



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.1 College and Career Readiness, Graduation Rate	Graduation Rate: 84.3 % per Data Quest 19-20.	Graduation Rate: 80.4% per Dataquest 20-21. 2021-2022 data can be reported in the Fall of 2022.	84.20%	82.60%	The percentage of students graduating will have increased by 5% over a three year period.
1.2 College and Career Readiness, A-G completers	Cohort Graduates Meeting CSU/UC A-G Requirements: 26.7%	Cohort Graduates Meeting CSU/UC A-G Requirements: 22%	22%	33.80%	The percentage of students meeting CSU/UC requirements when graduating will have increased 15% over a three-year period.
1.3 College and Career Readiness, Advanced Placement Enrollment	1025	974	1021	1062	The percentage of students taking Advanced Placement courses will have increased by 5% over a three year period.
1.4 Increase the number of students who complete a CTE pathway by the time they graduate, compared to the total HS diploma graduates *REVISED 2022-2023 METRIC = INCREASE THE NUMBER OF STUDENTS WHO COMPLETE A CTE PATHWAY	107 CTE pathway completers in 2019-20 representing 10.93% of graduates	110 CTE Pathway Completers in the 2020-21 school year. Of those, 67 were Senior CTE Pathway Completers in 2020-21, representing 4.25% of graduates.	121 CTE Pathway Completers in the 2021-22 school year. Of those, 95 were Senior CTE Pathway Completers in 2021-22, representing 5.43% of graduates. 2022-2023 data can be reported in the Fall of 2023.	83 CTE Pathway Completers in the 2022-23 school year. Of those, 81 were Senior CTE Pathway Completers in 2022-23, representing 5.1% of graduates. 2023-2024 data can be reported in the Fall of 2024.	The percentage of CTE Pathway Completers will increase by 5% over a three year period.
1.5 Increase student agency and voice *REVISED METRIC = INCREASE STUDENT AGENCY AND VOICE THROUGH DISTRICT INITIATIVES (E.G., ROOSTER FELLOWSHIP, DESIGN TEAM, SITE BASED COLLECTIVES, ETC.)	Youth Truth Survey, Student Collective	Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Belonging: Elementary = 52% Middle = 43% High = 38% (found in Student Synthesis report of 2022)	Youth Truth Feb 2023 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Belonging: Elementary = 30% Middle = 38% High = 35% (found in Student Synthesis report of 2023)	Youth Truth administration began on Jan 8, and will close on Jan 26, 2024. Our goal will be to improve our overall response rate of 48% from the 2023 administration. Stacy will be updating this in February	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.6 Increase the number of students scoring at, near or above standard on the ELA SBAC	<p>Elementary SBAC ELA 18/19 Met or Exceeded Standards % 3rd Grade: 36.04% 4th Grade: 38.72% 5th Grade: 40.4% 6th Grade: 42.54%</p> <p>Secondary SBAC ELA 18/19 Met or Exceeded Standards % 7th Grade: 53.33% 8th Grade: 44.82% 11th Grade: 61.98%</p>	<p>2021-2022 SBAC data will be available in the Fall of 2022.</p> <p>Elementary SBAC ELA 18/19 Met or Exceeded Standards % 3rd Grade: 36.04% 4th Grade: 38.72% 5th Grade: 40.4% 6th Grade: 42.54%</p> <p>Secondary SBAC ELA 18/19 Met or Exceeded Standards % 7th Grade: 53.33% 8th Grade: 44.82% 11th Grade: 61.98%</p>	<p>2022-2023 SBAC data will be available in the Fall of 2022. Elementary SBAC ELA 21-22 Met or Exceeded Standards % 3rd Grade: 29.4 4th Grade: 28.99 5th Grade: 38.4 6th Grade: 38 Secondary SBAC ELA 21-22 Met or Exceeded Standards % 7th Grade: 37 8th Grade: 30.9 11th Grade: 47.2</p>	<p>Elementary SBAC ELA 22-23 Met or Exceeded Standards 3rd Grade: 28.40% 4th Grade: 37.41% 5th Grade: 31.31% 6th Grade: 35.38% Secondary SBAC ELA 22-23 Met or Exceeded 7th Grade: 30.40% 8th Grade: 25.11% 11th Grade: 49.85%</p>	The analysis of baseline data will inform the outcome goal.
