# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools
CDS Code: 49402530000000
School Year: 2026-27
LEA contact information:
Lisa August
Interim Superintendent
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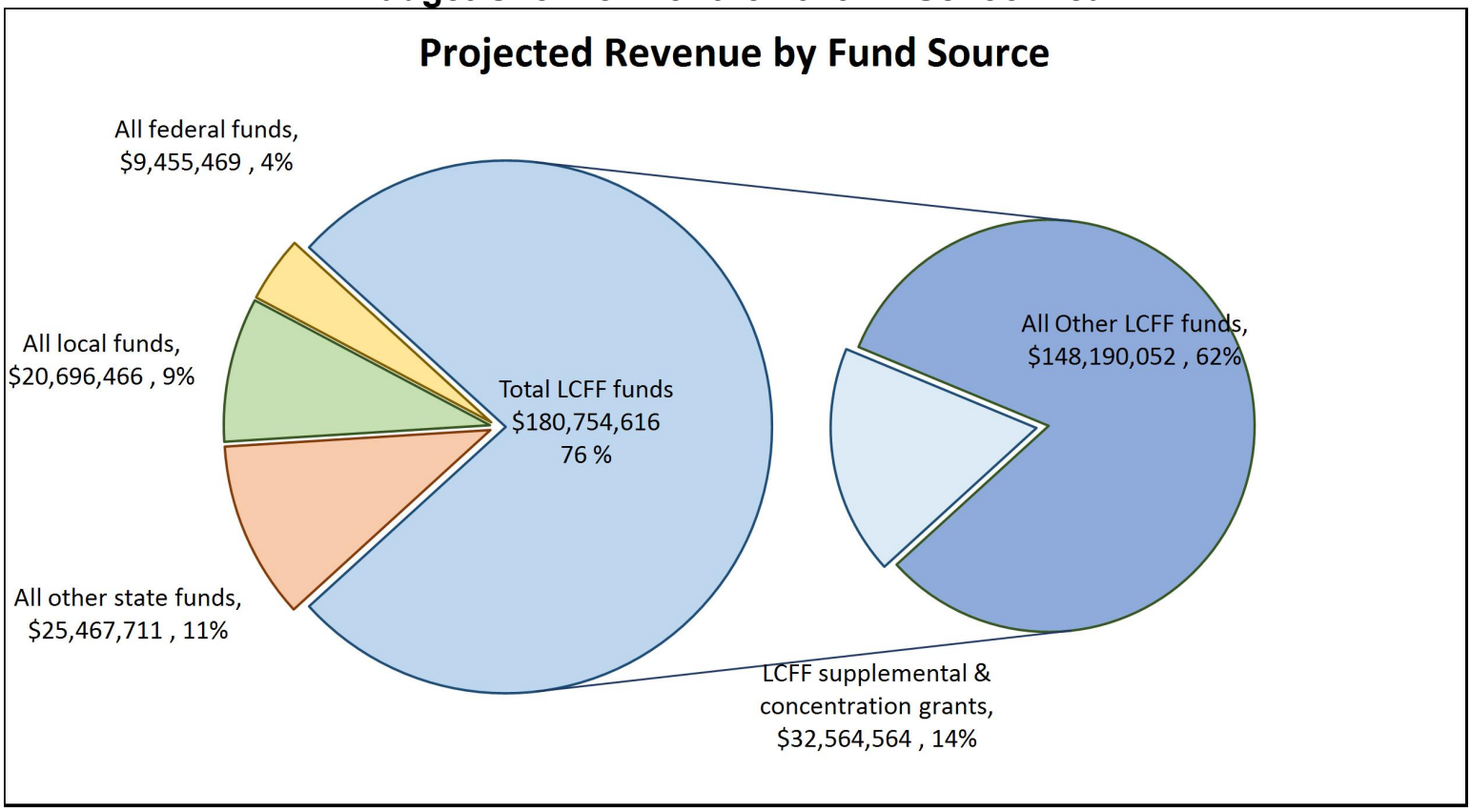
(707) 890-3800

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

## Budget Overview for the 2026-27 School Year

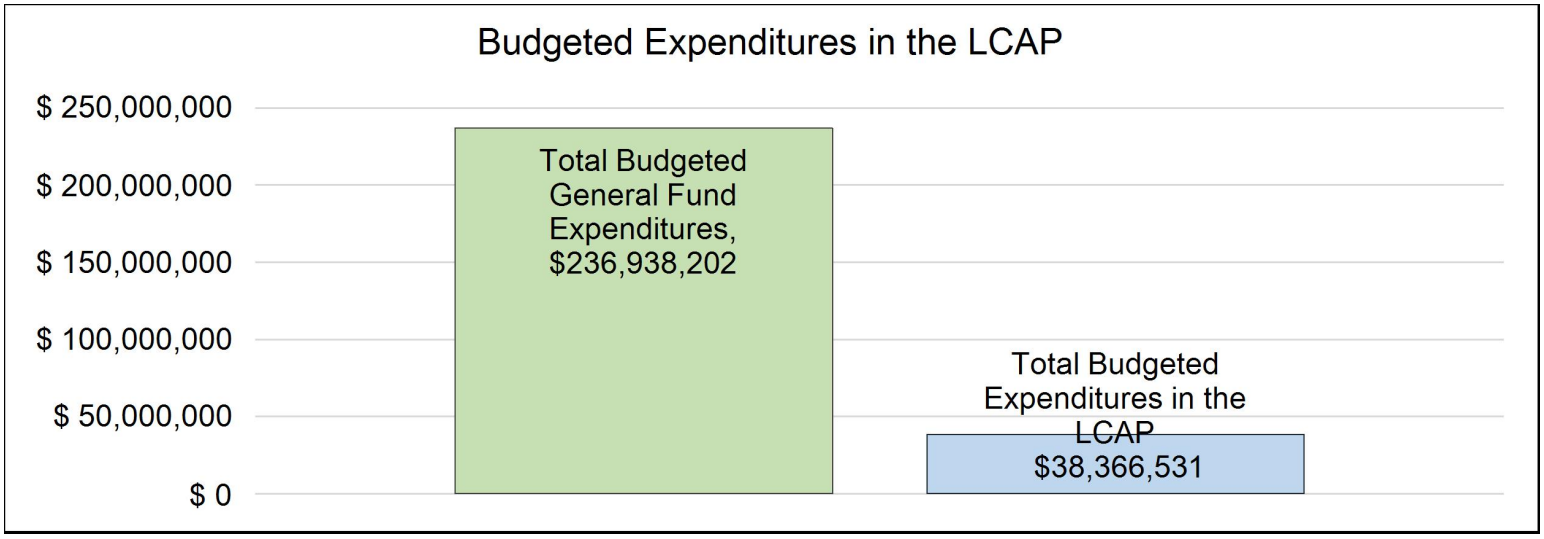



This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is $236,374,262, of which $180,754,616.00 is Local Control Funding Formula (LCFF), $25,467,711.00 is other state funds, $20,696,466.00 is local funds, and $9,455,469.00 is federal funds. Of the $180,754,616.00 in LCFF Funds, $$32,564,564 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Santa Rosa City Schools plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa City Schools plans to spend $236,938,202.00 for the 2026-27 school year. Of that amount, $38,366,531.00 is tied to actions/services in the LCAP and $198,571,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

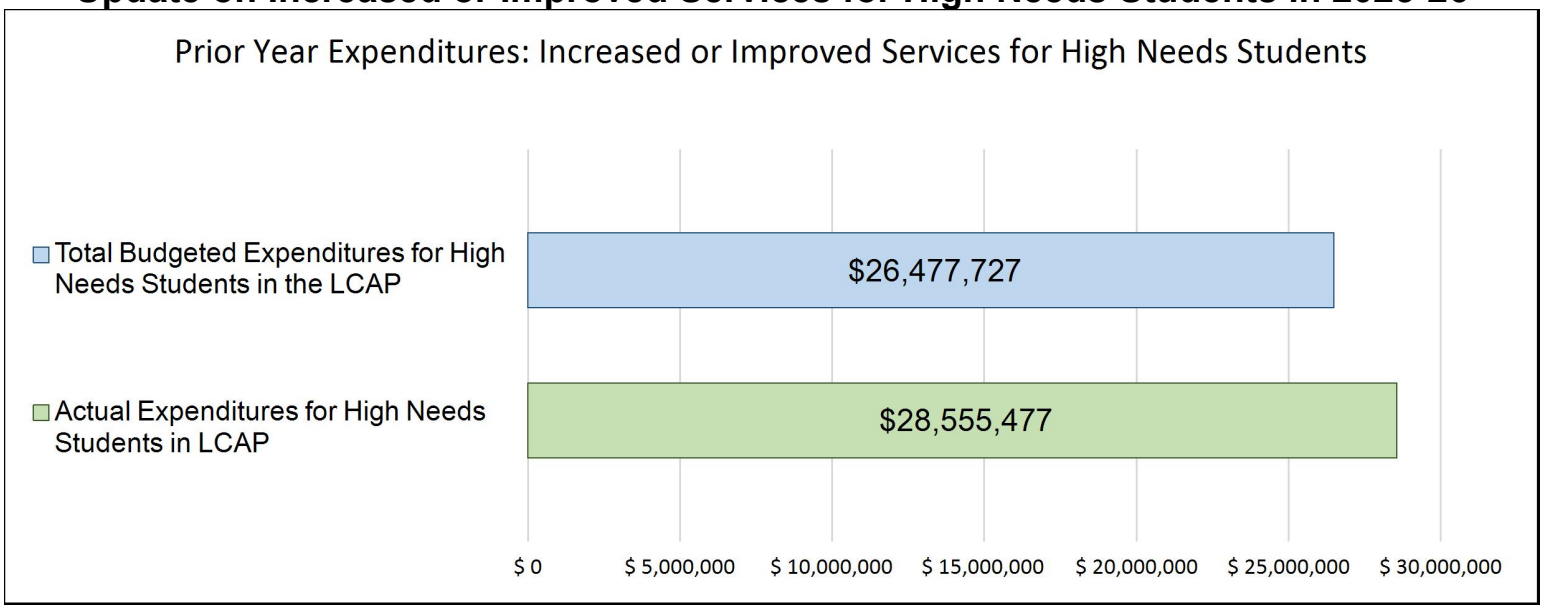
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals,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

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Rosa City Schools is projecting it will receive $$32,564,564 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP.  Santa Rosa City Schools plans to spend $32,663,421.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

The text description of the above chart is as follows: In 2025-26, Santa Rosa City Schools's LCAP budgeted $26,477,727.00 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent $28,555,477.00 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Santa Rosa City Schools | Lisa August<br>Interim Superintendent | laugust@srcs.k12.ca.us<br>(707) 890-3800 |

# Plan Summary [2026-27]

## General Information

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

Santa Rosa City Schools (SRCS) is a TK–12 district serving a diverse student population across 17 schools. In recent years, SRCS has taken student-centered steps to align its resources, programs, and facilities with current and projected needs. The Santa Rosa City Schools (SRCS) District is facing a fiscal crisis driven by a significant decline in student enrollment and the expiration of temporary funding. To address this urgent situation, the District is engaged in a districtwide reconfiguration process aimed at right-sizing operations to better align with current enrollment and fiscal realities.

These decisions are difficult but essential to ensure SRCS meets fiscal solvency requirements under state law. The District is received guidance from the Fiscal Crisis and Management Assistance Team (FCMAT) and received fiscal oversight from the Sonoma County Office of Education.

The budget shortfall is largely due to a persistent and significant decline in student enrollment. SRCS currently operates more schools than are needed for the number of students it serves—a challenge compounded by declining birth rates, families moving out of the area, and increased enrollment in charter schools outside of our district.

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

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

Our 2026-2027 School configuration will be: 1 Early Learning Academy, 6 Elementary Schools, 1 Middle School, 4 Junior/Senior High Schools, 2 High Schools and 4 Charter Schools.

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

SRCS has been identified for Equity Multiplier funds for Ridgeway High School. This LCAP serves as the district’s strategic plan.

# Reflections: Annual Performance

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

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

The California School  Dashboard, schools and districts received one of five performance levels for each eligible state measure. The performance levels are determined by combining current year performance and the change from the prior year, and are represented by a color ranging from Red (very low) to Blue (very high).Schools and districts are evaluated through six state measures and five local measures. The state measures, or Indicators, include Academic Performance in English language arts (ELA) and mathematics, English Learner Progress, Chronic Absenteeism (TK-8), High School Graduation Rate, College/Career Readiness (9-12), and Suspension Rate. The local measures include Basic Conditions, Implementation of Academic Standards, Local Climate, Parent & Family Engagement, and Access to a Broad Course of Study.

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

The reflections that follow are based on the district's annual performance and include a description of the areas that need significant improvement based on a review of the 2025 California School Dashboard (Dashboard), as well as an evaluation of performance disparities across student groups by performance indicator.

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

The district demonstrated a decrease of 1.2 points from the previous year, the 2025 California School Dashboard shows Santa Rosa City Schools students are 46.9 points below meeting the standard. The Dashboard highlights significant disparities in English Language Arts (ELA) performance among different student groups, with the majority of groups demonstrating a very low performance level (Red): African American, American Indian, English Learners, Hispanic, Pacific Islander, Socioeconomically Disadvantaged; low performance level (Orange): Foster Youth, Homeless, Long-term English Learners, Students with Disabilities; medium level (Yellow): Filipino, Multiracial students; high performance level (Green): Asian, and White student groups.

Results from the 2024-25 ELA assessment showed that overall, 32.59% of elementary students met or exceeded the standards for ELA, which is an increase of 1.31 percentage points from the previous year. 40.15% of secondary students met or exceeded the standards for ELA, which is an increase .43 percentage points from the previous year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for ELA:
Grade 3: 30.0%
Grade 6: 44.8%
Grade 8: 32.0%
Grade 11: 47.4%

When comparing ELA data, the 2025 California Dashboard shows current English Learners as 108.5% points below standard. Socioeconomically Disadvantaged students scored 74.2 points below standard, Foster Youth scored 97 points below standard and Homeless students scored 132.2 points below standard, Long Term ELs had the lowest performance at 141.2 points below standard.

While the 2025-26 CAASPP interim assessments established a baseline for alignment and platform familiarity, sites shifted back to site and classroom tailored assessment models for ELA data. Several 7th and 8th-grade classrooms opted to pilot i-Ready, utilizing its granular feedback and individualized supplemental lessons to meet students at their specific performance levels.

The 2025-26 school year marked the second year of implementing the 95% Core Phonics Curriculum (K–5) and the trimesterly i-Ready diagnostic assessments in reading and math. These diagnostics provide students with personalized online learning paths while allowing teachers, during grade-level release days, to analyze data and plan differentiated instruction with their colleagues. Additionally, staff were trained to proctor the mClass screener for reading difficulties; while the state requires this for grades K–2 once a year, the district expanded the mandate to grades K–6, conducting screenings at all three benchmark reporting periods.

Dashboard Indicator: Mathematics (Math)

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

The 2025 California School Dashboard shows Santa Rosa City Schools students are 89.9 points below standard. The data from the 2025 California School Dashboard reveals differences in math performance among various student groups. Student groups demonstrating a very low performance level (Red): English Learners, Hispanic, Long-term English Learners, Pacific Islander, Socioeconomically Disadvantaged; low performance level (Orange): African American, American Indian, Filipino, Foster Youth, Homeless, and Students with Disabilities; medium level (Yellow): Multiracial and White students; while Asian students performed at a high level (Green).

Results from the math assessment showed that overall, 24.02% of elementary students met or exceeded the standards for math, which represents a 1.35 percentage point increase from the prior year, 24.16% of secondary students met or exceeded the standards for math, which represents a 0.14 percentage point decline from the prior year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for Mathematics:
Grade 3: 33.1%
Grade 6: 34.3%
Grade 8: 19.1%
Grade 11: 22.6%

When comparing Mathematics data, the 2025 California Dashboard shows current English Learners as 136.5 points below standard.Socioeconomically Disadvantaged students scored 115.1 points below standard, Foster Youth scored 128.4 points below standard and Homeless students scored 159.2 points below standard, Long Term ELs had the lowest performance at 192.5 points below standard.

Our data shows a continued need to prioritize support for improving math outcomes for all students, as well as underserved subgroups. A Math Redesign effort that began in Spring 2023 has not reached the scale of implementation that will be measurable with district-wide performance data. Due to limited resources, many of the supports offered during SY 2023-24 and 2024-25 were either unable to continue in SY 2025-26 or had to be reimagined. Those reimagined efforts have greatly reduced the number of teachers able to access in-person learning and resources. Funding was not available to support large-scale release days for professional learning sessions so in order to maintain a district-wide understanding of the instructional shifts needed to align to the new California Math Framework, resources and videos of exemplar district classrooms were compiled into newsletters to support site teams in continuing their learning. These also serve as a resource to support the coaching that is offered to interested teachers through district office personnel and site administrative personnel. Resources and coaching continue to prioritize mathematics by focusing on supporting positive math mindsets in our students through the use of low-floor/high-ceiling math tasks, inviting activities and math games, and group work, including extensive use of visuals and multiple pathways to solving problems, as well as focusing on modeling and the use of the strategies for classroom instruction using the teaching practices from Building Thinking Classrooms in Mathematics. These practices align to work the district had previously done with Dr. Jo Boaler around growth mindset and the launch of the new California Math Framework.

Secondary Math Chair meetings include professional learning to continue supporting site-level implementation of alignment with the new CA Math Framework. Learning includes modeling how to engage in data analysis with teams, as well as needs assessment. A common request for support was professional learning to support MLL students in math classrooms. Subsequent learning has focused on developing a better

understanding of how the ELD standards interact with the standards for mathematics as well as how to plan for language development and progress through the mathematics content.

Elementary release time with the district's i-Ready professional trainer has been funded to provide teams with support in accessing and analyzing i-Ready math data. Teachers participated in Fall and Spring sessions. Teachers utilize i-Ready math diagnostic and MyPath data to inform instructional decisions, plan for reteaching and intervention, as well as guide students in personalized academic goal-setting. In addition, students engage in weekly personalized reteaching and practice through the MyPath online lessons feature of i-Ready. To enhance understanding of the i-Ready platform and to build leadership capacity around i-Ready data analysis, elementary principals also had dedicated i-Ready data dives with the company's trainer in the Fall and Spring.

In addition to direct support to teachers to promote continued instructional alignment with the CA Mathematics Framework, SY 2025-26 efforts have also focused on planning and initial research to support both district-wide essential standards work, as well as district-wide Math textbook adoption. This preparation is to ensure the district is prepared to support high-quality work and outcomes when resources are available to begin implementation of these goals.

Dashboard Indicator: English Language Progress
English Learner students take the English Language Proficiency Assessments for California (ELPAC) exam to measure progress in English language proficiency. The ELPAC has four levels with four being the highest. On the 2025 Dashboard, 39.7% of English Learner students made progress towards English language proficiency. This represents 0 percentage points difference from 2024. In 2025 39.7% of students progressed at least 1 ELPI level, .2% maintained and ELPI level 4, 41% maintained ELPI levels 1, 2L, 2H, 3L, 3H, and 19% decreased at least 1 ELPI level.
The Multilingual and Equitable Services department, in partnership with Special Services, implemented a comprehensive series of professional learning opportunities to strengthen support for dually identified students (English learners with IEPs). These sessions focused on key areas including reclassification processes for students with IEPs, deepening understanding of the California ELD Standards and the ELA/ELD Framework, and the development of linguistically appropriate goals and objectives. Additional training emphasized the use of Ellevation data to monitor progress and inform instruction, as well as the implementation of research-based instructional strategies tailored to meet diverse student needs. This professional learning series was delivered in collaboration with Jose Medina Educational Solutions.

The district also engaged in regional collaboration through participation in the Dual Language Immersion Collaborative alongside 11 districts, Sonoma County Office of Education (SCOE), and Sonoma State University (SSU), including the October 30th SRCS-SSU Collaborative Learning Event. Furthermore, targeted professional learning was provided to Academic Language Development (ALD) teachers, science teachers, and teacher residents, focusing on research-based strategies to increase student discourse and improve access to complex science concepts and academic language. These sessions were facilitated in partnership with Dr. Bryan Brown, Dr. Ed Lyon, and the SRCS Multilingual team. Additional training for ALD teachers addressed reclassification criteria, instructional planning aligned to the ELA/ELD Framework, and effective standards-based practices.

At the elementary level, the district provided one grade-level release day to support teachers in administering and analyzing mCLASS assessment data to inform instruction. Ongoing site-based release days were also provided each trimester to support data review cycles and

instructional planning. By centering instruction on district assessment data, teachers were able to effectively differentiate to meet the needs of English learners, students experiencing homelessness, foster youth, and low-income students.
At the secondary level, professional learning focused on integrating support for English learners within Multi-Tiered System of Supports (MTSS) structures. This work was embedded within site and district steering committee meetings to ensure alignment between instructional practices and intervention systems.

The district continued to prioritize family and community engagement by maintaining Family and Community Engagement Liaisons to strengthen communication and partnerships with families. To further support student progress and informed decision-making, Language Acceleration Review Committees (LARC) were established and maintained at school sites. These committees, comprised of administrators, counselors, teachers, and family engagement staff—met regularly to review student data, guide placement decisions, monitor progress, determine appropriate supports, and assess readiness for reclassification.

Professional development was also provided on the district's Equity and Students with Interrupted Formal Education (SIFE) program to strengthen support for newcomer students with limited or interrupted prior schooling. Training emphasized research-based approaches grounded in an understanding of students' cultural and educational backgrounds, including the importance of immediate relevance, relationship-building, and interconnectedness in the learning environment. Staff were introduced to instructional strategies aligned to the Mutually Adaptive Learning Paradigm (MALP), including the intentional integration of oral language and print, structured opportunities for collaborative learning alongside individual accountability, and the use of scaffolded, academically rigorous tasks to build literacy and critical thinking. Additional focus was placed on bridging students' prior knowledge and experiences with expectations of U.S. schooling, supporting transitions to academic ways of thinking, and designing instruction that accelerates both language development and content access. These efforts were aimed at increasing student engagement, participation, and long-term academic success for newcomer multilingual learners.

Additional professional learning was provided to both certificated and classified staff, including Family Engagement Facilitators (FEFs) and Academic Language Development (ALD) teachers, to strengthen implementation of multilingual programs and the effective use of data systems. Training focused on the use of Summit K12, Ellevation, and the California School Dashboard to monitor student progress, inform instructional decision-making, and align supports to student needs. Staff were supported in analyzing multiple data sources to better track language development, academic performance, and reclassification readiness.
Overall, these efforts reflect a coordinated, data-driven approach to improving outcomes for multilingual learners through targeted professional development, cross-departmental collaboration, and strengthened systems of support for students and families.

Dashboard Indicator: College & Career (9-12)
The College and Career Indicator (CCI) is one of six state indicators that the California Department of Education (CDE) includes on the Dashboard. The CCI includes multiple measures, such as A-G completion and Career Technical Education (CTE) pathway completion, and represents the percentage of high school graduates who are prepared for college or career. The goal for school districts and high schools is to provide all students with a rigorous broad course of study that prepares them for postsecondary success. Based on the 2025 Dashboard reporting, 37.2% of Santa Rosa City Schools high school graduates were considered prepared for college or career, an increase of 4.6% from the prior year. The Dashboard reported a very low CCI performance level (Red) for Homeless, low performance (Orange) for Students with Disabilities,  a medium (Yellow) for African American, English learners, Foster Youth, Hispanic, Long-Term English Learners, Multiracial, and Socioeconomically Disadvantaged students, while White and Asian students had comparatively high rates (Green).

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

During the 2025-26 school year, there were 2009 students enrolled in a CTE program across the district, with 64.3% of student participants identifying as Hispanic or Latino. The number of early college credit opportunities for students increased from two to six College and Career Access (CCAP) Dual enrollment courses offered on high school campuses connected to the site's CTE Pathway. In 2024-25, students who had completed at least one CTE course showed a graduation rate of 96.95%, while students who had completed a CTE pathway demonstrated a graduation rate of 100%. Identified next steps for CTE include: continued expansion of early college credit options, increased work-based learning opportunities, securing a-g approval for new and remaining CTE courses, and establishing College and Career Readiness Labs for middle school students.

