



Resolution No. 2025/26-60

Date: February 25, 2026

In the Matter of the Layoff of)
Classified Employees Due to a)
Lack of Work and/or Funds for the)
2026-2027 School Year)
_____)

WHEREAS, Education Code sections 45114, 45117, 45298 and 45308 permit the Governing Board to reduce or discontinue classified services and terminate the employment of affected classified employees not later than the beginning of the following school year due to lack of work and/or lack of funds; and

WHEREAS, the Governing Board of the Santa Rosa City School District (“District”) has determined that it shall be necessary to reduce or discontinue the classified services of the District as described herein no later than the beginning of the 2026-2027 school year due to a lack of work and/or lack of funds; and

WHEREAS, it shall be necessary at the end of the 2025-2026 school year to terminate the employment of certain classified employees of the District as a result of this reduction or discontinuance in classified services; and

WHEREAS, it is the opinion of the Board that it is in the best interest of the District, including the welfare of the District’s schools and pupils, to reduce or discontinue the classified services and as a result terminate the number of classified employees of the District as hereinafter set forth.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Santa Rosa City School District as follows:

1. That the foregoing recitals are true and incorporated herein by this reference.
2. That the following classified services be reduced or eliminated as indicated commencing with the 2026-2027 school year:

Classification	Position Control Number	FTE
Administrative Secretary	1274	1.0
Restorative and Intervention Support	4420	1.0
Restorative and Intervention Support	4421	1.0
Restorative and Intervention Support	4422	1.0
Restorative and Intervention Support	4423	1.0
Restorative and Intervention Support	4424	1.0
Restorative and Intervention Support	4425	1.0
Restorative and Intervention Support	4426	1.0
Restorative and Intervention Support	4427	1.0
School Based Therapist/Social Worker	3553	1.0
School Based Therapist/Social Worker	3606	0.50
School Based Therapist/Social Worker	3611	1.0
School Based Therapist/Social Worker	4161	1.0
School Based Therapist/Social Worker	4372	1.0
School Based Therapist/Social Worker	4386	1.0
School Based Therapist/Social Worker	4662	1.0
School Based Therapist/Social Worker	4663	1.0

Classification	Position Control Number	FTE
School Based Therapist/Social Worker	4701	1.0
School Based Therapist/Social Worker Associate	3317	1.0
School Based Therapist/Social Worker Associate	3324	1.0
School Based Therapist/Social Worker Associate	3564	1.0
School Based Therapist/Social Worker Associate	3591	1.0
School Based Therapist/Social Worker Associate	3609	1.0
School Based Therapist/Social Worker Associate	3612	1.0
School Based Therapist/Social Worker Associate	3670	1.0
School Based Therapist/Social Worker Associate	4486	1.0
Secretary	1275	1.0

3. That due to the reduction or elimination of classified services set forth herein, the number of classified employees of the District be reduced pursuant to Education Code section 45117.

4. That the District Superintendent or designee is directed to send appropriate notices to all employees whose services shall be terminated by virtue of this action pursuant to Education Code

sections 45117, 45298, and 45308.

The foregoing Resolution was PASSED and ADOPTED at a regular meeting of the Board of Education of the Santa Rosa City School District on the 25th day of February 2026, by the following vote:

AYES: 4 NOES: 1 ABSENT: 1 ABSTAIN: 0

Dated: February 25, 2026



Nick Caston, President, Board of Trustees Santa Rosa City School District

Sonoma County, California

Certified a True Copy:



Sarah Jenkins, Clerk, Board of Trustees Santa Rosa City School District

Sonoma County, California



Resolution No. 2025/26-59

Date: February 25, 2026

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SANTA ROSA SCHOOL DISTRICT REGARDING
REDUCTION OR DISCONTINUANCE OF CERTAIN PARTICULAR KINDS OF SERVICES (PKS) FOR THE
2026-27 SCHOOL YEAR**

WHEREAS, the Governing Board of the SANTA ROSA CITY SCHOOLS hereby finds that it is in the best interest of the SANTA ROSA CITY SCHOOLS that, as of the end of the 2025-26 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

Elementary Certificated (33.0 FTE)

1. Eliminate the equivalent of 1.0 FTE Site Teacher on Special Assignment ("TOSA") (FACS)
2. Eliminate the equivalent of 2.0 FTE Site Teacher on Special Assignment ("TOSA") (CCLA)
3. Eliminate the equivalent of 0.8 FTE ELD/Drama (ARTS)
4. Eliminate the equivalent of 0.8 FTE Music (ARTS)
5. Eliminate the equivalent of 17.0 FTE Classroom Teachers
6. Eliminate the equivalent of 7.4 FTE Elementary Counselor
7. Eliminate the equivalent of 4.0 FTE Elementary Mild/Moderate Special Education Teachers

Secondary Certificated (75.1 FTE)

8. Eliminate the equivalent of 10.0 FTE Mild/Moderate Special Education teachers
9. Eliminate the equivalent of 1.2 FTE Middle School Math
10. Eliminate the equivalent of 0.8 FTE Middle School Science
11. Eliminate the equivalent of 1.0 FTE Middle School Physical Education
12. Eliminate the equivalent of 1.6 FTE Middle School Social Science
13. Eliminate the equivalent of 1.2 FTE Middle School Theatre
14. Eliminate the equivalent of 0.2 FTE Middle School Music
15. Eliminate the equivalent of 3.4 FTE Middle School Fine Art
16. Eliminate the equivalent of 0.2 FTE Middle School Dance
17. Eliminate the equivalent of 0.6 FTE Middle School Career Technical Education
18. Eliminate the equivalent of 0.8 FTE Middle School Counselor
19. Eliminate the equivalent of 4.0 FTE High School English Language Arts
20. Eliminate the equivalent of 5.6 FTE High School Math
21. Eliminate the equivalent of 4.4 FTE High School Social Studies
22. Eliminate the equivalent of 2.8 FTE Life/Biological Sciences
23. Eliminate the equivalent of 0.2 FTE Chemistry
24. Eliminate the equivalent of 0.6 FTE Physics
25. Eliminate the equivalent of 5.4 FTE Spanish
26. Eliminate the equivalent of 1.2 FTE French
27. Eliminate the equivalent of 3.4 Career Technical Education
28. Eliminate the equivalent of 3.6 FTE High School Physical Education

29. Eliminate the equivalent of 2.2 FTE High School Band
30. Eliminate the equivalent of 0.4 FTE High School Vocal Music
31. Eliminate the equivalent of 1.2 FTE High School Dance
32. Eliminate the equivalent of 7.6 FTE High School Fine Arts
33. Eliminate the equivalent of 2.0 FTE High School Theatre
34. Eliminate the equivalent of 1.5 FTE High School Comprehensive Counselor
35. Eliminate the equivalent of 5.0 FTE MTSS Counselor
36. Eliminate the equivalent of 3.0 FTE College and Career Counselor

Other Certificated (8.4 FTE)

37. Eliminate the equivalent of 4.4 FTE Home and Hospital Teachers
38. Eliminate the equivalent of 1.0 FTE District EL TOSAs
39. Eliminate the equivalent of 3.0 FTE School Psychologists

Secondary Administrative (4.0 FTE)

40. Eliminate the equivalent of 4.0 FTE Secondary Vice Principals

Total = 120.5 FTE

WHEREAS, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and/or discontinuance of services to decrease the number of certificated employees by the equivalent of one hundred twenty and five tenths (120.5) full-time equivalent employees for the 2026-27 school year;

WHEREAS, the Governing Board has found that the foregoing services to be reduced or discontinued constitute "particular kinds of service" within the meaning of Education Code section 44955; and

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of SANTA ROSA CITY SCHOOLS that, as of the end of the 2025-26 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced or discontinued to the extent herein above set forth.

BE IT FURTHER RESOLVED, that due to the reduction or discontinuance of particular kinds of services, the equivalent of 120.5 full-time equivalent certificated employees of the District shall not be re-employed for the 2026-2027 school year, pursuant to Education Code sections 44949 and 44955; and

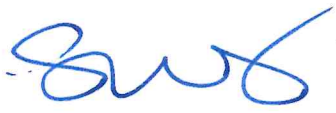
BE IT FURTHER RESOLVED that the District Superintendent or Superintendent's designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent of one hundred twenty and five tenths (120.5) full-time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

BE IT FURTHER RESOLVED, that the services of no permanent employee will be terminated while

any probationary employee, or any other employee with less seniority, is retained to render a service which said permanent employee is certificated and competent to render;

This is to certify that this is a true and correct copy of the resolution as adopted and approved at a regular meeting of the Board of Education of the Santa Rosa City Schools on the 25th day of February, 2026 by the following vote:

AYES: 4
NOES: 1
ABSENT: 1
ABSTAIN: 0



Sarah Jenkins, Clerk, Board of Education

**Santa Rosa City Schools
2025 California School Dashboard
& LCAP Mid Year Report**

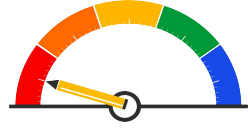
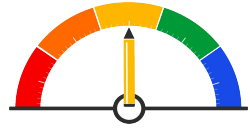
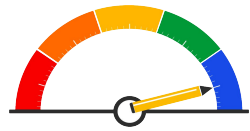
February 2026



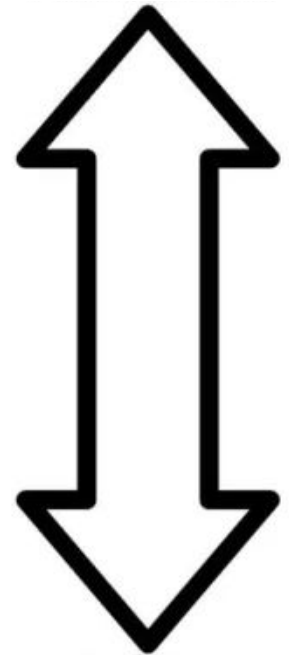
Embrace · Engage · Empower

LCAP Mid-Year Update with California Dashboard Data

$$\begin{aligned} &\text{Growth} \\ &+ \\ &\text{Proficiency} \\ &= \\ &\text{Performance Level} \end{aligned}$$



Highest Performance



Lowest Performance

Why is the California School Dashboard important?

The Dashboard is like a report card for our schools and districts:

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies student groups, schools, and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes



Eleven Measures of School Success

Six State Measures

- Academic Performance- English Language Arts and Math
- English Learner Progress (ELPI)
- College/Career Indicator - High School only
- Chronic Absenteeism - K through 8 only
- Graduation Rate - High school only
- Suspension Rate

- ❖ The performance levels are determined using current year and prior year data (change) and are represented by a color ranging from red to blue.



Five Local Indicators

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parent Involvement and Family Engagement
- Access to Courses

- ❖ Data is self-reported by districts to CDE
- ❖ Ratings include “Met”, “Not Met” or “Not Met For Two Or More Years”

STANDARD MET

What's New or Different for the 2025 Dashboard?



Yellow

New Science Indicator

- *included for information purposes, not used for official accountability/support*



Green

College/Career Indicator

- *now includes completion of an AP course with a grade of C- or better*
- *Regional Occupational Center/Program was removed*



Orange

English Learner Progress Indicator

- *differentiated assistance eligibility for Long-Term English Learners under Priority 4 was modified to only include “red” and “orange”*



Teacher Assignment Monitoring

- *new “tile” added to display Teacher Assignment Monitoring Outcome Data*



Foster Youth Data

- *modifications made to include students awarded a diploma in accordance with Ed Code sections in the Transition Classroom and Work-Based Learning Experiences measure*

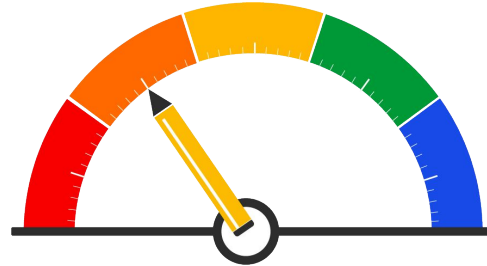
California School Dashboard Annual Results



Dashboard Priority 4: English Language Arts

SRCS
46.9 Points
Below Standard

Maintained -1.2 Points from 2024



ORANGE

California
8.1 Points
Below Standard

RED

- African American
- American Indian
- English Learners
- Hispanic
- Pacific Islander
- Socioeconomically Disadvantaged

ORANGE

- Foster Youth
- Homeless
- Long-Term English Learners
- Students with Disabilities

YELLOW

- Filipino
- Two or More Races

GREEN

- Asian
- White

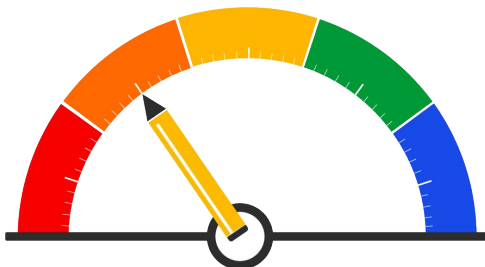
BLUE

None

Dashboard Priority 4: Mathematics

SRCS
89.9 Points
Below Standard

Maintained -0.8 Points from 2024



ORANGE

California
42.4 Points
Below Standard

RED

- English Learners
- Hispanic
- Long-Term English Learners
- Pacific Islander
- Socioeconomically Disadvantaged

ORANGE

- African American
- American Indian
- Filipino
- Foster Youth
- Homeless
- Students with Disabilities

YELLOW

- Two or More Races
- White

GREEN

- Asian

BLUE

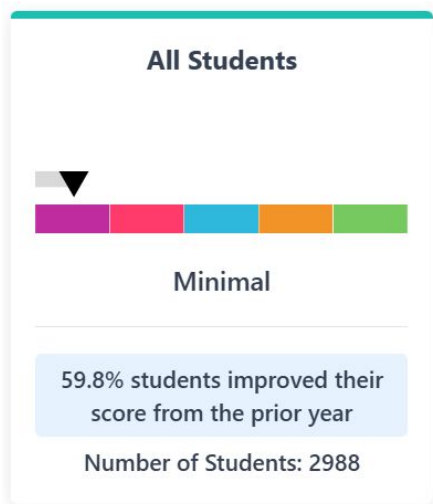
None

Dashboard Priority 4: Student Growth Models

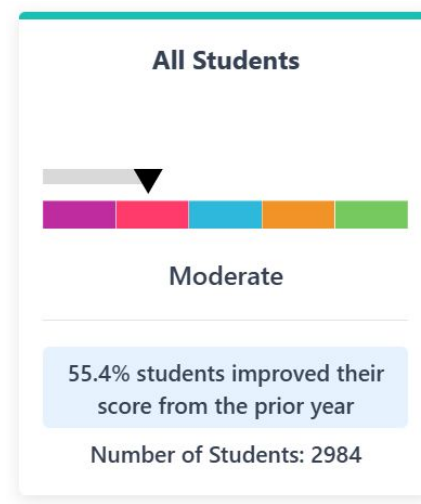
Growth Performance Levels



English Language Arts



Mathematics

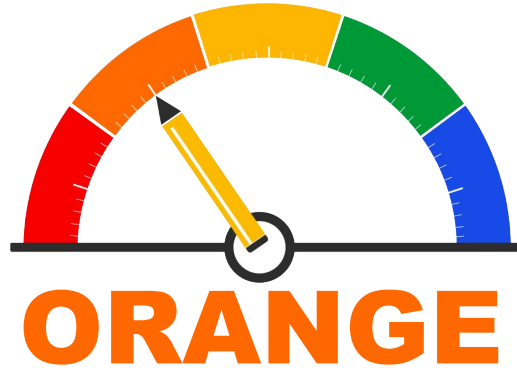


Dashboard Priority 4: English Learner Progress Indicator

SRCS

**39.7% Making Progress
Toward Proficiency**

Maintained 0% from 2024



**California
46.4% Making
Progress**

RED

None

ORANGE

- English Learners

YELLOW

None

GREEN

- Long-Term English Learners

BLUE

None

Dashboard Priority 5: Graduation Rate

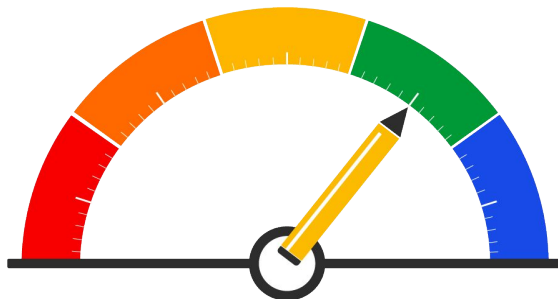
SRCS

89.9% Graduated

Increased 3.4% from 2024

California

87.8% Graduated



GREEN

RED

None

ORANGE

- African American
- Foster Youth

YELLOW

- Asian
- Homeless
- Students with Disabilities

GREEN

- English Learners
- Hispanic
- Long-Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- White

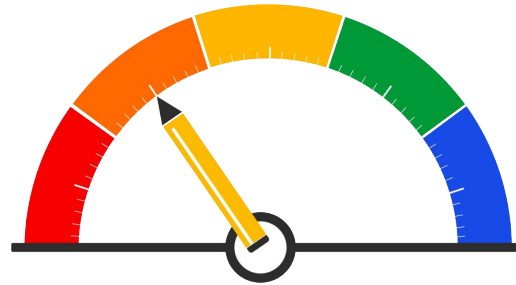
BLUE

None

Dashboard Priority 5: Chronic Absenteeism

SRCS
25% Chronically Absent

Declined 1.2% from 2024



ORANGE

California
17.1% Chronically Absent

RED

- African American
- American Indian
- Foster Youth
- Long-Term English Learners

ORANGE

- Filipino
- Hispanic
- Two or More Races
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

YELLOW

- Asian
- English Learners
- Homeless
- White

GREEN

None

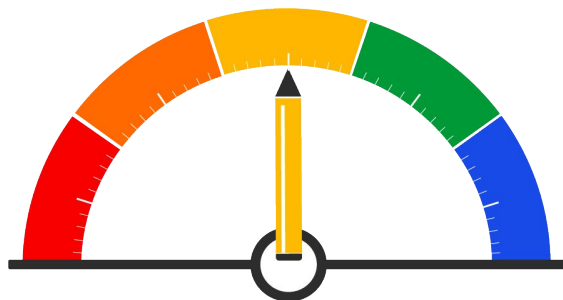
BLUE

None

Dashboard Priority 5: Suspension Rate

SRCS
**5.5% Suspended at
Least One Day**

Declined 0.9% from 2024



YELLOW

California
**2.9% Suspended at
Least One Day**

RED

- African American
- American Indian

ORANGE

None

YELLOW

- Asian
- Filipino
- Hispanic
- Two or More Races
- Pacific Islander
- Socioeconomically Disadvantaged

GREEN

- White

BLUE

- English Learners
- Foster Youth
- Homeless
- Long-Term English Learners
- Students with Disabilities

Dashboard Priority 8: College and Career Indicator

Graduates classified as **Prepared** on this state measure must meet *at least one* of the criteria in the **Prepared** level in various combinations of the indicators below. For a more complete description of the requirements of each level, click [here](#).