<p>1.7 Increase the number of students scoring proficient or above on the reading comprehension of the Let's Go Learn DORA test</p> <p>*REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S DORA CAASPP PREDICTIVE INDICATORS</p>	LGL DORA Reading Comprehension: 3rd-6th: 62.4%	"LGL DORA Reading Comprehension: 3rd-6th: 65%"	"LGL DORA Reading Comprehension: 3rd-6th: 55.9 %"	Staff finish testing mid year Feb. 22	The percentage of students scoring proficient or above on the reading comprehension subtest of Let's Go Learn DORA test will increase by 5% over the three-year period
1.8 Increase the number of students scoring at grade level or above on the NWEA/MAP reading diagnostic tests that correlate grade	MAP Reading	<p>Spring 2022 MAP Projection for meeting or exceeding CAASPP ELA grade-level standards: 2nd = 24.2% 3rd = 29.6% 4th = 21.1% 5th = 12.8% 6th = 15.3% 7th = no statistically relevant data available</p>	<p>January 2023 MAP Projection for meeting or exceeding CAASPP ELA grade level standards: 7th = 41.9%; 8th = 33%; 11th = 41.1%</p>	<p>January 2024 MAP Projection for meeting or exceeding CAASPP ELA grade level standards: 7th = 40.2%; 8th = 22.6%; 11th = 40.1%</p>	The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		<p>11th = 29%</p> <p>*Only 2 elementary schools and 1 high school are present in the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data.</p>			
1.9 Increase the number of students scoring at grade level or above on the NWEA/MAP math diagnostic tests that correlate to the SBAC tests	MAP Math	<p>"Spring 2022 MAP Projection for meeting or exceeding CAASPP MATH grade level standards: 2nd = 33.6% 3rd = 29.1% 4th = 23.1% 5th = 5.3% 6th = 26.4% 7th = 3% 11th = no statistically relevant data available%</p> <p>*Only 2 elementary schools and 1 high school are present in the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data."</p>	<p>"January 2023 MAP Projection for meeting or exceeding CAASPP MATH grade-level standards: 7th = 22.3% 8th = 21.7% 11th = 40%</p>	<p>January 2024 MAP Projection for meeting or exceeding CAASPP Math grade level standards: 7th = 12.9%; 8th = 5.9%; 11th = no statistically relevant data.</p>	The analysis of baseline data will inform the outcome goal.
1.10 Increase the EL reclassification rate	"RFEP Rates 19-20 SY Elementary: 29.2% Middle: 25.31% High: 31.9%"	<p>Reclassification rates: Elementary- 3.7%, Middle- 7.97%, High- 2.49%. Reclassification was impacted by the pandemic. CDE reclassification reporting changed which also impacted data</p>	<p>2022-2023 Reclassification rates: Elementary 11%, Middle 12%, High 7% Reclassification rates continued to be impacted by the pandemic.</p>	<p>Reclassification rates from 8/2023-12/2023. Elementary 2%, Middle 11%, and High 3%. Data will be updated again in June 2024</p>	The percentage of students being reclassified would increase by 10% over a three year period.
1.11 Increase the number of students scoring at,	"Elementary SBAC Math 18/19 Met or Exceeded Standards %	"2021-2022 SBAC data will be available in the Fall of 2022.	"2022-2023 SBAC data will be available in the Fall of 2022.	Math SBAC Math 22-23 Met or Exceeded	The percentage of students scoring at, near or above standard on

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<p>near or above standard on the Math SBAC test</p>	<p>3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86%</p> <p>Secondary SBAC Math 18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%"</p>	<p>Elementary SBAC Math 18/19 Met or Exceeded Standards % 3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86%</p> <p>Secondary SBAC Math 18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%"2021-2022 SBAC data will be available in the Fall of 2022.</p> <p>Elementary SBAC Math 18/19 Met or Exceeded Standards % 3rd Grade: 38.41% 4th Grade: 36.99% 5th Grade: 31.05% 6th Grade: 28.86%</p> <p>Secondary SBAC Math 18/19 Met or Exceeded Standards % 7th Grade: 43.33% 8th Grade: 20.68% 11th Grade: 32.37%</p>	<p>Elementary SBAC Math 21-22 Met or Exceeded Standards % 3rd Grade: 30.4 4th Grade: 25.8 5th Grade: 27 6th Grade: 29.7</p> <p>Secondary SBAC Math 21-22 Met or Exceeded Standards % 7th Grade: 25.5 8th Grade: 17.1 11th Grade: 22.7"</p>	<p>Standards Elementary 3rd Grade: 30.98% 4th Grade: 29.20% 5th Grade: 20.33% 6th Grade: 28.10% Secondary SBAC Math 22-23 Met or Exceeded Standards 7th Grade: 15.79% 8th Grade: 8.10% 11th Grade: 27.95%</p>	<p>SBAC and other local measures will have increased by a total of 15% over a three year period.</p>