Academic Engagement

Dashboard Indicator: Chronic Absenteeism (K-8)
Chronic absenteeism is defined as a student being absent for 10% or more of the total instruction days they were enrolled. During the 2021-22 and 2022-23 school years, Santa Rosa City Schools saw a notable improvement in chronic absenteeism rates, decreasing from 39.8% to 25% in 2025.
The data from the 2025 California School Dashboard reveals differences in chronic absenteeism among various student groups. Student groups demonstrating a very low attendance level (Red): African American, American Indian, Foster Youth, English Learners, Long-term English Learners; low performance level (Orange): Filipino, Hispanic, Multiracial, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities; medium level (Yellow): Asian, Homeless, and White students.

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

Dashboard Indicator: High School Graduation Rate
For school years 2023-24 and 2024-25, the district demonstrated an increase of 3.4% in the graduation rate with 86.5% and 89.9% of students graduating, respectively. The 2025 Dashboard reported no students at the very low (Red) level, low performance (Orange) levels African American, Foster Youth; average performance levels (Yellow) Asian, Homeless, Students with Disabilities; high performance level (Green) English Learners, Hispanic, Long-term English Learners, Multiracial, Socioeconomically Disadvantaged, and White student groups. No students were reported in the very high performance level (Blue) for the graduation rate.

Conditions and Climate

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

In Santa Rosa City Schools, the suspension rate for school years 2023-24 and 2024-25 were 6.4% and 5.5%, respectively, demonstrating a decrease of .9 percentage points. The Dashboard reported a very high suspension rate (Red) for African American and American Indian; average performance level for suspension rates (Yellow) for Asian, Filipino, Hispanic, Multiracial, Pacific Islander, and Socioeconomically Disadvantaged students; low (Green) for White and  very low (Blue) for English Learners, Foster Youth, Homeless, Long-term English Learners, and Students with Disabilities.

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

Based on CA Dashboard and Local Data
SUCCESSES

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

State indicators where the LEA/School received "green" or "blue" performance level on the 2025 Dashboard for "all students":  Santa Rosa City Schools received "green" performance level on the 2025 Dashboard for "all students" in the areas of College and Career Readiness, and Graduation Rate.

CHALLENGES
Overall indicators where the LEA  received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard for “all students”: there were no indicators where the LEA received "red" performance level on the 2025 Dashboard for "all students".

Student groups within the LEA that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard:

District Level Student Groups:
ELA
(RED) African American students decreased by 19.9 points
(RED) American Indian students in our district decreased by 4.1 points
(RED) EL students in our district maintained at 1.8 points
(RED) Hispanic students maintained at 1.8 points

(RED) Pacific Islander students decreased by 16.7 points
(RED) SED students maintained at -2.9 points

Math
(RED) English Learners students maintained 2.8 points
(RED) Hispanic student maintained 0.2 points
(RED) LTEL Students maintained at 2.4 points
(RED) Pacific Islander students decreased -11.7 points
(RED) SED students maintained -0.2 points

CCI
(RED) Homeless students

Chronic Absenteeism
(RED) African American students
(RED) American Indian
(RED) Foster Youth
(RED) LTEL

Suspension Rate
(RED) African American students
(RED) American Indian

Schools within the LEA that received the lowest performance level ("red") on one or more state indicators on the 2025 Dashboard:

ELA in RED
Luther Burbank Elementary, Abraham Lincoln Elementary, Helen M. Lehman Elementary, James Monroe Elementary, Brook Hill Elementary, Herbert Slater Middle, Santa Rosa Middle and Steele Lane Elementary.

Math in RED
Abraham Lincoln Elementary, James Monroe Elementary, Herbert Slater Middle, Hilliard Comstock Middle and Santa Rosa Middle.

English Learner Progress Report in RED
Herbert Slater Middle, Abraham Lincoln Elementary, Helen Lehman Elementary, James Monroe Elementary, Elsie Allen High.

College and Career Indicator in RED
Ridgway High School
Chronic absenteeism in RED
Albert F. Biella Elementary, Herbert Slater Middle, Hilliard Comstock Middle.

Suspension rate in RED
Brook Hill Elementary, James Monroe Elementary, Herbert Slater Middle

Differentiated Assistance Identification
Based on the 2025 CA School Dashboard, SRCS is identified as DA eligible in the following areas for the identified student groups:
ELA: (RED) African American and American Indian student group.
Math: (ORANGE) African American and American Indian student group.
Chronic Absenteeism: (RED) African American and American Indian student group.
Suspension Rate: (RED) African American and American Indian student group

As we plan for the 2026- 2027 school year we will be focusing on addressing the need to identify, calibrate, implement, and assess universal Tier 1 academic interventions and strategies that instructional leaders and school site teams can rely on for supporting student academic engagement. These strategies will align with tiered supports for social-emotional and behavior needs to establish a more effective and safe learning environment.

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2023-2024 California Dashboard Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Santa Rosa Middle: Low performing in ELA, Math, and Chronic Absenteeism. Student Groups: EL ELA and Math; HI ELA, Math and Chronic Absenteeism;

MR Chronic Absenteeism; SED ELA, Math, Chronic Absenteeism; SWD Chronic Absenteeism; WH Suspensions.

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

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

Albert Biella Elementary: Student Groups: EL ELA.

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

REQUIRED ACTIONS
2026-2027 LCAP Actions related to eligibility for differentiated assistance identification in 2025 to meet the needs of specific student groups: African American and American Indian in the areas of ELA, Math, Suspension and Chronic Absenteeism include Goal 1: Actions 1.1, 1.4, 1.10; Goal 2: 2.1, 2.3, 2.4, 2.5 and 2.8; Goal 3: Actions 3.1, 3.2, 3.4, and 3.5. We will continue to analyze disaggregated data to determine the effectiveness or ineffectiveness of the actions in improving specific student group outcomes.

SRCS has one school that meets the eligibility for the Equity Multiplier in 2026-27: Ridgway High School. Goal 4 has been developed for the 2026-27 LCAP with the rationale, metrics and actions guided by the educational partner input specific to this action.

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

Learning Recovery Emergency Block Grant (LREBG): SRCS has expended all LREBG funds at this time. Potential incoming LREBG funds would be used for the following action based on the needs assessments conducted in 2025. Santa Rosa City Schools plans to use the Learning Recovery Emergency Block Grant to support our most marginalized students by focusing on district-wide initiatives in reading, writing, and math. By targeting these foundational academic areas, we aim to provide struggling learners with the structured, evidence-based interventions they need to make meaningful progress and thrive. The grant funding will allow SRCS to implement proven strategies such as small group instruction, tutoring, extended learning opportunities, and instructional coaching to strengthen both core instruction and targeted interventions.Based upon the work we have already done around the urgent articulated problem our needs assessment further emphasized our need to focus on Tier I instruction. LCAP Actions related to use of LRBEG Grant if allocated: Goal 1: Actions 1.1, 1.2, 1.3, 1.5, 1.8, and 1.10 Goal 2: Action 2.9 and Goal 3: Actions 3.2, 3.3, 3.4, 3.6, and 3.7

2024-2025 LCAP Actions related to eligibility for differentiated assistance to meet the needs of specific student groups include Goal 1: Actions 1.1, 1.4, 1.5, 1.6 and 1.9 . Goal 2: 2.5, 2.6 and 2.8, Goal 3: Actions 3.5 and 3.6. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes. 2026-27 update to actions: Action 1.9 eliminated, Action 2.6 eliminated, Action 2.8 reduced in 2025-26, Action 3.5 significantly reduced, Action 3.6 impacted with loss of MLL Director and Coordinator.

## Reflections: Technical Assistance

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

In December 2025, Santa Rosa City Schools (SRCS) officially received its Differentiated Assistance (DA) report. Based on data from the 2025 California School Dashboard, the district qualified for DA status due to performance challenges in pupil achievement for both English Language Arts (ELA) and Mathematics, as well as high rates of chronic absenteeism and school suspensions. The report specifically highlighted the need for targeted support for African American and American Indian student student groups.

To address these needs, the partnership between the Sonoma County Office of Education (SCOE) and SRCS will drive a highly coordinated effort to guide the district through its upcoming financial, operational, and structural transitions. This collaborative work focuses on six

strategic areas: fiscal stability, demographic analysis, grade reconfiguration planning, school safety, special education transitions, and communication. This framework is heavily supported by SCOE alongside state-level partners including the Fiscal Crisis and Management Assistance Team (FCMAT), the California Collaborative for Educational Excellence (CCEE), and the Special Education Local Plan Area (SELPA).

As part of this comprehensive strategy, CCEE is actively supporting SCOE as it delivers direct technical assistance to the district. To deepen these efforts, SRCS teams will attend targeted workshops hosted at the County Office of Education, focusing on frameworks such as the Continuous Improvement Collaborative and the Urgent Articulate Problem process to build sustainable, long-term solutions for the district's students.

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Educational Partner Feedback dates | LCAP Input Session on Zoom:<br>April 1, 2026<br>April 15, 2026<br><br>LCAP Input Session DELAC:<br>April 2, 2026<br><br>LCAP In person community:<br>April 6, 2026 - EAHS<br>April 7, 2026 - SRHS<br><br>LCAP Input Session with Labor Partners:<br>April 10, 2026<br>April 24. 2026<br><br>Each LCAP feedback session featured a slide presentation followed by a dedicated Q&A segment. We recorded notes at every in-person and virtual meeting to ensure all partner feedback was captured. For our Zoom sessions, district administrators led breakout rooms to facilitate meaningful discussion and accurately document input. To encourage broad participation, we also shared a QR code and feedback link at every meeting and on the district website for staff, students, families, and community members. Additionally, we held two dedicated sessions with our bargaining unit representatives to review revisions and gather their insights. All feedback was thoroughly |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | reviewed and incorporated into the LCAP revision process to the extent possible. |
| Certificated Bargaining Unit | April 10, 2026<br>April 24. 2026<br><br>As a top priority, the certificated bargaining unit expressed a strong desire to reduce class sizes in order to better support student learning and provide more individualized instruction. Additionally, members highlighted the importance of expanding opportunities for students to learn Spanish, recognizing the value of bilingualism in supporting academic achievement and preparing students for a diverse, multilingual society. |
| Site Administrators | April 1, 2026<br>April 15, 2026<br><br>LCAP Input Session DELAC:<br>April 2, 2026<br><br>LCAP In person community:<br>April 6, 2026 - EAHS<br>April 7, 2026 - SRHS<br><br>A survey was made available to our site administrators through a QR code at each of our LCAP meetings and via the district website. It was also provided to our site admin through our weekly communication document.<br><br>A top priority for administrators remains increased administrator staffing. In addition, common themes were gathered to include: the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.<br>Another central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | of maintaining enrichment programs, strengthening school safety, and improving communication and program access.<br>This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites. |
| Parents/Guardians/PAC | April 1, 2026<br>April 15, 2026<br><br>LCAP Input Session DELAC:<br>April 2, 2026<br><br>LCAP In person community:<br>April 6, 2026 - EAHS<br>April 7, 2026 - SRHS<br><br>A survey was made available to our educational partners by providing a QR code at each of our LCAP meetings and via the district website. The survey link was also shared through Parent Square to all staff, students, and families.<br><br>Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.<br><br>A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.<br>This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | |
| Certificated Staff | April 1, 2026<br>April 15, 2026<br><br>LCAP Input Session DELAC:<br>April 2, 2026<br><br>LCAP In person community:<br>April 6, 2026 - EAHS<br>April 7, 2026 - SRHS<br><br>A survey was made available to our educational partners by providing a QR code at each of our LCAP meetings and via the district website. The survey link was also shared through Parent Square to certificated staff. Two additional meetings were held with our labor partners to go over the LCAP discussing each action and goal.<br><br>Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.<br>A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.<br>This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites. |
| Classified Staff | A survey was made available to our educational partners by providing a QR code at each of our LCAP meetings and via the district website. The survey link was also shared through Parent Square to classified staff. Two additional meetings were held with our labor partners to go over the LCAP discussing each action and goal. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | As a top priority, our classified staff have expressed a strong desire for expanded professional learning opportunities that not only build their own professional knowledge and skill sets, but also strengthen their capacity to provide meaningful, aligned support to students, teachers, and school communities. |
| Students | April 1, 2026<br>April 15, 2026<br><br>LCAP Input Session DELAC:<br>April 2, 2026<br><br>LCAP In person community:<br>April 6, 2026 - EAHS<br>April 7, 2026 - SRHS<br><br>Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.<br>A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.<br>This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites. |
| SELPA | May 4, 2026<br>We received feedback from our SELPA partner. |
| DELAC | April 1, 2026<br><br>The district engaged Spanish-speaking parents of multilingual learners through a dedicated LCAP input session conducted in |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | Spanish. Parents expressed concerns regarding limited support for English Learners, including insufficient access to bilingual staff and services, and the need for stronger support systems for newcomer students. Participants also highlighted reduced access to counseling, particularly bilingual counselors, and the impact on academic guidance and postsecondary planning.<br>Additional concerns included school safety, the effectiveness of academic interventions, and the need for earlier, targeted support for struggling students. Parents emphasized the importance of improved communication and family engagement, noting that many families need clearer information and support to navigate school systems. Concerns were also raised about resource allocation and the impact of budget reductions on student services. |
| Foster Youth/McKinney Vento | April 13, 2026 Survey sent out<br><br>Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.<br>A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.<br>This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites. |
| Equity Mltiplier | April 2, 2026 certificated and classified staff<br>April 2, 2026 student input<br>April 16, 2026 parent and community meeting<br><br>Staff and students expressed a need for expanded academic, life-skills, and extracurricular programming,  and mental health support. Key barriers like transportation issues, language gaps, housing |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | instability, and substance use heavily impact student engagement and attendance. To address these challenges, educational partners recommend strategic investments in full-time attendance and intervention staff, bilingual instructional support, counseling services, and facility/technology upgrades. Ultimately, strengthening onboarding systems, school-wide communication, and parent-community partnerships will be essential to fostering a supportive, inclusive school environment.<br><br>The feed back recieved was used when developing the plan of action for Ridgway High School. Additional counselor support, increased staffing, new technology, professional development focusing on English Language Learners, additional field trips focusing on college and career readiness was built into the plan through the feedback provided. |

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

After gathering our Educational Partner( feedback a summary of the LCAP feedback was posted to our district website for transparency. We reviewed themes and the priorities, and identified key areas for action moving forward:

Student feedback expressed feelings of stress related to academic expectations. Their desire for more diverse extracurricular options was noted.Students highlighted the need for accessible mental health resources.

Our parents and guardians want to have a keen understanding of students' academics and how to support their progress. They would like to see additional support for high need students and English Language Learners.

At the high school level they called out the need to continue College and Career Counselors to help support and facilitate those needs.Safety continued to be a concern. They would like to learn more about what the school safety measures and protocols are. There is a desire for increased opportunities for parent involvement in school activities.

At the elementary level they asked for earlier targeted academic interventions for struggling students.

Administrators are focused on effectively implementing district policies and ensuring compliance with educational standards, but they would like to have the policies implemented with fidelity and district wide. They emphasized the need for strategic allocation of resources to meet school needs. Concerns about staff recruitment, retention, and professional growth were prevalent.

Our teacher association stressed the need for continued and increased curriculum support. Many teachers expressed the need for updated curriculum materials and resources to enhance classroom instruction. There is a strong desire for ongoing training, especially in integrating technology and differentiated instruction.Teachers highlighted challenges related to workload, including administrative tasks and large class sizes.

Our support staff would appreciate clearer communication between administration and staff. They are interested in increased professional development to help support their growth and ability to support students and staff. They shared the hope for more acknowledgement for their contributions that enhance the school environment and student achievement.

Student and family wellness was a key priority as identified in student, family, and guardian feedback. The need for MTSS counselors and College and Career counselors were identified. In our LCAP five MTSS Counselors were included to support our comprehensive high schools full time. Three counselors focusing on college and career will continue to support our six high schools, five comprehensive and one continuation high school.

School safety was and has been a continued theme for all of our Educational Partners(. Thirteen additional Student Safety Advisors were added to our LCAP to support all of our school sites. This is a new position for our elementary school sites.
Funding for supplemental funds was added to address the concerns by Educational Partners (  for adequate resources and student achievement.
We will continue to provide staff development, including two dedicated days for all staff to participate in grade-level release and training on the state-mandated reading diagnostic. Additionally, we will maintain ongoing support in mathematics and multilingual education.
Instructional and systemic support received increased focus. We created three new Instructional Strategies Support Specialist positions to serve elementary schools. These specialists focus on implementing high-quality instructional practices, building teacher capacity, and strengthening Tier 1 instruction, while also supporting the implementation of Tier 2 interventions.

To ensure multilingual learners receive the support they need, we are identifying funds to support a Multilingual Teacher Learner Facilitator position for both elementary and secondary levels.