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

Prepared for College

**SBAC /
CAASPP**

**College
Credits**

**State Seal of
Biliteracy**

**A-G
Completion**

AP

IB

Prepared for Career

**Military
Leadership**

CTE Pathway

**Pre-Registered
Apprenticeship**

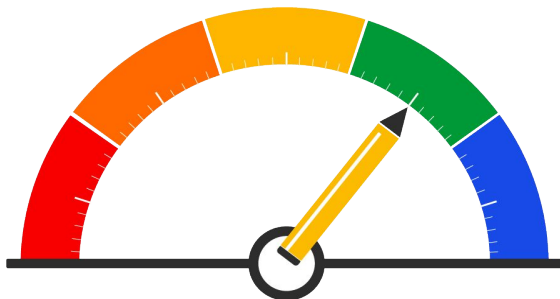
Job Program

**Transition
Classroom**

Dashboard Priority 8: College and Career Indicator

SRCS
37.2% Prepared

Increased 4.6% from 2024



California
51.7% Prepared

GREEN

RED

- Homeless

ORANGE

- Students with Disabilities

YELLOW

- African American
- English Learners
- Foster Youth
- Hispanic
- Long-Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged

GREEN

- Asian
- White

BLUE

None

District Eligibility for Differentiate Assistance

For 2025, a district can become eligible using one of the four methods:

Method 1 (State Indicators Only): One student group meets the criteria in at least two priority areas (e.g., Hispanic student group is Red for Chronic Absenteeism and Suspension—priority areas 5 and 6).

Method 2 (Local Indicators Only): An LEA has “Not Met for Two or More Years” on a Local Indicator in at least two priority areas (e.g., priority areas 1 and 2).

Method 3 (A combination of State and Local Indicators): One student group(s) meets(s) the criteria in one priority area (e.g., Students with disabilities receives Red for graduation rate—5), and the LEA or COE has “Not Met for Two or More Years” (e.g., Parent Engagement—3)

Method 4 (CALPADS Submission of Data): LEAs who do not submit accurate CALPADS data on time will become eligible for DA

District Eligibility for Differentiated Assistance (cont)

Priority Areas						
Academic Performance - English Language Arts			Academic Performance - Mathematics			
	2023	2024	2025	2023	2024	2025
VERY LOW	<ul style="list-style-type: none"> American Indian English Learners Homeless Students with Disabilities 	No Student Groups	<ul style="list-style-type: none"> African American American Indian English Learners Hispanic Pacific Islander Socioeconomically Disadvantaged 	<ul style="list-style-type: none"> African American English Learners Homeless Socioeconomically Disadvantaged 	No Student Groups	<ul style="list-style-type: none"> English Learners Hispanic Long-Term English Learners Pacific Islander Socioeconomically Disadvantaged
LOW	<ul style="list-style-type: none"> African American Foster Youth Hispanic Pacific Islander Socioeconomically Disadvantaged 	<ul style="list-style-type: none"> American Indian English Learners Foster Youth Hispanic Homeless Long-Term English Learners Pacific Islander Socioeconomically Disadvantaged Students with Disabilities 	<ul style="list-style-type: none"> Foster Youth Homeless Long-Term English Learners Students with Disabilities 	<ul style="list-style-type: none"> American Indian Foster Youth Hispanic Pacific Islander Students with Disabilities 	<ul style="list-style-type: none"> African American American Indian English Learners Filipino Foster Youth Hispanic Homeless Long-Term English Learners Pacific Islander Socioeconomically Disadvantaged Students with Disabilities 	<ul style="list-style-type: none"> African American American Indian Filipino Foster Youth Homeless Students with Disabilities

District Eligibility for Differentiated Assistance (cont)

Priority Areas						
Academic Performance - English Learner Progress Indicator				Academic Performance - College/Career Preparation		
	2023	2024	2025	2023	2024	2025
VERY LOW	Not Applicable	No Student Groups	No Student Groups	<i>"No Dashboard Color This Year"</i> English Learners Foster Youth Homeless Students with Disabilities"	<ul style="list-style-type: none"> English Learners Homeless Long-Term English Learners Students with Disabilities 	<ul style="list-style-type: none"> Homeless
LOW	Not Applicable	<ul style="list-style-type: none"> English Learners Long-Term English Learners 	<ul style="list-style-type: none"> English Learners 	Not Applicable	<ul style="list-style-type: none"> African American Two or More Races 	<ul style="list-style-type: none"> Students with Disabilities

District Eligibility for Differentiated Assistance (cont)

Priority Areas						
Academic Engagement - Chronic Absenteeism				Conditions and Climate - Suspension Rate		
	2023	2024	2025	2023	2024	2025
VERY LOW	<ul style="list-style-type: none"> African American Pacific Islander 	No Student Groups	<ul style="list-style-type: none"> African American American Indian Foster Youth Long-Term English Learners 	<ul style="list-style-type: none"> African American American Indian English Learners Foster Youth Hispanic Homeless Pacific Islander Socioeconomically Disadvantaged Students with Disabilities 	<ul style="list-style-type: none"> Foster Youth 	<ul style="list-style-type: none"> African American American Indian
LOW	<ul style="list-style-type: none"> American Indian Asian Foster Youth Homeless White 	<ul style="list-style-type: none"> African American American Indian Foster Youth Pacific Islander 	<ul style="list-style-type: none"> Filipino Hispanic Two or More Races Pacific Islander Socioeconomically Disadvantaged Students with Disabilities 	<ul style="list-style-type: none"> Asian Filipino Two or More Races White 	<ul style="list-style-type: none"> American Indian Asian Two or More Races Pacific Islander 	No Student Groups

District Eligibility for Differentiated Assistance (cont)

Priority Area		
Academic Engagement - Access to a Broad Course of Study		
2023	2024	2025
Standard Met	Standard Met	Standard Met

Priority Area			
Academic Engagement - Graduation Rate			
	2023	2024	2025
VERY LOW	<ul style="list-style-type: none"> English Learners Foster Youth Homeless Students with Disabilities 	No Student Groups	No Student Groups
LOW	<ul style="list-style-type: none"> African American Hispanic Socioeconomically Disadvantaged 	No Student Groups	<ul style="list-style-type: none"> African American Foster Youth

To view Multi Year Group Performance Summary for ALL Student Groups, click [here](#).

ESSA Designations




School Accountability Designations

ATSI (Additional Targeted Support and Improvement) – Schools with **one or more student groups performing at the same level as the lowest-performing schools in the state**. Requires targeted interventions.

TSI (Targeted Support and Improvement) – Schools with **consistently underperforming student groups** based on state indicators. Requires **focused improvement efforts** to address disparities.

CSI (Comprehensive Support and Improvement) – Schools in the **bottom 5% statewide or with graduation rates below 67%**. Requires district-led **comprehensive interventions** and support.

ESSA Designations (cont)

	2022-2023	2023-2024	2024-2025	2025-2026
 ATSI	17	6	2	2
 CSI	3	4	0	0
 TSI	0	0	1	2

LCAP Mid Year Update



Local Control and Accountability Plan

LCAP Goals Alignment to the SRCS Board Strategic Goals

01

Student-centered teaching and learning opportunities

Academics and Enrichment: Provide outstanding educational and enrichment programs that motivate and prepare all students for their respective futures.

02

Safe, inclusive, culturally responsive learning environments.

Safety and Security: Provide learning environments that are physically and emotionally safe for all students and staff.

03

High-quality, relevant staff development.

Recruit, Retain, and Support Student-Centered Staff: Recruit, retain and support high quality staff who center students and represent District core values.



GOAL 1-3 Summary

Expenditure Status

	Total Funds Budgeted	Mid-Year Expenditures
TOTAL Summary	\$31,181,599	\$15,729,177
Mid-Year Expenditures to Total Funds Budgeted as a Percentage:		50.44%
TOTALS GOAL 1 Summary	\$18,400,909	\$8,417,899
TOTALS GOAL 2 Summary	\$8,842,137	\$5,918,617
TOTALS GOAL 3 Summary	\$3,938,553	\$1,392,660

GOAL 1

Highlights

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.

Celebrations TK - 6th

- 2nd year implementation of foundational skills reading program K-5, 95 Core Phonics Curriculum
- AVID (Advancement Via Individual Determination) professional development opportunities
- Implementation of i-Ready diagnostic assessment
 - Celebrating Growth
 - Personalize Learning Plan
- Tier 1 Implementation to meet student student needs
- Increased options and opportunities via Expanded Learning Programs ELOP (after-school, intersession, & summer school)
- Community School Model implementation planning

GOAL 1

Highlights

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.

Celebrations Secondary

- CCAP SRJC Dual Enrollment courses have expanded from 2 at one site last year to 6 at three school sites this school year.
- Professional development opportunities to support integrated pathways have been held and additional opportunities will be offered in the Spring.
- Secondary MTSS Counselors continue to work at secondary school sites across the district supporting various MTSS intervention systems.
- Jr/Sr High Preparation & Implementation for 25-26 has included direct support to site leadership teams, faculty and staffs as implementation support this year and planning for 26-27 to increase successes and future vision of the Jr/Sr model.
- We are offering sections of co-taught classes in math, ELA, social studies and science. Teachers have been attending conferences specific to co-teach.

Celebrations TK-12

- Tier 1 Implementation to meet student student needs
- Continuous site focus on Multilingual learners through LARC meetings.
- Provided a series of professional learning sessions to support our Dually Identified students.
- Partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative .
- MTSS Professional Development for site administrators through strategic Instructional Leadership Teams



GOAL 1

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.01	Assessment Systems TK-12	\$1,200,000	\$303,086
1.02	Curriculum Supports and College and Career Readiness	\$1,867,500	\$615,896
1.03	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	\$3,963,612	\$2,609,893
1.04	School Based Support for SPSA Actions and Implementation	\$1,150,384	\$343,384
1.05	Multilingual Learners Site and Staff and Student Support	\$477,388	\$9,942
1.06	Comprehensive and Collaborative Supports for Students	\$1,295,000	\$561,475
1.07	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	\$1,008,025	\$439,405
1.08	Academic Initiatives	\$339,000	\$87,808
1.09	Supports for Increased and supportive practices	\$600,000	\$267,906
1.10	Supplemental Materials and Supplies TK-12	\$180,000	\$19,105
1.11	Class size reduction	\$6,320,000	\$3,160,000

GOAL 2

Highlights

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.

Celebrations:

- Four of our elementary schools, LBES, ALES, JMES, and HLES won a community school implementation grant and are working with Community School Coordinators to develop an implementation plan.
- 84.8% of our students district wide completed the Panorama Student wellness survey in the Fall of 2025, an increase of 10.8% from of 2024 Fall survey.
- The January Youth Truth survey is still in progress. This year, approximately 26% of our family community members have completed the Youth Truth Survey.
- Student Support staffing, including School-Based therapists and Wellness Coaches, are participating in the Child and Youth Behavioral Health Initiative, billing approximately \$100,000 in reimbursements for services provided.
- Restorative Intervention staff are training the Student Safety Advisor staff in restorative practices and services.



GOAL 2

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
2.1	Panorama wellness survey and Youth Truth survey	\$51,770	\$48,239
2.2	Mental Health Supports	\$2,098,150	\$1,570,065
2.3	SEL and Anti Bullying Materials and Curriculum	\$20,600	\$163
2.4	Increased Campus Student Engagement staffing	\$2,485,750	\$1,987,726
2.5	Promoting Positive Attendance	\$150,000	\$118,344
2.6	Elementary Counselors	\$1,526,055	\$538,335
2.7	Wellness & Engagement administration	\$405,323	\$217,559
2.8	Family Engagement Facilitators and Multilingual Community Engagement	\$1,109,489	\$1,058,663
2.9	Extracurricular Wellness & Engagement	\$995,000	\$379,524

GOAL 3

Highlights

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

Celebrations:

- Staff participated in the October Professional Development day on MTSS
- Grade level release day TK-6 for mClass training
- Site data dives using i-Ready data
- Start of learning rounds at sites
- AVID professional development
- Supporting our multilingual learners
- Staff developed 3 new Ethnic Studies courses.
- Ed Services Executive Directors and Directors play a key role in centralizing and coordinating professional learning supporting system-wide alignment. This has increased coherence across departments, reduced fragmentation of PD offerings, and built leadership capacity at the site level.
- We have increased access to alternative programs via online independent study.



GOAL 3

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	\$37,500	\$2,299
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	\$910,000	\$30,858
3.3	Alternative Education Development and Programmatic Implementation	\$315,000	\$126,725
3.4	Provide professional development for Staff	\$1,900,778	\$950,389
3.5	Centralized support for Professional Development.	\$526,275	\$263,160
3.6	Multilingual Learners, Curriculum Training, Collaboration and department Professional Development	\$35,000	\$0
3.7	Ethnic Studies Interdisciplinary Programs	\$200,000	\$19,230
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	\$14,000	\$0



Questions??