<p>1.12 Increase the number of students scoring proficient or above on the Let's Go Learn ADAM test</p> <p>*REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S ADAM CAASPP</p>	<p>LGL ADAM Total Math: 3rd-6th: 43.7%"</p>	<p>LGL ADAM Total Math: 3rd-6th: 49%"</p>	<p>LGL ADAM Total Math: 3rd-6th:26 %"</p>	<p>Staff finish testing mid year Feb. 22</p>	<p>The percentage of students scoring proficient or above on the Let's Go Learn ADAM test will increase by 5% over the three-year period.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
PREDICTIVE INDICATORS					
1.13 Implementation of Standards-based Curriculum, Text Books, and Materials	100% implementation of State Board and or District adopted materials	In 2021-22, measurements included non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester assessments; 7-12 unit and semester common assessments in some courses and disciplines. The district is identifying additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	In 2022-2023, measurements included non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester assessments; 7-12 unit and semester common assessments in some courses and disciplines. The district continues to identify additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	In 2023,-2024 measurements include non-evaluative classroom walk-through observations; collection of course syllabi; K-6 standards-based trimester assessments; 7-12 unit and semester common assessments in some courses and disciplines. The district continues to identify additional qualitative and quantitative means to measure implementation of State Board- and/or District-adopted materials.	100% implementation of State- and District-adopted standards-based curriculum for all students.
1.14 Reduce the over identification of English Learners In Special Education	Using Baseline from 2019 & 2020 from the SEIS system of initial IEPs broken down by sub-groups	In 2021 the percentage of students with disabilities in SRCS was 15%. In Sonoma County, it was 14.57%, and in the State, it was 12.48%. As a subgroup, English Learners were SRCS 29.04 %, the County 25.51%, and the State 26.0%.	In 2022 the percentage of students with disabilities in SRCS was 15.24%; in Sonoma County, it was 14.10%, and in the State, it was 12.65%. As a subgroup, English Learners were SRCS 30.38%, the County 25.69%, and the State 26.41%.	The 2022 Dashboard published a percent of Special Education for both Districts as a combined 16.1 %. The 2023 Dashboard was published with a rate of 17.4% a continued rise of 1.3%.	In Collaboration between the Multilingual and the Special Services department the desired outcome is to stop the increase and return to pre-pandemic levels below 28% of English Learners identified in Special Education.
1.15 Increase the number of Students in Special Education that graduate with a Diploma, as measured by the “completer” field in the SIS,	Pending the Final end-of-year report from the Student Information System, the baseline from SEIS is 82.56% of Special Education students in High School are on a Diploma track.	2021-2022 data was not reported on the California Dashboard	As measured by the California Dashboard, the 2022 Graduation rate was 85.4%, and the Rate for Students with Disabilities was 67.6%	the Dashboard posted a Special Education student grad rate of 63.2, a decline of 4%.	For the end of year report from SEIS we expect to see a 3 % increase.
1.16 Access to a broad course of study, including programs developed and provided to unduplicated students and individuals with exceptional needs.	The baseline percentages and total percentage below measure the percentage of Latinx, Black, and unduplicated pupils who had access to a broad	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the	The SRCS College and Career Readiness Guide demonstrates the alignment of courses to A-G criteria and CCSS. The guide can be found on the	All students groups will be at 100%

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	<p>course of study before SRCS moved to fully aligned A-G, CCSS courses across the whole district.</p> <p>Latino/Hispanic 98.36% unduplicated 98.41% African American/Black 97.99%</p> <p>Total: 98.35</p>	SRCS website under families.	SRCS website under families.	SRCS website under families.	
1.17 Increase the number of students who have made growth towards EL proficiency.	% of students making growth: 24.25%	% of students making growth: 24.25% Data will be available in Aug. 2022	Overall 24.37% of all EL students made growth. 26.2% or 615 students made 1 to 2 level growth, 5.4% or 126 student made a 2 to 3 level growth as measured by the English Language Proficiency exam (ELPAC) for the 2022-2023 school year.	"Data will be available in Aug. 2023"	10% over three years.