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# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | ELA CAASPP Proficiency (3, 6, 8, 11) | ELA CAASPP Proficiency<br>Baseline year: 2022-2023<br>Grade 3: 29.3%<br>Hispanic /Latino: 19.5%<br>Grade 3 UPC: 19.1%<br>Grace 3 ELs: 8.9%<br>Grade 3 SED: 22.8%<br>Grade 3 Homeless: 33.3%<br>Grade 3 Foster Youth: n/a<br><br>Grade 6: 40.6%<br>Hispanic /Latino: : 29.7%<br>Grade 6 UPC: 26.1%<br>Grace 6 ELs: 3.2%<br>Grade 6 SED: 33.3%<br>Grade 6 Homeless: 33.3%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 29.0%<br>Hispanic /Latino: 17.6%<br>Grade 8 UPC: 17.4%<br>Grace 8 ELs: 1.2%<br>Grade 8 SED: 19.3%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth:N/A<br><br>Grade 11: 50.4% | Academic year: 2023-2024<br>ELA CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3: 29.2%<br>Grade 3 Hispanic/Latino: 19.8%<br>Grade 3 UPC: 16.3%<br>Grade 3 EL: 6.6%<br>Grade 3 SED: 17.8%<br>Grade 3 Homeless: 0%<br><br>Grade 6: 38.6%<br>Grade 6 Hispanic/Latino: 23.7%<br>Grade 6 UPC: 24.7%<br>Grade 6 EL: 2.8%<br>Grade 6 SED 26.4%<br>Grade 6 Homeless: N/A<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 26.4%<br>Grade 8 Hispanic/Latino: 14.8% | Academic year: 2024-2025<br>ELA CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 29.9%<br>Grade 3 H/L 18.1%<br>Grade 3 UPC 16.5%<br>Grade 3 EL 3.9%<br>Grade 3 SED 17.3%<br>Grade 3 Homeless 0%<br><br>Grade 6 44.8%<br>Grade 6 H/L 28.6%<br>Grade 6 UPC 30.6%<br>Grade 6 EL 2.5%<br>Grade 6 SED 31.6%<br>Grade 6 Homeless 0%<br>Grade 6 Foster Youth N/A%<br><br>Grade 8 31.9%<br>Grade 8 H/L 20.7%<br>Grade 8 UPC 20.8%<br>Grade 8 EL 0.6% | ELA CAASPP Proficiency<br>Grade 3: 38.3%<br>Grade 3: Hispanic /Latino: : 28.5%<br>Grade 3 UPC: 28.1%<br>Grace 3 ELs: 17.9%<br>Grade 3 SED: 31.8%<br>Grade 3 Homeless: 42.3%<br>Grade 3 Foster Youth: 9%<br><br>Grade 6: 49.6%<br>Hispanic /Latino: 38.7%<br>Grade 6 UPC: 35.1%<br>Grace 6 ELs: 12.2%<br>Grade 6 SED: 42.3%<br>Grade 6 Homeless: 42.3%<br>Grade 6 Foster Youth: 9%<br><br>Grade 8: 38.0%<br>Hispanic /Latino: 26.6%<br>Grade 8 UPC: 26.4% | ELA CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 +0.6%<br>Grade 3 H/L -1.4%<br>Grade 3 UPC -2.6%<br>Grade 3 EL-5%<br>Grade 3 SED -5.5%<br>Grade 3 Homeless -33.3%<br><br>Grade 6 +4.2%<br>Grade 6 H/L -1.1%<br>Grade 6 UPC +4.5%<br>Grade 6 EL -.7%<br>Grade 6 SED -1.7%<br>Grade 6 Homeless -33.3%<br>Grade 6 Foster Youth 0%<br><br>Grade 8 +2.9%<br>Grade 8 H/L +3.1%<br>Grade 8 UPC +3.4%<br>Grade 8 EL -0.6%<br>Grade 8 SED +2.2%<br>Grade 8 Homeless +4.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic /Latino: : 37.4%<br>Grade 11 UPC: 34%<br>Grace 11 ELs: 4.1%<br>Grade 11 SED: 38.2%<br>Grade 11 Homeless: 33%<br>Grade 11 Foster Youth: 40% | Grade 8 UPC: 15.1%<br>Grade 8 EL: 1%<br>Grade 8 SED: 16.5%<br>Grade 8 Homeless: 10%<br>Grade 8 Foster Youth: 33.3%<br><br>Grade 11: 51.2%<br>Grade 11 Hispanic/Latino: 36.4%<br>Grade 11 UPC: 39.8%<br>Grade 11 Hispanic/Latino: 4.2%<br>Grade 11 SED: 43.2%<br>Grade 11 Homeless: 14.3%<br>Grade 11 Foster Youth 0% (N=3) | Grade 8 SED 21.5%<br>Grade 8 Homeless 4.5%<br>Grade 8 Foster Youth N/A%<br><br>Grade 11 47.3%<br>Grade 11 H/L 35.4%<br>Grade 11 UPC 35.6%<br>Grade 11 EL 2.6%<br>Grade 11 SED 37.4%<br>Grade 11 Homeless 12.0%<br>Grade 11 Foster Youth N/A% | Grace 8 ELs: 10.2%<br>Grade 8 SED: 28.3%<br>Grade 8 Homeless: 9%<br>Grade 8 Foster Youth: 9%<br><br>Grade 11: 59.4%<br>Hispanic /Latino: 46.4%<br>Grade 11 UPC: 43%<br>Grace 11 ELs: 13.1%<br>Grade 11 SED: 47.2%<br>Grade 11 Homeless: 42%<br>Grade 11 Foster Youth: 49% | Grade 8 Foster Youth 0%<br><br>Grade 11 -3.1%<br>Grade 11 H/L -2.0%<br>Grade 11 UPC 1.6%<br>Grade 11 EL -1.5%<br>Grade 11 SED -0.8%<br>Grade 11 Homeless -21%<br>Grade 11 Foster Youth 0% |
| 1.2 | Math CAASPP Profiency (3, 6, 8, 11) | Math CAASPP Proficiency<br>Baseline year: 2022-2023<br>Grade 3: 31.6%<br>Hispanic /Latino: 22.3%<br>Grade 3 UPC: 20.3%<br>Grace 3 ELs: 12.0%<br>Grade 3 SED: 24.3%<br>Grade 3 Homeless: 33.3% | Academic year: 2023-2024<br>Math CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3: 30.3%<br>Grade 3 Hispanic /Latino: 21.8%<br>Grade 3 UPC: 19%<br>Grade 3 EL: 12.4% | Academic year: 2024-2025<br>Math CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 33.1%<br>Grade 3 H/L 21.9%<br>Grade 3 UPC 20.8%<br>Grade 3 EL 12.0% | Math CAASPP Proficiency<br>Grade 3: 40.6%<br>Grade 3 /Latino: 22.3%<br>Grade 3 UPC: 29.3%<br>Grace 3 ELs: 21.0%<br>Grade 3 SED: 33.3% | Math CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 +1.5%<br>Grade 3 H/L -0.4%<br>Grade 3 UPC +0.5%<br>Grade 3 EL 0.0%<br>Grade 3 SED -1.9%<br>Grade 3 Homeless -33.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 3 Foster Youth: n/a<br><br>Grade 6: 33.7%<br>Hispanic /Latino: 24.4%<br>Grade 6 UPC: 19.4%<br>Grace 6 ELs: 4.5%<br>Grade 6 SED: 23.1%<br>Grade 6 Homeless: 33.3%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 17.6%<br>Hispanic /Latino: 8.1%<br>Grade 8 UPC: 8.2%<br>Grace 8 ELs: 0.4%<br>Grade 8 SED: 8.5%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth:N/A<br><br>Grade 11: 24.9%<br>Hispanic /Latino: 11.1%<br>Grade 11 UPC: 11.6%<br>Grace 11 ELs: 0.6%<br>Grade 11 SED: 12.6%<br>Grade 11 Homeless: 0%<br>Grade 11 Foster Youth: 25% | Grade 3 SED: 20.6%<br>Grade 3 Homeless: 0%<br>Grade 3 Foster Youth: n/a<br><br>Grade 6: 29.%<br>Grade 6 Hispanic /Latino: 14.6%<br>Grade 6 UPC: 16.7%<br>Grade 6 EL: 1.8%<br>Grade 6 SED: 17.8%<br>Grade 6 Homeless: 0%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8 18.8%<br>Grade 8 Hispanic /Latino: 8.6%<br>Grade 8 UPC: 8.9%<br>Grade 8 EL: 0%<br>Grade 8 SED: 9.4%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth: 0%<br><br>Grade 11 23.9%<br>Grade 11 Hispanic /Latino: 9.8% | Grade 3 SED 22.4%<br>Grade 3 Homeless 0%<br><br>Grade 6 34.3%<br>Grade 6 H/L 18.4%<br>Grade 6 UPC 20.4%<br>Grade 6 EL 1.7%<br>Grade 6 SED 21.4%<br>Grade 6 Homeless 14.3%<br>Grade 6 Foster Youth N/A<br><br>Grade 8 19.1%<br>Grade 8 H/L 9.7%<br>Grade 8 UPC 9.8%<br>Grade 8 EL 0%<br>Grade 8 SED 10.1%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11 22.6%<br>Grade 11 H/L 10.7%<br>Grade 11 UPC 13.4%<br>Grade 11 EL 0.6% | Grade 3 Homeless: 42.3%<br>Grade 3 Foster Youth: 9%<br><br>Grade 6: 42.7%<br>Grade 6 Hispanic /Latino: 33.4%<br>Grade 6 UPC: 28.4%<br>Grace 6 ELs: 13.5%<br>Grade 6 SED: 32.1%<br>Grade 6 Homeless: 42.3%<br>Grade 6 Foster Youth: 9%<br><br>Grade 8: 17.6%<br>Grade 8 Hispanic /Latino: 17.1%<br>Grade 8 UPC: 17.2%<br>Grace 8 ELs: 9.4%<br>Grade 8 SED: 17.5%<br>Grade 8 Homeless: 9%<br>Grade 8 Foster Youth: 9%<br><br>Grade 11: 33.9%<br>Grade 11 Hispanic /Latino: 20.1%<br>Grade 11 UPC: 20.6% | Grade 6 +0.6%<br>Grade 6 H/L -6.0%<br>Grade 6 UPC +1.0%<br>Grade 6 EL -2.8%<br>Grade 6 SED -1.7%<br>Grade 6 Homeless -19%<br>Grade 6 Foster Youth N/A<br><br>Grade 8 +1.5%<br>Grade 8 H/L +1.6%<br>Grade 8 UPC +1.6%<br>Grade 8 EL -0.4%<br>Grade 8 SED +1.6%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11 -2.3%<br>Grade 11 H/L -0.4%<br>Grade 11 UPC +1.8%<br>Grade 11 EL 0.0%<br>Grade 11 SED +1.2%<br>Grade 11 Homeless 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Grade 11 UPC: 13.8%<br>Grade 11 EL: 0%<br>Grade 11 SED: 14.4%<br>Grade 11 Homeless: 12.5%<br>Grade 11 Foster Youth: 33.3% | Grade 11 SED 13.8%<br>Grade 11 Homeless 0%<br>Grade 11 Foster Youth N/A% | Grace 11 ELs: 9.6%<br>Grade 11 SED: 21.6%<br>Grade 11 Homeless: 9%<br>Grade 11 Foster Youth: 34% | Grade 11 Foster Youth NA |
| 1.3 | Science (CAST) Proficiency 5, 8, 11/12) | Science (CAST) Proficiency<br>Baseline year: 2022-2023<br>Grade 5: 27.1%<br>Hispanic /Latino: : 11.9%<br>Grade 5 UPC: 13.9%<br>Grace 5 ELs: 1.9%<br>Grade 5 SED: 15.5%<br>Grade 5 Homeless: 0%<br>Grade 5 Foster Youth: 100%<br><br>Grade 8: 20.2%<br>Hispanic /Latino: 9.5%<br>Grade 8 UPC: 9.1%<br>Grace 8 ELs: 0.4%<br>Grade 8 SED: 10.2%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth: N/A<br><br>Grade 11&12: 25.6%<br>Hispanic /Latino: 14.3%<br>Grade 11&12 UPC: 14.4%<br>Grace 11&12 ELs: 0% | Academic year: 2023-2024<br>Science CAST Proficiency (5, 8, 11/12)<br>Grade 5: 30.3%<br>Grade 5 Hispanic /Latino: 14.1%<br>Grade 5 UPC: 14.5%<br>Grade 5 EL: 1.3%<br>Grade 5 SED: 15.4%<br>Grade 5 Homeless: 20%<br>Grade 5 Foster Youth: N/A<br><br>Grade 8 20.1%<br>Grade 8 Hispanic /Latino: 9.8%<br>Grade 8 UPC: 9.2%<br>Grade 8 EL: 0%<br>Grade 8 SED: 9.8%<br>Grade 8 Homeless: 0% | Academic year: 2024-2025<br>Science CAST Proficiency (5, 8, 11/12)<br>Grade 5 31.4%<br>Grade 5 H/L 13.4%<br>Grade 5 UPC 13.2%<br>Grade 5 EL 0%<br>Grade 5 SED 15.2%<br>Grade 5 Homeless 0%<br>Grade 5 Foster Youth N/A<br><br>Grade 8 21.7%<br>Grade 8 H/L 11.5%<br>Grade 8 UPC 12.6%<br>Grade 8 EL 0%<br>Grade 8 SED 12.9%<br>Grade 8 Homeless 0% | Science (CAST) Proficiency<br>Grade 5: 36.1%<br>Grade 5 Hispanic /Latino: 20.9%<br>Grade 5 UPC: 22.9%<br>Grace 5 ELs: 10.9%<br>Grade 5 SED: 24.5%<br>Grade 5 Homeless: 9%<br>Grade 5 Foster Youth: 100%<br><br>Grade 8: 29.2%<br>Grade 8 Hispanic /Latino: 18.5%<br>Grade 8 UPC: 18.1%<br>Grace 8 ELs: 9.4%<br>Grade 8 SED: 19.2%<br>Grade 8 Homeless: 9%<br>Grade 8 Foster Youth: 9% | Science CAST Proficiency (5, 8, 11/12)<br>Grade 5 +4.3%<br>Grade 5 H/L +1.5%<br>Grade 5 UPC -0.7%<br>Grade 5 EL -1.9%<br>Grade 5 SED -0.3%<br>Grade 5 Homeless 0%<br>Grade 5 Foster Youth N/A<br><br>Grade 8 +1.5%<br>Grade 8 H/L +2.0%<br>Grade 8 UPC +3.5%<br>Grade 8 EL -0.4%<br>Grade 8 SED +2.7%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 11&12 SED: 15.8%<br>Grade 11&12 Homeless: 10%<br>Grade 11&12 Foster Youth: 40% | Grade 8 Foster Youth: 33.3%<br><br>Grade 11/12: 29.5%<br>Grade 11/12 Hispanic /Latino: 16.7%<br>Grade 11/12 UPC: 20.1%<br>Grade 11/12 EL: 0.6%<br>Grade 11/12 SED: 21.5%<br>Grade 11/12 Homeless: 12.5%<br>Grade 11/12 Foster Youth: 33.3% | Grade 8 Foster Youth N/A<br><br>Grade 11/12 26.8%<br>Grade 11/12 H/L 16.8%<br>Grade 11/12 UPC 17.8%<br>Grade 11/12 EL 1.2%<br>Grade 11/12 SED 18.3%<br>Grade 11/12 Homeless 8.8%<br>Grade 11/12 Foster Youth N/A% | Grade 11&12: 34.6%<br>Grade 11/12 Hispanic /Latino: 23.3%<br>Grade 11&12 UPC: 23.4%<br>Grace 11&12 ELs: 9%<br>Grade 11&12 SED: 24.8%<br>Grade 11&12 Homeless: 19%<br>Grade 11&12 Foster Youth: 49% | Grade 11/12 +1.2%<br>Grade 11/12 H/L +2.5%<br>Grade 11/12 UPC +3.4%<br>Grade 11/12 EL +1.2%<br>Grade 11/12 SED +2.5%<br>Grade 11/12 Homeless -1.2%<br>Grade 11/12 Foster Youth 0% |
| 1.4 | ELPAC Improvement | ELPAC Improvement: Baseline year: 2022-2023<br>Elementary: 38.6%<br>Secondary: 31.7% | Academic year: 2023-2024<br>ELPAC Improvement:<br>Elementary 36.5%<br>Secondary 31.3% | ELPAC Improvement:<br>Elementary 36.7%<br>Secondary 31.2% | ELPAC Improvement:<br>Elementary: 53.6%<br>Secondary: 46.7% | ELPAC Improvement:<br>Elementary -1.9%<br>Secondary -0.5% |
| 1.5 | Reclassification Rate | Reclassification Rate: Baseline year: 2022-2023<br>Elementary: 7.4%<br>Secondary: 4.4% | Academic year: 2023-2024<br>Reclassification Rate:<br>Elementary 10.7%<br>Secondary 5.5% | Reclassification Rate:<br>Elementary 11.6%<br>Secondary 6.3% | Reclassification Rate:<br>Elementary: 16.4% - 22.4%<br>Secondary: 13.4 - 19.4% | Reclassification Rate:<br>Elementary +4.2%<br>Secondary +1.9% |
| 1.6 | Percentage of D's and F's per subject grades 7-12 | Percentage of Ds and Fs per subject<br>Baseline year: 2022-2023 | Academic year: 2023-2024<br>Percentage of Ds & Fs per subject | Academic year: 2024-2025<br>Percentage of Ds & Fs per subject<br>ELA 29.4% | Percentage of Ds and Fs per subject<br>ELA: Overall 27.3%,Hispanic /Latino 33.9% | Percentage of Ds & Fs per subject<br>ELA -3.9%<br>ELA Latinx -5.2%<br>Math -9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | ELA: Overall 33.3%, Latinx 42.9%<br>Math: Overall 40.5%, Latinx 49.9%<br>History: Overall 35.6%, Latinx 45.6%<br>Science: Overall 36.5%, Latinx 46.2% | ELA Overall 30.5%, Hispanic /Latino 39%<br>Math 36.1%, Hispanic /Latino 45%<br>History 27.7%<br>History Hispanic /Latino 34.4%<br>Science 33.9%<br>Science Hispanic /Latino 42.8% | ELA Latinx 37.7%<br>Math 31.5%<br>Math Latinx 38.8%<br>History 25.9%<br>History Latinx 31.4%<br>Science 26.3%<br>Science Latinx 33.8% | Math: Overall 34.5%, Hispanic /Latino 40.9%<br>History: Overall 29.6%, Hispanic /Latino 35.6%<br>Science: Overall 30.5%, Hispanic /Latino 37.2% | Math Latinx - 11.1%<br>History -9.7%<br>History Latinx - 14.2%<br>Science -10.2%<br>Science Latinx - 12.4% |
| 1.7 | A-G Completion | A-G Completion:<br>Baseline year: 2022-2023<br>Overall 33.8%,<br>Latinx 21.99% | Academic year: 2023-2024<br>A-G Completion:<br>Overall 36.4%<br>Latinx 21.9% | Academic year: 2024-2025<br>A-G Completion:<br>Overall 38.7%<br>Latinx 25.0% | A-G Completion:<br>Overall: 45.8%,<br>Latinx: 36.99% | A-G Completion:<br>Overall +4.9%<br>Latinx +3.0% |
| 1.8 | Progress Toward A-G completion | Progress Towards A-G Completion:<br>Baseline year: 2022-2023<br>Overall - 33.8%,<br>Latinx - 22% | Academic year: 2023-2024<br>Progress towards A-G Completion:<br>Overall 37.3%<br>Latinx 25.1% | Academic year: 2024-2025<br>Progress towards A-G Completion:<br>Overall 30.6%<br>Latinx 22.7% | Progress Towards A-G Completion:<br>Overall: 45.8%,<br>Latinx: 37% | Progress towards A-G Completion:<br>Overall -3.2%<br>Latinx +0.7% |
| 1.9 | CTE Completion | CTE Completion:<br>Baseline year: 2022-2023<br>Overall 4.7%,<br>Latinx 3.1% | Academic year: 2023-2024<br>CTE Completion:<br>Overall 8.3%<br>Latinx 5.9% | Academic year: 2024-2025<br>CTE Completion:<br>Overall 8.9%<br>Latinx 8.3% | CTE Completion:<br>Overall 7.7 - 8.7%,<br>Latinx 6.1% - 7.1% | CTE Completion:<br>Overall +4.2%<br>Latinx +5.2% |
| 1.10 | Ethnic Studies Completion | Ethnic Studies Completion<br>Baseline year: 2022-2023<br>Overall - 63.7%,<br>Latinx - 55% | Academic year: 2023-2024<br>Ethnic Studies Completion<br>Overall 65.1%<br>Latinx 59.7% | Academic year: 2024-2025<br>Ethnic Studies Completion<br>Overall 73.1%<br>Latinx 68.3% | Ethnic Studies Completion<br>Overall: 88%,<br>Latinx: 86% | Ethnic Studies Completion<br>Overall +9.4%<br>Latinx +13.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | Graduation Rate | Graduation Rate for the 2022-23 school year:<br>All Students - 82.6%,<br>Latinx: 77.4%<br>Students with an IEP-62.5% | Graduation Rate for the 2023-24 school year:<br>All Students - 86.5%,<br>Latinx: 83.8%<br>Students with an IEP - 68.8% | Graduation Rate for the 2024-25 school year:<br>All Students 89.9%<br>Latinx: 89%<br>Students with an IEP 79.7% | Graduation Rate for the 2026-27 school year:<br>All Students: 88%,<br>Latinx: 86%<br>Students with an IEP: 68% | Graduation Rate :<br>All Students +7.3%<br>Latinx: +11.6%<br>Students with an IEP +17.2% |
| 1.12 | High School Readiness | High School Readiness Rate:<br>Baseline year: 2022-2023<br>Secondary Overall 80.8%,<br>Secondary Latinx 71.8% | Academic year: 2023-2024<br>High School Readiness Rate:<br>Secondary Overall 83.9%<br>Secondary Latinx 76.9% | High School Readiness Rate:<br>Secondary Overall 84.5%<br>Secondary Latinx 79.2% | High School Readiness Rate:<br>Secondary Overall 86.8%,<br>Secondary Latinx 80.8% | High School Readiness Rate:<br>Secondary Overall +3.7%<br>Secondary Latinx +7.4% |
| 1.13 | Dual Enrollment | 2022 -2023 Dual Enrollment:<br>Overall - 18.6%,<br>Latinx - 11.8% | Academic year: 2023-2024<br>Dual Enrollment:<br>Overall 19.1%<br>Latinx 12.2% | Academic year: 2024-2025<br>Dual Enrollment:<br>Overall 20.7%<br>Latinx 13.9% | Dual Enrollment:<br>Overall: 30.6%,<br>Latinx: 29.8% | Dual Enrollment:<br>Overall +2.1%<br>Latinx +2.1% |
| 1.14 | Work Based Learning | Work-based learning (state)<br>Baseline year: 2022-2023<br>2%, Overall<br>2.2% Hispanic/Latino | Academic year: 2023-2024<br>Work-based learning (state)<br>Overall 2.5%<br>Hispanic/Latino 2.5% | Academic year: 2024-2025<br>Work-based learning (state)<br>Overall 0.8%<br>Latinx 0.8% | Work-based learning (state) - 5%,<br>5.2% Hispanic/Latino | Work-based learning (state)<br>Overall -1.2%<br>Latinx -1.4% |
| 1.15 | Middle School Drop Out Count | Middle School Drop Out Count<br>Baseline year: 2022-2023<br>Overall= 7 | Academic year: 2023-2024<br>Middle School Drop Out Count = 5 | Middle School Drop Out Count = 2 | Middle School Drop Out Count = 0 | Middle School Drop Out Count -5 |
| 1.16 | Suspension Rate | Suspension Rate for the 2022-2023 school year:<br>All Students- 7.7%. | Suspension Rate for the 2023-2024 school year: | Suspension Rate for the 2024-2025 school year: | Suspension Rate for the 2026-2027 school year: | Suspension Rate:<br>All Students -2.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic: 8.9%<br>UPC: 9.9%<br>ELs: 8.9%<br>SED: 9.8%<br>Homeless: 21.7%<br>Foster Youth: 25% | All Students 6.2%<br>Hispanic or Latino 7%<br>UPC 7.9%<br>EL 7.6%<br>SED 7.6%<br>Homeless 16.3%<br>Foster Youth 20% | All Students 5.3%<br>Hispanic or Latino 6.2%<br>UPC 6.6%<br>EL 7.6%<br>SED 6.4%<br>Homeless 6.5%<br>Foster Youth 20% | All Students- 4.7%.<br>Hispanic: 2.9%<br>UPC: 6.9%<br>ELs: 5.9%<br>SED: 6.8%<br>Homeless: 18.7%<br>Foster Youth: 22% | Hispanic or Latino -2.7%<br>UPC -3.3%<br>EL -1.3%<br>SED -3.4%<br>Homeless -15.2%<br>Foster Youth +5.0% |
| 1.17 | Chronic Absenteeism | Chronic Absenteeism for the 2022-23 School Year -<br>Overall, 35.6%<br>Hispanic 32.2%<br>UPC: 34.6%<br>ELs: 37%<br>SED: 33.2%<br>Homeless: 49.4%<br>Foster Youth: 45% | Chronic Absenteeism for the 2023-24 School Year -<br>Overall 20.2%<br>Hispanic or Latino 23%<br>UPC 24.4%<br>EL 26.3%<br>SED 23.7%<br>Homeless 39.4%<br>Foster Youth 6.7% | Chronic Absenteeism for the 2024-25 School Year -<br>Overall 19.4%<br>Hispanic or Latino 22.3%<br>UPC 23.0%<br>EL 23.0%<br>SED 22.7%<br>Homeless 26.5%<br>Foster Youth 20.0% | Chronic Absenteeism for the 2026-27 School Year-<br>Overall 15%<br>Hispanic or Latino: 17.2%<br>UPC: 19.6%<br>ELs: 22%<br>SED: 18.2%<br>Homeless: 34.4%<br>Foster Youth: 30% | Chronic Absenteeism -<br>Overall -16.2%<br>Hispanic or Latino -9.9%<br>UPC -11.6%<br>EL -14%<br>SED -10.5%<br>Homeless -22.9%<br>Foster Youth -25% |
| 1.18 | IB/AP Access | Baseline year: 2022-2023<br>IB/AP Participation:<br>Overall Sec. 9.5%<br>Sec. Hispanic/Latino 5.9% | 2023-2024<br>IB/AP Participation:<br>Overall - Secondary 9%<br>Hispanic/Latino - Secondary 5.8% | 2024-2025<br>IB/AP Participation:<br>Overall - Secondary 9.4%<br>Hispanic/Latino - Secondary 6.4% | IB/AP Participation:<br>Overall Sec. 12.5% Sec. Hispanic/Latino 11.9% | IB/AP Participation:<br>Overall - Secondary -.1%<br>Hispanic/Latino - Secondary +.5% |
| 1.19 | AP Pass Rate | Baseline year: 2022-2023<br>AP Pass Rate:<br>Overall Sec. 70.1%<br>Sec. Hispanic/Latino 62.1% | 2023-2024<br>AP Pass Rate:<br>Overall Sec 77.2%<br>Hispanic/Latino Sec 70% | 2024-2025<br>AP Pass Rate:<br>Overall Sec 79.7%<br>Hispanic/Latino Sec 69.4% | AP Pass Rate:<br>Overall Sec. 73.1%<br>Sec. Hispanic/Latino 68.1% | AP Pass Rate:<br>Overall Sec +9.6%<br>Hispanic/Latino Sec +7.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.20 | Seal of Biliteracy Recipients | Baseline year: 2022-2023<br>Seal of Biliteracy Overall 10.5% | 2023-2024<br>Seal of Biliteracy: Overall 17% | 2024-2025<br>Seal of Biliteracy: Overall 18.4% | Seal of Biliteracy: 16.5% | Seal of Biliteracy: Overall +7.9% |
| 1.21 | Progress Towards Graduation | Baseline year: 2022-2023<br>Progress Towards Graduation<br>All: 89.3%<br>UPC: 60.5%<br>ELs: 45.5%<br>SED: 63%<br>Homeless: 40.9%<br>Foster Youth: 57.1%<br>Students with an IEP - 53.6%<br>Students with a 504 - 71.2% | 2023-2024<br>Progress Towards Graduation -<br>All 75.3%<br>UPC 68.6%<br>EL 55.2%<br>SED 70.2%<br>Homeless 41%<br>Foster Youth 50%<br>Students with an IEP 57.2%<br>Students with a 504 78.4% | 2024-2025<br>Progress Towards Graduation -<br>All 80.3%<br>UPC 75%<br>EL 59%<br>SED 76.1%<br>Homeless 60.8%<br>Foster Youth 50%<br>Students with an IEP 66.8%<br>Students with a 504 82.2% | Progress Towards Graduation -<br>All: 95.3%<br>UPC: 66.5%<br>ELs: 51.5%<br>SED: 69%<br>Homeless: 46.9%<br>Foster Youth: 63.1%<br>Students with an IEP - 60%<br>Students with a 504 - 75% | Progress Towards Graduation -<br>All -9%<br>UPC +14.5%<br>EL +13.5%<br>SED +13.1%<br>Homeless +19.9%<br>Foster Youth - 7.1%<br>Students with an IEP +13.2%<br>Students with a 504 +11% |
| 1.22 | Access to Standards Aligned Instructional Materials (Local Indicator) | Met (Local Indicator) | Met (Local Indicator) | Met (Local Indicator) | Met (Local Indicator) | No difference |
| 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) -<br>Grade 3 Reading: 52% (All Students)<br>Grade 3 Reading: 18% (EL)<br>Grade 3 Math: 34% (All Students)<br>Grade 3 Math: 11% (EL)<br>Grade 6 Reading: 44% (All Students) | 2024/25 EOY Diagnostic (% at or above grade level) -<br>Grade 3 Reading: 52% (All Students)<br>Grade 3 Reading: 18% (EL)<br>Grade 3 Math: 34% (All Students)<br>Grade 3 Math: 11% (EL)<br>Grade 6 Reading: 44% (All Students) | EOY Diagnostic (% at or above grade level) -<br>Grade 3 Reading: 57% (All Students)<br>Grade 3 Reading: 23% (EL)<br>Grade 3 Math: 39% (All Students)<br>Grade 3 Math: 16% (EL)<br>Grade 6 Reading: 49% (All Students)<br>Grade 6 Reading: 7% (EL) | 2025-2026 uses the baseline year 2024-2025 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Grade 6 Reading: 2% (EL)<br>Grade 6 Math: 41% (All Students)<br>Grade 6 Math: 4% (EL) | Grade 6 Reading: 2% (EL)<br>Grade 6 Math: 41% (All Students)<br>Grade 6 Math: 4% (EL) | Grade 6 Math: 46% (All Students)<br>Grade 6 Math: 9% (EL) | |

# Goal Analysis [2025-26]

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

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

Successful Implementation

Action 1.1: Assessment Systems TK-12 (Partially Implemented) This is the second year of implementation of the iReady assessment at the elementary level in grade K-6. Sites had grade level release 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 in grades K-6 replacing the paper DIBLES test teachers use in previous years. 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. Several middle school sites grades 7-8 are piloting the i-Ready assessment and lessons with their students. MTSS Data analysis work has been done for all Site Administrators through the district ILT, highlighting the use of multiple data points.

Action 1.2: Curriculum Supports and College Career Readiness (Fully Implemented) 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. 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 Night, 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. Our teachers 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 Sonday trainings were held to support staff using that program. A newsletter supporting the implementation of math strategies based on the new framework was created for site staff and administrators.

Action 1.3: Expanded Learning Opportunities and Interventions Through Summer School and After School Programs (Fully Implemented)- 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. 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 teacher and two instructional assistants are provided for support. Lessons are grounded in culturally responsive 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.Due to space limitations we are not able to provide Avance and Pasitios programs on our school sites this year.

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. 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. Finally, the influx of additional ASES Universal monies (~$1.6M) to build out and expand our after-school programs has been exciting for our schools.

Action 1.4: School Based Support for SPSA Actions and Implementation (Fully Implemented) - 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). Every action within this goal reflects and reinforces this overarching objective. Fall training for site administrators focused on School Site Council responsibilities, Title I funding, and parent engagement, winter training addressed fiscal accountability and resource use, spring training focus is on data driven decision making for the following year's plan and assessment of current year actions.

