members are equipped with the knowledge and skills needed to respond effectively to various safety		\$1,900,778.19	\$1,900,778.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				situations. By addressing these critical safety areas, the training aimed to foster a safe and supportive learning environment for everyone on campus.			
3.5	Maintain four Director positions at district level Maintain Executive Directors in Educational Services (1 FTE and .10 FTE) and Directors for Grades 7-12 (.40 FTE) and Multilingual Services (1.0 FTE). Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL. Professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.	Yes	Fully Implemented	We have maintained Executive Directors in Educational Services (1 FTE and .10 FTE) and Directors for Grades 7-12 (.40 FTE) and Multilingual Services (1.0 FTE). Both administration and staff are well-supported in their roles. These Directors play a critical role in building capacity among district leadership, teachers, and support staff, focusing on the effective implementation of A-G requirements, professional development, and a variety of		\$589,839.68	\$359,267.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				district-wide initiatives. Their work is crucial in guiding the district's efforts to meet the needs of unduplicated pupils, particularly those who are Multilingual learners, homeless, foster youth, and low-income. The professional development and district initiatives they help implement are specifically designed to increase the achievement of these students, ensuring that they receive the support necessary to thrive academically.			
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.	No	Partially Implemented	Santa Rosa City Schools commitment to prioritizing multilingual learners continues through the implementation of targeted actions and professional		\$35,000.00	\$10,070

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			development opportunities. Over the past three years, the focus on multilingual learners has grown significantly, with professional development becoming visible as a shared responsibility across the district and individual school sites. Collaborative professional development sessions for both elementary and secondary teachers have been implemented to provide strategies tailored to the unique needs of multilingual learners, promoting equitable learning environments and improved student outcomes. Multilingual Services staff have also			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				engaged in professional learning with leading organizations, including the Sonoma County Office of Education, Californians Together, EL Rise, EPiCC, the Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. This strategic participation fosters collaboration with administration and staff, deepens understanding of the SRCS EL Master Plan, and addresses the diverse needs of multilingual learner typologies. Additionally, efforts to monitor the progress of multilingual learners and reclassified			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				English learner proficient students are underway, with expanded access to student data to inform instructional practices. These comprehensive measures aim to increase academic achievement outcomes and ensure all multilingual learners have the resources and support needed to succeed.			
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 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,	Yes	Partially Implemented	Our .2 Ethnic Studies Specialist continues to work on school sites as well as coordinate with professional development providers and community members. We have a total of 75 teachers attending professional development in Ethnic Studies this year: 20 in 1.0; 33 in 2.0;		\$200,000.00	\$93,886

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	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.			and 22 in 3.0. Additional support is provided on an ongoing basis as needed to support our Ethnic Studies Community of Practice at both the classroom, site, and district levels.			
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.	No	Partially Implemented	This Fall, MTSS Counselors have participated in virtual and local professional development opportunities that have been at no cost to the district. Additional professional development needs have been discussed and identified with MTSS Counselors. MTSS Counselors will be participating in additional training opportunities this Spring to		\$14,000.00	\$9,048

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

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$165,370,752	\$165,518,047
LCFF Supplemental/Concentration Grants	\$21,819,946	\$21,822,117