<p>1.18 College and Career Readiness, % of students who scored 3 or higher on the AP exam</p> <p>*REVISED METIC = COLLEGE AND CAREER READINESS - % OF STUDENTS WHO SCORED A 3 OR HIGHER ON THE AP EXAM OR A 4 OR HIGHER ON THE IB EXAM</p>	% of students: 58%	AP scores will be released in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.	71.31% = 890.0/1248	68.19% = 553.0/811	68% of students passing AP exams
1.19 Students completing either A-G OR CTE Requirements	17.8% of students were College and Career Ready in 2019.	17.8% of students were College and Career Ready in 2019. New data will be available in the Fall of 2022.	556 / 2620 or 21.22%	545 / 2312 or 23.57%	
1.20 College and Career Readiness as Measured	% of students meeting standard: 0%	% of students meeting standard: 0%	"516 / 2891 or 17.85%	513 / 2972 or 17.26%	3% growth each year

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by EAP score of 3 or higher. *REVISED METRIC = COLLEGE AND CAREER READINESS AS MEASURED BY AN EAP SCORE OF 3 OR HIGHER		The percentages above are from an incomplete CDE data file that will be updated in September. Updated data will be available in the Fall of 2022.	Note that this metric now uses CAASPP tests. We are requiring proficiency in both math and ELA."		
1.21 Decrease the number of students dropping out of high school.	Current high school dropout rate: 9.9% Latino/Hispanic 11.7% American Indian/Alaskan Native 23.1% Asian 8.6% African American/Black 13.6% Filipino 5% Native Hawaiian/ Pacific redacted 2 or more 9.8 % White 7.5 %	"2020-21 high school dropout rate: 10.9% Latino/Hispanic 13.4% American Indian/Alaskan Native 23.1% Asian 8.6% African American/Black 15.9% Filipino 5% Native Hawaiian/Pacific redacted 2 or more 9.8% White 7.9 % 2021-22 data will be released and available at the end of August 2022 "	"2021-22 high school dropout rate: 11.5% Latino/Hispanic 14.3% American Indian/Alaskan Native 21.7% Asian 3.2% African American/Black 8.6% Filipino 0% Native Hawaiian/Pacific 7.7% 2 or more % White 11.6% Information pulled from DataQuest Adjusted Cohort Outcome Report	2022-23 264	2% decrease each year
1.22 Decrease the number of students dropping out of middle school.	Current middle school dropout rate: 1.9%	Current middle school dropout rate: 1.9%. SRCS will provide the 21-22 middle school drop out rate in November 2022	3 / 2,402 or 0.125 %	5 / 2383 or 0.002%	0%
1.23 Student access to instructional materials	100% implementation of State Board and or District adopted materials	Williams Report showed no curriculum deficiencies.	Williams Report showed no curriculum deficiencies.	Williams Report showed no curriculum deficiencies.	All students will have complete access to the appropriate subject and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
					discipline specific materials needed to academically excel as measured with 100% compliance with the Williams Act.
*ALL REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Data and reporting systems and tools Grades KA-6</p> <p>*Use a data system of formative, interim, and summative assessments as well as to inform the MTSS. Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration.</p> <p>*District & State Assessments (materials, release days for DRA (K-2) & DIBELS (3-6) assessments)</p> <p>*K-6 data & progress monitoring tools (Educlimber, LGL, Illuminate)</p> <p>*Establish an Early Warning System for identifying students who are English Learners, homeless, foster youth, and low-income. This should include Document Tracking Systems costs for Elementary.</p>	Yes	Partially Implemented	Partially Effective	At the Elementary level we have administered Reading and Math diagnostic assessments through the Let's Go Learn Platform, DIBELS, The SRCS Phonics Survey and DRA for trimesters one and two. Using the data sites have worked together with their TOSA and principal to address student needs.	\$280,000.00	\$190,644.75

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	<p>Multilingual Learners Language Acceleration Review Committee (LARC) Site Support</p> <p>Achieve annual growth as measured by the ELPAC annual growth data and our English Learner reclassification rate will increase by 10% over a three year period.</p> <ul style="list-style-type: none"> Support Language Acceleration Review Committee (LARC) at each school site to support the work for Multilingual Learners. Committees will be composed of site administrators, SOLL Counselor (secondary), teachers, an EL Specialist and Family Engagement Facilitator. This team will regularly meet to review site data and inform decisions of placement, assessment, needed student supports, and readiness for reclassification, and interventions. 	Yes	Fully Implemented	Effective	Language Acceleration Review Committees (LARCs) at each school site meet regularly to discuss the needs of Multilingual Learners. The number of meetings per site varies. Sites have reviewed reclassifications , student grades, analyze academic performance, state assessment scores, social-emotional survey results, as well as Elevation, Let's Go Learn and assessment data.	\$46,000.00	\$17,562.48
1.3	<p>Collaborative Curriculum Design (CCD) TK-6</p> <ul style="list-style-type: none"> Unit development (teachers will need 	Yes	Partially Implemented	Partially Effective	Interest in revising units is limited along with time. Time to collaborate and revise units is planned for	\$80,000.00	\$3,241.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	substitute coverage or extended day pay) <ul style="list-style-type: none"> • Restock and/or purchase new elementary books and materials • Expand opportunities for students to participate who are identified as English learners, homeless, foster youth, and low-income. - develop designated ELD lessons for units 				June of this school year. Work on revising the template for each unit is under way for easier accessibility and use for teachers.		