Action 1.5: Multilingual Learners Site and Staff and Student Support (Partially Implemented). The Multilingual and Equitable Services 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, 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 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.

Action 1.6: Comprehensive and Collaborative Supports for Students (Fully Implemented) - The 0.5 FTE school psychologist position was ongoing. The position provided support to all school sites for 504s. Secondary MTSS Counselors continued to work at secondary school sites across the district supporting various MTSS intervention systems. There were monthly team meetings to provide district level support to them, and to share best practices.

Action 1.7: Enrichment Music Programs for Students & Increased Opportunities for Collaboration (Fully Implemented). Beyond these targeted programs, the district has made significant investments to support equity and cultural connections. Elementary music programs continue to provide weekly instruction that engages students identified as homeless, English learners, foster youth, and low-income.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.

Action 1.8: Academic Initiatives (Partially Implemented). Jr/Sr High Preparation & Implementation for 25-26 has included direct support to site leadership teams, faculty and staff 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 of sessions. 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 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 provided 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.

Action 1.9: Supports for Increased Co-teaching Practices (Fully Implemented). We offered sections of co-taught classes in math, ELA, social studies and science. Teachers attended conferences specific to co-teach. The district's plan to offer a full day professional development for all co-teachers was paused while a new model is under development. Teachers in the current model co-planned through extra hourly work or through a common prep.

Action 1.10: Supplemental Materials and Supplies TK-12 (Fully Implemented). Identified curricular supports for secondary math were purchased. Each site identified library needs and purchased non-fiction collections to keep reference and resource materials up to date. The need for a research based spelling program at the 6th grade level 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. A music curriculum was purchased for our elementary music team aligning their practice.

Action 1.11: Class Size Reduction (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.

Action 1.12: Support for Students With Disabilities (Fully Implemented). Coteaching training, planning and collaboration have supported extensive development and implementation of coteaching with strong coteaching teams. Overidentification remains unchanged, however we have increased the percentage of time of students with disabilities in general education settings. FTE Behavior Specialist has provided some training to general education teachers, including at staff meetings, and has provided Pro-Act behavioral training to special education staff and PE teachers. Two training sessions for reclassification and serving dually identified students have occurred with educational specialists.

Action 1.13: Students With Disabilities & Compliance (Fully Implemented). Behavior specialists have provided training and worked with special education staff on effective classroom setup and behavior management.

Action 1.14 Access to educational programs, student supports, and enrichment opportunities (Fully Implemented) Provide increased transportation services that increase access to educational programs, student supports, and enrichment opportunities for unduplicated pupils, reducing barriers to attendance, engagement, and academic success.

Challenging Implementation:

Action 1.1: Assessment Systems TK-12 (Partially Implemented) Several middle school sites grades 7-8 are piloting the i-Ready assessment and lessons with their students. MTSS Data analysis work has been done for all Site Administrators through the district ILT, highlighting the use of multiple data points.

Action 1.5: Reduction of the Multilingual and Equitable Services Coordinator position from a fulltime position to 0.4 made made it difficult to hold 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, 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.

Action 1.8: Not filling the DLI TOSA position made full implementation of professional development difficult and site support for our dual language students difficult.

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

Action 1.1 Assessment Systems TK-12 ($1.20M planned vs. $284.6K actual): lower costing district-wide testing platforms, postponed new purchases, lower vendor contracts, and utilization of existing free tools.

Action 1.2 Curriculum Supports & College/Career Readiness ($1.87M planned vs. $965.5K actual): Postponed textbook/software purchases, unfilled curriculum specialist positions, and lower costing college readiness events.

Action 1.3 Expanded Learning Opportunities & Interventions (Summer/Afterschool) ($3.96M planned vs. $4.96M actual): Higher student enrollment and staffing requirements for summer school, increased hourly staff rates, or extended program hours.

Action 1.4 School-Based Support for SPSA Actions ($1.15M planned vs. $1.15M actual): Executed budgeted to individual Single Plans for Student Achievement (SPSA).

Action 1.5 Multilingual Learners Site & Staff Support ($477.4K planned vs. $43.5K actual): Severe staffing vacancies/hiring shortages for bilingual specialists or structural shift of personnel costs to central accounts.

Action 1.6 Comprehensive & Collaborative Supports for Students ($1.30M planned vs. $938.6K actual): Underutilized external contract services or delays in launching targeted student intervention workshops.

Action 1.7 Enrichment Music Programs & Collaboration ($1.01M planned vs. $804.5K actual): Lower expenditure on music equipment/instruments and repairs along with lower salary costs for newer teachers.

Action 1.8 Academic Initiatives ($339.0K planned vs. $81.0K actual): New academic pilot programs were deferred or streamlined using existing adopted curriculum materials.

Action 1.9 Supports for Increased & Supportive Practices ($600.0K planned vs. $475.4K actual): Lower-than-expected consultant or workshop costs for implementing supportive frameworks.

Action 1.10 Supplemental Materials & Supplies TK-12 ($180.0K planned vs. $20.9K actual): Schools relied on existing inventory or shifted material costs to federal grant funding streams.

Action 1.11 Class Size Reduction ($6.32M planned vs. $7.25M actual): End of year recalculation for actuals vs projection.

Action 1.12 Continuation School Class Size Reduction ($0 planned vs. $944.1K actual): Mid-year budget reallocation to add continuation high school teaching FTEs to support high-risk student retention.

Action 1.13 Certificated Staff for Secondary Supplemental Programs (IB, MP) ($0 planned vs. $237.7K actual): Unbudgeted mid-year assignment of certificated FTEs specifically for specialized International Baccalaureate (IB) and pathway courses.

Action 1.14 Portion of Secondary Vocational Program ($0 planned vs. $591.3K actual): Accounting reclassification to isolate Career Technical Education (CTE) teacher salaries and equipment into a distinct tracking category.

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

The actions implemented over the past year were deemed effective based on multiple indicators of progress.

Action 1.1: Assessment Systems TK-12 (Fully Implemented) -Teachers participated in grade-level release days and benefited implementation of the iReady assessment.
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.

Action 1.2 – Curriculum Supports and College & Career Readiness
The Secondary Math redesign was limited this year. Implementation and support for Ethnic Studies was also limited. The studies about Ethnic Studies suggest that a robust programmatic implementation of Ethnic Studies will result in higher core academic achievement, better attendance, and more positive behaviors. We implemented a 1.0 FTE CCR Coordinator and CCR Senior Secretary to support the implementation of High Quality CTE Programs.
Effectiveness of Action: Effective
Metric 1.4 ELPI data improvement for LTELs
Metric 1.6 Percentage of Ds & Fs per subject grades
Metric 1.9 Increase in CTE completion
Metric 1.10 Increase in ETHS completion
Metric 1.12 Increase in HS readiness

Action 1.3 – Expanded Learning (Afterschool, Summer, Credit Recovery)
The district has maintained its commitment to offer engaging academic and enrichment summer school and after-school programming to students. The additional Expanded Learning Opportunity grant monies have resulted in significant increases in direct services and support for students. Specifically, the district has been able to expand offerings to our after-school and summer school programs to address students' academic and social development. As a result, the number of students served in summer programs has increased from 1,646 students in Summer 2020 to 2,827 students in Summer 2025. The district has also expanded the number of summer programs offered, from 6 programs in 2020 to 16 programs in 2025, with a range of programming options available to students, including: STEM camp, Newcomer English, Migrant Education, Extended School Year (ESY) for students with IEPs and other special needs, Arts/Mariachi Camp, and an outdoor education program. In addition to summer school, the district has worked to increase options and opportunities for after-school, intercession, and night school. In the 25-26 school year, we expanded our after-school offerings with additional ASES monies to middle/junior high school students. Together with our partners, we serve 2400 students daily in our after-school programs.
Effectiveness of Action: Effective
Metric 1.7 Increase in A-G completion
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness

Action 1.4: School Based Support for SPSA Actions and Implementation
Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and families as described in their school site plans (SPSAs).
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.
Metric 1.6 Percentage of Ds & Fs
Metric 1.7 Increase in A-G completion
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness

Action 1.5: Multilingual Learners Site and Staff and Student Support

Support for multilingual learners has been a priority. A reduced team of a .4 Multilingual Learner Coordinator and a Director, are providing professional development,  instructional support, and data-driven coaching for teachers across the district.
Effectiveness of Action: Effective
Metric 1.4 ELPI data improvement for LTELs
Metric 1.6 Decrease in D & Fs
Metric 1.20 Increase in Seal of Biliteracy

Action 1.6: Comprehensive and Collaborative Supports for Students
Continued fiscal support of school psychologist positions. The role includes developing, updating, and running 504 trainings for district staff, ensuring 504 materials are in compliance, and supporting school sites across the district with 504 support. MTSS counselors have provided increased support.
Effectiveness of Action: Effective
Metric 1.6  Decrease in D & Fs
Metric 1.16 Decrease in Suspension Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.7  Enrichment Music Programs for Students & Increased Opportunities for Collaboration
Effectiveness of Action: Effective
Metric 1.6  Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness
Metric 1.16 Decrease in Suspension Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.8: Academic Initiatives
Development of the Jr/Sr High School Model and expansion of AVID programs
Effectiveness of Action: Effective
Metric 1.6  Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness
Metric 1.16 Decrease in Suspension Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.9 Supports for Increased Co-teaching 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.
Effectiveness of Action: Effective
Metric 1.6 Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.10: Supplemental Materials and Supplies TK-12
Funds were used for curricular support for secondary math and non-fiction collections to keep reference and resource materials up to date as well as a research based spelling program at the 6th grade level.
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.
Metric 1.12 Increase in HS readiness

Action 1.11: Class Size Reduction
Staffing followed the contractual class sizes including the reduced class sizes for K-3 and 9th grade math, ELA and Science when possible.
Effectiveness of Action: Effective
Metric 1.6  Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness
Metric 1.17 Improved Chronic Absenteeism

Action 1.12: Support for Students With Disabilities
Coteaching implementation, increased percentage of time of students with disabilities in general education settings. FTE Behavior Specialist has provided training and two training sessions for reclassification and serving dually identified students have occurred with educational specialists.
Effectiveness of Action: Effective
Metric 1.1 SWD increased by 9.4 points in ELA.
Metric 1.2 SWD increased 10.2 points in Math
Metric 1.11 SWD increased 10.8% in graduation rate.
Metric 1.16 SWD declined 7.6% in suspension rate

Action 1.13: Students With Disabilities & Compliance
Behavior specialists have provided training and worked with special education staff on effective classroom setup and behavior management.
Effectiveness of Action: Effective
Metric 1.16 SWD declined 7.6% in suspension rate

Action 1.14 Access to educational programs, student supports, and enrichment opportunities
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.
Metric 1.6 Percentage of Ds & Fs
Metric 1.7 Increase in A-G completion
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness

Metric 1.17 Improved Chronic Absenteeism

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

There are no changes to the planned goal, metrics, or target outcomes for 2026-27.

Actions revised:

Action 1.1: A new assessment for both ELA and Math was piloted by a few sites, but not for adoption purposes. The need to develop a common assessment grades 7-12 is still present.
Action 1.2 Math redesign efforts will be focused through a new math adoption district wide.
Action 1.5 Reduction of a Mulitlingual and Equitable Service Coordinator due to funding constraints. Through Title III funding teacher specialists to support elementary and secondary will be implemented.
Action 1.6 An additional .5 FTE for a school pych at the district level due to the high need to continue offering support to staff on ways to serve students effectively. The elimination of MTSS Intervention counselors at the secondary level.
Action 1.7 In addition to music at the elementary leve physical education staffing to foster connections among students providing staff time to collaborate, review data, and develop lessons based on student need.
Action 1.8 Elsie Allen High School will continue with a 4X4 and with the consolidation of a third middle school with a high school the district will support coordinators at each of the high schools to implement secondary initiatives that improve instructional outcomes.A 1.0 FTE Director has been eliminated to support sites having an onsite credentialed coordinator and a Dual Language Immersion TOSA has been eliminated as the site is not offering a bilinugal track. Support for AVID to strengthen college and career readiness district wide will continue to be a focus.
Action 1.9 A 1.0FTE program specialists will replace co-teaching supporting staff on inclusive practices.
Action 1.10 Funding to ensure access to supplemental materials will continue but has been financially reduced by $70,000.
Action 1.11 Class size reduction will continue in 9th grade for math, ELA, and science. At the elementary level class size will revert back to contract language.
Action 1.12 & 1.13 Actions added to meet the needs of Students with Disabilities.

Actions were eliminated for 2026-2027:
Action 1.2: College and Career Counselors
Action 1.6: MTSS Counselors
Action 1.8: 1.0 FTE Director Position
Action 1.9: Co-Teach FTEs
Action 1.11: Reduce Elementary staffing and eliminate class-size reductions to reflect contractual maximums

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Assessment Systems TK-12 | The use of assessment,instructional, and informational platforms to directly support pupil achievement through Cyber High, Imagine Learning, Albert.io, i-Ready, mClass, ParentSquare and Ellevation.<br><br>This implementation is strategically supported by providing teachers in grades K–2 and 3–6 with three dedicated release days each to engage in release time to administer assessments three times a year, participate in professional development and collaborative data analysis.<br><br>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.<br><br>A proportional share of Information and Evaluation staffing is supported through supplemental and concentration funding due to the direct role these positions play in improving outcomes for unduplicated pupils. Staff support the implementation and evaluation of services for English learners, low-income students, and foster youth through the analysis of academic achievement, English learner progress and reclassification, chronic absenteeism, graduation rates, college and career readiness indicators, and other student outcome data.<br>Information and Evaluation staff support MTSS implementation, early identification of student needs, monitoring of intervention effectiveness, Community Schools initiatives, and continuous improvement efforts aligned with the LCAP and the English Learner Roadmap. This work enables district and site leaders to identify disparities, target resources, evaluate supplemental and concentration-funded actions, and make data-informed decisions to improve outcomes for unduplicated student groups. | $1,147,228.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Because a significant portion of these responsibilities is dedicated to planning, monitoring, and evaluating services principally directed toward unduplicated pupils, a proportional share of Information and Evaluation staffing costs constitutes an increased and improved service and is appropriately funded through supplemental and concentration grants.<br><br>The employment of  a full-time instructional technology, data, and assessment specialist. Title IV<br><br>Elementary Supplemental & Concentration $293,580<br><br>Secondary Supplemental & Concentration $638,037<br><br>Base $322,771 | | |
| **1.2** | 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 95% Core Phonics Currciulum and the Sonday literacy system .<br><br>Elementary and Secondary -  Math Redesign efforts will focus on building district-wide coherence in grades TK-12th through piloting math curriculum aligned to the states framework revisions continuing to focus 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 through partnership with our county office of education.<br><br>A 1.0 FTE TK-12 Math Instructional Support Specialist will support in classrooms and the implementation of the math pilots. | $2,342,803.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | The district provides one CTE pathway at each high school as part of the base educational program. Supplemental and concentration grant funds are used to expand pathway offerings beyond the base program, increasing access to career-connected learning opportunities for unduplicated pupils, including low-income students, English learners, and foster youth.<br>Additional pathways reduce barriers to participation by providing students with greater choice and access to programs aligned with their interests, strengths, and career goals. Expanded CTE opportunities increase student engagement, support college and career readiness, and provide access to industry-aligned coursework, certifications, and work-based learning experiences. This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by improving access to meaningful postsecondary and career preparation opportunities.<br>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.<br><br>Secondary - Efforts to promote equity include the ongoing development of Ethnic Studies courses. The district provides the required one-semester Ethnic Studies course as part of its base educational program. Supplemental and concentration grant funds support the additional semester of instruction, expanding students' opportunity to engage in culturally responsive curriculum that promotes belonging, engagement, and academic success.<br><br>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.<br><br>Elementary Supplemental & Concentration $62,541<br><br>Secondary Supplemental & Concentration $2,023,262 | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.3** | Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs | Elementary - Maintaining access to elementary afterschool and summer school programs for students, including after school tutoring.<br><br>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.<br><br>Elementary - Efforts include supporting on several of our school campuses (5 sites), which includes hosting classes for targeted families in our community. And finally, providing ongoing support of supervision (academic & enrichment support) of Transitional Kindergarten and Kindergarten students (portion of 4.5 FTEs combined time between all TK/K districtwide =1.78 FTE) between the end of the school day for TK/K and the end of the school day for 1-6. LCFF funds, including S&C<br><br>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.<br><br>Elementary Supplemental & Concentration $415,015<br><br>Secondary Supplemental & Concentration $689,091 | $4,327,660.00 | Yes |
| **1.4** | School Based Support for SPSA | Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and families as | $1,150,384.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Actions and Implementation | 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.<br><br>Elementary Supplemental & Concentration $492,712<br><br>Secondary Supplemental & Concentration $657,726 | | |
| **1.5** | Multilingual Learners Site and Staff and Student Support | Elementary and Secondary will encompass various aspects of professional development, including content area and grade- level training, Designated and Integrated English Language Development, utilization of assessment data, personalized modeling, and collaborative lesson studies. By targeting the unique needs of unduplicated pupils, we aim to enhance classroom instruction and promote academic success among multilingual learner students, low-income students, and foster youth.<br><br>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. | $82,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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 certificated members participating in LARC activities.<br><br>The change in funding amount reflects the elimination of district level positions focused solely on multilingual learners and redistributes those duties within a structure that ensures these services are interwoven in all aspects of educational services to students. The work is now divided into the focus for elementary and secondary students and the supports specifically needed within the context of other priority supports to ensure support of the whole child with a more cohesive and integrated plan.<br><br>Elementary Supplemental & Concentration $24,600<br><br>Secondary Supplemental & Concentration $57,400 | | |
| **1.6** | Comprehensive and Collaborative Supports for Students | Continued fiscal support of a 1.0 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 who require accommodtions and other supports 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.<br><br>Fiscal support of a .2 FTE Education Specialist teacher coach to consult and support staff in appropriate use and implementation of accommodations and supports to support student in accessing their learning environment. | $1,184,441.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Fiscal support of a .5 FTE Speech Language Pathologist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the communication needs of general education students.<br><br>Fiscal support of a .5 FTE Occupational Therapist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.<br><br>Fiscal support of a .5 FTE Behavior Specialist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.<br><br>Fiscal support of .4 FTE Program Manager/Specialists to support Behavioral MTSS practices, including the development of Tier 3 site teams to review and coordinate appropriate supports for general education students with needs at the site<br><br>Elementary<br><br>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 psychologist fosters consistency across classrooms and ensures that students have access to tools that enhance their learning experiences.<br><br>Fiscal support of a .2 Education Specialist teacher coach to consult and support staff in appropriate use and implementation of accommodations and supports to support student in accessing their learning environment.<br><br>Fiscal support of a .5 FTE Speech Language Pathologist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the communication needs of general education students. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Fiscal support of a .5 FTE Occupational Therapist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.<br><br>Fiscal support of a .5 FTE Behavior Specialist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.<br><br>Fiscal support of .4 FTE Program Manager/Specialists to support Behavioral MTSS practices, including the development of Tier 3 site teams to review and coordinate appropriate supports for general education students with needs at the site.<br><br>Elementary Supplemental & Concentration $479,264<br><br>Secondary Supplemental & Concentration $610,177 | | |
| **1.7** | Enrichment Music and Physical Education Programs for Students & Increased Opportunities for Collaboration | Elementary - Utilize the elementary music and physical education programs to foster cultural connections among students identified as Homeless, English learners, foster youth, and low-income student engagement. Ensure students receive weekly music instruction, including both classroom-based and instrumental lessons. Classroom teachers in grades 1 - 6 are released during this time to collaborate, review data, and develop lessons focusing on student achievement.<br><br>Elementary Supplemental & Concentration $2,040,000<br><br>Secondary Supplemental & Concentration $0 | $2,040,000.00 | Yes |
| **1.8** | Academic Initiatives | Secondary Initiatives to support instructional outcomes for secondary students, including the development of the Jr/Sr High Model. Additionally supporting coordinators at each of the secondary school campuses to focus on the growth of the sites signature program attracting and retaining students through enriching academic experiences and a sense of belonging removing barriers to increase outreach and access for | $2,562,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | underserved populations. Secondary non personnel supports for ECM and UC Center<br><br>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.<br><br>Increase in budgeted amount reflected is due to a redesign of processes and programs to provide a deeper focus and more cohesive strategy and process for attracting and supporting engagement of our unduplicated pupils.<br><br>Elementary Supplemental & Concentration $1,360,000<br><br>Secondary Supplemental & Concentration $918,000 | | |
| **1.9** | Supports for Increased and supportive practices | Discontinued | $0.00 | |
| **1.10** | Supplemental Materials and Supplies TK-12 | Provide adaptive/supplemental curriculum, materials and supplies as needed for tiered services TK-12 to ensure that teachers and students have supplemental materials to support district-adopted, standards-based curriculum for all pertinent content areas, including: the core subject areas, CTE, VAPA, Physical Education, summer school and expanded learning programs etc.<br><br>Elementary Supplemental & Concentration $50,000<br><br>Secondary Supplemental & Concentration $60,000 | $110,000.00 | Yes |
| **1.11** | Class size reduction | Reduce class sizes in targeted grades and courses to provide additional support, specifically: Class Size reduction in elementary combination classes, 9th grade for math, ELA and science, as well as continuation school classes to provide more targeted support and smaller learning | $6,596,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | environment. High school physical education classes are typically larger than core academic classes due to the nature of instruction and facility utilization. For large comprehensive high schools, it is typical for this class size to run between 45 - 60 students per section. SRCS secondary schools hold sections averaging 37 students. Maintaining appropriately staffed PE programs is important to ensure student safety, maximize active participation, provide meaningful instruction and assessment, and support the diverse needs of students, including English learners, foster youth, and other unduplicated pupils. The increase in cost is due to a redetermination of base programming.<br><br>Elementary Supplemental & Concentration $544,000<br><br>Secondary Supplemental & Concentration $5,591,957 | | |
| **1.12** | Support for Students W Disabilities | 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.<br><br>Teacher coach to provide new teacher training and support specific to attending and writing IEPs to support students accessing their education in the least restrictive environment. | $350,000.00 | No |
| **1.13** | Students With Disabilities & Compliance | The district will continue to fund 5.0 FTE Behavior Specialist to support secondary and elementary 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 | $790,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>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 to ensure compliance, and provides direct support to sites in maintaining fidelity to 504 processes and documentation.<br><br>SRCS will  utilize CYBHI Capacity Grant funding to provide school-based mental health services to uninsured general education students who are not unduplicated.The CYBHI All-Payer Fee Schedule requires a billing payer. For uninsured students who are not unduplicated, no alternative funding stream is available to cover the cost of services. The district will draw on its CYBHI Capacity Grant allocation to fill this gap, ensuring equitable access to school-based mental health support regardless of insurance status. | | |
| **1.14** | Access to educational programs, student supports, and enrichment opportunities | Provide increased transportation services that increase access to educational programs, student supports, and enrichment opportunities for unduplicated pupils, reducing barriers to attendance, engagement, and academic success.<br><br>Elementary Supplemental & Concentration $2,787,528 (50.29%) | $3,877,474.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Secondary Supplemental & Concentration $1,089,946 (17%)<br><br>Elementary WCTA transportation budget $5,611,883<br>Secondary WCTA transportation budget $6,576,045<br>Other Transportation $308,909<br>All reflected transportation costs are LCFF. Only the portion attributed to supplemental & concentration are reflected as contributing. | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Chronic 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 26.5% Foster Youth 20.0% | 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% | Chronic Absenteeism - Overall -16.2% Hispanic or Latino -9.9% UPC -11.6% EL -14% SED -10.5% Homeless -22.9% Foster Youth -25% |
| 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 2024-2025 school year: All Students 5.3% Hispanic or Latino 6.2% UPC 6.6% EL 7.6% SED 6.4% Homeless 6.5% 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% | Suspension Rate: All Students -2.4% Hispanic or Latino -2.7% UPC -3.3% EL -1.3% SED -3.4% Homeless -15.2% Foster Youth +5.0% |
| 2.3 | Graduation Rate | Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% UPC: N/A ELs: 61.9% SED: 79.0% Homeless: 53.6% Foster Youth: 57.1% | Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% UPC: N/A ELs: 75.3% SED: 84.6% Homeless: 70.3% Foster Youth: 88.9% | Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% UPC: 89.3% ELs: 81.9% SED: 89.3% Homeless: 78.5% Foster Youth: 70% Students with an IEP 79.7% | Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% UPC: N/A ELs: 67.3% SED: 84.4% Homeless: 59% Foster Youth: 62.5% | Graduation Rate : All Students +7.3% Latinx: +11.6% UPC: 0 ELs:+20% SED:+10.3% Homeless: +24.9% Foster Youth:+12.9% Students with an IEP +17.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.4 | Progress Towards Graduation | 2022-23 Progress Towards Graduation - 89.3%<br>UPC: 60.5%<br>ELs: 45.5%<br>SED: 63%<br>Homeless: 40.9%<br>Foster Youth: 57.1% | Academic year: 2023-2024<br>Progress Towards Graduation -<br>All 75.3%<br>UPC 68.6%<br>EL 55.2%<br>SED 70.2%<br>Homeless 41%<br>Foster Youth 50% | Academic year: 2024-2025<br>Progress Towards Graduation -<br>All 80.3%<br>UPC 75%<br>EL 59%<br>SED 76.1%<br>Homeless 60.8%<br>Foster Youth 50% | Progress Towards Graduation - 95.3%<br>UPC: 66.5%<br>ELs: 51.5%<br>SED: 69%<br>Homeless: 46.9%<br>Foster Youth: 63.1% | Progress Towards Graduation -<br>All -9%<br>UPC +14.5%<br>EL +13.5%<br>SED +13.1%<br>Homeless +19.9%<br>Foster Youth - 7.1% |
| 2.5 | School Safety Survey | School Safety Survey 2024 Panorama Survey,<br>64% of all students surveyed reported a positive response to School Safety.<br>61% of the Hispanic/Latinx students surveyed reported a positive response to School Safety. | School Safety Survey<br>65% of Elementary students reported positive response - Baseline was Elementary only<br>59% of Secondary reported positive .<br>- New Metric<br>62% of Hispanic/Latinx Elementary students reported positive. - Baseline was Elementary only<br>61% of Hispanic/Latinx reported positive. - New Metric | School Safety Survey (Fall 2025)<br>68% of Elementary students reported positive (3% increase)<br>64% of Secondary reported positive (5% increase)<br>65% of Hispanic/Latinx Elementary students reported positive.(3% increase)<br>66% of Hispanic/Latinx Secondary students reported positive. (5% increase) | School Safety Survey Results. Panorama/Youth Truth:<br>All Students - 73%<br>Hispanic/Latinx - 70%;<br>each group improves by 3%. | School Safety Survey (Fall 2025)<br>Elementary students reported positive +3%<br>Secondary reported positive +5%<br>Hispanic/Latinx Elementary students reported positive +3%<br>Hispanic/Latinx Secondary students reported positive +5% |
| 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: | 25-26: METRIC DISCONTINUED | METRIC DISCONTINUED IN 25-26 | NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Approximately 30% of projected costs associated with operational fees provided to middle school and high school sites, 50% increase funding provided for sports injury supplies and equipment, $4,000 provided for community medical partner consultation. | | | |
| 2.7 | Number of student-athletes served | Student-Athletes Served (grades 7-12) 2022-2023<br>Overall: 2,472<br>Latinx: 1,157<br>EL: 183<br>Foster: 5<br>Middle School: 585 | Student Athletes Served (grades 7-12) 2023-24<br>Overall: 3,326<br>Latinx: 1,422<br>EL:186<br>Foster: 8<br>Middle School: 724 | Student Athletes Served (grades 7-12) 2024-25<br>Overall: 2,693<br>Latinx: 1,145<br>EL:130<br>Foster: 17<br>Middle School: 609 | Student-Athletes Served (grades 7-12):<br>Overall: 2,600<br>Latinx: 1,300<br>EL: 111<br>Foster: 7<br>Middle School: 600 | Student Athletes Served (grades 7-12)<br>Overall: +5.05%<br>Latinx: +12.36%<br>EL: -39.34%<br>Foster: +40%<br>Middle School:+2.56% |
| 2.8 | 7-8 Intramural Programs supported | 2024-25 data will be the baseline | 24-25 Interscholastic Programs Served:<br><br>10 Interscholastic programs grades 7-8 | 25-26 Interscholastic Programs<br><br>12 Interscholastic programs grades 7-8 | 12 Interscholastic programs grades 7-8 | Inter Scholastic Programs Grades 7-8:<br>+10% |
| 2.9 | Title IX Participation | Title IX Participation: Baseline year: 2022-2023<br>1,394 male / 1,070female | Title IX Participation: 2,038 male / 1,520 female | Title IX Participation 1989 male/1640 female | Title IX Participation: 3% increase from Baseline | -2,40% in male and +7.9% in female participation |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | Expulsion Rate | 2023-2024<br>Elementary 0%<br>Secondary 0.09% | 2024-2025<br>Elementary 0%<br>Secondary .3% | 2025-26 (year to date)<br>Elementary: 0%<br>Secondary .07% | Maintain at less than 0.3% | Elementary maintained<br>Secondary -0.02 |
| 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:<br><br>Relationships<br>Elementary = 86%<br>Middle = 66%<br>High = 65%<br><br>Engagement<br>Elementary =68%<br>Middle = 49%<br>High = 50%<br><br>Culture<br>Elementary = 77%<br>Middle = 45%<br>High = 50%<br><br>School Safety<br>Elementary = 53%<br>Middle =25%<br>High = 29% | Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families:<br><br>Relationships<br>Elementary =91%<br>Middle = 75%<br>High = 82%<br><br>Engagement<br>Elementary =80%<br>Middle = 59%<br>High = 71%<br><br>Culture<br>Elementary = 85%<br>Middle = 66%<br>High = 78%<br><br>School Safety<br>Elementary = 68%<br>Middle =50%<br>High = 60%" | Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families:<br><br>Relationships<br>Elementary =87%<br>Middle = 70%<br>High = 72%<br><br>Engagement<br>Elementary =73%<br>Middle = 56%<br>High = 58%<br><br>Culture<br>Elementary = 78%<br>Middle = 65%<br>High = 65%<br><br>School Safety<br>Elementary =65%<br>Middle =59%<br>High = 55% | Increase by 2% each year. | Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families:<br><br>Relationships<br>Elementary =+1%<br>Middle = +4%<br>High = +7%<br><br>Engagement<br>Elementary =+5%<br>Middle = +7%<br>High = +8%<br><br>Culture<br>Elementary = +1%<br>Middle = +20%<br>High = +15%<br><br>School Safety<br>Elementary =+12%<br>Middle =+34%<br>High = +26% |
| 2.12 | Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff | Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & | Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4- | Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4- | Increase by 2% each year. | Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4- |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 5-Strongly Agree) for Staff:<br><br>Relationships<br>Elementary =90%<br>Middle = 80%<br>High = 82%<br><br>Engagement<br>Elementary =_85%<br>Middle = 77%<br>High = 74%<br><br>Culture<br>Elementary = 74%<br>Middle = 53%<br>High = 51%<br><br>School Safety<br>Elementary =66%<br>Middle =30%<br>High = 43% | Agree & 5-Strongly Agree) for Staff:<br><br>Relationships<br>Elementary =94%<br>Middle = 77%<br>High = 88%<br><br>Engagement<br>Elementary =86%<br>Middle = 75%<br>High = 83%<br><br>Culture<br>Elementary = 80%<br>Middle = 61%<br>High = 64%<br><br>School Safety<br>Elementary =79%<br>Middle =56%<br>High = 63% | Agree & 5-Strongly Agree) for Staff:<br><br>Relationships<br>Elementary = 90%<br>Middle = 86%<br>High = 78%<br><br>Engagement<br>Elementary = 81%<br>Middle = 84%<br>High = 78%<br><br>Culture<br>Elementary = 68%<br>Middle = 70%<br>High = 59%<br><br>School Safety<br>Elementary = 79%<br>Middle =59%<br>High =64 % | | Agree & 5-Strongly Agree) for Staff:<br><br>Relationships<br>Elementary = 0%<br>Middle = +6%<br>High = -4%<br><br>Engagement<br>Elementary = +4%<br>Middle = +7%<br>High = +4%<br><br>Culture<br>Elementary = -6%<br>Middle = +17%<br>High = +8%<br><br>School Safety<br>Elementary = +13%<br>Middle =+29%<br>High =+21% |
| 2.13 | High School Drop Out Rate<br>Information Pulled from the DataQuest Adjusted Cohort Outcome Report. | 2022-2023 school drop out rate 12.5%.<br>16.5% Latino/Hispanic<br>13% American Indian/Alaskan Native<br>4.7% Asian<br>10.8 %African American/ Black<br>4.5 % Filipino<br>16.7 % Native Hawaiian/ Pacific<br>5.8% Two or more races<br>8.6% White | 2023-2024 school drop out rate 9.8%.<br>12.4% Latino/Hispanic<br>31.3% American Indian/Alaskan Native<br>3.2% Asian<br>2.5%African American/ Black<br>3.3% Filipino<br>12.5% Native Hawaiian/ Pacific | 2024-2025 school drop out rate 7%.<br>8.5% Latino/Hispanic<br>33.3% American Indian/Alaskan Native<br>5% Asian<br>10.8 %African American/ Black<br>3.8% Filipino<br>13.3% Native Hawaiian/ Pacific | 2% decrease each year. | Overall School drop out rate -5.5%<br>-8% Latino/Hispanic<br>+20.3% American Indian/Alaskan Native<br>+.3% Asian<br>0% African American/ Black<br>-0.7% Filipino<br>-3.4% Native Hawaiian/ Pacific |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 7.4% Two or more races<br>6.6% White | 4.3% Two or more races<br>6.6% White | | -1.5% % Two or more races<br>-2.0% White<br>-2.0% White |
| 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. 80% towards metric. | 100% for all schools. | -20% |