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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	Lisa August Interim Superintendent	laugust@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%	Academic year: 2023-2024 ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: 29.2% Grade 3 Hispanic/Latino: 19.8% Grade 3 UPC: 16.3% Grade 3 EL: 6.6% Grade 3 SED: 17.8% Grade 3 Homeless: 0% Grade 6: 38.6% Grade 6 Hispanic/Latino: 23.7% Grade 6 UPC: 24.7% Grade 6 EL: 2.8% Grade 6 SED 26.4% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: 26.4%		ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 30.0% Grade 3 H/L 18.1% Grade 3 UPC 16.7% Grade 3 EL 3.9% Grade 3 SED 17.5% Grade 3 Homeless 0% Grade 6 44.8% Grade 6 H/L 28.6% Grade 6 UPC 30.6% Grade 6 EL 2.5% Grade 6 SED 31.6% Grade 6 Homeless N/A% Grade 6 Foster Youth 0% Grade 8 32.0% Grade 8 H/L 20.6% Grade 8 UPC 20.8% Grade 8 EL 0.6% Grade 8 SED 21.5% Grade 8 Homeless 4.5% Grade 8 Foster Youth 0% Grade 11 47.4%	ELA CAASPP Proficiency Grade 3: 38.3% Grade 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% Grace 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% Grace 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33% Grade 11 Foster Youth: 40%	Grade 8 Hispanic/Latino: 14.8% Grade 8 UPC: 15.1% Grade 8 EL: 1% Grade 8 SED: 16.5% Grade 8 Homeless: 10% Grade 8 Foster Youth: 33.3% Grade 11: 51.2% Grade 11 Hispanic/Latino: 36.4% Grade 11 UPC: 39.8% Grade 11 Hispanic/Latino: 4.2% Grade 11 SED: 43.2% Grade 11 Homeless: 14.3% Grade 11 Foster Youth 0% (N=3)		Grade 11 H/L 35.4% Grade 11 UPC 35.7% Grade 11 EL 2.6% Grade 11 SED 37.5% Grade 11 Homeless 12.0% Grade 11 Foster Youth 0%	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% Grace 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%
1.2	Math CAASPP Proficiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6% Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grace 3 ELs: 12.0% Grade 3 SED: 24.3% 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%	Academic year: 2023-2024 Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: 30.3% Grade 3 Hispanic /Latino: 21.8% Grade 3 UPC: 19% Grade 3 EL: 12.4% Grade 3 SED: 20.6% Grade 3 Homeless: 0% Grade 3 Foster Youth: n/a Grade 6: 29.% Grade 6 Hispanic /Latino: 14.6% Grade 6 UPC: 16.7% Grade 6 EL: 1.8%		Math CAASPP Proficiency (3, 6, 8, 11) 0% Grade 3 33.2% Grade 3 H/L 21.9% Grade 3 UPC 21.0% Grade 3 EL 12.0% Grade 3 SED 22.6% Grade 3 Homeless 0% Grade 6 34.3% Grade 6 H/L 18.4% Grade 6 UPC 20.4% Grade 6 EL 1.7% Grade 6 SED 21.4% Grade 6 Homeless 14.3% Grade 6 Foster Youth N/A Grade 8 19.1% Grade 8 H/L 9.7% Grade 8 UPC 9.8%	Math CAASPP Proficiency Grade 3: 40.6% Grade 3 /Latino: 22.3% 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% Grade 6 Hispanic /Latino: 33.4% Grade 6 UPC: 28.4% Grace 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 17.6% Hispanic /Latino: 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% Hispanic /Latino: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 6 SED: 17.8% Grade 6 Homeless: 0% Grade 6 Foster Youth: 0% Grade 8 18.8% Grade 8 Hispanic /Latino: 8.6% Grade 8 UPC: 8.9% Grade 8 EL: 0% Grade 8 SED: 9.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: 0% Grade 11 23.9% Grade 11 Hispanic /Latino: 9.8% Grade 11 UPC: 13.8% Grade 11 EL: 0% Grade 11 SED: 14.4% Grade 11 Homeless: 12.5% Grade 11 Foster Youth: 33.3%		Grade 8 EL 0% Grade 8 SED 10.1% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 22.7% Grade 11 H/L 10.7% Grade 11 UPC 13.5% Grade 11 EL 0.6% Grade 11 SED 13.9% Grade 11 Homeless 0% Grade 11 Foster Youth 0%	Grade 6 Foster Youth: 9% Grade 8: 17.6% Grade 8 Hispanic /Latino: 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 Hispanic /Latino: 20.1% Grade 11 UPC: 20.6% Grade 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%
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% Grade 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2%	Academic year: 2023-2024 Science CAST Proficiency (5, 8, 11/12) Grade 5: 30.3% Grade 5 Hispanic /Latino: 14.1% Grade 5 UPC: 14.5% Grade 5 EL: 1.3% Grade 5 SED: 15.4% Grade 5 Homeless: 20% Grade 5 Foster Youth: N/A Grade 8 20.1%		Science CAST Proficiency (5, 8, 11/12) Grade 5 31.4% Grade 5 H/L 13.4% Grade 5 UPC 13.2% Grade 5 EL 0% Grade 5 SED 15.2% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 21.7% Grade 8 H/L 11.5% Grade 8 UPC 12.6% Grade 8 EL 0% Grade 8 SED 12.9% Grade 8 Homeless 0%	Science (CAST) Proficiency Grade 5: 36.1% Grade 5 Hispanic /Latino: 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 Hispanic /Latino: 18.5% Grade 8 UPC: 18.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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 8 Hispanic /Latino: 9.8% Grade 8 UPC: 9.2% Grade 8 EL: 0% Grade 8 SED: 9.8% Grade 8 Homeless: 0% Grade 8 Foster Youth: 33.3% Grade 11/12: 29.5% Grade 11/12 Hispanic /Latino: 16.7% Grade 11/12 UPC: 20.1% Grade 11/12 EL: 0.6% Grade 11/12 SED: 21.5% Grade 11/12 Homeless: 12.5% Grade 11/12 Foster Youth: 33.3%		Grade 8 Foster Youth N/A Grade 11/12 26.8% Grade 11/12 H/L 16.8% Grade 11/12 UPC 17.8% Grade 11/12 EL 1.2% Grade 11/12 SED 18.3% Grade 11/12 Homeless 8.8% Grade 11/12 Foster Youth 0%	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 Hispanic /Latino: 23.3% Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%	Academic year: 2023-2024 ELPAC Improvement: Elementary 36.5% Secondary 31.3%		ELPAC Improvement: Elementary 36.7% Secondary 31.4%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%	Academic year: 2023-2024 Reclassification Rate: Elementary 10.7% Secondary 5.5%		Reclassification Rate: Elementary 5.9% Secondary 3.6%	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%	Academic year: 2023-2024 Percentage of Ds & Fs per subject ELA Overall 30.5%, Hispanic /Latino 39% Math 36.1%, Hispanic /Latino 45%		Percentage of Ds & Fs per subject ELA 29.5% ELA Latinx 37.7% Math 31.5% Math Latinx 38.8% History 25.9% History Latinx 31.4%	Percentage of Ds and Fs per subject ELA: Overall 27.3%, Hispanic /Latino 33.9% Math: Overall 34.5%, Hispanic /Latino 40.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		History: Overall 35.6%, Latinx 45.6% Science: Overall 36.5%, Latinx 46.2%	History 27.7% History Hispanic /Latino 34.4% Science 33.9% Science Hispanic /Latino 42.8%		Science 26.4% Science Latinx 33.9%	History: Overall 29.6%, Hispanic /Latino 35.6% Science: Overall 30.5%, Hispanic /Latino 37.2%
1.7	A-G Completion	A-G Completion: Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%	Academic year: 2023-2024 A-G Completion: Overall 36.4% Latinx 21.9%		A-G Completion: Overall 38.4% Latinx 24.9%	A-G Completion: Overall: 45.8%, Latinx: 36.99%
1.8	Progress Toward A-G completion	Progress Towards A-G Completion: Baseline year: 2022-2023 Overall - 33.8%, Latinx - 22%	Academic year: 2023-2024 Progress towards A-G Completion: Overall 37.3% Latinx 25.1%		Progress towards A-G Completion: Overall 30.6% Latinx 22.7%	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%	Academic year: 2023-2024 CTE Completion: Overall 8.3% Latinx 5.9%		CTE Completion: Overall 3.4% Latinx 2.9%	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%	Academic year: 2023-2024 Ethnic Studies Completion Overall 65.1% Latinx 59.7%		Ethnic Studies Completion Overall 73.2% Latinx 68.3%	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 2023-24 school year: All Students - 86.5%, Latinx: 83.8% Students with an IEP - 68.8%		Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% Students with an IEP 79.7%	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:	Academic year: 2023-2024		High School Readiness Rate:	High School Readiness Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%	High School Readiness Rate: Secondary Overall 83.9% Secondary Latinx 76.9%		Secondary Overall 84.5% Secondary Latinx 79.1%	Secondary Overall 86.8%, Secondary Latinx 80.8%
1.13	Dual Enrollment	2022 -2023 Dual Enrollment: Overall - 18.6%, Latinx - 11.8%	Academic year: 2023-2024 Dual Enrollment: Overall 19.1% Latinx 12.2%		Dual Enrollment: Overall 20.8% Latinx 13.9%	Dual Enrollment: Overall: 30.6%, Latinx: 29.8%
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino	Academic year: 2023-2024 Work-based learning (state) Overall 2.5% Hispanic/Latino 2.5%		Work-based learning (state) Overall 0.8% Latinx 0.8%	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	Academic year: 2023-2024 Middle School Drop Out Count = 5		Middle School Drop Out Count = 2	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 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%		Suspension Rate for the 2023-2024 school year: All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	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%	Chronic Absenteeism for the 2023-24 School Year - Overall 20.2%		Chronic Absenteeism for the 2024-25 School Year - Overall 19.4%	Chronic Absenteeism for the 2026-27 School Year- Overall 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%	Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%		Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	Hispanic or Latino: 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%
1.18	IB/AP Access	Baseline year: 2022-2023 IB/AP Participation: Overall Sec. 9.5% Sec. Hispanic/Latino 5.9%	2023-2024 IB/AP Participation: Overall - Secondary 9% Hispanic/Latino - Secondary 5.8%		IB/AP Participation: Overall - Secondary 9.4% Hispanic/Latino - Secondary 6.4%	IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%
1.19	AP Pass Rate	Baseline year: 2022-2023 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	2023-2024 AP Pass Rate: Overall Sec 77.2% Hispanic/Latino Sec 70%		AP Pass Rate: Overall Sec 79.7% Hispanic/Latino Sec 69.4%	AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%
1.20	Seal of Biliteracy Recipients	Baseline year: 2022-2023 Seal of Biliteracy Overall 10.5%	2023-2024 Seal of Biliteracy: Overall 17%		Seal of Biliteracy: Overall 18.3%	Seal of Biliteracy: 16.5%
1.21	Progress Towards Graduation	Baseline year: 2022-2023 Progress Towards Graduation 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%	2023-2024 Progress Towards Graduation - All 75.3% UPC 68.6% EL 55.2% SED 70.2% Homeless 41% Foster Youth 50% Students with an IEP 57.2% Students with a 504 78.4%		Progress Towards Graduation - All 79.7% UPC 74.1% EL 58.3% SED 75.2% Homeless 60.3% Foster Youth 16.7% Students with an IEP 65.8% Students with a 504 81.7%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.22	Access to Standards Aligned Instructional Materials (Local Indicator)	Met (Local Indicator)	Met (Local Indicator)		Met (Local Indicator)	Met (Local Indicator)
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)		Baseline data is the 24-25 data. 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)

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 Elementary - 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	Yes	Ongoing Implementation	This is the second year of implementation of the iReady assessment at the elementary level in grade K-6. Our second benchmark window is open until Feb. 20th. Sites had grade level release		\$1,200,000.00	\$303,086.00

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
	<p>students receive the necessary support to succeed academically.</p> <p>Secondary - Ensure access to Intervention Software (ie - Cyber High, Imagine Learning) and instructional platforms (Kami) as well as Functionality platforms (DTS).</p> <p>Elementary - 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.</p> <p>Secondary - Explore and support a new comprehensive assessment program for grades 7-12. Employ a full-time instructional technology, data, and assessment specialist.</p> <p>Elementary and Secondary - 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.</p> <p>Elementary Supplemental & Concentration \$630,000</p> <p>Secondary Supplemental & Concentration \$420,000</p>			<p>time after the first testing window to review data, develop lessons to support students, and calibrate as a grade level team. This practice will continue at the site level once the assessment window has closed. As a district we adopted the mClass for the state mandated screener. We chose to use it grade K-6 replacing the paper DIBLES test teachers use in previous years.</p> <p>Grade level release days were held at the district level to train teachers how to use the assessment. Teachers receive one release day each trimester to assess students.</p> <p>Several middle school sites</p>			

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
				<p>grades 7-8 are piloting the i-Ready assessment and lessons with their students.</p> <p>MTSS Data analysis work has been done for all Site Administrators through the district ILT, highlighting the use of multiple data points.</p>			
1.2	<p>Curriculum Supports and College and Career Readiness Elementary - 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.</p> <p>Elementary and Secondary - 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.</p>	Yes	Ongoing Implementation	Secondary Math redesign: implementing newsletters for administrators and teachers that highlight practices consistent with the model. Math TOSA provides in class one on one coaching and planning support. Math steering committee meeting provides professional development on implementation at the site level of the instructional practices.		\$1,867,500.00	\$615,896.00

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
	<p>Secondary - 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.</p> <p>Secondary - 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 comprehensive high school sites to support college and career readiness initiatives and completion of financial aid applications.</p> <p>Elementary and Secondary - Provide funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs.</p> <p>Elementary Supplemental & Concentration \$724,725</p> <p>Secondary Supplemental & Concentration \$885,775</p>			<p>Implementation and support for Ethnic Studies this year included the development of two new courses that will fulfill this graduation requirement. A 1.0 FTE CCR Coordinator and CCR Senior Secretary are supporting the implementation of High Quality CTE Programs. CCAP SRJC Dual Enrollment courses have expanded from 2 at one site last year to 6 at three school sites this school year. Professional development opportunities to support integrated pathways have been held and additional opportunities will be offered in the Spring. College and Career Counselors held a district-wide Senior College and Career</p>			

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
				<p>Night, are supporting Financial Aid Application Completion and other site-level college and career readiness activities. A district-wide Frosh/Soph night, WACAC College fair, and middle school SRJC visits are scheduled for the Spring.</p> <p>Our teacher continue to use CCD units as their daily curriculum along with DELD lessons that were built to accompany the lessons for students support. The 95 Core Phonics Curriculum is being implemented for explicit foundational skills instruction. Several Sunday trainings were held to support staff using that program.</p>			

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
				A newsletter supporting the implementation of math strategies based on the new framework was created for site staff and administrators.			
1.3	<p>Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs</p> <p>Elementary - Maintaining access to elementary afterschool and summer school programs for students, including after school tutoring.</p> <p>Secondary - 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.</p> <p>Elementary - 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.</p>	Yes	Ongoing Implementation	<p>At the elementary and middle school levels, sites are offering academic support and enrichment programs. Programs are being led by our district staff members and community based organizations in a variety of after-school spaces.</p> <p>The Made in Santa Rosa foundation funds a nine week after school enrichment opportunity, Early Literacy Enrichment (ELitE) that is held two times a week. Students are taught by a</p>		\$3,963,612.00	\$2,609,893.00

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
	<p>And finally, providing ongoing support of supervision of Transitional Kindergarten and Kindergarten students (4.5 FTEs) between the end of the school day for TK/K and the end of the school day for 1-6.</p> <p>Elementary -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.</p> <p>Elementary Supplemental & Concentration \$290,525</p> <p>Secondary Supplemental & Concentration \$355,087</p>			<p>teacher and two instructional assistants are provided for support. Lessons are grounded in culturally response learning focusing on social justice. The units are built around the four domains of identity, diversity, justice, and action. Additionally, academic tutoring and early-literacy interventions (together with the Boys & Girls Club program and our Springboard partners) take place broadly across elementary and middle school after-school programs.</p> <p>Due to space limitations we are not able to provide Avance and Pasitios programs on our school sites this year.</p>			

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
				<p>Sites continue to offer ongoing supervision to our TK and K students at the end of their school day ending at the end of the 1-6 grade school day.</p> <p>Four of our school sites have begun mapping out a community school model for implementation in the 26-27 school year. Administrators and staff have attended workshops and site visits to better understand the model and learn how to structure it at their school site to meet the needs of their community.</p> <p>Finally, the influx of additional ASES Universal monies (~\$1.6M) to build out and expand our</p>			

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
				after-school programs has been exciting for our schools.			
1.4	<p>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. Each school site has conducted a comprehensive needs assessment in collaboration with their School Site Councils and English Learner Advisory Committees (ELACs) to identify site-specific actions aimed at increasing and improving services for unduplicated student groups. This ensures that students—particularly English learners, foster youth, and low-income students—receive the targeted support necessary for academic success. Site-driven initiatives are aligned to the LCAP, allowing for tailored support based on identified student needs. All site budgets and individual purchases are centrally reviewed and approved to ensure alignment with district goals and to maintain sound fiscal oversight.</p> <p>Elementary Supplemental & Concentration \$492,658</p> <p>Secondary Supplemental & Concentration \$657,726</p>	Yes	Ongoing Implementation	Each school site has been implementing the actions n their SPSAs aimed at increasing and improving services for unduplicated student groups.		\$1,150,384.00	\$343,384.00
1.5	Multilingual Learners Site and Staff and Student Support	Yes	Ongoing Implementation	The Multilingual and Equitable Services		\$477,388.00	\$9,942.00

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
	<p>Elementary and Secondary - 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.</p> <p>Elementary and Secondary - 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.</p> <p>Elementary and Secondary - 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 extended pay rates for</p>			<p>Coordinator position was reduced to 0.4. Actions specific to this goal include: monthly multilingual leader trainings; support with reclassification across sites; support with progress monitoring across sites; support with ELPAC administration and training; collaboration with leaders and teachers across sites for multilingual instructional related actions; support with planning; support for LARC meetings and trainings; support with data metrics and targeted actions; support with implementation of data and curricular platforms such as Ellevation, Summit K12, Let's Go Learn, etc. Furthermore,</p>			

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
	<p>certificated members participating in LARC activities.</p> <p>Elementary Supplemental & Concentration \$214,825</p> <p>Secondary Supplemental & Concentration \$262,563</p>			<p>the Multilingual and Equitable Services Coordinator has partnered with Special Services to provide a series of professional learning sessions to support our Dually Identified students. This includes topics on reclassification of students with IEPs, understanding the CA ELD Standards and ELA/ELD Framework, and writing Linguistically Appropriate Goals and Objectives; using data in Ellevation to support dually identified multilingual students; planning and using research based instructional strategies to support student needs. Professional Learning was provided</p>			

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
				through a series of sessions with Jose Medina Educational Solutions. The Multilingual team partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative on October 30th, SRCS and SSU Collaborative Learning Event.			
1.6	<p>Comprehensive and Collaborative Supports for Students Secondary</p> <p>Continued fiscal support of a 0.5 FTE school psychologist position ensures that district staff receive consistent training and resources. The role includes developing, updating, and delivering trainings that strengthen site-level capacity to serve students effectively. The position also provides ongoing consultation across school sites to support staff in applying best practices for student success. In addition, it helps ensure that students are equipped with necessary materials and supplies to access their learning environment.</p> <p>Elementary</p> <p>At the elementary level, the continued presence of a school psychologist helps promote a positive school climate and supports student engagement. This role includes building staff capacity through targeted trainings, contributing to professional learning communities, and offering site-based coaching. By equipping teachers and staff with strategies and resources, the school</p>	Yes	Ongoing Implementation	<p>The 0.5FTE school psychologist position is ongoing. The position provides support to all school sites for 504s.</p> <p>Secondary MTSS Counselors continue to work at secondary school sites across the district supporting various MTSS intervention systems. There is a monthly team meeting to provide district level support to them, and to</p>		\$1,295,000.00	\$561,475.00

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
	<p>psychologist fosters consistency across classrooms and ensures that students have access to tools that enhance their learning experiences.</p> <p>Secondary - 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.</p> <p>Elementary Supplemental & Concentration \$540,000</p> <p>Secondary Supplemental & Concentration \$660,000</p>			share best practices.			
1.7	<p>Enrichment Music Programs for Students & Increased Opportunities for Collaboration</p> <p>Elementary - 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</p> <p>Elementary Supplemental & Concentration \$1,008,025</p> <p>Secondary Supplemental & Concentration \$0</p>	Yes	Ongoing Implementation	Elementary music is offered to students 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.		\$1,008,025.00	\$439,405.00

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
1.8	<p>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).</p> <p>Secondary - 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.</p> <p>Elementary and Secondary - To support college and career readiness and academic outcomes, the district will support the Advancement via Individual Determination (AVID) program for participating schools.</p> <p>Elementary Supplemental & Concentration \$48,000</p> <p>Secondary Supplemental & Concentration \$112,000</p>	Yes	Ongoing Implementation	<p>Jr/Sr High Preparation & Implementation for 25-26 has included direct support to site leadership teams, faculty and staffs as implementation support this year and planning for 26-27. Feeder Forums held in feeder districts and SRCS shared the implementation successes and future vision of the Jr/Sr model with the goal of increasing enrollment. Signature program analysis, strengthening and marketing work was begun and continues. The DLI TOSA position was not filled, however the Multilingual and Equitable Services team continued actions in this category. Professional Learning was provided through a series</p>		\$339,000.00	\$87,808.00

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
				<p>of sessions with Jose Medina Educational Solutions. The Multilingual team partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative on October 30th, SRCS and SSU Collaborative Learning Event. AVID implementation: Developed a budget from Title I for sections, staff and Professional Development. Sent teams of admin, teachers and counselors to Summer 2025 Institute participation: 58 total. Added an AVID Elementary site: Helen Lehman Elementary. AVID Elective section in 2025-26 at: EAHS, Montgomery Sr High, Montgomery Jr. High, PHS. Funded dedicated</p>			

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
				<p>Specialists for Secondary and Elementary in order to provide AVID professional development, programmatic support and in class support. Dedicated district directors for AVID for both Elementary and Secondary. Quarterly Community of Practice meetings for the SRCS AVID secondary elective teachers. Site visits to Model AVID schools. Two training AVID training opportunities were provide at the district level by the Elementary Support Specialist for staff to learn about AVID at the elementary level and learn strategies they could implement immediately to support student outcomes.</p>			

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	<p>Supports for Increased and supportive 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)</p> <p>Elementary Supplemental & Concentration \$0</p> <p>Secondary Supplemental & Concentration \$600,000</p>	Yes	Ongoing Implementation	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.		\$600,000.00	\$267,906.00
1.10	<p>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.</p> <p>Elementary Supplemental & Concentration \$54,000</p> <p>Secondary Supplemental & Concentration \$126,000</p>	Yes	Ongoing Implementation	<p>Identified curricular supports for secondary math have been purchased. Each site is identifying library needs and will be purchasing non-fiction collections to keep reference and resource materials up to date.</p> <p>The need for a research based spelling program at the 6th grade level</p>		\$180,000.00	\$19,105.00

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
				<p>was identified as a need. The Spellography program was purchased to supplement and meet the needs of the student. The program moves away from memorization and teaches the history, structure, and meaning of words through systematic lessons.</p> <p>A music curriculum was purchased for our elementary music team aligning their practice.</p>			
1.11	<p>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.</p> <p>Elementary Supplemental & Concentration \$2,300,324</p> <p>Secondary Supplemental & Concentration \$4,000,827</p>	Yes	Fully Implemented	Staffing followed the contractual class sizes including the reduced class sizes for K-3 and 9th grade math, ELA and Science when possible.		\$6,320,000.00	\$3,160,000.00

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
1.12	<p>Support for Students W Disabilities Secondary - Co-teaching models will be implemented to support RSP teachers in delivering supportive, standards-based instruction alongside general education staff. This approach promotes early intervention and differentiated support, helping to reduce the over-identification of students for special education services. By building capacity within general education settings, we aim to meet diverse learner needs more effectively.</p> <p>Elementary</p> <p>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.</p>	No	Partially Implemented	<p>Coteaching trainings, planning and collaboration have supported extensive development and implementation of coteaching with strong coteaching teams. Haven't moved the needle on overidentification, but have increased percentage of time of students with disabilities in general education settings.</p> <p>FTE Behavior Specialist has provided some trainings to general education teachers, including at staff meetings, and has provided Pro-Act behavioral training to special education staff and PE teachers.</p> <p>Two trainings for</p>			\$1,113.73

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 serving dually identified students have occurred with educational specialists.			
1.13	<p>Students With Disabilities & Compliance Secondary</p> <p>The district will continue to fund 1.0 FTE Behavior Specialist to support secondary schools. This role focuses on professional development for new teachers at the beginning of the school year and provides monthly follow-up throughout the year. Trainings emphasize effective classroom set-up, behavior and sensory regulation, and evidence-based classroom management strategies. The Behavior Specialist also presents at school psychology staff meetings, serves as a point person to support case managers and program managers with required processes, and provides expertise in developing, updating, and monitoring 504 trainings and materials to ensure compliance across secondary school sites.</p> <p>Elementary</p> <p>At the elementary level, the Behavior Specialist plays a central role in equipping staff with proactive strategies that foster strong classroom environments. Responsibilities include providing new teacher training at the start of the year and facilitating monthly follow-up sessions, with an emphasis on classroom organization, behavior supports, and sensory regulation strategies. This position also collaborates closely with case managers and program managers on reclassification processes, reviews reclassification documentation with the Multilingual Services/Special Services program technician</p>	No	Ongoing Implementation	Behavior specialists have provided trainings and worked with special education staff on effective classroom setup and behavior management.			