1.4	<p>KA-12 Supplemental Curriculum & Instructional Materials</p> <p>Ensure that teachers and students have supplemental materials to support district-adopted, standards-based curriculum for all pertinent content areas, including: the core subject areas, CTE, VAPA, Physical Education, summer school and expanded learning programs etc.</p> <p>Provide adaptive curriculum for as needed for tiered services.</p>	Yes	Partially Implemented	Effective	Supplemental curriculum and instructional materials have been purchased to support district adopted curriculum. The current total does not account for funds that are currently encumbered.	\$245,000.00	\$56,598.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p>Multilingual Learners Curriculum Training & Collaboration</p> <p>ELD curriculum support for ongoing training for adopted programs and supplemental programs (Extended-Day or Release pay funds)</p> <ul style="list-style-type: none"> Elementary and Secondary English Language Development Collaborative: monthly professional development for teachers 	Yes	Fully Implemented	Very Effective	Elementary and Secondary Multilingual Collaboratives are meeting monthly to support staff with scaffolding and differentiation strategies, cycles of inquiry and research that supports language acquisition. Professional development on curriculum on core and supplemental programs offered in an on needed basis	\$30,000.00	\$16,331.39
1.6	<p>Provide Secondary Counselors, reduce combo classes in Elementary</p> <p>Reduce combination classes in elementary where possible to provide more focused grade level curriculum and support delivery for English language learners, foster youth, and low income students. Counselors are addressed in actions 1.14, 1.18, and 1.22.</p>	No	Not Implementing			0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.7	<p>Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education Continue to support the SRCS equity initiative of developing Ethnic Studies through robust course development and course writing. This should lead to a more diverse range of courses available to students, increasing the amount of students taking Ethnic Studies courses, thus meeting the SRCS graduation requirement. Part of this includes working with consultants and outside organizations to support curriculum writing, purchasing of materials, professional development, and more</p>	Yes	Partially Implemented	Effective	Course writing teams were assembled near the end of the first semester and multiple meetings are arranged for the 2nd semester that will make use of these resources.	\$30,000.00	\$3,228.53
1.8	<p>Provide College Preparatory Assessments for Qualifying Students Provide access and support for college entrance exams, such as IB and AP.</p>	Yes	Planned	Effective	IB and AP tests take place later in the second semester and the funds will be used then to support these.	\$25,000.00	\$0.00
1.9	<p>Career Technical Education (CTE) Increase access to Work-based Learning opportunities and middle school career awareness activities aligned to district CTE Programs and industry needs. Minor revision as WBL includes (based on our newly developed district WBL</p>	Yes	Partially Implemented	Partially Effective	Funding has been utilized to support CTE grant-funded CTE TOSAs participating in WBL professional development	\$30,000.00	\$1,202.96

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	<p>scope and sequence) includes career awareness. Middle School Counselors feedback - want to explore other activities other than a one-day Career Day. Continue looking for ways to allocate funding to allow WBL to be embedded in instructional academic courses and/or as an extended learning opportunity in the summer. In light of the positive feedback from the Career Conference at EAHS, need to consider scaling up these types of experiences for all students at all high schools, which would require district CTE TOSA staffing support. Through next school year, the EAHS 1.0 CTE TOSA is funded through the ARPA grant, and the .2 CTE TOSA positions at MCHS, MHS, PHS, and SRHS are funded through the CTE Incentive Grant. The .2 CTE TOSAs can only serve CTE students, and the EAHS 1.0 CTE TOSA can serve all students - due to grant funding limitations/requirements). SCOE paid for WBL CTE TOSA Educating for Careers Conf. PD.</p>				<p>and activities and supporting teachers with integrating WBL into course content. In collaboration with middle school counselors, a career day for 8th graders, with pre and post-career awareness activities, is in the process of being designed with the intent to have it in March/April 2024.</p>		
1.10	<p>K-12 Visual and Performing Arts (VAPA) Education Provide 1.0 FTE VAPA TOSA Continue relationship with Luther Burbank Center for the Arts and the Kennedy Center including Arts Integration and SEL professional development Assist in creating cultural connections for students who are</p>	Yes	Fully Implemented	Very Effective	<p>We have fully completed our partnership with the Luther Burbank Center for the Arts and the Kennedy Center for Arts Integration. Twenty-eight</p>	\$153,251.88	\$78,874.49

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	identified as English learners, homeless, foster youth, and low income.				teachers participated in the trainings focusing on integrating students with autism in the classroom and behavior management through the arts. We have 1.0 VAPA TOSA supporting our VAPA programs district-wide.		