# Goal Analysis [2025-26]

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

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

SUCCESSFUL IMPLEMENTATION

Action 2.1 Panorama wellness survey and Youth Truth survey (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, tiered interventions and goal setting for SPSAs. The Youth Truth climate survey was administered in January of 2026. The results were used for goal setting and planning purposes.

Action 2.2 Mental Health Supports: Elementary and Secondary (Fully Implemented).The team of School-Based Therapists provided over 4 thousand care events and served over 2,000 individual students. Wellness Centers were opened at 4 of 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.

Action 2.3 SEL and Anti Bullying Materials and Curriculum (Fully Implemented). The Panorama Playbook was made available fully online to all teachers looking for SEL resources to support students. Funds were available for continued support of the Toolbox and Kimochi

resources at elementary, in case the tools needed to be refreshed. The StopIT Anonymous Reporting tool was available fully online to all students and families in our community. New posters were purchased for each school to allow marketing of this important resource.

Action 2.4 Increased Campus Student Engagement staffing (Fully Implemented). The Restorative Intervention staff documented 370 restorative support interventions by the mid year mark 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 restorative practices at monthly meetings, and have supported school staff by participating in re-entry meetings and other student support processes. Secondary schools have multiple Student Safety Advisors working on their sites to support ongoing student supervision, intervention and safety. Elementary school staff included one Student Safety Advisor as a new staff position for the 2025-26 school year as well as the secondary positions.

Action 2.5 Promoting Positive Attendance (Fully Implemented). The Family Support Liaison staff provided education of the importance of attendance and interventions for chronically absent and truant students. Our continuing partnership with Seneca and Sonoma County Juvenile Probation included a 1.0 FTE Keeping Kids In Schools case manager. These case managers worked 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 oversaw the truancy process, including School Attendance Review Teams.
These efforts to support our school sites in improved daily attendance resulted in an improvement to an overall district average of 93%, a 1% improvement from last year. All comprehensive schools were at or above 90%, and 14 of our schools were at or above 93% average attendance.

Action 2.6 Elementary Counselors (Fully Implemented). School Counselors at the elementary level provided a comprehensive support system ranging from Tier I lessons inside the classroom to Tier 2 and Tier 3 targeted interventions. This action was directly informed by District and Dashboard data, which revealed high referral rates and a critical need to improve outcomes in ELA, Math, chronic absenteeism, and overall student wellness.

Action 2.7 Wellness & Engagement administration (Fully Implemented). Both administrative positions actively engaged with school sites, students and families daily to provide ongoing assistance, interventions, education and preventative strategies. Monthly training was provided for administration and classified staff to increase awareness of policy, law, and best practices in supporting students and school sites. Parent and Student engagement events were 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. These positions assisted with data exploration, providing information to sites, the community and the board on attendance, reduction of suspension and expulsion. Data from the Youth Truth and Panorama surveys were shared as a metric of climate, community and safety.

Action 2.8 Family Engagement Facilitators and Multilingual Community Engagement (Fully Implemented). Multilingual and Equitable Services hosted monthly training and collaboration meetings with all site Family Engagement Facilitators. The work included training on reclassification, ELPAC testing, ELAC support, the California English Learner Roadmap, and interpretation support.

Action 2.9 Extracurricular Wellness & Engagement (Fully Implemented). With the increased FTEs for ADs, we saw the following benefits: meeting with student athletes to discuss academic eligibility and offer supports; connecting with the community to fundraise; saving time for coaches in setting up the facilities and practice/event areas; building marketing and advertising for programs and events; connecting with

students and parents to disseminate information; collecting uniforms and ensuring equipment is taken care of and returned; communicating with coaches and administrators, run athletic operations within the school day. The impact has been an 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 and the ability to connect with ASB and Business Office to review programs and financial items.

Challenges in Implementation:

2.9 While many aspects of this action were successful, many aspects were challenging due to facility constraints.

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

Action  2.1 Panorama & Youth Truth Surveys ($51.8K planned vs. $53.7K actual): Slight annual rate increase for survey platform licensing fees.

Action 2.2 Mental Health Supports ($2.09M planned vs. $1.08M actual): Recruitment challenges for licensed mental health clinicians/therapists or reduced third-party provider billing.

Action 2.3 SEL & Antibullying Materials $20.6K planned vs. $459 actual): Transitioned to digital, open-source Social-Emotional Learning (SEL) resources instead of purchasing print kits.

Action 2.4 Increased Campus Student Engagement Staffing ($2.49M planned vs. $3.46M actual): Higher campus supervisor/aide headcount deployed to address campus safety needs, alongside step-and-column wage growth.

Action 2.5 Promoting Positive Attendance ($150.0K planned vs. $225.6K actual): Expanded attendance campaigns, family outreach incentives, and home visit transportation costs.

Action 2.6 Elementary Counselors ($1.53M planned vs. $1.48M actual): Minor variance due to mid-year staff attrition or entry-level hiring rates.

Action 2.7 Wellness & Engagement Administration ($405.3K planned vs. $368.6K actual): Administrative operational savings and lower travel/conference expenses.

Action 2.8 Family Engagement Facilitators & Multilingual Engagement ($1.11M planned vs. $1.89M actual): Expansion of community liaisons to address growing multilingual family outreach and translation services.

Action 2.9 Extracurricular Wellness & Engagement ($995.0K planned vs. $1.45M actual): Greater student participation in sports/clubs requiring higher stipend payouts, travel costs, and equipment.

Action 2.10 Lower Ratio of VP to Enrollment ($0 planned vs. $1.50M actual): Mid-year administrative restructure adding Assistant Principal positions to manage school climate and discipline.

Action 2.11 Portion of Info & Evaluation Salaries/Benefits ($0 planned vs. $257.8K actual): Recategorized data/evaluator staff salaries directly under climate tracking expenditures.

Action 2.12 Day Care at Continuation High School ($0 planned vs. $88.0K actual): Unbudgeted emergency operational funding to keep open-site childcare available for parenting students.

Action 2.13 Portion of Elementary Library Techs ($0 planned vs. $281.1K actual): Funding shift from site-based budgets to central LCAP accounts to stabilize library tech staffing levels.

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

Action 2.1: Panorama Wellness Survey & Youth Truth Survey
Effectiveness of Action: Effective
The Panorama and Youth Truth surveys were administered districtwide. Panorama had good student participation, with only one comprehensive high school not meeting the goal of 70% or greater student participation. Youth Truth had an 85% student participation rate, 66% staff participation rate, and a 30% family participation rate--which exceeds the goal of 20% of our families participating. Results were shared with administrators, counselors, and teachers, and informed professional development, SPSA goals, LCAP development, and program planning. Countywide collaboration expanded the impact of Youth Truth data beyond the district.
Metric 2.5 - Increase in School Safety
Metric 2.12 - Increases in Positive Results/Staff for Middle School Staff.

Action 2.2: Mental Health Supports
Effectiveness of Action: Effective
The district continued to offer a School-Based Therapy Team including bilingual/bicultural therapists, and continued to leverage CYBHI reimbursement opportunities. Staff licensure growth further enhanced capacity.
Metric 2.1 - Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates

Action 2.3: SEL & Antibullying Materials and Curriculum
Effectiveness of Action: Effective
The Toolbox curriculum was implemented across elementary sites, Panorama Playbook resources were provided districtwide, and the StopIT reporting tool was expanded to more grade levels. These tools strengthened SEL and antibullying efforts. Evidence includes:
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety
Metric 2.12 - Increases in Positive Results/Staff for Middle School Staff.

Action 2.4: Increased Campus Student Engagement Staffing

Effectiveness of Action: Effective
The Responsive Restorative Specialist (RRS) team and Student Engagement Activity Worker positions were filled, with training and framework development in progress. Effectiveness is reflected in:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety

Action 2.5: Promoting Positive Attendance
Effectiveness of Action: Effective
Positions were implemented to improve attendance interventions across schools. Staff worked with students and families to address chronic absenteeism. Evidence includes:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.3 - Increase in Graduation Rate
Metric 2.5 - Increase in School Safety

Action 2.6: Elementary Counselors
Effectiveness of Action: Effective
Nine counselors provide prevention and intervention support for elementary students, focusing on English learners and low-income students. Effectiveness is demonstrated by:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety

Action 2.7: Wellness & Engagement Administration
Effectiveness of Action: Effective
All staffing for Wellness & Engagement administration was completed, ensuring program coordination and compliance. Effectiveness is reflected in:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.3 - Increase in Graduation Rate
Metric 2.5 - Increase in School Safety

Action 2.8: Family Engagement Facilitators & Multilingual Community Engagement
Effectiveness of Action: Effective
Facilitators supported family engagement across schools, with additional districtwide roles supporting specialized programs. Facilitators provided bilingual outreach, empowered families, and fostered participation. Effectiveness includes:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.3 - Increase in Graduation Rate

Action 2.9: Extracurricular Wellness & Engagement
Effectiveness of Action: Effective
Funding supported athletics and extracurricular activities for grades 7–12, including health and wellness services for athletes. Effectiveness is demonstrated by:
Metric 2.7 Increase in Student Athletes
Metric 2.8 Maintained goal for Intramurals

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

There were no changes made to the plan goal, targeted outcomes, or metrics.

The following actions were eliminated for 2026-2027:
Action 2.2: Reduced a 1.0 FTE for Director to 1.0 FTE Coordinator with revised duties and transferred to Special Services.
Action 2.2: Eliminate School Based Therapists (16.5 FTE).
Action 2.4: Eliminate Restorative Intervention Specialists (8.0 FTE)
Action 2.6: Eliminate Elementary School Counselor Positions (7.4 FTE)