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
	to ensure compliance, and provides direct support to sites in maintaining fidelity to 504 processes and documentation.						

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 Absenteeism	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% Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%		Chronic Absenteeism for the 2024-25 School Year - Overall 19.4% Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	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%	Academic year: 2023-2024 Suspension Rate All Students 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%		Suspension Rate for the 2023-2024 school year: All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	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%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% UPC: N/A ELs: 75.3%		Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% UPC: 89.3% ELs: 81.9%	Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% UPC: N/A ELs: 67.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		SED: 79.0% Homeless: 53.6% Foster Youth: 57.1%	SED: 84.6% Homeless: 70.3% Foster Youth: 88.9%		SED: 89.3% Homeless: 78.5% Foster Youth: 70% Students with an IEP 79.7%	SED: 84.4% 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%	Academic year: 2023-2024 Progress Towards Graduation - All 75.3% UPC 68.6% EL 55.2% SED 70.2% Homeless 41% Foster Youth 50%		Progress Towards Graduation - All 79.7% UPC 74.1% EL 58.3% SED 75.2% Homeless 60.3% Foster Youth 16.7% Students with an IEP 65.8% Students with a 504 81.7%	Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%
2.5	School Safety Survey	School Safety Survey 2024 Panorama Survey, 64% of all students surveyed reported a positive response to School Safety. 61% of the Hispanic/Latinx students surveyed reported a positive response to School Safety.	School Safety Survey 65% of Elementary students reported positive response - Baseline was Elementary only 59% of Secondary reported positive . - 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 (Fall 2025) 68% of Elementary students reported positive (3% increase) 64% of Secondary reported positive (5% increase) 65% of Hispanic/Latinx Elementary students reported positive.(3% increase) 66% of Hispanic/Latinx Secondary students reported positive. (5% increase)	School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.
2.6	Contribution of LCFF Funds to support Athletic Engagement - Percentage of total costs covered by LCFF funds	23-24 SRCS Contribution of LCFF Funds to support Athletic Engagement: 0%	24-25 SRCS Contribution of LCFF Funds to support Athletic Engagement: Approximately 30% of projected costs associated with		Data will be available in June 2026	Contribution of LCFF Funds to support Athletic Engagement: 30% increase from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			operational fees provided to middle school and high school sites, 50% increase funding provided for sports injury supplies and equipment, \$4,000 provided for community medical partner consultation.			
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) 2023-24 Overall: 3,326 Latinx: 1,422 EL:186 Foster: 8 Middle School: 724		Data will be available in June 2026	Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx: 1,300 EL: 250 Foster: 7 Middle School: 600
2.8	7-8 Intramural Programs supported	2024-25 data will be the baseline	24-25 Interscholastic Programs Served: 10 Interscholastic programs grades 7-8		Data will be available in June 2026	Interscholastic Programs 5 programs per middle school
2.9	Title IX Participation	Title IX Participation: Baseline year: 2022-2023 1,394 male / 1,070female	Title IX Participation: 2,038 male / 1,520 female		Data will be available in June 2026	Title IX Participation: 3% increase from Baseline
2.10	Expulsion Rate	2023-2024 Elementary 0% Secondary 0.09%	2024-2025 Elementary 0% Secondary .3%		2025-26 (year to date) Elementary: 0% Secondary .07%	Elementary maintained, secondary increased
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%	"Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships		Data will be available in March 2026	Increase by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Middle = 66% High = 65%</p> <p>Engagement Elementary =68% Middle = 49% High = 50%</p> <p>Culture Elementary = 77% Middle = 45% High = 50%</p> <p>School Safety Elementary = 53% Middle =25% High = 29%</p>	<p>Elementary =91% Middle = 75% High = 82%</p> <p>Engagement Elementary =80% Middle = 59% High = 71%</p> <p>Culture Elementary = 85% Middle = 66% High = 78%</p> <p>School Safety Elementary = 68% Middle =50% High = 60%"</p>			
2.12	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff	<p>Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff:</p> <p>Relationships Elementary =90% Middle = 80% High = 82%</p> <p>Engagement Elementary =_85% Middle = 77% High = 74%</p> <p>Culture Elementary = 74% Middle = 53% High = 51%</p> <p>School Safety Elementary =66% Middle =30% High = 43%</p>	<p>Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff:</p> <p>Relationships Elementary =94% Middle = 77% High = 88%</p> <p>Engagement Elementary =86% Middle = 75% High = 83%</p> <p>Culture Elementary = 80% Middle = 61% High = 64%</p> <p>School Safety Elementary =79% Middle =56%</p>		Data will be available in March 2026	Increase by 2% each year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			High = 63%			
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	2023-2024 school drop out rate 9.8%. 12.4% Latino/Hispanic 31.3% American Indian/Alaskan Native 3.2% Asian 2.5%African American/ Black 3.3% Filipino 12.5% Native Hawaiian/ Pacific 7.4% Two or more races 6.6% White		2024-2025 school drop out rate 7%. 8.5% Latino/Hispanic 33.3% American Indian/Alaskan Native 5% Asian 10.8 %African American/ Black 3.8% Filipino 13.3% Native Hawaiian/ Pacific 4.3% Two or more races 6.6% White	2% decrease each year.
2.14	Facilities are safe and well maintained.(FIT)	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.		As reported in the 2025 Williams Facilities Inspection Tool (FIT), 4 schools received a rating of fair, 12 schools received a rating of good and 3 schools received a rating of exemplary.	100% for all schools.

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 Elementary and Secondary - 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	Yes	Fully Implemented	Panorama wellness survey was administered in October, 2025, and results were released to school staff for use in multi-tiered systems of support,		\$51,770.00	\$48,239.00

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
	<p>offering targeted activities. Additionally, the annual Youth Truth climate survey, jointly funded by the Sonoma County Office of Education and the Center for Effective Philanthropy, gathers input from students, families, and staff to assess school and district climate, aiding in goal-setting and program development.</p> <p>Elementary and secondary We will use the survey results to design programs and supports to improve the educational experience of Hispanic-Latinx, homeless and foster youth who are reporting fewer percent positive experiences in school. Survey results will also be included as part of our California Community Schools Partnership Program needs assessments at sites selected to implement the Community Schools model.</p> <p>Includes program/materials.</p> <p>Elementary Supplemental & Concentration \$1,905</p> <p>Secondary Supplemental & Concentration \$4,445</p>			<p>tiered interventions and goal setting for SPSAs.</p> <p>The Youth Truth climate survey is being administered now, in January of 2026. The results will be available in mid February for goal setting and planning purposes.</p>			
2.2	<p>Mental Health Supports Elementary and Secondary - 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</p>	Yes	Ongoing Implementation	To date our team of School-Based Therapists have provided over 4 thousand care events and served over 2,000 individual students. Wellness Centers are opened at 4 of		\$2,098,150.00	\$1,570,065

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
	<p>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.</p> <p>Elementary and Secondary - We will provide this service to provide increased access to school-based therapists for chronically absent students, socio-economically disadvantaged students, English Learners, homeless and foster youth, and students who are demonstrating a need for mental health support across all campuses.</p> <p>Includes staffing.</p> <p>Elementary Supplemental & Concentration \$615,636</p> <p>Secondary Supplemental & Concentration \$1,436,484</p>			<p>our 5 High School sites. With the support of the Director of Mental Health and Community School Development we have successfully implemented the Children and Youth Behavioral Health Initiative Fee Schedule allowing our district to receive almost \$100,000 in reimbursements . We were able to recruit three bilingual/bicultural therapists bringing our total to 5 on the team.</p>			
2.3	<p>SEL and Antibullying Materials and Curriculum</p> <p>Elementary 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.</p> <p>Elementary and Secondary - Additionally, funds are directed towards the Panorama Playbook to tailor content and activities based on survey findings.Success metrics include</p>	Yes	Ongoing Implementation	<p>The Panorama Playbook is fully online and available to all teachers, elementary and secondary who are looking for SEL resources to support students.</p> <p>Funds exists for continued</p>		\$20,600.00	\$163.00

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
	<p>improved social-emotional health markers measured through Panorama and Youth Truth surveys. Furthermore, the StopIT alert system provides an anonymous reporting tool for safety concerns, with funding allocated for promotional materials and data analysis to gauge increased usage and reduced incidents.</p> <p>Includes programs/materials.</p> <p>Elementary Supplemental & Concentration \$4,680</p> <p>Secondary Supplemental & Concentration \$10,920</p>			<p>support of the Toolbox and Kimochi resources at elementary, in case the tools need to be refreshed.</p> <p>The StopIT Anonymous Reporting tool is fully online and available to all students and families in our community. New posters were purchased for each school to allow marketing of this important resource.</p>			
2.4	<p>Increased Campus Student Engagement staffing</p> <p>Elementary and Secondary - The district will maintain a team of 8 restorative support specialist positions across elementary, middle, and high schools to bolster school climate, discipline strategies.</p> <p>Elementary - 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.</p> <p>Includes staffing.</p> <p>Elementary Supplemental & Concentration \$745,725</p>	Yes	Ongoing Implementation	The Restorative Intervention staff have documented 370 restorative support interventions to date for the 2025-26 school year across all grades TK-12. In addition to one-on-one interventions, the restorative support staff have engaged in training the Student Safety Advisors in		\$2,485,750.00	\$1,987,726.00

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
	Secondary Supplemental & Concentration \$1,740,025			restorative practices at monthly meetings, and have supported school staff by participating in re-entry meetings and other student support processes. Elementary school staff has increased by one Student Safety Advisor as a new staff position to support ongoing student supervision, intervention and safety.			
2.5	Promoting Positive Attendance Elementary and Secondary - 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	Ongoing Implementation	The Family Support Liaison staff provide education of the importance of attendance and interventions for chronically absent and truant students. Our continuing partnership with Seneca and Sonoma County Juvenile Probation includes a 1.0 FTE Keeping Kids In Schools		\$150,000.00	\$118,344.00

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
	<p>Elementary Supplemental & Concentration \$45,000</p> <p>Secondary Supplemental & Concentration \$105,000</p>			<p>case manager. These case manager works 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 Support Liaisons oversee the truancy process, including School Attendance Review Teams.</p> <p>So far, in the 25-26 school year, these efforts to support our school sites in improved daily attendance has resulted in an improvement to an overall district average of 93%, a 1% improvement from last year All comprehensive schools are at or above 90%, and 14 of our schools are at</p>			

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
				or above 93% average attendance.			
2.6	<p>Elementary Counselors Elementary - Attend to the social, emotional health, and well-being of students who predominately represent English learners and/or are low income. 9 total 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions (one per school). Includes staffing.</p> <p>Elementary Supplemental & Concentration \$1,526,055</p> <p>Secondary Supplemental & Concentration \$0</p>	Yes	Ongoing Implementation	School Counselors at the elementary level provide a comprehensive support system ranging from Tier I lessons inside the classroom to Tier 2 and Tier 3 targeted interventions. This action is directly informed by District and Dashboard data, which reveal high referral rates and a critical need to improve outcomes in ELA, Math, chronic absenteeism, and overall student wellness.		\$1,526,055.00	\$538,335.00
2.7	<p>Wellness & Engagement administration Elementary and Secondary - 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</p>	Yes	Ongoing Implementation	Both positions actively engage with school sites, students and families daily to provide ongoing assistance, interventions, education and		\$405,323.00	\$217,559.00

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
	<p>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.</p> <p>These positions target engagement strategies designed to re-engage students who are identified as English learners, homeless, foster youth, Hispanic-Latinx, American Indian, and socio-economically disadvantaged students who are reporting a lower engagement rate of other groups on campus.</p> <p>Includes staffing.</p> <p>Elementary Supplemental & Concentration \$59,520</p> <p>Secondary Supplemental & Concentration \$138,881</p>			<p>preventative strategies.</p> <p>Monthly trainings are provided for administration and classified staff to increase awareness of policy, law, and best practices in supporting students and school sites.</p> <p>Parent and Student engagement events have been facilitated quarterly, including student support groups, the importance of attendance, gang awareness, intervention and prevention, and mental health and wellness, with specific attention to groups of students who are historically underrepresented.</p> <p>This positions assist with data exploration, providing</p>			

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
				information to sites, the community and the board on attendance, reduction of suspension and expulsion. Data from the Youth Truth and Panorama surveys are shared as a metric of climate, community and safety.			
2.8	<p>Family Engagement Facilitators and Multilingual Community Engagement Elementary and Secondary - 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.</p> <p>Elementary Supplemental & Concentration \$332,847</p>	Yes	Ongoing Implementation	Multilingual and Equitable Services hosts monthly training and collaboration meetings with all site Family Engagement Facilitators. The work includes trainings on reclassification, ELPAC testing, ELAC support, the California English Learner Roadmap, and interpretation support.		\$1,109,489.00	\$1,058,663.00

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
	Secondary Supplemental & Concentration \$776,642						
2.9	<p>Extracurricular Wellness & Engagement Secondary - 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.</p> <p>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.</p> <p>Elementary Supplemental & Concentration \$0</p> <p>Secondary Supplemental & Concentration \$995,000</p>	Yes	Ongoing Implementation	<p>Athletic directors requested a revision to the FTE and that was the FTE implemented: at the High Schools .6 FTE at each and Middle Schools .2 FTE at each .</p> <p>With the increased FTEs for ADs, we have seen the following benefits: Meeting with student athletes to discuss academic eligibility and offer supports Connect with the community to fundraise Saving time for coaches in setting up the facilities and practice/event areas. Building marketing and advertising for</p>		\$995,000.00	\$379,524.00

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
				<p>programs and events. Connecting with students and parents to disseminate information Collecting uniforms and ensuring equipment is taken care of and returned Communicate with coaches and administrators, run athletic operations within the school day. Increased attendance at games which allows for more presence at events and less strain on administrators. Regular meetings with administrators and teachers to help with operations. Connecting with webmaster and design marketing materials and information that goes out for programs. Able to connect with ASB and</p>			

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
				Business Office to review programs and financial items.			

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	Academic year: 2023-2024 ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: 29.2% Grade 3 Hispanic/Latino: 19.8% Grade 3 UPC: 16.3% Grade 3 EL: 6.6% Grade 3 SED: 17.8% Grade 3 Homeless: 0% Grade 6: 38.6% Grade 6 Hispanic/Latino: 23.7% Grade 6 UPC: 24.7% Grade 6 EL: 2.8% Grade 6 SED: 26.4% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: 26.4% Grade 8 Hispanic/Latino: 14.8% Grade 8 UPC: 15.1% Grade 8 EL: 1% Grade 8 SED: 16.5%		ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 30.0% Grade 3 H/L 18.1% Grade 3 UPC 16.7% Grade 3 EL 3.9% Grade 3 SED 17.5% Grade 3 Homeless 0% Grade 6 44.8% Grade 6 H/L 28.6% Grade 6 UPC 30.6% Grade 6 EL 2.5% Grade 6 SED 31.6% Grade 6 Homeless N/A% Grade 6 Foster Youth 0% Grade 8 32.0% Grade 8 H/L 20.6% Grade 8 UPC 20.8% Grade 8 EL 0.6% Grade 8 SED 21.5% Grade 8 Homeless 4.5% Grade 8 Foster Youth 0% Grade 11 47.4% Grade 11 H/L 35.4% Grade 11 UPC 35.7% Grade 11 EL 2.6% Grade 11 SED 37.5% Grade 11 Homeless 12.0%	ELA CAASPP Proficiency (3, 6, 8, 11) 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 8 Homeless: 10% Grade 8 Foster Youth: 33.3% Grade 11: 51.2% Grade 11 Hispanic/Latino: 36.4% Grade 11 UPC: 39.8% Grade 11 Hispanic/Latino: 4.2% Grade 11 SED: 43.2% Grade 11 Homeless: 14.3%		Grade 11 Foster Youth 0%	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%	Academic year: 2023-2024 Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: 30.3% Grade 3 Hispanic /Latino: 21.8% Grade 3 UPC: 19% Grade 3 EL: 12.4% Grade 3 SED: 20.6% Grade 3 Homeless: 0% Grade 3 Foster Youth: n/a Grade 6: 29.9% Grade 6 Hispanic /Latino: 14.6% Grade 6 UPC: 16.7% Grade 6 EL: 1.8% Grade 6 SED: 17.8% Grade 6 Homeless: 0% Grade 6 Foster Youth: 0% Grade 8: 18.8%		Math CAASPP Proficiency (3, 6, 8, 11) 0% Grade 3 33.2% Grade 3 H/L 21.9% Grade 3 UPC 21.0% Grade 3 EL 12.0% Grade 3 SED 22.6% Grade 3 Homeless 0% Grade 6 34.3% Grade 6 H/L 18.4% Grade 6 UPC 20.4% Grade 6 EL 1.7% Grade 6 SED 21.4% Grade 6 Homeless 14.3% Grade 6 Foster Youth N/A Grade 8 19.1% Grade 8 H/L 9.7% Grade 8 UPC 9.8% Grade 8 EL 0% Grade 8 SED 10.1% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 22.7% Grade 11 H/L 10.7% Grade 11 UPC 13.5%	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%