1.11	<p>Extended Learning Opportunities Increase access to summer school programs for students, including Unduplicated Pupil Count (UPC), to take courses to support a rigorous program of study (including increasing students' A-G course access, graduation rates, and college acceptance rates for historically underserved student groups - ELs, Latinx, AA, FRL students).</p> <p>Provide a variety of enrichment opportunities to support learning beyond the school year, including afterschool tutoring programs, a variety of camp experiences (during school holidays), and evening school. Programs are designed to build and maintain academic skills while providing experiences that enrich students, preparing them as much as possible for the next level of their education while supporting their own holistic development.</p>	No	Partially Implemented	Very Effective	Fall and Spring tutoring programs implemented (or in progress). Summer school programming currently being developed and planned. Evidence includes: Fall Springboard Impact Report; Boys & Girls Club Mid-Year Program Evaluations; Summer 2024 Planning documentation and contracts; and Summer 2024 & Technical Analysis Reports	\$1,959,357.00	\$2,250,810.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					(pending). Expanded Fall and Spring afterschool and tutoring programs implemented (including after school programs at all elementary schools). Additional Summer 2024 programming and offerings (including a partnership with SR Rec & Parks and a new middle grades Science program) currently being developed and planned.		
1.12	Math Redesign Math TOSA: Secondary Math Teachers will be provided with professional learning, collaborative opportunities, and related follow-up job-embedded coaching to support increased student achievement in heterogeneous classrooms, the development of student positive identity and growth mindset in math through strategies and practices aligned to the new math framework that promote increased student discourse, participation in classrooms, and the implementation of research based strategies to increase the number of	Yes	Partially Implemented	Very Effective	Professional Development has been ongoing including training for all Secondary Math teachers targeting Math 1, 2, & 3 teachers in cohorts; Professional Learning has included strategies in support of the	\$150,800.00	\$82,504.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>students meeting A-G requirements in math; Design 7 - 12 pathways that provide clear "c" aligned pathways to support students meeting graduation requirements and increase coherence through collaborative cohorted teams of teachers of teachers within and across courses for greater articulation. Tools, materials, supports, resources, and supports to exemplary applied practices in support of professional learning and implementation are also included as needed.</p>				<p>New Math Framework, an expansion on the work with Dr. Boaler on growth mindset strategies; professional learning for math leaders and administrators; Data collection on Student Identity in Math; Support to the learning and implementation of Building Thinking Classroom strategies; the development of New Math Courses in alignment with the New Math Framework; Support to New teachers; and coaching support to teams through collaboration and specific coaching cycles across schools; The work of the Math TOSA has supported all Re-Design efforts with a priority placed</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					on direct support to teachers and professional learning.		