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Panorama wellness survey and Youth Truth survey | 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 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.<br><br>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 postiive experiences in school. Survey results will also be included as part of our | $51,770.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | California Community Schools Partnership Program needs assessments at sites selected to implement the Community Schools model.<br><br>Includes program/materials.<br><br>Elementary Supplemental & Concentration $15,531<br><br>Secondary Supplemental & Concentration $36,239 | | |
| **2.2** | Mental Health Supports | Elementary and Secondary - The coordinator of mental health will be working with the SBTs, wellness centers, and community organizations who are helping provide mental health support to families. Their work with community schools will be to assist with integrated student mental health supports. As part of the district's Fiscal Stabilization Plan, Santa Rosa City Schools is transitioning school-based mental health services from district-employed School-Based Therapists to a contracted provider model, with the goal of meeting baseline service levels for students across the district. At the secondary level we will be partnering with Keystone Therapy and Training Services and at the elementary level SSG School Psychology and Mental Health, PC (The Stepping Stones Group). The difference in cost is due to the reduction of 14 SBT direct employees.<br><br>Both providers operate under the CYBHI All-Payer Fee Schedule, billing Medi-Cal and commercial insurance directly at no cost to the district for eligible students.<br><br>Elementary Supplemental & Concentration $62,208<br><br>Secondary Supplemental & Concentration $145,152 | $207,360.00 | Yes |
| **2.3** | SEL and Antibullying Materials and Curriculum | Elementary Prioritizing 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, professional development, and the development of Behavior Academies to promote a safe climate. | $4,347.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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.<br><br>Includes programs/materials.<br><br>Elementary Supplemental & Concentration $1,304<br><br>Secondary Supplemental & Concentration $4,043 | | |
| **2.4** | Increased Campus Student Engagement staffing | Elementary and Secondary - Prioritizing campus security by mandating the DTS platform for standardized, cloud-based School Safety Plans and implementing the Minga app across all middle and high schools to manage digital IDs and real-time student tracking. Support site administrators an increase of administrative staffing ratio and for staff to be proactive and increase staffing for Student Safety Advisors at sites for a total of 39 additional positions to provide a safe and welcoming school environment. The SSA position is a strong component of tier 1 and tier 2 supports in SRCS' MTSS model, with a focus on building strong positive cultures through restorative practices. At the elementary level the SSA positions were added to provide additional support engaging students and supporting restorative practices. Change in cost reflects the redefinition of base programming and ensures that services increase and improve engagement for unduplicated students. These investments increase and improve services for unduplicated pupils by providing targeted, proactive safety, engagement, and relationship-based supports that address barriers to attendance, belonging, and academic success.<br><br>Includes base staffing of one SSA per comprehensive secondary school (approximately 89% S&C 11% base)<br><br>Elementary Supplemental & Concentration $560,891<br><br>Secondary Supplemental & Concentration $3,595,950<br><br>Base $465,909 | $4,076,083.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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.<br>Includes staffing.<br><br>Elementary Supplemental & Concentration $53,750<br><br>Secondary Supplemental & Concentration $108,750 | $162,500.00 | Yes |
| **2.6** | Elementary Counselors | Discontinued | $0.00 | Yes |
| **2.7** | 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 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.<br><br>These positions target engagement strategies designed to re-engage students who are identified as English learners, homeless, foster youth, Hispanic-Latinx, American Indian, and socio-economically disadvantaged | $405,200.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | students who are reporting a lower engagement rate of other groups on campus.<br><br>Includes staffing.<br><br>Elementary Supplemental & Concentration $93,234<br><br>Secondary Supplemental & Concentration $279,483<br><br>Title II $32,983 | | |
| **2.8** | 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 14.5 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.<br><br>A proportional share of Public Information Officer staffing (50%) is supported through supplemental and concentration funding due to the role the position plays in increasing engagement, access to information, and participation among unduplicated pupils and their families. The Public Information Officer works closely with Student Support Services staff, including translators, to provide multilingual communications and outreach regarding educational programs, academic supports, attendance initiatives, wellness resources, and services for English learners, low-income students, and foster youth.<br>The position supports LCAP engagement efforts and assists multiple departments in connecting unduplicated pupil families with district programs, interventions, and resources. In partnership with community-based organizations, the Public Information Officer helps coordinate | $1,704,487.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | outreach, strengthen family-school-community partnerships, and increase awareness of available supports. Because a significant portion of the position's responsibilities is dedicated to increasing access, engagement, and participation among unduplicated pupils and their families, a proportional share of the position constitutes an increased and improved service and is appropriately funded through supplemental and concentration grants.<br><br>Increase language access and family engagement for English learner families through interpretation services, translation of district and school communications, multilingual outreach, and participation supports designed to improve educational partnership and student outcomes. 20% base 80% supplemental<br><br>Elementary Supplemental & Concentration $511,347<br><br>Secondary Supplemental & Concentration $1,193,140<br><br>Base $195,000 | | |
| **2.9** | .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.<br><br>Maintain a part time Athletic Director at the District level<br><br>To ensure positive outcomes in increasing participation, funding will be provided for Athletic directors at the High Schools .60 FTE at each and Middle Schools .2 FTE | $1,128,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Base $700,000<br>Secondary Supplemental & Concentration $1,128,000 | | |
| **2.10** | School Based Outpatient Mental Health Services | Partner organizations will provide school based outpatient mental health services directed primarily towards unduplicated students on elementary and secondary sites at no cost to SRCS. This action aligns with Tier 1 and 2 of our MTSS plan.<br>Stepping Stones is estimated to provide support onsite for these students approximately 3 hours each school day at each elementary site.<br>Keystone is estimated to provide support onsite for these students approximately 5 hours each school day at each secondary site.<br>Stepping Stones: The fair market value of services provided at no cost to the elementary district is estimated at $340,200. When compared to the adjusted LCFF Base Grant of $32,359,770, these services represent an increase or improvement in services equivalent to approximately 1.05%.<br>Keystone: The fair market value of services provided at no cost to the high school district is estimated at $1,039,500. Compared to the adjusted LCFF Base Grant of $108,849,142, these services represent an increase or improvement in services equivalent to approximately 0.95%. | $0.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | ELA CAASPP Proficiency (3, 6, 8, 11) | 2022-23 ELA CAASPP Proficiency<br>Grade 3: 29.3% | Academic year: 2023-2024 | Academic year: 2024-2025 | ELA CAASPP Proficiency<br>Grade 3: 38.3% | ELA CAASPP Proficiency (3, 6, 8, 11) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 3:Hispanic/Latino (H/L): 19.5%<br>Grade 3 UPC: 19.1%<br>Grace 3 ELs: 8.9%<br>Grade 3 SED: 22.8%<br>Grade 3 Homeless: 33.3%<br>Grade 3 Foster Youth: n/a<br><br>Grade 6: 40.6%<br>Grade 6: H/L: 29.7%<br>Grade 6 UPC: 26.1%<br>Grace 6 ELs: 3.2%<br>Grade 6 SED: 33.3%<br>Grade 6 Homeless: 33.3%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 29.0%<br>Grade 8: H/L: 17.6%<br>Grade 8 UPC: 17.4%<br>Grace 8 ELs: 1.2%<br>Grade 8 SED: 19.3%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth:N/A<br><br>Grade 11: 50.4%<br>Grade 11 H/L: 37.4%<br>Grade 11 UPC: 34%<br>Grace 11 ELs: 4.1%<br>Grade 11 SED: 38.2%<br>Grade 11 Homeless: 33% | ELA CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3: 29.2%<br>Grade 3 Hispanic/Latino: 19.8%<br>Grade 3 UPC: 16.3%<br>Grade 3 EL: 6.6%<br>Grade 3 SED: 17.8%<br>Grade 3 Homeless: 0%<br><br>Grade 6: 38.6%<br>Grade 6 Hispanic/Latino: 23.7%<br>Grade 6 UPC: 24.7%<br>Grade 6 EL: 2.8%<br>Grade 6 SED 26.4%<br>Grade 6 Homeless: N/A<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 26.4%<br>Grade 8 Hispanic/Latino: 14.8%<br>Grade 8 UPC: 15.1%<br>Grade 8 EL: 1% | ELA CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 29.9%<br>Grade 3 H/L 18.1%<br>Grade 3 UPC 16.5%<br>Grade 3 EL 3.9%<br>Grade 3 SED 17.3%<br>Grade 3 Homeless 0%<br><br>Grade 6 44.8%<br>Grade 6 H/L 28.6%<br>Grade 6 UPC 30.6%<br>Grade 6 EL 2.5%<br>Grade 6 SED 31.6%<br>Grade 6 Homeless 0%<br>Grade 6 Foster Youth N/A%<br><br>Grade 8 31.9%<br>Grade 8 H/L 20.7%<br>Grade 8 UPC 20.8%<br>Grade 8 EL 0.6%<br>Grade 8 SED 21.5%<br>Grade 8 Homeless 4.5% | Grade 3: H/L: 28.5%<br>Grade 3 UPC: 28.1%<br>Grace 3 ELs: 17.9%<br>Grade 3 SED: 31.8%<br>Grade 3 Homeless: 42.3%<br>Grade 3 Foster Youth: 9%<br>Grade 6: 49.6%<br>Grade 6 H/L: 38.7%<br>Grade 6 UPC: 35.1%<br>Grace 6 ELs: 12.2%<br>Grade 6 SED: 42.3%<br>Grade 6 Homeless: 42.3%<br>Grade 6 Foster Youth: 9%<br><br>Grade 8: 38.0%<br>Grade 8: H/L: 26.6%<br>Grade 8 UPC: 26.4%<br>Grace 8 ELs: 10.2%<br>Grade 8 SED: 28.3%<br>Grade 8 Homeless: 9% | Grade 3 +0.6%<br>Grade 3 H/L -1.4%<br>Grade 3 UPC -2.6%<br>Grade 3 EL-5%<br>Grade 3 SED -5.5%<br>Grade 3 Homeless -33.3%<br><br>Grade 6 +4.2%<br>Grade 6 H/L -1.1%<br>Grade 6 UPC +4.5%<br>Grade 6 EL -.7%<br>Grade 6 SED -1.7%<br>Grade 6 Homeless -33.3%<br>Grade 6 Foster Youth 0%<br><br>Grade 8 +2.9%<br>Grade 8 H/L +3.1%<br>Grade 8 UPC +3.4%<br>Grade 8 EL-0.6%<br>Grade 8 SED +2.2%<br>Grade 8 Homeless +4.5%<br>Grade 8 Foster Youth 0%<br><br>Grade 11 -3.1% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 11 Foster Youth: 40% | Grade 8 SED: 16.5%<br>Grade 8 Homeless: 10%<br>Grade 8 Foster Youth: 33.3%<br><br>Grade 11: 51.2%<br>Grade 11 Hispanic/Latino: 36.4%<br>Grade 11 UPC: 39.8%<br>Grade 11 Hispanic/Latino: 4.2%<br>Grade 11 SED: 43.2%<br>Grade 11 Homeless: 14.3% | Grade 8 Foster Youth N/A%<br><br>Grade 11 47.3%<br>Grade 11 H/L 35.4%<br>Grade 11 UPC 35.6%<br>Grade 11 EL 2.6%<br>Grade 11 SED 37.4%<br>Grade 11 Homeless 12.0%<br>Grade 11 Foster Youth N/A% | Grade 8 Foster Youth: 9%<br><br>Grade 11: 59.4%<br>Grade 11 H/L: 46.4%<br>Grade 11 UPC: 43%<br>Grace 11 ELs: 13.1%<br>Grade 11 SED: 47.2%<br>Grade 11 Homeless: 42%<br>Grade 11 Foster Youth: 49% | Grade 11 H/L -2.0%<br>Grade 11 UPC +1.6%<br>Grade 11 EL -1.5%<br>Grade 11 SED -0.8%<br>Grade 11 Homeless -21%<br>Grade 11 Foster Youth 0% |
| 3.2 | Math CAASPP Proficiency (3, 6, 8, 11) | 2022-2023 Math CAASPP Proficiency<br>Grade 3: 31.6%<br>Grade 3: H/L: 22.3%<br>Grade 3 UPC: 20.3%<br>Grace 3 ELs: 12.0%<br>Grade 3 SED: 24.3%<br>Grade 3 Homeless: 33.3%<br>Grade 3 Foster Youth: n/a<br><br>Grade 6: 33.7%<br>Grade 6 H/L: 24.4%<br>Grade 6 UPC: 19.4%<br>Grace 6 ELs: 4.5%<br>Grade 6 SED: 23.1% | Academic year: 2023-2024<br>Math CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3: 30.3%<br>Grade 3 Hispanic /Latino: 21.8%<br>Grade 3 UPC: 19%<br>Grade 3 EL: 12.4%<br>Grade 3 SED: 20.6%<br>Grade 3 Homeless: 0%<br>Grade 3 Foster Youth: n/a | Academic year: 2024-2025<br>Math CAASPP Proficiency (3, 6, 8, 11) 0%<br>Grade 3 33.1%<br>Grade 3 H/L 21.9%<br>Grade 3 UPC 20.8%<br>Grade 3 EL 12.0%<br>Grade 3 SED 22.4%<br>Grade 3 Homeless 0%<br><br>Grade 6 34.3% | Math CAASPP Proficiency<br>Grade 3: 40.6% (H/L: 22.3%)<br>Grade 3 UPC: 29.3%<br>Grace 3 ELs: 21.0%<br>Grade 3 SED: 33.3%<br>Grade 3 Homeless: 42.3%<br>Grade 3 Foster Youth: 9%<br><br>Grade 6: 42.7% | Math CAASPP Proficiency (3, 6, 8, 11)<br>Grade 3 +1.5%<br>Grade 3 H/L -0.4%<br>Grade 3 UPC +0.5%<br>Grade 3 EL 0.0%<br>Grade 3 SED -1.9%<br>Grade 3 Homeless -33.3%<br><br>Grade 6 +0.6%<br>Grade 6 H/L -6.0%<br>Grade 6 UPC +1.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 6 Homeless: 33.3%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8: 17.6%<br>Grade 8 H/L: 8.1%<br>Grade 8 UPC: 8.2%<br>Grace 8 ELs: 0.4%<br>Grade 8 SED: 8.5%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth:N/A<br><br>Grade 11: 24.9%<br>Grade 11 H/L: 11.1%<br>Grade 11 UPC: 11.6%<br>Grace 11 ELs: 0.6%<br>Grade 11 SED: 12.6%<br>Grade 11 Homeless: 0%<br>Grade 11 Foster Youth: 25% | Grade 6: 29.%<br>Grade 6 Hispanic /Latino: 14.6%<br>Grade 6 UPC: 16.7%<br>Grade 6 EL: 1.8%<br>Grade 6 SED: 17.8%<br>Grade 6 Homeless: 0%<br>Grade 6 Foster Youth: 0%<br><br>Grade 8 18.8%<br>Grade 8 Hispanic /Latino: 8.6%<br>Grade 8 UPC: 8.9%<br>Grade 8 EL: 0%<br>Grade 8 SED: 9.4%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth: 0%<br><br>Grade 11 23.9%<br>Grade 11 Hispanic /Latino: 9.8%<br>Grade 11 UPC: 13.8%<br>Grade 11 EL: 0%<br>Grade 11 SED: 14.4%<br>Grade 11 Homeless: 12.5% | Grade 6 H/L 18.4%<br>Grade 6 UPC 20.4%<br>Grade 6 EL 1.7%<br>Grade 6 SED 21.4%<br>Grade 6 Homeless 14.3%<br>Grade 6 Foster Youth N/A<br><br>Grade 8 19.1%<br>Grade 8 H/L 9.7%<br>Grade 8 UPC 9.8%<br>Grade 8 EL 0%<br>Grade 8 SED 10.1%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11 22.6%<br>Grade 11 H/L 10.7%<br>Grade 11 UPC 13.4%<br>Grade 11 EL 0.6%<br>Grade 11 SED 13.8%<br>Grade 11 Homeless 0%<br>Grade 11 Foster Youth N/A% | Grade 6 H/L: 33.4%<br>Grade 6 UPC: 28.4%<br>Grace 6 ELs: 13.5%<br>Grade 6 SED: 32.1%<br>Grade 6 Homeless: 42.3%<br>Grade 6 Foster Youth: 9%<br><br>Grade 8: 17.6%<br>Grade 8: H/L: 17.1%<br>Grade 8 UPC: 17.2%<br>Grace 8 ELs: 9.4%<br>Grade 8 SED: 17.5%<br>Grade 8 Homeless: 9%<br>Grade 8 Foster Youth:9%<br><br>Grade 11: 33.9%<br>Grade 11 H/L: 20.1%<br>Grade 11 UPC: 20.6%<br>Grace 11 ELs: 9.6%<br>Grade 11 SED: 21.6%<br>Grade 11 Homeless: 9% | Grade 6 EL -2.8%<br>Grade 6 SED -1.7%<br>Grade 6 Homeless -19%<br>Grade 6 Foster Youth N/A<br><br>Grade 8 +1.5%<br>Grade 8 H/L +1.6%<br>Grade 8 UPC +1.6%<br>Grade 8 EL -0.4%<br>Grade 8 SED +1.6%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11 -2.3%<br>Grade 11 H/L -0.4%<br>Grade 11 UPC +1.8%<br>Grade 11 EL 0.0%<br>Grade 11 SED +1.2%<br>Grade 11 Homeless 0%<br>Grade 11 Foster Youth NA |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Grade 11 Foster Youth: 33.3% | | Grade 11 Foster Youth: 34% | |
| 3.3 | Chronic Absenteeism | Chronic Absenteeism for the 2022-23 School Year -<br>Overall 35.6%<br>Hispanic 32.2%<br>UPC: 34.6%<br>ELs: 37%<br>SED: 33.2%<br>Homeless: 49.4%<br>Foster Youth: 45% | Chronic Absenteeism for the 2023-24 School Year -<br>Overall 20.2%<br>Hispanic or Latino 23%<br>UPC 24.4%<br>EL 26.3%<br>SED 23.7%<br>Homeless 39.4%<br>Foster Youth 6.7% | Chronic Absenteeism for the 2024-25 School Year -<br>Overall 19.4%<br>Hispanic or Latino 22.3%<br>UPC 23.0%<br>EL 23.0%<br>SED 22.7%<br>Homeless 26.5%<br>Foster Youth 20.0% | Chronic Absenteeism for the 2026-27 School Year-<br>Overall 15%<br>Hispanic 17.2%<br>UPC: 19.6%<br>ELs: 22%<br>SED: 18.2%<br>Homeless: 34.4%<br>Foster Youth: 30% | Chronic Absenteeism -<br>Overall -16.2%<br>Hispanic or Latino -9.9%<br>UPC -11.6%<br>EL -14%<br>SED -10.5%<br>Homeless -22.9%<br>Foster Youth -25% |
| 3.4 | Science CAST Proficiency | 2022-23 Science CAST Proficiency<br>Grade 5: 27.1%<br>Grade 5 H/L: 11.9%<br>Grade 5 UPC: 13.9%<br>Grace 5 ELs: 1.9%<br>Grade 5 SED: 15.5%<br>Grade 5 Homeless: 0%<br>Grade 5 Foster Youth: 100%<br><br>Grade 8: 20.2%<br>Grade 8 H/L: 9.5%<br>Grade 8 UPC: 9.1%<br>Grace 8 ELs: 0.4%<br>Grade 8 SED: 10.2%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth: N/A<br><br>Grade 11&12: 25.6% | Academic year: 2023-2024<br>Science CAST Proficiency (5, 8, 11/12)<br>Grade 5: 30.3%<br>Grade 5 Hispanic /Latino: 14.1%<br>Grade 5 UPC: 14.5%<br>Grade 5 EL: 1.3%<br>Grade 5 SED: 15.4%<br>Grade 5 Homeless: 20%<br>Grade 5 Foster Youth: N/A<br><br>Grade 8 20.1%<br>Grade 8 Hispanic /Latino: 9.8% | Science CAST Proficiency (5, 8, 11/12)<br>Grade 5 31.4%<br>Grade 5 H/L 13.4%<br>Grade 5 UPC 13.2%<br>Grade 5 EL 0%<br>Grade 5 SED 15.2%<br>Grade 5 Homeless 0%<br>Grade 5 Foster Youth N/A<br><br>Grade 8 21.7%<br>Grade 8 H/L 11.5%<br>Grade 8 UPC 12.6%<br>Grade 8 EL 0% | Science CAST Proficiency<br>Grade 5: 36.1%<br>Grade 5 H/L: 20.9%<br>Grade 5 UPC: 22.9%<br>Grace 5 ELs: 10.9%<br>Grade 5 SED: 24.5%<br>Grade 5 Homeless: 9%<br>Grade 5 Foster Youth: 100%<br><br>Grade 8: 29.2%<br>Grade 8 H/L: 18.5%<br>Grade 8 UPC: 18.1%<br>Grace 8 ELs: 9.4% | Science CAST Proficiency (5, 8, 11/12)<br>Grade 5 +4.3%<br>Grade 5 H/L +1.5%<br>Grade 5 UPC -0.7%<br>Grade 5 EL -1.9%<br>Grade 5 SED -0.3%<br>Grade 5 Homeless 0%<br>Grade 5 Foster Youth N/A<br><br>Grade 8 +1.5%<br>Grade 8 H/L +2.0%<br>Grade 8 UPC +3.5%<br>Grade 8 EL -0.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 11712 H/L: 14.3%<br>Grade 11&12 UPC: 14.4%<br>Grace 11&12 ELs: 0%<br>Grade 11&12 SED: 15.8%<br>Grade 11&12 Homeless: 10%<br>Grade 11&12 Foster Youth: 40% | Grade 8 UPC: 9.2%<br>Grade 8 EL: 0%<br>Grade 8 SED: 9.8%<br>Grade 8 Homeless: 0%<br>Grade 8 Foster Youth: 33.3%<br><br>Grade 11/12: 29.5%<br>Grade 11/12 Hispanic /Latino: 16.7%<br>Grade 11/12 UPC: 20.1%<br>Grade 11/12 EL: 0.6%<br>Grade 11/12 SED: 21.5%<br>Grade 11/12 Homeless: 12.5%<br>Grade 11/12 Foster Youth: 33.3% | Grade 8 SED 12.9%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11/12 26.8%<br>Grade 11/12 H/L 16.8%<br>Grade 11/12 UPC 17.8%<br>Grade 11/12 EL 1.2%<br>Grade 11/12 SED 18.3%<br>Grade 11/12 Homeless 8.8%<br>Grade 11/12 Foster Youth N/A% | Grade 8 SED: 19.2%<br>Grade 8 Homeless: 9%<br>Grade 8 Foster Youth: 9%<br><br>Grade 11&12: 34.6% Grade 11&12 H/L: 23.3%<br>Grade 11&12 UPC: 23.4%<br>Grace 11&12 ELs: 9%<br>Grade 11&12 SED: 24.8%<br>Grade 11&12 Homeless: 19%<br>Grade 11&12 Foster Youth: 49% | Grade 8 SED +2.7%<br>Grade 8 Homeless 0%<br>Grade 8 Foster Youth N/A<br><br>Grade 11/12 +1.2%<br>Grade 11/12 H/L +2.5%<br>Grade 11/12 UPC +3.4%<br>Grade 11/12 EL +1.2%<br>Grade 11/12 SED +2.5%<br>Grade 11/12 Homeless -1.2%<br>Grade 11/12 Foster Youth 0% |
| 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% | Academic year: 2024-2025 ELPAC Improvement: Elementary 36.7% Secondary 31.2% | ELPAC Improvement: Elementary: 53.6% Secondary: 46.7% | ELPAC Improvement: Elementary -1.9% Secondary -0.5% |
| 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% | AP Pass Rate: Overall Sec +9.6% Hispanic/Latino Sec +7.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | Sec. Hispanic/Latino 68.1% | |
| 3.7 | Reclassification Rate | 2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4% | Academic year: 2023-2024 Reclassification Rate: Elementary 10.7% Secondary 5.5% | Academic year: 2024-2025 Reclassification Rate: Elementary 11.6% Secondary 6.3% | Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4% | Reclassification Rate: Elementary +4.2% Secondary +1.9% |
| 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% | Academic year: 2024-2025 A-G Completion: Overall 38.7% Latinx 25% | A-G Completion: Overall 45.8%, Latinx 36.99% | A-G Completion Overall 4.9% Latinx 3.0% |
| 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) | Academic year: 2024-2025 Progress towards A-G Completion: Overall 30.6% Latinx 22.7% | Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37% | Progress towards A-G Completion Overall -3.2% Latinx 0.7% |
| 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% | Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3% |
| 3.11 | Ethnic Studies Completion | 2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55% | Academic year: 2023-2024 Ethnic Studies Completion Overall 65.1% Latinx 59.7% | Academic year: 2024-2025 Ethnic Studies Completion Overall 73.1% Latinx 68.3% | Ethnic Studies Completion: Overall - 63.7%, Latinx - 55% | Ethnic Studies Completion Overall 9.4% Latinx 13.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.12 | Suspension Rate | Suspension Rate for the 2022-2023 school year:<br>All Students- 7.7%.<br>Hispanic: 8.9%<br>UPC: 9.9%<br>ELs: 8.9%<br>SED: 9.8%<br>Homeless: 21.7%<br>Foster Youth: 25% | Academic year: 2023-2024<br>Suspension Rate for the 2023-2024 school year:<br>All Students 6.2%<br>Hispanic or Latino 7%<br>UPC 7.9%<br>EL 7.6%<br>SED 7.6%<br>Homeless 16.3%<br>Foster Youth 20% | Suspension Rate for the 2024-2025 school year:<br>All Students 5.3%<br>Hispanic or Latino 6.2%<br>UPC 6.6%<br>EL 7.6%<br>SED 6.4%<br>Homeless 6.5%<br>Foster Youth 20% | Suspension Rate for the 2026-2027 school year:<br>All Students- 4.7%.<br>Hispanic: 2.9%<br>UPC: 6.9%<br>ELs: 5.9%<br>SED: 6.8%<br>Homeless: 18.7%<br>Foster Youth: 22% | Suspension Rate<br>All Students -2.4%<br>Hispanic or Latino -2.7%<br>UPC -3.3%<br>EL -1.3%<br>SED -3.4%<br>Homeless -15.2%<br>Foster Youth -5% |
| 3.13 | Professional development attendance rate for both certificated and classified | Professional Development Attendance Rate for both Certificated and Classified<br>Average attendance by classified for 11/1/23 and 1/26/24 = 74% were present<br>Average attendance by certificated for 11/1/23 and 1/26/24 = 78% were present | Professional Development Attendance Rate for both Certificated and Classified<br>Average attendance by classified for 11/1/24 and 1/31/25 = 77% were present<br>Average attendance by certificated for 11/1/24 and 1/31/25 = 84% were present | | Professional Development Attendance - Classified = 86% present;<br>Certificated = 90% present | Professional Development Attendance - Classified =<br>Certificated = |
| 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% | Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration | Increase in 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.15 | ELA CAASPP Proficiency at RHS, Grace, and ISP | 2022-2023 ELA CAASPP Proficiency<br>RHS: 6.3%<br>Grace: 0%<br>ISP: 42.3% | 2023-2024 ELA CAASPP Proficiency<br>RHS 0%<br>Grace 12.5%<br>ISP 50% | 2024-2025 ELA CAASPP Proficiency<br>RHS 13.3%<br>Grace 27.3%<br>ISP 48.4% | ELA CAASPP Proficiency<br>RHS: 15.3%<br>Grace: 9%<br>ISP: 51.3% | ELA CAASPP Proficiency<br>RHS 7.0%<br>Grace 27.3%<br>ISP 6.1% |
| 3.16 | Math CAASPP Proficiency at RHS, Grace, and ISP | 2022-23 Math CAASPP Proficiency<br>RHS: 0%<br>Grace: 0%<br>ISP: 21.4% | 2023-24 Math CAASPP Proficiency<br>RHS 0%<br>Grace 0%<br>ISP 0% | 2024-2025 Math CAASPP Proficiency<br>RHS 7.5%<br>Grace 0%<br>ISP 6.1% | Math CAASPP Proficiency<br>RHS: 9%<br>Grace: 9%<br>ISP: 30.4% | Math CAASPP Proficiency<br>RHS: 7.5%<br>Grace: 0%<br>ISP: -15.3% |
| 3.17 | ELPAC Improvement at RHS, Grace, and ISP | 2022- 23 ELPAC Improvement<br>RHS: 26.7%<br>Grace: 100%<br>ISP: 57.1% | ELPAC Improvement<br>RHS 17.6%<br>Grace 20%<br>ISP 50% | ELPAC Improvement<br>RHS 16.7%<br>Grace 80.0%<br>ISP 33.3% | ELPAC Improvement<br>RHS: 41.7%<br>Grace: 100%<br>ISP: 72.1% | ELPAC Improvement<br>RHS -10%<br>Grace -20%<br>ISP -23.8% |
| 3.18 | Reclassification Rate at RHS, Grace, and ISP | 2022-23 Reclassification Rate<br>RHS: 8.5%<br>Grace: 5.6%<br>ISP: 0% | Reclassification Rate<br>RHS 5.9%<br>Grace 0%<br>ISP 0% | Reclassification Rate<br>RHS 2.9%<br>Grace 17.6%<br>ISP 2.3% | Reclassification Rate<br>RHS: 17.5%<br>Grace: 14.6%<br>ISP: 9% | Reclassification Rate<br>RHS -5.6%<br>Grace 12%<br>ISP 2.3% |
| 3.19 | Progress Towards A-G in ISP | 2022-23 Progress Towards A-G<br>ISP: 19.7% | Progress Towards A-G<br>ISP 27.9% | Progress Towards A-G<br>ISP 15.2% | Progress Towards A-G<br>ISP: 19.7% | Progress towards A-G<br>ISP -4.5% |
| 3.20 | Properly Credentialed Teachers | For 2022-23<br>98% of teachers were properly credentialed. | 2023-2024 Academic Year:<br>98% of secondary teachers and 98.7% of elementary teachers were properly credentialed as per the CALSASS | 2024-2025 Academic Year:<br>86.2% of secondary teachers and 86.2% of elementary teachers were properly credentialed as per the CALSASS | 100% of teachers properly credentialed. | % of teachers properly credentialed.<br>-11.8% in secondary teachers<br>-12.5% in elementary teachers |

# Goal Analysis [2025-26]

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

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

SUCCESSFUL IMPLEMENTATION

Action 3.1: PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support (Fully Implemented) - Professional development opportunities were provided to address safety this year including 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. Training in restorative practices was 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.