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: 24.9% Grade 11 H/L: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 8 Hispanic /Latino: 8.6% Grade 8 UPC: 8.9% Grade 8 EL: 0% Grade 8 SED: 9.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: 0% Grade 11 23.9% Grade 11 Hispanic /Latino: 9.8% Grade 11 UPC: 13.8% Grade 11 EL: 0% Grade 11 SED: 14.4% Grade 11 Homeless: 12.5% Grade 11 Foster Youth: 33.3%		Grade 11 EL 0.6% Grade 11 SED 13.9% Grade 11 Homeless 0% Grade 11 Foster Youth 0%	Grade 8 Foster Youth:9% Grade 11: 33.9% Grade 11 H/L: 20.1% Grade 11 UPC: 20.6% Grade 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%
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% Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%		Chronic Absenteeism for the 2024-25 School Year - Overall 19.4% Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	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%	Academic year: 2023-2024 Science CAST Proficiency (5, 8, 11/12) Grade 5: 30.3% Grade 5 Hispanic /Latino: 14.1% Grade 5 UPC: 14.5% Grade 5 EL: 1.3% Grade 5 SED: 15.4%		Science CAST Proficiency (5, 8, 11/12) Grade 5 31.4% Grade 5 H/L 13.4% Grade 5 UPC 13.2% Grade 5 EL 0% Grade 5 SED 15.2% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 21.7%	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%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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% Grade 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 5 Homeless: 20% Grade 5 Foster Youth: N/A Grade 8 20.1% Grade 8 Hispanic /Latino: 9.8% Grade 8 UPC: 9.2% Grade 8 EL: 0% Grade 8 SED: 9.8% Grade 8 Homeless: 0% Grade 8 Foster Youth: 33.3% Grade 11/12: 29.5% Grade 11/12 Hispanic /Latino: 16.7% Grade 11/12 UPC: 20.1% Grade 11/12 EL: 0.6% Grade 11/12 SED: 21.5% Grade 11/12 Homeless: 12.5% Grade 11/12 Foster Youth: 33.3%		Grade 8 H/L 11.5% Grade 8 UPC 12.6% Grade 8 EL 0% Grade 8 SED 12.9% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11/12 26.8% Grade 11/12 H/L 16.8% Grade 11/12 UPC 17.8% Grade 11/12 EL 1.2% Grade 11/12 SED 18.3% Grade 11/12 Homeless 8.8% Grade 11/12 Foster Youth 0%	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% 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%	Academic year: 2023-2024 ELPAC Improvement: Elementary 36.5% Secondary 31.3%		ELPAC Improvement: Elementary 36.7% Secondary 31.4%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%
3.6	AP Pass Rate	2022-23 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	AP Pass Rate: Overall Sec 77.2% (N=9049) Hispanic/Latino Sec 70% (N=4996)		AP Pass Rate: Overall Sec 79.7% Hispanic/Latino Sec 69.4%	AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4%	Academic year: 2023-2024 Reclassification Rate:		Reclassification Rate: Elementary 5.9% Secondary 3.6%	Reclassification Rate: Elementary: 16.4% - 22.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Secondary: 4.4%	Elementary 10.7% Secondary 5.5%			Secondary: 13.4 - 19.4%
3.8	A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%	Academic year: 2023-2024 A-G Completion: Overall 36.4% Latinx 21.9%		A-G Completion: Overall 38.4% Latinx 24.9%	A-G Completion: Overall 45.8%, Latinx 36.99%
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 30.6% Latinx 22.7%	Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%
3.10	Graduation rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8%		Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% Students with an IEP 79.7%	Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86%
3.11	Ethnic Studies Completion	2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Academic year: 2023-2024 Ethnic Studies Completion Overall 65.1% Latinx 59.7%		Ethnic Studies Completion Overall 73.2% Latinx 68.3%	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%	Academic year: 2023-2024 Suspension Rate for the 2023-2024 school year: All Students 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%		Suspension Rate for the 2024-2025 school year: All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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 Rate for both Certificated and Classified Average attendance by classified for 10/3/25 = 62% were present Average attendance by certificated for 10/3/25 = 73% were present	Professional Development Attendance - Classified = 86% present; Certificated = 90% present
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%	Fall 2023 Panorama Reported Teacher Efficacy Rate: 69%		Fall 2024 Panorama Reported Teacher Efficacy Rate: 70% Spring 2024 Panorama Reported Teacher Efficacy Rate: 69%	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%	RHS 0% Grace 12.5% ISP 50%		ELA CAASPP Proficiency RHS 13.3% Grace 27.3% ISP 48.4%	ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%	RHS 0% Grace 0% ISP 0%		Math CAASPP Proficiency RHS 7.5% Grace 0% ISP 6.1%	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 17.6% Grace 20% ISP 50%		ELPAC Improvement RHS 16.7% Grace 80.0% ISP 33.3%	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%	Reclassification Rate RHS 5.9% Grace 0% ISP 0%		Reclassification Rate RHS 2.9% Grace 17.6% ISP 2.3%	Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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%		Progress Towards A-G ISP 15.2%	Progress Towards A-G ISP: 19.7%
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		2024-2025 Academic Year: 86.2% of secondary teachers and 86.2% of elementary teachers were properly credentialed as per the CALSASS	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	<p>PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support Elementary and Secondary - Funds are allocated for annual professional development aimed at enhancing administration training in restorative practices, student engagement, safety strategies, and legal mandates like Title IX. This includes ongoing training on Restorative Practices for classified and certificated employees, as well as parents and students, fostering a culturally-responsive relational approach and enhancing community, relationships, and a sense of belonging. Additionally, resources support trainings for certificated and classified staff on student engagement, safety strategies, threat assessment, risk management, and other relevant topics.</p> <p>Includes programs/materials.</p> <p>Elementary Supplemental & Concentration \$6,000</p>	Yes	Fully Implemented	Professional development opportunities provided to address safety this year include the Homeless Training membership for our Student Safety Advisors to train on de-escalation strategies, responding to fights, and tips and techniques for managing youth and adult behaviors in community settings. Trainings in restorative		\$37,500.00	\$2,299.00

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
	Secondary Supplemental & Concentration \$14,000			practices have been offered to a variety of student support staff. Administration participated in the annual School and Legal College Services Student Services Legal Symposium in October, 2025.			
3.2	<p>Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.</p> <p>Elementary and Secondary - Implement comprehensive professional development sessions, utilizing allocated release time, to provide educators with specialized training on explicit multisensory teaching techniques tailored for reading instruction. These sessions will prioritize data from district assessments to differentiate instruction strategies, addressing the diverse needs of student populations, including English learners, homeless students, foster youth & low-income students. Additionally, ensure alignment with district tests and benchmarks while offering ongoing support. Offer a diverse range of professional development opportunities covering various instructional methodologies suitable for diverse student cohorts. Recognizing proficient reading skills as fundamental to academic success across all subjects, this investment in teachers' knowledge and skills aims to enhance student outcomes and foster a culture of literacy within schools. Prepare educators for the new California math framework by focusing on robust Elementary Math strategies, emphasizing supporting a positive math</p>	Yes	Ongoing Implementation	Multilingual and Equitable Services has partnered with Special Services to provide a series of professional learning sessions to support our Dually Identified students. This includes topics on reclassification of students with IEPs, understanding the CA ELD Standards and ELA/ELD Framework, and writing Linguistically Appropriate Goals and Objectives; using data in Ellevation to		\$910,000.00	\$30,858.00

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
	<p>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.</p> <p>Secondary - In addition, support grades 7-12 ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement. Finally, provide additional 7-12 meetings for department chair members (beyond the required 4 per year) focused on essential standards, scope and sequence, and integration of district initiatives like ethnic studies pedagogy. These meetings will continue to facilitate teacher leadership and the development of common systems and agreements around discipline-specific initiatives district-wide. Meetings will focus on activities that prompt action, dialogue, metacognition, and cooperation.</p> <p>Elementary Supplemental & Concentration \$222,000</p> <p>Secondary Supplemental & Concentration \$518,000</p>			<p>support dually identified multilingual students; planning and using research based instructional strategies to support student needs. Professional Learning was provided through a series of sessions with Jose Medina Educational Solutions. The Multilingual team partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative on October 30th, SRCS and SSU Collaborative Learning Event. Professional Learning was provided to ALD teachers, Science Teachers, and residents on the suage of research based strategies to support multilingual students with increased</p>			

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
				<p>discourse and greater access to Science concepts and language with Dr. Bryan Brown, Dr. Ed Lyon and the multilingual team. Professional learning was provided to ALD teachers on reclassification, research based instructional strategies, planning with the use of the ELA/ELD Framework and standards;</p> <p>At the elementary level one grade level release day at the district level was provided to learn how to assess student using the mClass and use the data to drive instruction based on student need. Site release days to review data have been provided and will continue to be provided at each trimester.</p>			

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
				<p>By centering instruction on district assessment data, teachers successfully differentiated their approach to meet the unique needs of English learners, students experiencing homelessness, foster youth, and low-income students.</p> <p>Secondary: Professional development on MTSS and meeting the needs of ELs has been embedded in several steering committee meetings.</p>			
3.3	<p>Alternative Education Development and Programmatic Implementation Secondary - 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</p>	Yes	Ongoing Implementation	2.0 FTE have been hired in the Independent Study Program to increase capacity. Additionally, an MOU was passed to increase the student to teacher ratio to 32:1 and there		\$315,000.00	\$126,725.00

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
	<p>behaviorally, and expand upon Independent Study offerings. To increase seats in the Independent Study Program SRCS would hire certificated teachers between 1.0 - 2.0 FTE, with the current student to teacher ratio of 25:1 this will serve up to an additional 50 students. Expanding Independent Study would support students in grades 7-12, and reduce the number of students who request Independent Study and are kept on a waitlist for extended periods of time. The goal of a middle school program would be to have smaller class sizes with additional counseling support for students. This would entail hiring certificated teacher and counselor FTE, as well as additional classified clerical FTE and an administrator.</p> <p>Secondary - 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.</p> <p>Elementary Supplemental & Concentration \$0</p> <p>Secondary Supplemental & Concentration \$300,000</p>			is still a waitlist of students.			
3.4	Provide professional development for Staff Elementary and Secondary - Support professional development for classified staff.	Yes	Partially Implemented	On October 3, our district conducted a		\$1,900,778.00	\$950,389.00

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
	<p>This may include district wide days focused on classified employee learning.</p> <p>Elementary and Secondary - Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school. Provide training for board-approved academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS.</p> <p>Elementary Supplemental & Concentration \$570,233</p> <p>Secondary Supplemental & Concentration \$1,330,545</p>			<p>comprehensive professional development day focused on elevating Tier 1 (Universal) Instruction within our MTSS framework. To ensure the content was relevant and actionable, the sessions were site-based, allowing school leadership and staff to apply MTSS strategies directly to their specific student populations and data. We also offered classified specific professional development at Comstock Middle school. We had over 350 classified and over 600 certificated participants that day.</p>			
3.5	<p>Centralized support for Professional Development. Elementary and Secondary - Maintain Executive Directors in Educational Services and Director of Multilingual Services.</p>	Yes	Ongoing Implementation	During the first half of the year, the Executive Directors have played a key role in centralizing and		\$526,275.00	\$263,160.00

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
	<p>Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.</p> <p>Provide professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.</p> <p>Elementary Supplemental & Concentration \$157,883</p> <p>Secondary Supplemental & Concentration \$368,393</p>			<p>coordinating professional learning, helping ensure that district instructional priorities are consistently implemented across schools. Their work has supported system-wide alignment in areas such as A-G requirements, the ALD rollout, counseling coordination, and instructional supports tied to Tier 1 quality first instruction. Executive Directors have also provided ongoing guidance to site leaders and teachers in strengthening implementation for multilingual learners, foster youth, homeless students, and students from low-income backgrounds, consistent with the intent of the action. This centralized support</p>			

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
				structure has increased coherence across departments, reduced fragmentation of PD offerings, and built leadership capacity at the site level, resulting in more targeted instructional support and improved access to professional learning opportunities.			
3.6	<p>Multilingual Learners Curriculum Training, Collaboration and department Professional Development</p> <p>Elementary and Secondary - 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.</p> <p>As part of our commitment to continuous improvement, we will facilitate monthly collaborative professional development sessions for elementary and secondary teachers focused on Multilingual learners. Our goal is to enhance student outcomes and create an equitable environment where students thrive across all subjects.</p> <p>Multilingual Services staff members will attend professional development with organizations</p>	No	Ongoing Implementation	Multilingual team members have participated in professional learning including the following: Jose Medina Educational Solutions; Ellevation; West Ed; Improving Outcomes for Multilingual Students with Exceptional Needs (MUSE); Californian's Together; The Dynamics of Cross-Linguistic Instruction with Dr. Dorta-		\$35,000.00	\$0.00

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
	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.			Duque de Reyes; the Center for Applied Linguistics; the ERWC; the Multilingual Learner Collaborative (SCOE); etc.			
3.7	Ethnic Studies Interdisciplinary Programs Secondary - Accelerate and deepen the development of Ethnic Studies through intentional site based implementation of an interdisciplinary approach to culturally relevant pedagogy beyond the graduation requirement. This includes a site based Ethnic Studies Program Specialist working one full day a week at three high school sites and one middle school site, paid for by school site SPSAs. The district office will direct .2 FTE of the Ethnic Studies Program Specialist work to ensure every site across the district has access to support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and systematic way, accelerating programmatic efficacy in a focused and coherent manner. In addition, multiple levels of professional development, focused on teacher understanding, instructional practices, and pedagogy will continue, along with dedicated professional development for administrative leadership to support site program implementation. SRCS	Yes	Ongoing Implementation	This year we worked with the Ethnic Studies Committee to support the development of two additional courses that can meet the ETHS graduation requirement. The new ETHS World History course will support a historical global grounding in the pedagogy for ETHS, the new ETHS Pop Culture Course will serve as an additional		\$200,000.00	\$19,230.00

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
	<p>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.</p> <p>Elementary Supplemental & Concentration \$0</p> <p>Secondary Supplemental & Concentration \$50,000</p>			<p>elective that integrates high interest topics. The Ethnic Studies Program Specialist supports ETHS teachers with lesson development and demonstration lessons. We terminated the consultant contract and did not offer PD days for ETHS in 2025-26.</p>			
3.8	<p>Multi-tiered Systems of Support (MTSS) Professional Development Secondary - 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.</p>	No	Planned	<p>Still in the planning phase of organizing appropriate training for the MTSS Counselors. Counselors meet monthly online with district support.</p>		\$14,000.00	\$0.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$169,839,192	\$170,398,713
LCFF Supplemental/Concentration Grants	\$26,458,878	\$26,567,486

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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	Sarah Cranke Imperato Principal	simperato@srcs.k12.ca.us 707-890-3920