1.13	AVID Growth AVID programs support students in college and career readiness. Schools that adopt AVID approaches and strategies provide better access for all students to rigorous courses and learning. • Support AVID sites: Slater, Montgomery, Elsie Allen	Yes	Planned	Effective	AVID sections are down in number, especially at EAHS due to struggling how to support students with taking this course in their schedule when they may already have to ALD or want to complete a CTE course sequence. Also, this money will be spent when the site licenses are purchased for next year, which happens in January. This item already went to the Board and was approved in late January and now must be fully processed through the business office.	\$30,000.00	\$0.00
1.14	Multilingual Learners-Supporting Our Language Learners	Yes	Fully Implemented	Effective	LCAP Counselors support	\$315,081.36	\$169,992.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Counselors</p> <p>Provide 2 bilingual school counselors to provide additional support to English Learners, Homeless and Foster Youth</p>				secondary sites with foreign transcripts, support with individual testing for reclassification, counseling, and individual support for Newcomer students		
1.15	<p>Rooster Fellowship Participation/Student Voice & Problem of Practice Support through SCOE</p> <p>The Problem of Practice Support (PoPS) effort combines the work of YouthTruth, MTSS, Rooster Fellowship with SCOE's mentoring. We work in collaborative teams to support empathy, equity & engagement through leaning on student voices and student data to improve instructional practice and academic outcomes. Funds for extra related supplies, extra duty pay and release time.</p>	Yes	Not Implementing		This program is not in effect for the 2023-24 school year. (The Rooster Fellowship is defunded by SCOE and is not in practice).	\$0.00	\$0.00
1.16							
1.17	<p>Elementary Prevention &</p>	Yes	Partially Implemented	Very Effective	New systems to help teachers	\$75,000.00	\$36,378.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Intervention Systems/Models</p> <p>Building Reading Literacy Systems in Elementary TK-6: define, create, and implement a district-wide model for building reading literacy programs. Using a universal screener as a common assessment tool contributing to the support of Foster Youth, English Learners and Low Income students. Focusing on robust Elementary Math strategies to supporting positive math mindset and strong foundational skills. Build out additional summer school and expanded learning opportunities (after-school tutoring, camps, etc.) to support early literacy and mathematics efforts.</p>				<p>with differentiation are being implemented for meeting students literacy needs. Supporting staff with the use of math adopted curriculum took place at grade level release days and after school support with the curriculum was offered. District TOSA's have worked with district math director to review new math framework and ways to support classroom teachers.</p>		
1.18	<p>College and Career Center Counselors</p> <p>Provide increased academic counseling support services, and additional college and career counseling support to students and families. Maintain 5 College and Career Centers at each comprehensive High School and a part-time College and Career Counselor at the 5.2 FTE LCAP counselors. Funding for college and career materials and supplies, transportation for field trips to promote a college-going culture,</p>	Yes	Fully Implemented	Effective	<p>Positions are fully staffed and funding is being utilized to support financial aid application completion, field trips, etc. College and Career Counselors meet monthly as a team and also participate in a College and</p>	\$673,493.44	\$363,444.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and additional support for families and students to complete financial aid applications				Career Collaborative, led by an SRCS Director, which includes the SRJC and 10K Degrees.		
1.19	Teachers on Special Assignment (TOSAs) TOSAs provide curriculum, instruction, and assessment support to sites to build classroom teacher capacity and increase student achievement for students who are identified as English learners, homeless, foster youth, low-income, and migrant, which may include: in-class curriculum modeling; site intervention planning; student assessment; data analysis; and progress monitoring; leading intervention groups; summer school and expanded learning program curriculum development; among other tasks.	No	Fully Implemented	Very Effective	Each week the TOSA team meets to align their work. They have supported staff look at data to drive the instruction students receive. Working to provide classroom demonstrations, time to plan with staff, and support intervention groups has been a focus. The team is in their second year of in-depth training in the Science of Reading has continued.	\$1,300,000.00	\$815,679.96
1.20	Intervention Software Provide intervention software (ie - Cyber High) to students who are identified as English learners, foster youth, and low-income. Provide strategic intervention support for students in math and credit recovery	Yes	Fully Implemented	Very Effective		\$65,200.00	\$65,139

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.						
1.21	College Entrance Examination Preparation N/A - Funds being moved to 1.18 - College and Career Counselors. A March 28, 2023 update for College Admissions - UC Entry Level Writing Requirement includes satisfying the requirement by earning qualifying test scores (ACT, SAT, AP, IB).	Yes	Not Implementing			\$0.00	
1.22	Strengthen Multi-Tiered Systems of Support at secondary schools through MTSS Intervention Counselor work MTSS Intervention Counselors/Psychologists to continue to polish systems, review data, and offer support to students who are identified as English learners, foster youth, and low income. <ul style="list-style-type: none"> • Counselors will strengthen the Tier 2 referral process, SST, and supports for students and systems at the site using data 	Yes	Partially Implemented	Partially Effective	All MTSS High School Counselor positions are filled. In January 2024 a 1.0 FTE MTSS Middle School Counselor position was filled. There is still a 1.0 FTE MTSS Middle School Counselor position that remains unfilled. MTSS Counselors	\$621,892.35	\$409,827.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>to drive decisions to support students and prevent disproportionate outcomes for students.</p> <ul style="list-style-type: none"> 0.80 FTE x 5 comprehensive high school sites, 0.60 FTE at continuation high school, .50 school psychologists and new this year 2.0 FTE total to support the 4 middle schools (.5 FTE at each middle school) 				meet monthly to discuss systems and structures to support this work and high-impact practices.		