Action 3.2: Teacher Training and Collaboration to Develop and Implement Effective Strategies for Differentiating Instruction, Aligning Instructional Approaches, and Aligning Literacy Practices (Fully Implemented).

Multilingual and Equitable Services partnered with Special Services to provide a series of professional learning sessions to support our Dually Identified students. This included 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 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 usage of research based strategies to support multilingual students with increased 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.

At the elementary level, one grade level release day at the district level was provided to learn how to assess students using the mClass and use the data to drive instruction based on student need. Site release days to review data were provided each trimester. 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. At the secondary level professional development on MTSS and meeting the needs of ELs has been embedded in several steering committee meetings focusing on supporting our unduplicated students.

Action 3.3: Alternative Education Development & Programmatic Implementation (Fully Implemented) 2.0 FTE were 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 is still a waitlist of students making sure our unduplicated students are the priority.

Action 3.4: Provide Professional Development for Staff (Fully Implemented) -On October 3, our district conducted a 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.

Action 3.5 Centralized support for Professional Development (Fully Implemented). The Executive Directors and Directors in Educational Services played a key role in centralizing and coordinating professional learning, helping ensure that district instructional priorities are consistently implemented across schools. Their work supported system-wide alignment in areas such as A-G requirements, the ALD rollout, counseling coordination, and instructional support tied to Tier 1 quality first instruction. The Educational Services administrative team 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 structure 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.

Action 3.6: Multilingual Learners Curriculum Training, Collaboration, and Departmental Professional Development (Fully Implemented). Multilingual team members participated in professional learning including the following: Jose Medina Educational Solutions; Ellevation; West Ed; Improving Outcomes for Multilingual Students with Exceptional Needs (MUSE); Californians Together; The Dynamics of Cross-Linguistic Instruction with Dr. Dorta-Duque de Reyes; the Center for Applied Linguistics; the ERWC; the Multilingual Learner Collaborative (SCOE).

Action 3.7: Ethnic Studies Interdisciplinary Programs (Partially Implemented) 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 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.

Action 3.8: MTSS Professional Development (Not Implemented) - organizing appropriate training for the MTSS Counselors became challenging; some of the appropriate training were not going to be available until late Spring/Summer, once the staff learned this position was being eliminated for 2026-27. Counselors meet monthly online with district support.

Challenges in Implementation:

Action 3.7 - Additional PD for Ethnic Studies was not held.

Action 3.8 - MTSS counselors did not attend additional professional development.

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

Action 3.1 PD for Safety, Discipline & Restorative Practices ($37.5K planned vs. $16.0K actual): Shifted from paid external trainers to internal train-the-trainer models.

Action 3.2 Teacher Training/Collaboration for Differentiated Instruction ($910.0K planned vs. $41.5K actual):Funding for the Teacher Training/Collaboration for Differentiated Instruction program remained unspent due to delays in securing professional development contracts, which prevented the delivery of training as robust as in previous years. Additionally, ongoing substitute teacher shortages made it difficult to release educators from their classrooms to participate in collaborative training sessions.

Action 3.3 Alternative Education Development ($315.0K planned vs. $316.2K actual): Executed as planned with minor cost adjustments.

Action3.4 Provide Professional Development for Staff ($1.90M planned vs. $1.90M actual): Executed according to the staff development schedule.

Action 3.5 Centralized Support for Professional Development ($526.3K planned vs. $446.5K actual): Lower administrative overhead and unused department discretionary budgets.

Action 3.6 Multilingual Learners Curriculum Training ($35.0K planned vs. $13.5K actual): Consolidated training schedules into less costly modules.

Action 3.7 Ethnic Studies Interdisciplinary Programs ($200.0K planned vs. $33.1K actual): Curriculum development timeline extended deferring full implementation costs.

Action 3.8 MTSS Professional Development ($14.0K planned vs. $1.7K actual): Utilized free technical assistance instead of paid vendor workshops.

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

Action 3.1: Professional Development for Safety, Discipline, and Restorative and Culturally Responsive Student Support
Effectiveness of Action: Effective
Metrics: Staff Training and Implementation of Student Supports
Professional development was provided across all bargaining units to strengthen intervention skills, legal compliance, and student support practices. Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers received targeted training during professional hours, while administrators engaged in legal and safety-focused sessions. Additional Title IX and emergency preparedness training ensured responsiveness to evolving requirements. Evidence of effectiveness includes:
Metric 3.12 - Decrease in Suspension Rates
Metric 3.3 - Improved Chronic Absenteeism

Action 3.2: Teacher Training and Collaboration to Strengthen Instructional Approaches
Effectiveness of Action: Effective
Metrics: Instructional Practices and Student Achievement
Staff engaged in collaborative professional learning focused on differentiation, literacy practices, and districtwide priorities such as CCD units—customized courses designed in partnership with educators. These opportunities increased teacher voice, strengthened instructional alignment, and promoted collaboration. Evidence of effectiveness includes:

Metric 3.5-  Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates

Action 3.3 Alternative Education Development and Programmatic Implementation
Effectiveness of Action: Effective
Availability for Alternative Education via independent Study was increased. Increased support was provided to Ridgway continuation high school, with a deep analysis needs assessment in preparation for impactful use of the Equity Multiplier funds in 2026-27.
Effectiveness of Action: Effective
Evidence of effectiveness includes:
Metric 3.15 - Increased ELA proficiency at RHS and Grace
Metric 3.16-  Increased Math proficiency at RHS
Metric 3.18 - increased reclassification rate at Grace and ISP
Metric 3.10 - Increase in Graduation Rates

Action 3.4:  Professional Development release day.
The October 3, 2025 PD day was focused on site development of MTSS  plans.
The April 24, 2026 PD day was focused on site specific training towards SPSA and MTSS goals.
Both PD days held a few sessions for specific classified work groups.
Effectiveness of Action: Effective
Evidence of effectiveness includes:
Metric 3.2 - Improved Chronic Absenteeism
Metric 3.5-  Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates

Action 3.5–3.8: Professional Development Supporting Student Outcomes
Effectiveness of Action: Effective
Metrics: Student Learning
Professional learning efforts contributed to district goals for ELPAC growth, AP pass rates, Reclassification, A–G completion, and Ethnic Studies Completion. Sessions were intentionally designed to strengthen instructional practices, support multilingual learners, and promote equitable student outcomes. Evidence of effectiveness includes:
Metric 3.5-  Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates
Metric 3.11 - Increase in Ethnic Studies Completion

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

There were no changes made to the plan goal, targeted outcomes, actions, or metrics.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support | 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.<br><br>Includes programs/materials.<br><br>Elementary Supplemental & Concentration $6,000<br><br>Secondary Supplemental & Concentration $14,000 | $20,000.00 | Yes |
| **3.2** | Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. | Through multi-year ongoing training with the California Principal Support Network school sites will focus on high impact strategies that empowers teachers to move beyond administrator oversight and toward transformative instructional practices. By participating in collaborative workshops and learning evidence based practices staff will develop tools necessary to foster a culture of continuous school improvement and equity. The programs goal is to bridge the gap between systemic goals and classroom results, ensuring that every strategic shift leads directly to improved student learning outcomes and sustainable institutional growth focusing on our unduplicated students.<br><br>Elementary Supplemental & Concentration $140,194<br><br>Secondary Supplemental & Concentration $212,585 | $352,779.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.3** | 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 and priority given for our unduplicated students. The Alternative Education Committee will continue to meet following direction from the Board and Superintendent to develop further alternative education options. Direction was given to create alternative programs focused on middle school students who are struggling academically, with chronic absenteeism, and behaviorally, and expand upon Independent Study offerings. To increase seats in the Independent Study Program SRCS would hire certificated teachers 6.5 FTE, with the current student to teacher ratio of 32:1 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.<br><br>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.<br><br>These expanded and strengthened alternative education options increase and improve services for unduplicated pupils by providing priority access to smaller, more flexible learning environments and targeted academic, attendance, behavioral, and counseling supports designed to address barriers to engagement and graduation.<br><br>Elementary Supplemental & Concentration $0 | $714,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Secondary Base 40% $238,000<br>Secondary Supplemental &Concentration 60% $714,000 | | |
| **3.4** | Provide professional development for Staff | Elementary and Secondary - Support professional development for classified staff. This may include district wide days focused on classified employee learning in support of English Learners, Foster Youth, and socio economically disadvantaged youth (MTSS, applicable certifications, data review, de-escalation, etc.)<br><br>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.<br><br>Elementary Supplemental & Concentration $600,000<br><br>Secondary Supplemental & Concentration $1,500,000 | $2,100,000.00 | Yes |
| **3.5** | Centralized support for Professional Development. | Centralized support has been redesigned and redistributed due to redesigned divisional and departmental structure. Portions of several central administrative positions are attributable to supplemental and concentration funding. This provides for more collaborative support. The total reflects roughly 25% of the corresponding centralized positions.<br><br>Provide professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.<br><br>Elementary Supplemental & Concentration $80,966<br><br>Secondary Supplemental & Concentration $188,922 | $269,888.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.6** | Multilingual Learners Curriculum Training, Collaboration and department Professional Development | Elementary and Secondarhy - 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.<br><br>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.<br><br>Multilingual Services staff members will attend professional development with organizations such as Californians Together, EL Rise, EPiCC, the Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participation in this strategic professional development will support collaboration with administration and staff. This effort aims to deepen the understanding of the SRCS EL Master Plan, recognize and address the needs of all Multilingual learners, including various Multilingual learner typologies, and monitor the progress of Multilingual learners and Reclassified English learner proficient students at each school site. This will provide expanded access to student data, and increase academic achievement outcomes.<br><br>Elementary Supplemental & Concentration $10,500<br><br>Secondary Supplemental & Concentration $24,500 | $35,000.00 | Yes |
| **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 | $57,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | coherent manner. In addition, multiple levels of professional development, focused on teacher understanding, instructional practices, and pedagogy will continue, along with dedicated professional development for administrative leadership to support site program implementation. SRCS will continue to support sites with new courses as they develop curriculum, oversee and coordinate paid collaboration time for teachers, and purchase materials. Finally, the Ethnic Studies Program Specialist will collaborate with consultants, organize and communicate with teachers regarding PD participation and release days and extended day pay, and work with our community partners and affinity groups in our Ethnic Studies Community Committee.<br><br>Elementary Supplemental & Concentration $0<br><br>Secondary Supplemental & Concentration $57,000 | | |
| **3.8** | Multi-tiered Systems of Support (MTSS) Professional Development | Secondary -Muti-tiered professional development opportunities for staff to build upon the CAPS professional development opportunities to strengthen student supports, systems, structures, and protocols district wide to serve identified students. | $100,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 4 | Improve access for students at Ridgway High School to achieve college and career readiness while reducing chronic absenteeism with targeted attention on English learners, Socio-economically Disadvantaged students and students with disabilities.<br><br>This goal was developed for the 2026- 27 school year, the first year that a school in Santa Rosa City Schools qualified for the Equity Multiplier funds. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Ridgway High School is the only continuation high school in the Santa Rosa City School District, serving a highly at-risk student population. SRCS Data Analytics reports that Ridgway has an enrollment of 317 students in the 2025-26 school year. The majority of students are socio-economically disadvantaged (73.8%), with significant subgroups including students with disabilities (26.5%), English Learners (14.7%), and homeless youth (5.7%). Hispanic students make up 73.02% of the student body.

Students are referred to Ridgway every quarter from comprehensive high schools due to credit deficiencies, inconsistent attendance, or lack of academic progress. The average incoming student is 1.5 years behind in credits, with many entering as 11th graders, though a significant portion are in 12th grade, and a smaller number in 10th grade. These students often face disrupted education histories, rarely having passed a math class since middle school. Despite these challenges, Ridgway has created a safe and supportive learning environment with robust health, social, emotional, and counseling services in partnership with community organizations.

According to the 2025 California School Dashboard, suspension rates remain low (1.6%). Graduation rates improved for English Learners (+5%), maintained for Hispanic students, and declined for All Students (-1.7%), Socio-Economically Disadvantaged (-1.1%), Homeless (-17.7%), Long Term ELs (-2.7%), Students with Disabilities (-16.2%), and White (-7.9%).

ELA scores have increased from 201 points below standard in 2024 to 93.5 points below the standard, an increase of 107.5 points. Since every 40 points equates to one grade level at RHS, students increased by over 2 grade levels. EL students - 134.6 points below standards; SED students 95.5 points below standard, Hispanic / Latinx students 103.4 points below standards. Math scores have increased from 287.3 points below standard in 2024 to 210.7 points below the standard, an increase of 76.5 points. Since every 40 points equates to one grade level, at RHS, students increased by almost 2 grade levels. EL students 251.6 points below standards, SED students 216.1 points below

standard, Hispanic / Latinx students 212.1 points below standards. 27.3% of English Learners are making progress on the ELPAC, which is an increase of 13%. The College and Career Indicator has maintained minimal improvement and continues to reflect low preparedness for postsecondary (0.7%) success among all students; several student groups are at 0% preparedness. Ridgway continues to prioritize holistic support and targeted academic intervention to address these persistent achievement and engagement gaps.

Chronic absenteeism is a pervasive issue at Ridgway High School. SRCS Data Analytics reports that 51.7% of the students are chronically absent (attendance below 90%), with only 35.9% of students having attendance above 95%. School Safety data gathered from the Panorama Survey indicated that 86% of students reported positive feelings about their school safety, which is an increase of 3%.
The Education partner engagement process involved multiple meetings with administration, staff, students, and parents. The process involved examination of various data, such as survey results, Dashboard data, SRCS Analytics, and empathy interviews to determine the root cause of student chronic absenteeism, low graduation rates and low academic outcomes. Based on examination of the data and needs, it was determined that the next step for the school is to develop a goal to address these challenges. The district and school engaged partners in developing specific action steps to address the goals.

Educational partner feedback from staff indicated the following strengths:
Respondents consistently identified strong relationships (teacher/student, student/student, and staff/student/administrator) as a core strength, highlighting the compassionate, dedicated, and consistent nature of the staff, their accessibility, and their ability to build trust. The small size of the school and class sizes were frequently mentioned, which facilitates personal attention, one-on-one help, easier student check-ins, less bureaucracy, and a safer environment where bullying is less likely to be an issue. Strengths also include the ability to offer individualized learning, accommodating student needs, flexible scheduling, the seven-period day, variable credit options, and quicker credit recovery (often by quarter). The centralized, circular campus layout allows for accessibility, supervision, smooth transitions, and overall staff and student safety. Good communication among staff and with students was also noted.

Educational partner feedback from students indicated the following strengths:
Students highlight strong teacher relationships with educators who are attentive, approachable, and effective at making content understandable. The smaller school size contributes to more individualized support, fewer distractions, and a close-knit, drama-free community. Additionally, students appreciate the flexible schedule (including shorter classes and early release), minimal homework, and a clean, uncrowded campus with a positive overall atmosphere.

Educational partner feedback from staff indicated the following needs:
Multiple respondents highlighted the need for improved executive functioning skills, life skills, self-regulation tools, and tangible life goals. Relatedly, needs include mental health support, addiction support, and increased opportunities for career pathways and postsecondary planning. Key needs mentioned were attendance support, transportation (including help getting to school), and providing supplies such as proper classroom supplies and technology (Chromebooks). One respondent also noted the need for water for showering. Another need is to revive the Advisory class, providing Directed Studies/Study Hall for students who are falling behind, an introductory/orientation class for new students, and bridge courses to address learning gaps. There is also a call for more credit options beyond Cyber High. Several responses emphasized the need for more consistent and cohesive onboarding/orientation systems for students and teachers, increased consistency in implementing school-wide policies and procedures, and strengthened communication systems, including having bilingual Teacher's Aides (T/As) and language support for ELD students in mainstream classes. To increase community & engagement, staff highlighted the need to

build stronger relationships between students, teachers, and staff, and create a PTA (or similar) to increase parent agency and participation in school solutions and events.

Educational partner feedback from students indicated the following needs:
RHS students' top needs focus on expanding opportunities, resources, and community connections. Students want additional space and engaging lunchtime activities such as games or a dedicated hangout area. There is also a strong desire for more extracurriculars, including sports, clubs, after-school events, and hands-on electives like art (e.g., ceramics), cooking, and workshops. Academically, students are interested in expanded course offerings such as Spanish and ASL. Overall, students are seeking more ways to connect with one another, build community, and enrich their school experience through activities and programs.

The following are important barriers to address as identified by staff, students, and parents:
Transportation and Basic Needs: Lack of transportation is a consistently reported barrier, often alongside poverty, housing instability, and unmet basic needs such as hygienic needs.
Mental Health and Substance Use: Mental health challenges, particularly anxiety and depression, are prevalent. Substance addiction (including THC use) and drug use are also listed as significant issues.
Engagement and Motivation: Barriers include students' negative perception of education's value, lack of motivation, and a lack of interest in working toward a diploma. This is sometimes connected to family drama or outside responsibilities.
Communication and Skill Gaps: Language barriers for English Learners (EL students) and not entering high school with age-appropriate skills prevent student success.
Behavioral and Lifestyle Factors: Excessive phone addiction, inconsistent sleep schedules, and truancy are frequently mentioned, with one respondent noting that late bedtimes often contribute to transportation difficulties.

Educational partners made the following recommendations to address the needs and barriers while building on the strengths of the school:
Attendance and Intervention Staff: The school should invest in full-time Attendance Outreach Personnel. Related programs include "check and connect" and strengthening systems for family communication and translation support.
Targeted Student and Instructional Support: Suggested investments include hiring additional instructional support personnel (paraprofessionals, bilingual TOSA), implementing directed studies sections, and offering paid tutoring or an extra 0.2 FTE for teachers to run tutoring/study hall or act as a mentor/advisor for struggling students. Other suggestions included programs to bridge the learning gap (like Aleks) and bringing back a reward/incentive program.
Mental Health and Behavioral Support: Respondents prioritized Expanded Student Support Services, including counseling, behavioral health, substance use intervention and education (specifically for marijuana and alcohol), and support staff for emotional counseling and intervention with the home/family. Interventions that address barriers to learning, such as conflict resolution and restorative practices, were also recommended.
Infrastructure and Teacher Capacity: Investments should include tech funds to repair/replace equipment, more administration, variable seating in the classroom, and adding 0.2 FTE for teachers, a focus on inclusive and supportive professional development, and the need to research issues such as language barriers and sleeping in class.
Students believe RHS should invest in additional staffing and resources to better support student success. Key priorities include hiring another counselor and dedicated staff to coordinate activities and assist with college and early college enrollment. Students also identified a need for improved facilities and access, such as transportation (van/bus), and a library. Overall, these investments would enhance both academic support and the overall student experience.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 4.1 | ELA CAASPP Proficiency at RHS | 2024-25 ELA CAASPP Proficiency<br>RHS 13.3% | N/A | N/A | 2025-26 ELA CAASPP Proficiency<br>RHS: 15.3% | N/A |
| 4.2 | Math CAASPP Proficiency at RHS | 2024-25 Math CAASPP Proficiency<br>RHS 7.5% | N/A | N/A | 2025-26 Math CAASPP Proficiency<br>RHS: 9% | N/A |
| 4.3 | Chronic Absenteeism | 2025-26 Chronic Absenteeism SRCS Analytics (8/13/25 -4/15/26) 55% less than 90% attendance | N/A | N/A | 2025-26 Chronic Absenteeism SRCS Analytics 40% less than 90% attendance | N/A |
| 4.4 | College and Career Readiness | 2024-25 College and Career Readiness Prepared 0.7% | N/A | N/A | 2025-26 College and Career Readiness Prepared 2% | N/A |

## Goal Analysis [2025-26]

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

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

N/A

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

N/A

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

N/A

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

N/A

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4.1** | Intervention | Additional Counselor (.5 MTSS/.5 College and Career )<br><br>Support decreasing chronic absenteeism. Home visits, individual student plans, and academic intervention for re-entry after long absence.<br><br>Counselor will support students to set a plan for each student at RHS to take and complete two semesters of college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects | $158,000.00 | No |
| **4.2** | Academic Achievement | .6 Certificated Teacher FTE to support a quarter-long course to support academic re-engagement and establish a positive academic outlook, improve study skills and increase credit completion and raise academic outcomes. Course will also include college and career readiness skill development and opportunities as well as community resources and guest speakers. The .6 FTE will be distributed as a .4 for 2 course sections and a .2 for coordination. | $94,800.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **4.3** | Enhanced Technology | Additional Computer Carts for core classes to enhance instructional outcomes and develop college and career readiness. | $60,000.00 | No |
| **4.4** | English Learner Support | RHS staff will participate in Professional Development specific to supporting English learners.<br><br>Newcomer and LTEL students will receive additional support in class through the support of an instructional assistant.<br><br>To support newcomer students with immediate translation, translation earbuds will be made available.<br><br>Families of English Learners will receive additional support to ensure improved attendance and academic support through the additional .5 Family Engagement Facilitator. | $84,000.00 | No |
| **4.5** | Academic and Campus Engagement | Field trips will be offered to promote college and career readiness and enhance academic outcomes and engagement.<br><br>RHS staff will participate in PD to increase growth mindset and hands-on learning activities.<br><br>Extra duty pay will be available to plan and support increasing student activities at lunch and after school. | $21,327.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$32,564,564 | $$3,005,574 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 22.887% | 0.000% | $0.00 | 22.887% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

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

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

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

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

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the specific needs to improve student outcomes. All positions include support for those students who are identified as English learners, foster youth, and low-income.<br><br>**Scope:**<br>LEA-wide | | |
| **1.10** | **Action:**<br>Supplemental Materials and Supplies TK-12<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing classroom teachers access to instructional materials for lesson preparation and delivery to address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.<br><br>**Scope:**<br>LEA-wide | Increase access to grade level standards will be enhanced with targeted curriculum needed for MTSS. | Goal 1 Metrics |
| **1.11** | **Action:**<br>Class size reduction<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by | Smaller class sizes offer numerous benefits, primarily centered around enhanced individual attention and personalized instruction, leading to improved academic outcomes, increased student engagement, and a more supportive learning environment. | Goal 1 Metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | providing reduced class sizes in identified key grade levels to best address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.<br><br>**Scope:**<br>LEA-wide | Key benefits of smaller class sizes:<br>Individualized Attention and Personalized Instruction:<br>Teachers can better tailor their teaching methods and provide specific support to each student's needs, leading to a more personalized learning experience.<br>Improved Academic Performance:<br>Students in smaller classes tend to achieve higher grades and test scores, potentially due to increased engagement and the ability to receive more targeted help. | |
| **1.14** | **Action:**<br>Access to educational programs, student supports, and enrichment opportunities<br><br>**Need:**<br>The district has identified transportation as a significant barrier for many unduplicated pupils, impacting attendance, engagement, and access to educational opportunities.<br><br>**Scope:**<br>LEA-wide | By providing enhanced transportation services, the district increases equitable access to academic programs, student supports, and enrichment opportunities that contribute to student success. This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by reducing barriers to participation, improving attendance, increasing engagement, and expanding access to educational opportunities and supports. | |
| **2.1** | **Action:**<br>Panorama wellness survey and Youth Truth survey<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by gathering information regarding tiered interventions, support plans, school programs, school and district climate, ensuring students | The action addresses the need by providing licenses and training for survey implementation so that students have the opportunity to quantify their exprecices and staff with the survey data. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 2 Metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | including those who are identified as English learners, foster youth, and low-income provide their input on the necessary support to succeed academically.<br>Use of surveys provides information to support identified student groups. Dashboard and District data for Panorama, Youth Truth ,ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the disparity in outcomes.<br><br>**Scope:**<br>LEA-wide | | |
| **2.2** | **Action:**<br>Mental Health Supports<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing access to school based therapists ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to thrive social and emotionally and succeed academically. Use of school based therapists provides support for tiered interventions, suicide prevention training, student groups to destigmatize mental health and advocate for student well-being. Services prioritize support for identified student groups. Dashboard and District data for Youth Truth, Panorama, referrals, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of discrepancy in | The action addresses the need by providing a Director of Mental Health & Community School Development, clinical supervision for therapists and school based therapists. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 2 Metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | outcomes and the increase need for school based therapy.<br><br>**Scope:**<br>LEA-wide | | |
| **2.3** | **Action:**<br>SEL and Antibullying Materials and Curriculum<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing SEL and Anti Bullying Materials and Curriculum, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically and engage in their social environment. Use of SEL and Anti Bullying Materials and Curriculum provides materials to support identified student groups. Dashboard and District data for Youth Truth, Panorama, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancy in outcomes in health and wellness.<br><br>**Scope:**<br>LEA-wide | The action addresses the need by providing materials and curriculum. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 2 Metrics |
| **2.4** | **Action:**<br>Increased Campus Student Engagement staffing<br><br>**Need:** | The action addresses the need by providing FTEs for positions to support campus student engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 2 Metrics |