Goal 1

Goal Description

Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects. As a dependent charter school focused on Arts instruction, it is imperative that we are able to provide robust Arts programming to our students as it is specified in our Charter document. All students will increase in their academic achievement levels on state, local and observational measures. The Arts Charter has developed this goal to address learning loss and equity in terms of what students have access to and the resulting outcomes. Our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen. Arts integrated professional development for teachers will also support intervention for all subjects and specifically in English and Math.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.2	VAPA performance event participation	Bi-monthly	VAPA performances continue to support in depth learning for students to perform via art integration (i.e. weather report showcasing tableau and visual literacy, monthly assemblies, school day and evening performances). These are highly attended events and continue to grow.		At the midyear point, students across grade levels have actively showcased their learning and creativity through a variety of performances and exhibitions. Elementary students have participated in monthly performances recognized at Narwhal Assemblies, classroom AI presentations, publishing parties, and a schoolwide Maker's Faire where students sold their art projects. Middle school students presented drama productions and music performances for families and peers, while the school dance troupe performed at the Halloween parade, engaging the entire school community and families.	SRCSA will continue holding regular arts performances throughout each school year. These performances may include music, dance, drama, and visual fine arts showcases as presentations for grade levels, schools, families, and other venues.
1.3	Students served on a daily basis through music, drama, and art	Weekly	All students at the Arts Charter have been		At the midyear point, students in grades	SRCSA's target for year 3 outcome in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	programs via art integration and support with specialty teachers.		supported through art integration and will continue throughout the second semester as well. Art specialty teachers have been working with core content teachers and supporting interventions throughout the day in grade band segments.		TK–8 continue to be served daily through integrated music, drama, and visual art instruction supported by specialty teachers. Implementation data show consistent access to art-integrated, project-based learning experiences aligned to grade-level standards, with a particular emphasis on ELA and Math. Midyear outcomes reflect strong fidelity to art integration practices across classrooms, positioning students for continued growth toward the Year 3 goal of increased proficiency and improved academic performance through PBL and arts-based instructional strategies.	grades TK-8th is to demonstrate significant proficiency growth towards grade level standards, particularly in ELA and Math. We are focusing on achieving this through dedicated art integration and specialty teachers with project based learning as students are being supported in drama and music programs via art integration, along with specialized teaching support. Our goal is to see improved academic performance among our students, reflecting their increased proficiency in these key subjects as learned through PBL and Art Integrated practices.
1.4	SBA Math	In the 2023 Smarter Balanced Assessment (SBA) for mathematics, Santa Rosa Charter School for the Arts reported that 27% of students achieved proficiency, meaning they met or exceeded the state standard. This performance is slightly below the California state average of 33% proficiency in math. Despite this, the	In the 2024 Smarter Balanced Assessment (SBA) for mathematics, 22.64% of students at Santa Rosa Charter School for the Arts met or exceeded the state standards. While this reflects a decrease from the previous year, it highlights a continued opportunity for growth and targeted support. A notable portion of		In the 2025 Smarter Balanced Assessment (SBAC) for Mathematics, 25.29% of students at Santa Rosa Charter School for the Arts met or exceeded state standards, with 4.74% exceeding and 20.55% meeting the standard across grades 3–8. An additional 33.99% of students were nearly meeting the standard, indicating that over	All student subgroups show growth on the dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>school ranks within the top 50% of California schools for math performance. Notably, students in grades 4 and 5 demonstrated stronger outcomes, with 39% and 17% meeting or exceeding standards, respectively. However, proficiency rates declined in higher grades, with only 14% of 7th graders and 19% of 8th graders meeting or exceeding the standard.</p>	<p>students (37.36%) were close to meeting the standard, indicating that with strategic interventions, many are within reach of proficiency. The school remains committed to improving outcomes through arts integration, small group instruction, and data-driven practices that support all learners, especially those nearing grade-level expectations.</p>		<p>one-third of students are approaching grade-level proficiency and represent a key group for targeted instructional acceleration. While 40.71% of students did not meet the standard, the data highlight clear opportunities for growth through focused math interventions, arts-integrated problem solving, project-based learning, and small-group instruction designed to strengthen foundational skills and support continued progress toward proficiency.</p>	
1.5	SBA ELA	<p>In the 2023 Smarter Balanced Assessment (SBA) for English Language Arts (ELA), Santa Rosa Charter School for the Arts reported that 43.6% of students met or exceeded the state standards. This performance was slightly below the California state average of 47%. The school's proficiency rate placed it within the top 50% of California schools for ELA performance. Grade-level data indicated that 4th and 8th graders performed particularly well, with</p>	<p>In the 2024 Smarter Balanced Assessment (SBA) for English Language Arts (ELA), Santa Rosa Charter School for the Arts demonstrated notable progress, with 47.55% of students meeting or exceeding the state standards—an increase of nearly 4 percentage points from the 43.6% proficiency rate in 2023.</p>		<p>In the 2025 Smarter Balanced Assessment (SBAC) for ELA, 47.43% of students at Santa Rosa Charter School for the Arts met or exceeded state standards, with 15.02% exceeding and 32.41% meeting the standard across grades 3–8. An additional 29.25% of students were nearly meeting the standard, indicating that a significant portion of learners are close to grade-level proficiency and well positioned for targeted instructional support. While 23.32% of students did not</p>	<p>All student subgroups show growth on the dashboard.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>60% and 67% meeting or exceeding standards, respectively. Conversely, 6th and 7th graders showed lower proficiency rates, at 21% and 37%, respectively. These results highlight areas of strength and opportunities for targeted instructional support.</p>			<p>meet the standard, the overall distribution of scores highlights meaningful progress and clear opportunities for continued growth through arts integration, project-based learning, small-group instruction, and data-informed interventions, particularly for students on the cusp of proficiency.</p>	
1.6	ELPAC	<p>22/23 ELPAC (English Language Proficiency Assessments for California) results at Santa Rosa Charter School for the Arts indicated that a majority of English learner (EL) students were progressing steadily in their language development. Several students achieved Level 3 (Moderately Developed) and Level 4 (Well Developed), showing strong growth from previous years. However, a notable percentage of EL students remained at Level 2 (Somewhat Developed), indicating a continued need for targeted supports. Reclassification rates remained low, highlighting the</p>	<p>24/25 ELPAC data shows promising gains across grade levels at Santa Rosa Charter School for the Arts. A larger percentage of students reached Level 4 (Well Developed), and several students were reclassified as Fluent English Proficient, signaling effective support strategies and increased access to academic language. Fewer students are performing at Level 1 (Minimally Developed), and many students who were previously at Level 2 have now progressed to Level 3 or higher. These outcomes reflect the school's strengthened focus on integrated and designated ELD instruction, staff</p>		<p>Summative ELPAC results show that English Learners at Santa Rosa Charter School for the Arts demonstrated strong overall language development. Of the 12 students assessed, 75% scored at Level 3 or Level 4, with 16.67% performing at Level 4 (Well Developed) and 58.33% at Level 3, indicating progress toward English language proficiency. An additional 25% of students scored at Level 2, with no students at Level 1, reflecting a solid foundation across the cohort. Domain-level data show particular strengths in oral language, with 83.33% of students at Levels 3</p>	<p>All EL students show growth toward mastery in each of the language domains.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		importance of ongoing intervention and support to accelerate English language acquisition, particularly for long-term English learners.	training, and arts-integrated strategies to promote language development and engagement.		or 4, while written language remains an area for continued growth, as most students are performing at the somewhat/moderately developed level. These results indicate positive language acquisition trends and inform targeted instructional supports in reading and writing to continue advancing students toward reclassification and academic success.	

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
1.2	Music Teacher Arts programming in Music education including Arts Integrated core instruction. The integration of music education into core instruction for all students will facilitate multisensory learning experiences, foster cross-curricular connections, support cognitive development, nurture creativity and innovation, and enrich students' cultural understanding. These benefits will contribute to a holistic and enriching educational experience that prepares students for success in academics and beyond. 5 days a week.	Yes	Ongoing Implementation	All students have access to art integration, music, and VAPA performance based learning. Full inclusion occurs for RISE students enrolled at the Arts Charter so that all students partake in music education.	Class schedules and prep rotation.	\$71,835.00	\$39,857.06
1.3	ELD Specialist and ELD Art Integration Specialist.	Yes	Fully Implemented	All ELD students receive small group	Class schedule and prep rotation.	\$52,100.00	\$30,235.01

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
	Serve EL students with small group daily ELD instruction. Provide a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. All levels of ELD including newcomers are able to participate in art integrated drama units. This approach will ensure that students receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic achievement and overall learning experience. 5 days a week.			daily ELD instruction, theater arts and art integration push in occur on a regular weekly schedule.			
1.4	Instructional Aide Instructional aide to provide targeted small group intervention services and other support as needed to benefit students with access to personalized learning, early intervention, and consistent academic support ultimately leading to improved student outcomes and academic success. 5 days a week.	Yes	Fully Implemented	Instructional aides rotate through classes and with small groups to support academic interventions.	Class schedule and group rotation.	\$16,654.00	\$11,440.59
1.5	Art Coordinator 1 day a week to supplement the The Art Coordinator who ensures that the school's artistic vision and mission are integrated into all aspects of education, aligning curriculum and activities with the charter's artistic focus. Embedded within this position is the test coordinator responsible for tracking and assessment data, including supporting the administration of assessments such as the English Language Proficiency Assessments for California (ELPAC) and the California	Yes	Fully Implemented	At the midyear point of the 2025 LCAP cycle, the Art Coordinator is effectively fulfilling the responsibilities of her role and making strong progress toward annual goals.	Monday intervention schedule and support varies as needed on Mondays.	\$21,559.23	\$16,051.40

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
	<p>Assessment of Student Performance and Progress (CAASPP) tests. This involves coordinating testing schedules, preparing materials, and managing test administration logistics. The Art Coordinator also provides Social-Emotional Support by collaborating with teachers and counselors to identify and address students' social-emotional needs and interventions. The Art Coordinator assists in developing and monitoring Student Assistance Plans (SAPs) for students who require additional academic support. By coordinating resources, interventions, and progress monitoring this support helps students achieve academic success. The Art Coordinator's role is multifaceted, encompassing academic support, social-emotional well-being, and adherence to the school's artistic mission and charter foundation.</p>			<p>She continues to ensure the school's artistic vision is integrated across instruction while serving as the Test Coordinator, supporting the planning, administration, and analysis of CAASPP and ELPAC assessments. In the absence of a Family Engagement Facilitator, the Art Coordinator has taken on the direct administration of the ELPAC for students, ensuring compliance and continuity of services. She also collaborates with teachers and counselors to support students' social-emotional needs and assists with the development and monitoring of Student Assistance Plans (SAPs).</p>			

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
				Overall, midyear implementation reflects strong alignment to the school's charter mission and LCAP priorities.			
1.6	<p>Drama Teacher Arts programming in Drama education including Theater Arts Integrated core instruction. Theater arts and incorporating drama into integrated core instruction at the arts charter school will enhance communication skills, foster empathy and social awareness, develop critical thinking and problem-solving abilities, build confidence, promote cultural understanding, and cultivate collaboration and teamwork. These benefits contribute to a well-rounded education that prepares students for academic success, personal growth, and active participation in society. The Drama teacher will teach a specific elective period at the middle school, push in for Art Integration and skill building support, and work with students directly to support theatrical and oratory productions including announcing at assemblies, theater art productions for families, students and staff. 5 days a week</p>	Yes		At the midyear point of the 2025 LCAP cycle, the drama program continues to strengthen student learning through consistent integration of theater arts into both core instruction and elective offerings. The drama teacher has supported arts-integrated lessons in classrooms while providing structured drama electives and leading student performances, resulting in increased student confidence, collaboration, and communication skills. Midyear evidence shows students actively		\$26,050.00	\$15,117.53

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
				applying critical thinking, creativity, and public speaking skills through rehearsals and performances, supporting both academic engagement and social-emotional growth in alignment with the school's arts-focused charter mission.			

Goal 2

Goal Description

Foster active involvement of all stakeholders, including students, parents, staff, and the community, to create a positive and inclusive school climate. Support student well-being by providing a nurturing and safe environment that promotes academic, social, and emotional growth. Strengthen our school-to-home partnership by enhancing communication, collaboration, and engagement between the school and families, ensuring a holistic approach to education 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
2.1	Panorama Survey Student Response	<p>Panorama Survey School Year 23-24</p> <p>Elementary: Supportive Relationships 85% Classroom Effort 75% Positive Feelings 58% Challenging Feelings 53% Self Efficacy 51%</p> <p>Middle: Supportive Relationships 81% Classroom Effort 69% Challenging Feelings 51% Positive Feelings 43% Self Efficacy 39%</p>	<p>Panorama Survey School Year 24-25</p> <p>Elementary: Supportive Relationships 85% Classroom Effort 74% School Safety 66% (new metric) Challenging Feelings 64% Positive Feelings 57% Self Efficacy 44%</p> <p>Middle: Supportive Relationships 77% Classroom Effort 69% School Safety 54% Challenging Feelings 43% Positive Feelings 36% Self Efficacy 19%</p>		<p>Midyear Panorama survey results indicate that students in grades 4–6 report strong social-emotional foundations, with particularly high scores in supportive relationships (88%), classroom effort (77%), and school safety (70%), all benchmarking at or above national averages. Students also demonstrated notable strengths in managing challenging feelings, scoring above the 90th percentile nationally. In grades 7–12, results show growth in key areas such as challenging feelings and self-efficacy, with meaningful gains since the last survey administration, while also identifying areas of need in positive feelings, school safety, and self-efficacy. Overall, the data reflect a supportive</p>	Continue to show growth in all areas of the Panorama Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					elementary climate and provide clear direction for continued SEL supports and targeted interventions at the secondary level to strengthen student well-being and confidence.	
2.2	Intervention Support Data	<p>SANTA ROSA CHARTER SCHOOL FOR THE ARTS YEAR-END COUNSELING DATA 2023-2024</p> <p>Number of students seen= 140 403 =Total Student population</p> <p>35% of students accessed school counseling services</p> <p>Student Self-Referrals= 46 (counseling request form, written request, not including walk-ins)</p> <p>Suicide Assessments= 8 (progressive INCREASE from start of the year)</p> <p>School Based Therapist student referrals = 7</p> <p>Two highest reasons for counseling referral= Reporting School Concerns and Social-Emotional</p>	<p>Santa Rosa Charter School for the Arts year-End Counselling Data 2024-2025</p> <p>TIER 1 SCHOOL-WIDE SEL, CLASSROOM MEETINGS, & TRAININGS</p> <p>PROFESSIONAL DEVELOPMENT: ARTS</p> <p>CHARTER COUNSELING FOR TEACHERS & STAFF PD</p> <p>COUNSELOR INTRODUCTIONS: Welcomed students and provided more information about the school counseling program</p> <p>KIMOCHIS: Over 20 lessons taught to students in grades TK, K, 1, 2, 3, equipping students to use their toolbox to manage big feelings and provide overall improvement to</p>		<p>From August 2025 through January 2026, the LCAP-funded school counselor provided comprehensive Tier 1, Tier 2, and Tier 3 social-emotional learning (SEL) services to students at Santa Rosa Charter School for the Arts. Tier 1 services emphasized school-wide prevention and skill building. These included counselor introductions to all TK–5 students, daily morning classroom check-ins for TK–2, and weekly Kimochis SEL lessons that built emotional awareness, self-regulation, and social-emotional vocabulary. Additional classroom presentations were delivered in grades 3–8 on topics such as mistreatment and bullying, upstander behavior, personal boundaries and consent, mental health, and substance</p>	<p>Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1 and 2 interventions.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Most counseling referrals come from: Grade 2,3,5</p> <p>Counselor-Initiated Restorative Referrals= 12+</p> <p>Education Meetings (SSTs/504s/Re-Entry): 28</p> <p>“Lunch Bunch” Participants= Approx. 25</p> <p>Tier 1 Classroom Interventions:</p> <p>5 consecutive weeks of KIMOCHI lessons in grades TK-2</p> <p>5 Classroom Circles: Safe, Respectful, Responsible theme in grades TK-3</p> <p>7 Vaping Prevention Presentations, in grades 5-8</p> <p>Group Counseling: 8 consecutive weeks of SEL Group for 4-6 students in grades 2 and 3.</p> <p>Monthly, grade 4.</p> <p>School Wide Program Planning: Safe School Ambassadors Program Grades 5-8 Approximately 20 students participated</p>	<p>student behavior and learning.</p> <p>KINDERGARTEN LESSONS: “Hands are not for Hitting”, “It’s Hard Being a Verb”, “Big Feelings”</p> <p>ANTI-BULLYING AWARENESS PRESENTATION & PLEDGE: grades 4-8th - Students received a 30-minute interactive presentation that proactively trained students on noticing the signs of bullying and harassment, as well as how to report, and committed to a school-wide pledge. Reports of bullying significantly decreased as a result.</p> <p>FENTANYL AWARENESS PRESENTATION: Middle School 6-8th - Students gained awareness of the dangers of Fentanyl through a collaborative presentation showing statistics, data, how to report, and get support, following the fentanyl-related deaths in the district.</p> <p>ANTI-VAPING AWARENESS</p>		<p>use prevention. Middle school students also participated in assemblies and trainings related to fentanyl awareness, suicide prevention (QPR), and substance abuse education. School-wide communication and family engagement were supported through monthly parent newsletters and a middle school parent information night.</p> <p>Tier 2 interventions focused on targeted student supports and early intervention. Services included facilitation of Student Success Team (SST) meetings, coordination and implementation of 504 plans, Safe School Ambassador small-group work, and structured Lunch Bunch groups for students in grades 1–5 to support peer relationships and social skills. The counselor also provided individual counseling support to students referred by teachers, parents, administrators, or through self-referral. Ongoing collaboration with staff and families ensured timely follow-</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>in two consecutive days of training at school. Family group meetings were held monthly.</p>	<p>PRESENTATION: Middle School (7th) - Students gained awareness of the dangers of vaping to the adolescent developing brain from both nicotine and THC substances.</p> <p>TIER 2 INDIVIDUAL STUDENT NEEDS & OUTCOMES Total Number of Students Seen - 136 (Enrollment: 371 = 36% of students accessed individual or small group counseling services) Student Self-Referrals 68, grades 4-6 - this total reflects the number of students who accessed school counseling requests through Google Form. Other self-referrals (walk-ins, written requests) were responded to, and do not reflect the total.</p> <p>The two highest reasons for counseling referral Big Emotions, Mental Health Concerns</p> <p>Number of Students Referred for counseling services by Parent or Teacher: 27</p>		<p>up, documentation, and progress monitoring for students receiving additional support.</p> <p>Tier 3 responsive services addressed higher-need student concerns and included safety planning, suicide risk evaluation, referrals to school-based therapy, and recommendations for formal assessments when appropriate. Through these layered SEL supports, the counseling program contributed to improved student well-being, school culture, and access to social-emotional and mental health supports across grade levels.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			<p>Small Group Social Skills & Lunch Bunch = 30 students participated continuously. The majority reported having gained at least one new friend this school year.</p> <p>Education & Parent Meetings (SSTs/504s/IEP Support/Re-Entries): 34</p> <p>TIER 3 RESPONSIVE SERVICES & REFERRALS</p> <p>Individual Counseling: 136 (self-referrals: 68) Students Needing Crisis Response: 20</p> <p>Suicide Risk Assessments 4 (Targeted interventions produced a 60% decrease compared to last year)</p> <p>School-Based Therapist student referrals = 5 (62.5% DECREASE from 2023-24 school year)</p> <p>THIS REPORT COVERS DATA FROM AUGUST 14, 2024, TO MAY 20, 2025</p>			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.3	SACO (PTO) Meeting Participation	SACO monthly meetings have noticed a drop in attendance this year compared to last year and are currently recruiting board members	SACO monthly meetings have grown to support more members. The board has expanded and all positions are currently filled with a new co-president. School events put on by SACO have been incredibly successful this year.		SACO has a new president and several families of our newest younger kiddos have become very active this year. All of SACO's board positions are filled and events have been well attended from August through December.	SACO will have all board positions filled by parents. There will be robust attendance at SACO meetings and volunteers will regularly support school events.
2.4	PAB Meeting Participation	All PAB board positions are filled. Middle school will need to recruit two students for youth voice on PAB board.	All PAB board positions are filled and attended regularly with a full quorum.		The PAB board has expanded to include the school site council with our new Title I status. We now have several middle school students on the PAB board attending regular monthly meetings.	PAB will have all board positions filled and all meetings will be attended by the majority of the board.