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | SARB referrals indicate that this action is needed because the discrepancies in attendance data.<br><br>**Scope:**<br>LEA-wide | | |
| **2.6** | **Action:**<br>Elementary Counselors<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing elementary counselors, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.<br>Use of counselors provides support for students in Tier 1 preventions, and Tier 2 & 3 interventions to support identified student groups. Dashboard and District data for ELA, Math, chronic absenteeism, wellness indicators, indicate that this action is needed because high referral rates for counselors<br><br>**Scope:**<br>LEA-wide | The action addresses the need by providing FTEs for counselors. This action is needed and provided for all elementary schools as is an identified need across all elementary schools in the LEA. | Goal 2 Metrics |
| **2.7** | **Action:**<br>Wellness & Engagement administration<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by | The action addresses the need by providing administrators to support student wellness and engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 2 Metrics |

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | that this action is needed because of the discrepancy in outcomes.<br><br>**Scope:**<br>LEA-wide | | |
| **2.10** | **Action:**<br>School Based Outpatient Mental Health Services<br><br>**Need:**<br>Stakeholder input and district data indicate ongoing needs related to student mental health, attendance, engagement, and school connectedness, particularly among unduplicated pupil groups. Therefore, the district provides expanded access to school-based outpatient mental health services beyond the base program to address these identified needs.<br><br>**Scope:**<br>LEA-wide | The district partners with community-based organizations to provide school-based outpatient mental health services for students who require targeted social-emotional and behavioral health support. Supplemental and concentration grant funds support expanded access to these services for unduplicated pupils, including low-income students, English learners, and foster youth, who often experience greater barriers to accessing mental health care outside of school.<br>Providing services on school campuses reduces barriers related to transportation, scheduling, cost, language access, and availability of community-based providers. School-based therapists collaborate with school staff and families to support student well-being, engagement, attendance, and academic success while providing timely access to mental health interventions.<br>This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by increasing access to mental health services, reducing barriers to care, and supporting improved attendance, engagement, and educational outcomes. | |
| **3.1** | **Action:**<br>PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support<br><br>**Need:** | The action addresses the need by providing PD. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 3 Metrics |

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>Schoolwide | | |
| **3.4** | **Action:**<br>Provide professional development for Staff<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing professional development for Classified Staff ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of district wide days focused on classified employee learning provides PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of disparities in outcomes.<br><br>**Scope:**<br>LEA-wide | The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 3 Metrics |
| **3.5** | **Action:**<br>Centralized support for Professional Development.<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by | The action addresses the need by providing FTEs for directors. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 3 Metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | maintain four director positions at district level ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.<br>Use of directors provides focus on building capacity in district leadership, teachers, and support staff in implementation of a-g requirements, staff professional development, and but not limited to district wide initiatives.to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the disparity in outcomes.<br><br>**Scope:**<br>LEA-wide | | |
| **3.7** | **Action:**<br>Ethnic Studies Interdisciplinary Programs<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.<br>Use of the district office .2 FTE Ethnic Studies Program Specialist provides every site across the district access and support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and | The action addresses the need by providing FTE and PD. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 3 Metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | systematic way, accelerating programmatic efficacy in a focused and coherent manner to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the inequitable outcomes for these student groups.<br><br>**Scope:**<br>LEA-wide | | |
| **3.8** | **Action:**<br>Multi-tiered Systems of Support (MTSS) Professional Development<br><br>**Need:**<br>This action is increasing and improving the services for unduplicated student groups by providing teacher training and collaboration to develop and implement effective strategies for differntiating instruction, aligning instructional approaches, and aligning literacy practices ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically focusing on MTSS strategies.<br>Use of these effective strategies provides differentiating instruction to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because disproportionality in outcomes | The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA. | Goal 3 metrics |

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

### *Limited Actions*

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

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | | |
| **3.6** | **Action:**<br>Multilingual Learners<br>Curriculum Training,<br>Collaboration and department Professional Development<br><br>**Need:**<br>Overrepresentation of English Learners receiving Special Education Services.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Strengthen the belief that all students can learn and thrive and are entitled to access grade level instruction. | % of Students with IEPs who are also English Learners |

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

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

## Additional Concentration Grant Funding

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

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

Elementary:
Base Grant (Excludes add-ons for TIIG & Transportation) $33,436,457

Supplemental $5,250,696
Concentration $5,496,145
Total Supplemental & Concentration $10,746,841
Percentage to Increase or Improve Services 32.14%

Secondary:
Base Grant (Excludes add-ons for TIIG & Transportation) $108,849,142
Supplemental $14,289,716
Concentration $7,528,007
Total Supplemental & Concentration $21,817,723
Percentage to Increase or Improve Services 20.04%

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | Elementary: 1 : 17.9<br>Middle: 1 : 37.5<br>High: 1 : 55.7 | Elementary: 1 : 20.0<br>Middle: 1 : 53.2<br>High: 1 : 35.6 |
| Staff-to-student ratio of certificated staff providing direct services to students | Elementary: 1 : 14.2<br>Middle: 1 : 18.4<br>High: 1 : 16.7 | Elementary: 1 : 12.9<br>Middle: 1 : 13.4<br>High: 1 : 16.0 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $142,285,599 | $32,564,564 | 22.887% | 0.000% | 22.887% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $32,843,421.00 | $3,721,127.00 | $0.00 | $1,801,983.00 | $38,366,531.00 | $31,276,804.00 | $7,089,727.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Assessment Systems TK-12 | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $953,957.00 | $193,271.00 | $989,228.00 | $0.00 | $0.00 | $158,000.00 | $1,147,228.00 | |
| 1 | 1.2 | Curriculum Supports and College and Career Readiness | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $2,312,803.00 | $30,000.00 | $2,085,803.00 | $257,000.00 | $0.00 | $0.00 | $2,342,803.00 | |
| 1 | 1.3 | Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,285,160.00 | $42,500.00 | $1,009,660.00 | $1,991,000.00 | $0.00 | $1,327,000.00 | $4,327,660.00 | |
| 1 | 1.4 | School Based Support for SPSA Actions and Implementation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $287,596.00 | $862,788.00 | $1,150,384.00 | $0.00 | $0.00 | $0.00 | $1,150,384.00 | |
| 1 | 1.5 | Multilingual Learners Site and Staff and Student Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $57,000.00 | $25,000.00 | $82,000.00 | $0.00 | $0.00 | $0.00 | $82,000.00 | |
| 1 | 1.6 | Comprehensive and Collaborative Supports for Students | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,184,441.00 | $0.00 | $1,089,441.00 | $95,000.00 | $0.00 | $0.00 | $1,184,441.00 | |
| 1 | 1.7 | Enrichment Music and Physical Education Programs for Students & Increased Opportunities for Collaboration | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: All Elementary Schools 1-6 | Ongoing | $2,040,000.00 | $0.00 | $2,040,000.00 | $0.00 | $0.00 | $0.00 | $2,040,000.00 | |
| 1 | 1.8 | Academic Initiatives | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $2,062,000.00 | $500,000.00 | $2,278,000.00 | $0.00 | $0.00 | $284,000.00 | $2,562,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.9 | Supports for Increased and supportive practices | | | | | | | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 1 | 1.10 | Supplemental Materials and Supplies TK-12 | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $110,000.00 | $110,000.00 | $0.00 | $0.00 | $0.00 | $110,000.00 | |
| 1 | 1.11 | Class size reduction | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $6,596,000.00 | $0.00 | $6,596,000.00 | $0.00 | $0.00 | $0.00 | $6,596,000.00 | |
| 1 | 1.12 | Support for Students W Disabilities | Students with Disabilities | No | | | All Schools | Ongoing | $350,000.00 | $0.00 | $180,000.00 | $170,000.00 | $0.00 | $0.00 | $350,000.00 | |
| 1 | 1.13 | Students With Disabilities & Compliance | Students with Disabilities | No | | | All Schools | Ongoing | $0.00 | $790,000.00 | $0.00 | $790,000.00 | $0.00 | $0.00 | $790,000.00 | |
| 1 | 1.14 | Access to educational programs, student supports, and enrichment opportunities | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $3,877,474.00 | $3,877,474.00 | $0.00 | $0.00 | $0.00 | $3,877,474.00 | |
| 2 | 2.1 | Panorama wellness survey and Youth Truth survey | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $51,770.00 | $51,770.00 | $0.00 | $0.00 | $0.00 | $51,770.00 | |
| 2 | 2.2 | Mental Health Supports | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $207,360.00 | $0.00 | $207,360.00 | $0.00 | $0.00 | $0.00 | $207,360.00 | |
| 2 | 2.3 | SEL and Antibullying Materials and Curriculum | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $4,347.00 | $4,347.00 | $0.00 | $0.00 | $0.00 | $4,347.00 | |
| 2 | 2.4 | Increased Campus Student Engagement staffing | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,003,333.00 | $72,750.00 | $4,076,083.00 | $0.00 | $0.00 | $0.00 | $4,076,083.00 | |
| 2 | 2.5 | Promoting Positive Attendance | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $150,000.00 | $12,500.00 | $162,500.00 | $0.00 | $0.00 | $0.00 | $162,500.00 | |
| 2 | 2.6 | Elementary Counselors | | Yes | LEA-wide | | Specific Schools: All Elementary Schools TK-6 | Discontinued | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | |
| 2 | 2.7 | Wellness & Engagement administration | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $405,200.00 | $0.00 | $372,217.00 | $0.00 | $0.00 | $32,983.00 | $405,200.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.8 | Family Engagement Facilitators and Multilingual Community Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $1,704,487.00 | $0.00 | $1,704,487.00 | $0.00 | $0.00 | $0.00 | $1,704,487.00 | |
| 2 | 2.9 | .Extracurricular Wellness & Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grades 7-12 | Ongoing | $1,035,000.00 | $93,000.00 | $1,128,000.00 | $0.00 | $0.00 | $0.00 | $1,128,000.00 | |
| 2 | 2.10 | School Based Outpatient Mental Health Services | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Yearlong | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | .98 |
| 3 | 3.1 | PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $20,000.00 | $0.00 | $20,000.00 | $0.00 | $0.00 | $0.00 | $20,000.00 | |
| 3 | 3.2 | Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $262,779.00 | $90,000.00 | $352,779.00 | $0.00 | $0.00 | $0.00 | $352,779.00 | |
| 3 | 3.3 | Alternative Education Development and Programmatic Implementation | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: All Middle and High Schools 7-12 | Ongoing | $714,000.00 | $0.00 | $714,000.00 | $0.00 | $0.00 | $0.00 | $714,000.00 | |
| 3 | 3.4 | Provide professional development for Staff | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $2,000,000.00 | $100,000.00 | $2,100,000.00 | $0.00 | $0.00 | $0.00 | $2,100,000.00 | |
| 3 | 3.5 | Centralized support for Professional Development. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $219,888.00 | $50,000.00 | $269,888.00 | $0.00 | $0.00 | $0.00 | $269,888.00 | |
| 3 | 3.6 | Multilingual Learners Curriculum Training, Collaboration and department Professional Development | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $35,000.00 | $0.00 | $35,000.00 | $0.00 | $0.00 | $0.00 | $35,000.00 | |
| 3 | 3.7 | Ethnic Studies Interdisciplinary Programs | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $57,000.00 | $0.00 | $57,000.00 | $0.00 | $0.00 | $0.00 | $57,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.8 | Multi-tiered Systems of Support (MTSS) Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $0.00 | $100,000.00 | $100,000.00 | $0.00 | $0.00 | $0.00 | $100,000.00 | |
| 4 | 4.1 | Intervention | All | No | | | Specific Schools: Ridgway High School | Yearlong | $158,000.00 | $0.00 | $0.00 | $158,000.00 | $0.00 | $0.00 | $158,000.00 | |
| 4 | 4.2 | Academic Achievement | All | No | | | Specific Schools: Ridgway High School | Yearlong | $94,800.00 | $0.00 | $0.00 | $94,800.00 | $0.00 | $0.00 | $94,800.00 | |
| 4 | 4.3 | Enhanced Technology | All | No | | | Specific Schools: Ridgway High School | Yearlong | $0.00 | $60,000.00 | $0.00 | $60,000.00 | $0.00 | $0.00 | $60,000.00 | |
| 4 | 4.4 | English Learner Support | All | No | | | Specific Schools: Ridgway High School | Yearlong | $81,000.00 | $3,000.00 | $0.00 | $84,000.00 | $0.00 | $0.00 | $84,000.00 | |
| 4 | 4.5 | Academic and Campus Engagement | All | No | | | Specific Schools: Ridgway High School | Ongoing | $0.00 | $21,327.00 | $0.00 | $21,327.00 | $0.00 | $0.00 | $21,327.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $142,285,599 | $32,564,564 | 22.887% | 0.000% | 22.887% | $32,663,421.00 | 0.980% | 23.936 % | **Total:** | $32,663,421.00 |
| | | | | | | | | **LEA-wide Total:** | $29,792,421.00 |
| | | | | | | | | **Limited Total:** | $117,000.00 |
| | | | | | | | | **Schoolwide Total:** | $2,754,000.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Assessment Systems TK-12 | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $989,228.00 | |
| **1** | **1.2** | Curriculum Supports and College and Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,085,803.00 | |
| **1** | **1.3** | Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,009,660.00 | |
| **1** | **1.4** | School Based Support for SPSA Actions and Implementation | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,150,384.00 | |
| **1** | **1.5** | Multilingual Learners Site and Staff and Student Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $82,000.00 | |
| **1** | **1.6** | Comprehensive and Collaborative Supports for Students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,089,441.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.7 | Enrichment Music and Physical Education Programs for Students & Increased Opportunities for Collaboration | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: All Elementary Schools<br>1-6 | $2,040,000.00 | |
| 1 | 1.8 | Academic Initiatives | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,278,000.00 | |
| 1 | 1.10 | Supplemental Materials and Supplies TK-12 | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $110,000.00 | |
| 1 | 1.11 | Class size reduction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $6,596,000.00 | |
| 1 | 1.14 | Access to educational programs, student supports, and enrichment opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,877,474.00 | |
| 2 | 2.1 | Panorama wellness survey and Youth Truth survey | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $51,770.00 | |
| 2 | 2.2 | Mental Health Supports | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $207,360.00 | |
| 2 | 2.3 | SEL and Antibullying Materials and Curriculum | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,347.00 | |
| 2 | 2.4 | Increased Campus Student Engagement staffing | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,076,083.00 | |
| 2 | 2.5 | Promoting Positive Attendance | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $162,500.00 | |
| 2 | 2.6 | Elementary Counselors | Yes | LEA-wide | | Specific Schools: All Elementary Schools<br>TK-6 | $0.00 | |
| 2 | 2.7 | Wellness & Engagement administration | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $372,217.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 2 | 2.8 | Family Engagement Facilitators and Multilingual Community Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,704,487.00 | |
| 2 | 2.9 | .Extracurricular Wellness & Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Grades 7-12 | $1,128,000.00 | |
| 2 | 2.10 | School Based Outpatient Mental Health Services | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $0.00 | .98 |
| 3 | 3.1 | PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $20,000.00 | |
| 3 | 3.2 | Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $352,779.00 | |
| 3 | 3.3 | Alternative Education Development and Programmatic Implementation | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools<br>Specific Schools: All Middle and High Schools 7-12 | $714,000.00 | |
| 3 | 3.4 | Provide professional development for Staff | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,100,000.00 | |
| 3 | 3.5 | Centralized support for Professional Development. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $269,888.00 | |
| 3 | 3.6 | Multilingual Learners Curriculum Training, Collaboration and department Professional Development | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $35,000.00 | |
| 3 | 3.7 | Ethnic Studies Interdisciplinary Programs | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $57,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **3** | **3.8** | Multi-tiered Systems of Support (MTSS) Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $100,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $31,181,599.00 | $33,652,958.85 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Assessment Systems TK-12 | Yes | $1,200,000.00 | $284,588.00 |
| **1** | **1.2** | Curriculum Supports and College and Career Readiness | Yes | $1,867,500.00 | $965,542.00 |
| **1** | **1.3** | Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs | Yes | $3,963,612.00 | 4,955,184.00 |
| **1** | **1.4** | School Based Support for SPSA Actions and Implementation | Yes | $1,150,384.00 | $1,150,384.00 |
| **1** | **1.5** | Multilingual Learners Site and Staff and Student Support | Yes | $477,388.00 | $43,502.00 |
| **1** | **1.6** | Comprehensive and Collaborative Supports for Students | Yes | $1,295,000.00 | $938,612.00 |
| **1** | **1.7** | Enrichment Music Programs for Students & Increased Opportunities for Collaboration | Yes | $1,008,025.00 | $804,451.00 |
| **1** | **1.8** | Academic Initiatives | Yes | $339,000.00 | $80,957.00 |
| **1** | **1.9** | Supports for Increased and supportive practices | Yes | $600,000.00 | $475,421.00 |
| **1** | **1.10** | Supplemental Materials and Supplies TK-12 | Yes | $180,000.00 | $20,972.00 |
| **1** | **1.11** | Class size reduction | Yes | $6,320,000.00 | $7,252,308.26 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | Continuation School Class size reduction | Yes | $0 | $944,138.44 |
| 1 | 1.13 | Certificated Staff for Secondary Supplemental Programs: MHS IB, EAHS & PHS MP | Yes | $0 | $237,652 |
| 1 | 1.14 | Portion of Secondary Vocational Program | Yes | $0 | $591,340.19 |
| 2 | 2.1 | Panorama wellness survey and Youth Truth survey | Yes | $51,770.00 | $53,738.00 |
| 2 | 2.2 | Mental Health Supports | Yes | $2,098,150.00 | $1,082,272.00 |
| 2 | 2.3 | SEL and Antibullying Materials and Curriculum | Yes | $20,600.00 | $459.00 |
| 2 | 2.4 | Increased Campus Student Engagement staffing | Yes | $2,485,750.00 | $3,457,669.00 |
| 2 | 2.5 | Promoting Positive Attendance | Yes | $150,000.00 | $225,582.00 |
| 2 | 2.6 | Elementary Counselors | Yes | $1,526,055.00 | $1,484,969.46 |
| 2 | 2.7 | Wellness & Engagement administration | Yes | $405,323.00 | $368,638.00 |
| 2 | 2.8 | Family Engagement Facilitators and Multilingual Community Engagement | Yes | $1,109,489.00 | $1,885,712.00 |
| 2 | 2.9 | Extracurricular Wellness & Engagement | Yes | $995,000.00 | $1,453,044.10 |
| 2 | 2.10 | Lower ratio of VP to Enrollment | Yes | $0 | $1,499,734 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **2** | **2.11** | Portion of Information and Evaluation Salaries & Benefits | Yes | $0 | $257,781 |
| **2** | **2.12** | Day care at Continuation High School | Yes | $0 | $87,991.15 |
| **2** | **2.13** | Portion of Elementary Library Techs | Yes | $0 | $281,143.82 |
| **3** | **3.1** | PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support | Yes | $37,500.00 | $15,999.00 |
| **3** | **3.2** | Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. | Yes | $910,000.00 | $41,464.00 |
| **3** | **3.3** | Alternative Education Development and Programmatic Implementation | Yes | $315,000.00 | $316,167.00 |
| **3** | **3.4** | Provide professional development for Staff | Yes | $1,900,778.00 | $1,900,778.00 |
| **3** | **3.5** | Centralized support for Professional Development. | Yes | $526,275.00 | $446,538.11 |
| **3** | **3.6** | Multilingual Learners Curriculum Training, Collaboration and department Professional Development | No | $35,000.00 | $13,454.00 |
| **3** | **3.7** | Ethnic Studies Interdisciplinary Programs | Yes | $200,000.00 | $33,074.32 |
| **3** | **3.8** | Multi-tiered Systems of Support (MTSS) Professional Development | No | $14,000.00 | $1,699.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $28,555,477 | $26,477,727.00 | $28,555,477.00 | ($2,077,750.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **1** | **1.1** | Assessment Systems TK-12 | Yes | $1,050,000.00 | 232,552.81 | | |
| **1** | **1.2** | Curriculum Supports and College and Career Readiness | Yes | $1,610,500.00 | 965,542.40 | | |
| **1** | **1.3** | Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs | Yes | $645,612.00 | 163,711.71 | | |
| **1** | **1.4** | School Based Support for SPSA Actions and Implementation | Yes | $1,150,384.00 | 1,150,383.98 | | |
| **1** | **1.5** | Multilingual Learners Site and Staff and Student Support | Yes | $477,388.00 | 43,501.52 | | |
| **1** | **1.6** | Comprehensive and Collaborative Supports for Students | Yes | $1,200,000.00 | 938,611.85 | | |
| **1** | **1.7** | Enrichment Music Programs for Students & Increased Opportunities for Collaboration | Yes | $1,008,025.00 | 804,451.47 | | |
| **1** | **1.8** | Academic Initiatives | Yes | $160,000.00 | 42,987.18 | | |
| **1** | **1.9** | Supports for Increased and supportive practices | Yes | $600,000.00 | 475,420.73 | | |
| **1** | **1.10** | Supplemental Materials and Supplies TK-12 | Yes | $180,000.00 | 20,971.83 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.11 | Class size reduction | Yes | $6,320,000.00 | 7,252,308.26 | | |
| 1 | 1.12 | Continuation School Class size reduction | Yes | 0 | 944,138.44 | | |
| 1 | 1.13 | Certificated Staff for Secondary Supplemental Programs: MHS IB, EAHS & PHS MP | Yes | 0 | 237,652 | | |
| 1 | 1.14 | Portion of Secondary Vocational Program | Yes | 0 | 591,340.19 | | |
| 2 | 2.1 | Panorama wellness survey and Youth Truth survey | Yes | $6,350.00 | 53,738.00 | | |
| 2 | 2.2 | Mental Health Supports | Yes | $2,052,120.00 | 971,959.86 | | |
| 2 | 2.3 | SEL and Antibullying Materials and Curriculum | Yes | $15,600.00 | 459.00 | | |
| 2 | 2.4 | Increased Campus Student Engagement staffing | Yes | $2,485,750.00 | 3,457,668.83 | | |
| 2 | 2.5 | Promoting Positive Attendance | Yes | $150,000.00 | 225,581.88 | | |
| 2 | 2.6 | Elementary Counselors | Yes | $1,526,055.00 | 1,484,969.46 | | |
| 2 | 2.7 | Wellness & Engagement administration | Yes | $198,401.00 | 335,848.15 | | |
| 2 | 2.8 | Family Engagement Facilitators and Multilingual Community Engagement | Yes | $1,109,489.00 | 1,844,129.95 | | |
| 2 | 2.9 | Extracurricular Wellness & Engagement | Yes | $995,000.00 | 1,453,044.10 | | |
| 2 | 2.10 | Lower ratio of VP to Enrollment | Yes | 0 | 1,499,734 | | |
| 2 | 2.11 | Portion of Information and Evaluation Salaries & Benefits | Yes | 0 | 257,781 | | |
| 2 | 2.12 | Day care at Continuation High School | Yes | 0 | 87,991.15 | | |
| 2 | 2.13 | Portion of Elementary Library Techs | Yes | 0 | 281,143.82 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.1** | PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support | Yes | $20,000.00 | 15,999.00 | | |
| **3** | **3.2** | Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. | Yes | $740,000.00 | 41,464.00 | | |
| **3** | **3.3** | Alternative Education Development and Programmatic Implementation | Yes | $300,000.00 | 300,000.00 | | |
| **3** | **3.4** | Provide professional development for Staff | Yes | $1,900,778.00 | 1,900,778.00 | | |
| **3** | **3.5** | Centralized support for Professional Development. | Yes | $526,275.00 | 446,538.11 | | |
| **3** | **3.7** | Ethnic Studies Interdisciplinary Programs | Yes | $50,000.00 | 33,074.32 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 141,329,181 | $28,555,477 | 0 | 20.205% | $28,555,477.00 | 0.000% | 20.205% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

### For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## *Calculations in the Action Tables*

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024