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	Counselor Position Continue to improve upon school wide implementation of social emotional/character education program. Provide students with emotional well being and academic supports as well as counseling and intervention services.	Yes	Fully Implemented	Student needs are being met with counselor interventions, 504s and SSTs are planned and held with fidelity to support students, and classroom push in happens regularly with a school wide intervention counselor.	Aeries intervention data, daily schedule and push in support.	\$79,519.00	\$94,892.87

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
2.2	School Safety Advisor School climate, culture and safety will be supported by proactively building relationships, deescalating conflicts using trauma-informed and restorative practices, and offering consistent supervision and intervention.	Yes	Ongoing Implementation	This is the first year that our site has had a School Safety Advisor and the students have benefitted from restorative practices led by the SSA, campus climate is consistently upheld with relationship building and Panorama results show that students feel safer on campus with supportive adults that they trust.	Aeries intervention data and daily schedule.	\$73,795.00	\$0.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$4,201,313	\$4,208,077
LCFF Supplemental/Concentration Grants	\$335,766	\$333,488

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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	Daryl Coryell Principal	dcoryell@srcs.k12.ca.us 707-890-3860 ext 33105

Goal 1

Goal Description

Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA, CAASPP Math, and CAST	<p>CAASPP ELA 2022-2023 41.27% Standard Exceeded 40.48% Standard Met 13.49% Standard Nearly Met 4.76% Standard Not Met</p> <p>CAASPP Math 2022-2023 58.27% Standard Exceeded 25.20% Standard Met 11.81% Standard Nearly Met 4.72% Standard Not Met</p> <p>CAST Science 2022-2023 46.88% Standard Exceeded 26.56% Standard Met 26.56% Standard Nearly Met 0% Standard Not Met</p>	<p>CAASPP ELA 2023-2024 51.18% Standard Exceeded 29.92% Standard Met 15.75% Standard Nearly Met 3.15% Standard Not Met</p> <p>CAASPP Math 2023-2024 64.57% Standard Exceeded 19.69% Standard Met 11.02% Standard Nearly Met 4.72% Standard Not Met</p> <p>CAST Science 2023-2024 52.38% Standard Exceeded 30.16% Standard Met 17.46% Standard Nearly Met 0% Standard Not Met</p>		<p>CAASPP ELA 2024-2025 60.71% Standard Exceeded 20.47% Standard Met 10.65% Standard Nearly Met 5.48% Standard Not Met</p> <p>CAASPP Math 2024-2025 58.32% Standard Exceeded 25.67% Standard Met 12.38% Standard Nearly Met 3.72% Standard Not Met</p> <p>CAST Science 2024-2025 41.3% Standard Exceeded 38.1% Standard Met 19.0% Standard Nearly Met 1.6% Standard Not Met</p>	The average score for all students including subgroups will be at or above grade level standards.
1.2	LGL ADAM	<p>LGL ADAM SCORES 2023-2024</p> <p>5th Grade (8/14/2023-11/1/2023)</p>	LGL ADAM SCORES 2024-2025			The average score for all students including subgroups will be at or above "Proficient" by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Above: 3.2% Proficient: 60.3% Emergent: 36.5%	5th Grade: NA (Used district supported iReady assessment)			the end of the school year.
		5th Grade (11/2/2023-3/1/2024) Above: 23.4% Proficient: 68.8% Emergent: 7.8%	6th Grade (8/14/24-11/20/24) Above: 38.1% Proficient: 47.6% Emergent: 14.3%			
		6th Grade (8/14/2023-11/1/2023) Above: 18.0% Proficient: 37.7% Emergent: 44.3%	6th Grade (12/1/2024-3/1/2025) Above: 53.1% Proficient: 35.9% Emergent: 10.9%			
		6th Grade (11/2/2023-3/1/2024) Above: 38.1% Proficient: 36.5% Emergent: 25.4%				
1.3	Renaissance Star Reading	RENAISSANCE STAR READING SCORES SPRING 2024 5th Grade Average GE (Grade Equivalent): 8.5 6th Grade Average GE (Grade Equivalent): 8.3	RENAISSANCE STAR READING SCORES SPRING 2025 5th Grade Average GE (Grade Equivalent): 9.9 6th Grade Average GE (Grade Equivalent): 11.0			All students will score at or above grade level on their Renaissance Star Reading test.
1.4	iReady Data (New for 24-25 School Year)	iReady Data: Spring Diagnostic 5th Grade Reading: Mid or Above Grade Level: 69% Early On Grade Level: 19% One Grade Level Below: 8%	Baseline is the Year 1 Outcome (iReady was implemented during the 24-25 school year)		5th Grade Reading: Mid or Above Grade Level: 69.13% Early On Grade Level: 17.7% One Grade Level Below: 11.3% Two Grade Levels Below: 1.6% Three or More Grade Levels Below: 0%	All students will score at or above grade level on their iReady Spring Diagnostic assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Two Grade Levels Below: 3%</p> <p>Three or More Grade Levels Below: 0%</p> <p>5th Grade Math: Mid or Above Grade Level: 73%</p> <p>Early On Grade Level: 17%</p> <p>One Grade Level Below: 8%</p> <p>Two Grade Levels Below: 2%</p> <p>Three or More Grade Levels Below: 0%</p> <p>6th Grade Reading: Mid or Above Grade Level: 79%</p> <p>Early On Grade Level: 11%</p> <p>One Grade Level Below: 10%</p> <p>Two Grade Levels Below: 0%</p> <p>Three or More Grade Levels Below: 0%</p> <p>6th Grade Math: Mid or Above Grade Level: 77%</p> <p>Early On Grade Level: 16%</p> <p>One Grade Level Below: 7%</p> <p>Two Grade Levels Below: 0%</p> <p>Three or More Grade Levels Below: 0%</p>			<p>5th Grade Math: Mid or Above Grade Level: 67.2%</p> <p>Early On Grade Level: 26.6%</p> <p>One Grade Level Below: 3.1%</p> <p>Two Grade Levels Below: 3.1%</p> <p>Three or More Grade Levels Below: 0%</p> <p>6th Grade Reading: Mid or Above Grade Level: 74.6%</p> <p>Early On Grade Level: 20.6%</p> <p>One Grade Level Below: 3.2%</p> <p>Two Grade Levels Below: 1.6%</p> <p>Three or More Grade Levels Below: 0%</p> <p>6th Grade Math: Mid or Above Grade Level: 74.16%</p> <p>Early On Grade Level: 19.0%</p> <p>One Grade Level Below: 6.3%</p> <p>Two Grade Levels Below: 0%</p> <p>Three or More Grade Levels Below: 0%</p>	

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	<p>Implementation of Robust Curriculum</p> <ul style="list-style-type: none"> Students will experience tiered activities to provide challenge at their individual level, including both advanced and at risk groups. The curriculum of depth, complexity, and novelty will be present in all classrooms. Students will be engaged in critical thinking, and complex tasks. Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program. <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."</p>	Yes	Ongoing Implementation			\$4,000.00	\$0.00
1.2	<p>Technology</p> <ul style="list-style-type: none"> Students will have a personal Chromebook. Students will have a personal gmail account, and access to assignments through google classroom, and access to other applications in the Google suite. Students will have access to other online learning programs to support individualized progress on content standards. 	Yes	Fully Implemented			\$7,500.00	\$2,276.58

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
1.3	<p>"Real World Experiences"</p> <ul style="list-style-type: none"> Students will participate in field trips and excursions in the community and surrounding areas 6th graders will attend Science Camp Guest Speakers will be invited to present to the students on areas of expertise and experiences 	Yes	Ongoing Implementation			\$4,000.00	\$0.00
1.4	<p>Assessments</p> <ul style="list-style-type: none"> Teachers will use multiple assessment tools to gauge student progress and to inform instruction. <p>Renaissance Assessment - Star Reading LGL ADAM for Math CAASPP Testing iReady (new for the 2024-2025 school year)</p> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Use data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning."</p>	Yes	Partially Implemented			\$7,000.00	\$0.00

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
1.5	<p>Student Academic Support and Enrichment</p> <ul style="list-style-type: none"> Academic support will be provided for struggling students. Enrichment opportunities will also be provided <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels."</p>	Yes	Fully Implemented			\$7,000.00	\$2,707.86
1.6	<p>Professional Development Collaboration Time</p> <ul style="list-style-type: none"> Professional development to support every staff member in CC, GATE, and NGSS. Teachers will attend Professional Conferences (CAG)and trainings during the school year <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects"</p>	Yes	Ongoing Implementation			\$3,000.00	\$0.00

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
	to enhance student learning outcomes and achievement for all students."						

Goal 2

Goal Description

Santa Rosa Accelerated Charter School will provide a safe, welcoming, and inclusive climate for all students and their families.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Attendance Data	During the 23-24 school year, SRACS had a 96.32% daily attendance rate.	During the 24-25 school year, SRACS had a 96.73% daily attendance rate.		During the 25-26 school year, SRACS had a 97.04% daily attendance rate.	98% ADA
2.2	Incidents of Discipline	23-24 School Year We have had two students suspended, each for a half day.	24-25 School Year We have had zero students suspended this year.		25-26 School Year We have had zero students suspended this year.	0 suspensions- The goal is for Restorative Processes to address all disciplinary needs resulting in zero suspensions.
2.3	Parent Participation Data	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members		All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members	100% parent participation in some form (volunteering, donation, field trip chaperon, etc.)
2.4	Youth Truth Survey Data	January 2024 Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much Student Scores: Engagement 2.80 Academic Challenge 2.33 Instructional Methods 2.51 Culture 2.31 Belonging 2.44 Relationships 2.56 Family Scale (1-5): 1= Strongly disagree	January 2025 Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much Student Scores: Engagement 2.82 Academic Challenge 2.45 Instructional Methods 2.54 Culture 2.26 Belonging 2.47 Relationships 2.63 Family Scale (1-5):		Youth Truth Survey is being completed by January 30, 2026	Continue to improve our YouthTruth Survey scores by addressing areas of concern.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>3= Neither agree nor disagree 5= Strongly agree</p> <p>Family Scores: Engagement 4.02 Relationships 4.25 Culture 4.45 Communication & Feedback 3.44 Resources 4.29 School Safety 4.24</p> <p>Staff Survey No Data for January 2024</p>	<p>1= Strongly disagree 3= Neither agree nor disagree 5= Strongly agree</p> <p>Family Scores: Engagement 4.09 Relationships 4.49 Culture 4.38 Communication & Feedback 3.83 Resources 4.44 School Safety 4.21</p> <p>Staff Survey No Data for January 2024</p>			
2.5	Panorama Survey Data	<p>Spring 23/24 Responses</p> <p>87% of students responded favorably about Supportive Relationships (1% higher than the SRCS average)</p> <p>80% of students responded favorably about Classroom Effort (8% higher than the SRCS average)</p> <p>72% of students responded favorably about Challenging Feelings (16% higher than the SRCS average)</p> <p>65% of students responded favorably about Self-Efficacy</p>	<p>No Spring Panorama Survey for 24/25 School Year (SRCS implemented a Cell Phone Survey)</p> <p>Fall 2024 Responses: 90% of students responded favorably about Supportive Relationships (3% higher than the SRCS average)</p> <p>83% of students responded favorably about Classroom Effort (12% higher than the SRCS average)</p> <p>73% of students responded favorably about Challenging Feelings (15% higher than the SRCS average)</p>		<p>Fall 2025 Responses: 86% of students responded favorably about Supportive Relationships (3% higher than the SRCS average)</p> <p>79% of students responded favorably about Classroom Effort (12% higher than the SRCS average)</p> <p>74% of students responded favorably about Challenging Feelings (15% higher than the SRCS average)</p> <p>56% of students responded favorably about Self-Efficacy</p>	Continue to provide Social Emotional Education and support programs to address student concerns and "red flags" addressed in the Panorama Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(14% higher than the SRCS average) 61% of students responded favorably about Positive Feelings (3% higher than the SRCS average)	than the SRCS average) 60% of students responded favorably about Self-Efficacy (18% higher than the SRCS average) 68% of students responded favorably about Positive Feelings (9% higher than the SRCS average) 87% of students responded favorable about School Safety (22% higher than the SRCS average)		(18% higher than the SRCS average) 64% of students responded favorably about Positive Feelings (9% higher than the SRCS average) 84% of students responded favorable about School Safety (22% higher than the SRCS average)	

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	Personnel to support SEL of students <ul style="list-style-type: none"> SRACS will contract with SRCS to supply counseling support. SRACS will contract with other counseling services as needed. SRACS will contract with SRCS for a case manager for students w/ IEPs & 504s A lead teacher will be designated 	Yes	Fully Implemented			\$0.00	\$13,886.93

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
2.2	<p>Programs to support SEL of students</p> <ul style="list-style-type: none"> • SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior. • Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others. • Staff will work proactively to ensure every student feels welcome and safe. • Classroom activities will support a safe school climate. <p>Purchase of SEL programs Training for staff in SEL programs Assemblies</p>	Yes	Ongoing Implementation			\$0.00	\$500.00
2.3	<p>Communication to encourage family engagement and community involvement</p> <p>School wide: SRACS will engage in regular communication with all educational partners including</p> <ul style="list-style-type: none"> • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff. <p>Classroom: Teachers will keep parents informed of important events and updates as needed.</p>	Yes	Ongoing Implementation			\$0.00	\$0.00

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
2.4							

Goal 3

Goal Description

The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Number of vacancies with the goal to be fully staffed	SRACS was without an art teacher for the 23-24 school year. All other positions have been filled. We have two new teachers who replaced two who retired.	SRACS was fully staffed for the 24-25 school year: 4 teachers, 1 office manager, 1 instructional assistant/yard duty, 1 yard duty, 1 art teacher, 1 band teacher, 1 orchestra teacher, and 1 PE teacher		SRACS is fully staffed except for the Art teacher position which we are in the process of moving a candidate forward for hire.	All positions fully staffed with no vacancies
3.2	Fully furnished classrooms with teaching technology	All four homeroom classrooms are fully furnished. New desks were purchased last year for one of our classrooms.	All four homeroom classrooms remain fully furnished. No new furniture was purchased for the 24-25 school year.		All four homeroom classrooms remain fully furnished.	Replace aging furniture and teaching technology on a rotating schedule
3.3	FIT Report	23/24 Overall Rating School Rating was Good	24/25 Overall Rating School Rating was Good		24/25 Overall Rating School Rating was Good	To Maintain a 90% or above in all categories
3.4	Student Technology	All students have a personal Chromebook.	All students have a personal Chromebook.		All students have access to a chromebook within the classroom setting.	Maintain the 1:1 program with fully functioning student devices

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	Staffing of teachers and support staff <ul style="list-style-type: none"> Recruit and retain quality staff. 	No Yes	Ongoing Implementation			\$4,497.63	\$1,378.68

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
	<ul style="list-style-type: none"> Instructional aide who supports all four classrooms. 						
3.2	<p>Classroom Technology/Equipment</p> <ul style="list-style-type: none"> Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer. Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment. 	No Yes	Fully Implemented			\$2,000.00	\$0.00
3.3	<p>Student technology</p> <ul style="list-style-type: none"> All students will have a functional personal device/ Each classroom will have devices for student use. 	Yes	Fully Implemented			\$0.00	\$0.00

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$1,347,510	\$1,360,881
LCFF Supplemental/Concentration Grants	\$38,115	\$45,656



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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	Gabriela Mendoza-Torres Interim Principal	gmendozatorres@srcs.k12.ca.us 707-890-3890

Goal 1

Goal Description

CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measure on the ELPAC and CAASPP by 5% each year.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	2023 California School Dashboard for ELA, Math, and English Learner progress as well as teacher feedback.	Our current score is CAASPP are as follows: 3rd-8th grade; 25.09% met or exceeded in ELA and 13% in Math. We were able to reclassify 60 students 2023	CAASPP scores for 2024 are as follows: ELA 22.76 met or exceeded and Math: 16.20% of met or exceeded			Increased in CAASPP scores by 5% and continue to reclassify students through the ELPAC process

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	Online Educational Platforms Continue to purchase online academic programs for English Language Development, Spanish Language Development, English Language Arts and Math. Reflex Math, Star Reading, Newsela, Learning A-Z, Go Guardian, Lets go Learn, Renaissance Learning, Etc.	Yes	Ongoing Implementation	Rennaissance Learning or STAR Reading are no longer being used at CCLA. The rest of the platforms are being utilized.		\$20,000.00	\$6,475.06
1.2	Teachers on Special 2 2 TOSAs will be dedicated to ensure that we are meeting the needs academically via reclassification and working in small groups to target Language Acquisition. 1 TOSA will work to support teachers to create classrooms that	Yes	Fully Implemented	The TOSAs continue to support the student interventions through the RTI		\$566,963.20	\$76,152.36

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
	are focused on student learning and engagement. They will also work school wide to ensure we addressing the school culture to reduce suspension rates and chronic absenteeism.			(MTSS) process and support with the reclassification process for TK-6 grade.			
1.3	Bilingual Instructional Assistants Lower Elementary will retain 3 IA's to support in the area of early literacy in Spanish. Upper grades will have 3 IA's who will support in English Language Acquisition to ensure that our EL's students are receiving the support they need to be reclassified. As well as 2 IA's that will be supporting our EL students in Middle School.	Yes	Partially Implemented	The 6 bilingual assistants are a strong team to support student intervention during the RTI (MTSS) process for our TK-6 grade. One bilingual assistant is supporting our 7-8 grade classes and need to continue to hire the second IA.		\$468,188.22	\$163,418.98
1.4	Colors of Spanish(Music Consultant) Colors of Spanish music and movement will offer weekly Spanish Language Development classes in Tk- 1st grade	Yes	Fully Implemented	TK-1 grade students are receiving weekly enrichment, promoting language acquisition.		\$30,372.00	\$24,305.20
1.5	Extended Learning Opportunities Continue to offer extended learning opportunities for students after school (CSI)	No	Fully Implemented	Offering afterschool tutoring Tk-8 grade.		\$25,000.00	\$1,618.28
1.6	Receptionist .75 FTE Bilingual receptionist .75 FTE	Yes	Fully Implemented	The receptionist is consistent in supporting the		\$55,530.48	\$38,235.11

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
				wide variety of office needs.			
1.7	Library Tech This would allow for our library to be open during the hours that the students are here.	Yes	Fully Implemented	The library tech has supported the chromebook distribution and collection.		\$16,000.00	\$3,668.20
1.8	Subscriptions Subscription to AVID for elementary and secondary	Yes	Fully Implemented	Offering two sections of AVID for 7-8 grade students and professional development opportunity for the staff.		\$5,944.00	\$0.00
1.9	Summer School Provide summer school for students who would benefit from extended time at school	Yes	Fully Implemented	A K-6 grade summer school program will be offered in June 2026.		\$52,000.00	\$1,596.37
1.10	Technology/ Hardware Purchase additional technology and or repair to ensure academic continuum	Yes	Fully Implemented	Continue to support the technology need as the repairs arise.		\$5,000.00	\$0.00
1.11	Materials and supplies Continue to support supplemental materials for the teachers to support all aspects of student learning	Yes	Fully Implemented	Supplemental materials are being purchased.		\$62,000.00	\$14,653.19
1.12	Teacher extended day	Yes	Fully Implemented	Continue to work on the RTI		\$40,000.00	\$1,232.55

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
	Teachers will be able to take release days and work afterschool on vertical alignment, looking and data as well as meeting with parents on student progress			(MTSS) work of establishing PLT and using common formative assessments to guide intervention.			
1.13	ELD and Newcomer Sections 1 Certificated FTE for ELD and Newcomer Sections as Reflected in the Existing Master Schedule	Yes	Fully Implemented	In the secondary master schedule we offer one newcomer section and two ALD sections to support language acquisition.		\$130,000.00	\$91,187.75
1.14	Vice Principal -Attend SST/504/IEP -Student activities, ASB, Athletics -Liaison to Boys & girls, LARC, Counseling -Youthtruth and Panorama survey gathering -Safety Plan -Article 6 -SART/SARB -Coordinate CAASPP	No	Fully Implemented	The vice principal has supported all systems outlined and continues to create impact on the site.		\$198,444.87	\$0.00

Goal 2

Goal Description

CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard.

3 full-time Counselor to facilitate the implementation of lunch bunch, SEL Program of Toolbox and participate in Tier 2 Care Team support, SSTs, 504s, one-to-one support and refer to inhouse and out of house therapists.

Two full time Restorative Specialists will work with students to help with conflict management, pre-circles, circles, communication between student-teachers and students-students and suspension re-entries.

The School & Climate Teacher on Special Assignment will work with classroom teachers to implement Tier I Interventions and provide Professional Development on student engagement strategies in the classroom so that students will be successful during their academic school day.

A school will contract with Humanidad Therapy to offer 4 therapists for TK-8 students which will help support 75 students at any one time.

Programs that support Social Emotional Learning during lunch with sports, after school sports programs, clubs and equipment.

two full time campus supervisor to help administration with campus security and truancy issue and other incentive programs to engage all students.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	2023 California School Dashboard in the areas of Chronic Absenteeism and Suspensions for the year.	Suspension rate: 9% suspended at least one day Chronic Absenteeism is 32%	Suspension rate: 8.3% it declined by .7% Chronic Absenteeism: 21.8% it declined by 10%			Suspension rate below 5% and reduce chronic absenteeism by 10%

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	Counselor Continue to provide extra resources to our students as it relates to their academics and social emotional wellness.	Yes	Fully Implemented	Students are receiving SEL classroom lessons, group counseling, individual counseling.		\$98,061.06	\$30,181.28

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
2.2	Additional funding for other services Continue to support our music, outdoor and other programs that support and engage our students.	Yes	Fully Implemented	Students will be attending the 6th grade camp and other field trips.		\$25,000.00	\$6,365.00
2.3	Campus Supervisors/ Student Safety Advisors Campus supervisors/ Student Safety Advisors to support student safety and provide other adults for student to engage with	Yes	Fully Implemented	The SSAs have been proactive in their work by establishing restorative practices norms while working with students, repairing the harm circles and supporting whole class circles. Semester two the SSA team will be holding groups after school to build upon restorative practices emphasizing connection.		\$155,093.53	\$96,827.01
2.4	Parent involvement Opportunities Continue to encourage parent involvement to participate during and after school activities.	No	Fully Implemented	Successfully engaging parents/guardians during monthly coffee chats, ELAC meetings, BAB, Back to school and parent teacher conference, along with student presentations.		\$3,000.00	\$2,410.77

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
2.5	Counselor Retain our 2 counselors to facilitate implementation of BEST plus and Tool Box program. To promote social/emotional development including implementation of our multi-tiered system to supports	Yes	Fully Implemented	Students are receiving SEL classroom lessons, group counseling, individual counseling.		\$196,691.93	\$75,943.69
2.6	Family engagement Facilitators 2 FTE of Family Engagement Facilitators to bring in families and help with our EL students.	Yes	Ongoing Implementation	CCLA has one FEF who has supported families with volunteer requirements, accessing Aeries, completing their data validation, reclassification process,		\$141,211.67	\$49,114.86
2.7	Restorative Specialist 2 FTE Restorative Specialist who will support our student in restorative practices and will also serve in our CARE team. They will also facilitate student groups to improve school culture and climate through pre circles, circles and conflict management and engagement with students during lunch and after school.	Yes	Partially Implemented	CCLA has one restorative support three days out the week. Supporting our RTI tier two support, organizing classroom circles and professional development.		\$146,189.09	\$2,772.62
2.8	Humanidad Therapy School based therapy	Yes	Fully Implemented	Through Humanidad Therapy 36 students have received one on one therapy continuing to impact their overall		\$143,000.00	\$71,500.00

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
				academic success.			
2.9	Student Incentives We want to provide student incentives for all grades to promote student engagement	Yes	Fully Implemented	Monthly challenges for 7-8 grade students creating a culture of wanted expected behavior and building community through kindness.		\$25,000.00	\$1,978.30
2.10	Social emotional Learning Programs and activities to support social emotional learning for students: National Academy of Athletics, Portuguese Futbol Academy, Clubs during recess, Recess Equipment, assemblies.	Yes	Fully Implemented	Students are engaged in activities through break and lunch time.		\$60,000.00	\$16,901.00
2.11	Athletics Funding for our Athletic programs for grades 6-8th	Yes	Fully Implemented	6-8 grade students have had access to the athletic program increasing Quetzal pride and belonging to CCLA.		\$20,000.00	\$0.00
2.12	Increasing School to Home communication Support all communication	No	Fully Implemented	Supporting all our feedback metrics to with the parents/guardian.		\$2,000.00	\$0.00
2.13	Field Trips Provide field trips to our students KA-8th grade to enhance their academic day	Yes	Fully Implemented	Supporting learning outside		\$16,000.00	\$2,009.74

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
				of the classroom.			

Goal 3

Goal Description
CCLA will increase the number of teachers participating in grade level/ department release days as well as TWDI professional development. Each teacher will participate in PLC to look at data and to implement focused academic/ behavioral goals with students and parents.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	number of teachers participating in professional development and collaboration	89% of teachers have participated	We are about 92% of teachers trained			100% of staff attending professional development

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	Release time for collaboration Release days for all staff to continue working on scope and sequence using common core standards. Provide opportunities for staff to attend math and language arts conferences.	Yes	Fully Implemented	Continuing to support staff learning opportunities impacting student learning. Selecting essential standards across the gradelevels.		\$35,000.00	\$18,193.80

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$10,360,285	\$9,050,780
LCFF Supplemental/Concentration Grants	\$2,317,466	\$2,034,027



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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, Santa Rosa French-American Charter School	Evelyn Anderson Principal	eanderson@srcs.k12.ca.us (707) 890-3930, ext. 73105

Goal 1

Goal Description

SRFACS educators will provide student-centered teaching and learning opportunities in order to maximize student growth toward meeting or exceeding standards with an emphasis in the area of Mathematics.

Focus Goal: Pupil Achievement: Remove barriers and provide opportunities to further personal and academic success with the desired outcome of an increase of the number of unduplicated students meeting or exceeding standard as measured by the CAASPP/SBAC mathematics assessment by 2% annually.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of Socioeconomically disadvantaged students who meet or exceed standard.	On the 2022-2023 SY CAASPP SBAC, 44.73% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math.	On the 2023-2024 SY CAASPP SBAC, 35.21% of socio-economically disadvantaged students in all grades met or exceeded standards in Math.	The 2024-2025 CAASPP exams showed 38.61% of socially-economically disadvantaged students in all grades met or exceeded standard in math. 55.55% of SED 6th graders met or exceeded standards.	Pending 2025-2026 CAASPP Smarter Balance Summative Assessments to be taken in the Spring 2026.	At least 51% of Socioeconomically disadvantaged students will meet or exceed standard in Math
1.2	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of English Learner students who meet or exceed standard.	On the 2022-2023 SY CAASPP SBAC, 45.71% of students identified as Ever-English Learners in all grades met or exceeded standard in Math.	On the 2023-2024 SY CAASPP SBAC, 38.89% of students identified as Ever-English Learners in all grades met or exceeded standards in Math.	The 2024-2025 CAASPP exams showed 31.11% of Ever-EL students in all grades met or exceeded standard in math.	Pending 2025-2026 CAASPP Smarter Balance Summative Assessments to be taken in the Spring 2026.	At least 41% of English Learner students will meet or exceed standard in Math.

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	Provide academic support of EL and SED students. Using Tier 1 academic measurements including iReady and the French National Grade Level Evaluations, our school will	Yes	Ongoing Implementation	A majority of EL and SED students are below grade level according	Growth for some students on local iReady assessments. SRFACS will continue to monitor, meet with	\$75,916.05	\$79,648.09

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
	<p>identify unduplicated students who need additional supports.</p> <p>Continue grade-level interventions by teachers and TOSA to support SED and EL students with a particular focus on academic language in Mathematics.</p> <p>Identify and establish extended learning opportunities to support targeted tutoring.</p>			<p>to local assessments. For some there is slow growth.</p>	<p>families and assess as appropriate.</p>		
1.2	<p>Increase programs and services that improve student outcomes</p> <p>Support Multilingual learners with whole-child interventions.</p> <p>Provide collaboration opportunities to develop and implement units and projects that will link California Common Core standards and the French Ministry of Education standards in grade TK-6.</p> <p>Provide manipulatives for differentiated classroom instruction.</p> <p>Provide targeted tutoring support in math for unduplicated students,</p> <p>Teachers will refer unduplicated students to the CARE team as needed. CARE Team will refer students to the TOSA for tutoring as appropriate and/or CARE Team may request an SST meeting to discuss best practice interventions to support a student.</p>	Yes	Ongoing Implementation	<p>Before and after school tutoring is provided daily for unduplicated students.</p>	<p>SRFACS is developing a process for triangulating participating in tutoring, grades and i-Ready measures to better analyze the effectiveness of the tutoring.</p> <p>SRFASC is developing a system for gathering data such as local formative assessment and grade level goals and expectations to confirm students with highest needs for intervention.</p>	\$107,338.53	\$0.00
1.3	<p>Provide academic support of EL and SED students</p>	Yes	Ongoing Implementation	<p>Before and after school tutoring is being</p>	<p>SRFACS is developing a process for triangulating</p>	\$81,245.28	\$5,775.53

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
	<p>Increase academic interventions for struggling students.</p> <p>Teachers will use iReady and grade level assessments including Acadience and the French National Evaluations to organize small groups for additional support.</p>			<p>organized and implemented by the TOSA.</p>	<p>participating in tutoring, grades and i-Ready measures to better analyze the effectiveness of the tutoring.</p> <p>The team will gather data such as local formative assessment and grades.</p>		

Goal 2

Goal Description

Broad Goal: Engage students and improve students outcomes by Reducing Chronic Absenteeism as measured by the CDE dashboard with a goal of reducing chronic absenteeism by 2% annually through Tier 1 supports and Communication.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	SRFACS will reduce chronic absenteeism 2% each year with the target goal of chronic absenteeism of less than 18.8% chronic absenteeism as an outcome in year three as measured by the CDE Dashboard.	Chronic Absenteeism was 24.8% on the 2023 CDE dashboard.	Chronic Absenteeism reduced to 12.8% on the 2024 CDE dashboard.	The 2025 CDE Dashboard shows SRFACS Chronic Absenteeism as green, with a rate of 8.8% chronically absent.	SRFACS school-wide attendance rate is staying strong and improving.	Less than 18.8% chronic absenteeism

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	Increase Parent awareness regarding attendance. SRFACS will increase and reinforce communication with parents regarding the importance of school attendance. School Leadership, parent and community groups will provide frequent, consistent messaging regarding attendance.	No	Ongoing Implementation	School-wide attendance on 1/16/26 was 97.23%.	Chronic absenteeism is dropping, but some families continue to need support. Areas of concern include student anxiety and lack of transportation. Incentives such as a lottery for students who are present are showing positive results. Starting to implement more, especially on the day back from three-day weekends.	\$0.00	\$0.00
2.2	Student engagement in school SRFACS teachers and leadership will give students reminders and incentives to attend school. Staff will reinforce the value of being in school in order to learn. Incentives will be	No	Ongoing Implementation	When incentives were promised on a specific date, school-wide	Focused incentives such as reward opportunities to attend school improve attendance.	\$0.00	\$0.00

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
	provided to classes that demonstrate excellent or improved attendance.			attendance reached 97.97%. Special "Spirit Days" demonstrate increased attendance.	Special classroom activities encourage students to attend school. There is higher attendance on "Spirit" and other special days.		
2.3	<p>Social-emotional Students and parents often cite anxiety as a hindrance for getting to school. Increased messaging regarding school attendance will include the social-emotional impacts of missing school such as the emotional stress of falling behind because of missed lessons and the stress from needing to get back in the routine of getting to school. There may be an impact on friendships when students miss school. Tier 1 supports including Restorative practices, counseling and a welcoming classroom environment will be provided to address student needs and keep students positively connected to school. Teachers and support staff make it a priority to keep students connected to learning and classroom activities when they miss school</p> <p>Students' stress often manifests itself in negative peer interactions. The SRFACS community has had extremely positive outcomes using restorative practices to help students address harms and move forward in a positive way. Having a Restorative Specialist at the site builds trusting relationships that serve as a foundation when problems occur. SRFACS highly values restorative practices. While the SRFACS community hoped to fund a 0.5 FTE Restorative Specialist at the site in order to continue the positive school climate, since that position is no longer an option, available funds will prioritize additional school safety advisor FTE with someone who has strong restorative skills and knowledge.</p>	No	Ongoing Implementation	SRFACS was allotted a Restorative Specialist for 0.4 FTE. The Restorative Specialist works with small groups and helps students work through conflicts. She manages many conflicts at the lowest level on the playground during recess.	SRFACS generally believes students benefit from restorative practices and consider them an important factor in school attendance and school climate. SRFACS increased communication with parents regarding the social-emotional impacts of missing school through messaging at Back-to-School Night and through Parent Square messages.	\$62,540.65	\$3,892.56

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
	Restorative training for staff members such as yard duties will also be a priority as funding allows.						
2.4	Rich and engaging curriculum SRFACS students have an unusual opportunity to learn in a rich language-immersive learning environment. Reinforcing the value and benefits of the program encourages students to appreciate the education they are receiving and inspire them to attend school.	No	Ongoing Implementation	Improved attendance rates are one way to measure students' interest in attending classes. By attending school, students are learning and meeting grade level goals and expectations.	Maintaining student enrollment is another demonstration that students are engaged in their learning. SRFACS enjoys a high level of retention of students. All of these students are learning second and many are learning third languages in engaging classroom environments.	\$0.00	\$0.00
2.5	Mental Health support SRFACS will seek and provide mental health and social-emotional professional resources to reduce attendance barriers due to mental health issues. Unduplicated students will be our priority for receiving services from a Site-Based Therapist.	Yes	Partially Implemented	Reduced concerning behavior in identified students.	SRFACS students have significantly benefitted from the services of a bilingual (Spanish-English) SBT. The SBT has only been on campus a couple of months, but the impact on students with the most concerning issues have been effectively addressed.	\$12,071.84	\$0.00

Goal 3

Goal Description

Improve Academic Performance among Socio-Economically Disadvantaged Students through Tier 1 Differentiated Instruction and Supports

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Increase percent of socio-economically disadvantaged students meeting standard by 2% in ELA and Math on the CAASPP each year.	On the 2022-2023 SY CAASPP SBAC, 49.35% of socio-economically disadvantaged students met standard in ELA and 44.73% of socio-economically met standard in Math.	On the 2023-2024 CAASPP, 40.84% of socio-economically disadvantaged students met standard in ELA and 35.21% of socio-economically met standard in Math.	On the 2024-2025 CAASPP, 61.38% of socio-economically disadvantaged students met standard in ELA and 38.61% of socio-economically met standard in Math.	Results of the 2024-2025 CAASPP showed improvement in the percentage of SED students who met or exceeded standard. The desired outcome for 2026-2027 was met in ELA.	At least 50% of SED students meet or exceed standard on the SBAC in ELA and Math.

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	<p>Extend learning opportunities Continue building the SRFACS extended learning opportunities program to engage students in their learning.</p> <p>Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning</p> <p>Provide a Study Hall before school where students can access the internet and complete homework assignments.</p> <p>Provide safe and engaging learning opportunities after school and during the summer vacation.</p> <p>Provide tutoring for struggling students.</p>	Yes	Ongoing Implementation	Slow, but steady improvement in SED student outcomes. 55.55% of 6th grade SED students met or exceeded standard on the 2025 CAASPP, an increase of more than 10% over the prior year. This result may demonstrate that interventions are having an impact.	Ongoing supports through the extended learning opportunity program are helping students make progress in their learning.	\$35,000.00	\$76.62

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
3.2	<p>Teacher Instruction SRFACS teachers previously pursued professional development that brings new approaches to the classroom. Specifically, GLAD, Building Thinking Classrooms and Jo Boaler mindset trainings are having observable impact on student engagement. The impact of this increased capacity will be measured through improvements in iReady, Acadience, and French National evaluations. The French teachers are provided professional development through the French Ministry of Education.</p>	No	Ongoing Implementation	55.55% of 6th grade SED students met or exceeded standard on the 2025 CAASPP,	Improved outcomes may be the result of targeted professional development focusing on math instruction.	\$0.00	\$0.00
3.3	<p>Mental Health and Social-emotional support Socio-economically disadvantaged students may have difficulties focusing on schoolwork due to trauma or other difficulties outside of school. SRFACS supports student mental health and social-emotional support.</p>	Yes	Ongoing Implementation	Students who have experienced trauma are receiving services.	Having a 0.2 FTE Spanish-English bilingual SBT has had a significant impact on student well-being and, in turn, the learning environment for all students. SRFACS sincerely values this resource.	\$12,071.84	\$0.00

Goal 4

Goal Description

Maintain an academically rigorous program of French language immersion that aligns with the California Common Core State Standards as well as the French Ministry of Education standards to support mastery of English and French languages through bilingual literacy supports and culturally responsive pedagogy.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	DELFF, a diploma awarded by the French Ministry of Education to certify the level of French-language skills of non-French speakers.	90% of SRFACS students pass the DELFF by 6th grade	100% of 5th graders passed the DELFF A2	95% of students who took the DELFF exam passed.	Pending DELFF testing in Spring 2026.	At least 90% of 6th grade students have passed the DELFF.

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
4.1	<p>Maintain and communicate harmonized curriculum Continue to focus on language acquisition as the core of the school's program.</p> <p>Continue to maintain the school's accreditation with the AEFE by maintaining the position of French TOSA to coordinate harmonization with the French Ministry of Education standards.</p>	Yes	Ongoing Implementation	Students demonstrate high levels of French language proficiency.	SRFACS students spend their school days immersed in the French language and culture. Formative assessments and observations demonstrate a high level of French language skills.	\$98,274.07	\$0.00
4.2	<p>Provide culturally and language relevant resources Maintain appropriate instructional materials for all grade levels in both English and French.</p> <p>Broad and rich library resources in target and home languages.</p>	Yes	Ongoing Implementation	All students have instructional materials in French and English. The library multi-lingual collections	Students enjoy weekly visits to the library where they can borrow books in French, English, Spanish, Russian, and other languages to read at home or at school.	\$23,896.09	\$19,147.88

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
	<p>Maintain Library technician hours in order to manage library inventory in English, French and other languages.</p> <p>Continue funding additional Library Technician hours to support literacy and language development for EL and SED students school-wide.</p> <p>Continue increasing student literacy by building the library inventory to include more languages based on the home languages of SRFACS students including Spanish and other home languages.</p>			continue to grow.			

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$6,030,670	\$6,309,421
LCFF Supplemental/Concentration Grants	\$410,660	\$427,072