1.23	<p>Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners</p> <p>Support staff to provide students who are identified as English learners, homeless, foster youth, and low-income the opportunity to engage in and enhance advanced creative and critical thinking skills through differentiated and concept-based instruction that includes flexible groupings within a heterogeneous classroom environment. Continued implementation of the district-adopted ALPS plan at the site level, communicate regularly with ALPS families, conduct annual ALPS testing districtwide. Add additional enrichment opportunities for learners (summer camps and enrichment programs).</p>	Yes	Partially Implemented	Partially Effective	District staff have been trained to use the extension activities in the CCD units and other district adopted curriculum "extension" activities for identified ALPS students. In addition one night time event, from the Lawrence Livermore Hall of Science was held in the fall and we anticipate that one nighttime event will be held in the Spring	\$15,000.00	\$8,384.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.24	<p>Multilingual Learner Support Systems</p> <ul style="list-style-type: none"> Multilingual Learner Support System Newcomer Intake Process, including Assessments Support Long-Term English Learners' support <p>Development of English Learner Plan for Support and Interventions for Elementary and Secondary students.</p> <ul style="list-style-type: none"> EL Extended Support: support focused on Foundational Skills (reading), Tutoring, Homework Club, and/or intersession based on EL needs as shown by ELPAC and LGL/MAP assessment results. English Learner Master Plan implementation work Over 3 years, our English Learner reclassification rate will increase by 10%. 	Yes	Partially Implemented	Effective	English Learner Master Plan was revised and approved in June 2023. Work and focus have been on identifying a system to ensure English Learner and Reclassified student academic progress monitoring happens periodically. Planning continues on courses and curriculum to strategically target Long Term English Learner (LTEL) needs that include tutoring, and homework club.	\$51,000.00	\$15,324.46
1.25	Individual School/SPSA Support	Yes	Partially Implemented	Effective	All sites are provided with	\$2,421,861.00	\$822,285.68

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>- Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and Special Education students and families as described in their school site plans (SPSAs). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.</p>				<p>district-level support from State and Federal Programs via three meetings (Fall, Winter Spring) as well as ongoing support and oversight of SPSA goals. In addition, SSCs meet regularly to oversee SPSA goals at the site level.</p>		
1.26	<p>Licensed Child Care/Preschool - Supporting Avance and Pasitos programs on several of our school campuses. This supports 5 school site programs, which includes hosting Pasitos and Avance classes for targeted families in our community.</p>	Yes	Fully Implemented	Effective	Continued partnership to support pre-school programs at several campuses to serve families needs and provide a foundational head start.	\$150,000.00	\$52,500.00
1.27	<p>Data and reporting systems and tools Grades 7-12 Identify, develop as needed, and utilize a comprehensive data system of formative, interim, and summative assessments to inform practices and supports related to increased student achievement and disproportionality utilizing the MTSS. Train staff on systems, provide collaboration time for data analysis and provide time for development and implementation of</p>	Yes	Partially Implemented	Partially Effective	SRCS makes use of multiple platforms for data management. In some cases, SRCS has not implemented full use of some of its intended goals, such as using NWEA MAP, as not all	\$442,000.00	\$262,502.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	intervention and acceleration. (Data systems and assessments include Ellevation, CAASPP Interim Assessments, DTS, Educlimber, NWEA Map, CDE Dashboard, Common Assessments, Street Data, etc.). A district-level data team, along with site-based teams engaging in ongoing inquiry-based collaborative work, team-based reflection, and learning in iterative cycles, would enhance work in this area.				schools in grades 7-12 are required to use the platform. Overall, SRCS pays for a multitude of data platforms that it uses to guide decision making and analysis. On a year to year basis, these platforms can often change in pricing based on scope of use or licenses and this can impact how much is spent versus how much is set aside for any one particular year's potential costs.		
1.28	Collaborative Curriculum Design (CCD) 7-12 Removed for 23/24	No	Not Implementing			\$0.00	
1.29	Structured-Literacy Tier 1 and 2 Intervention Curriculum Provide for purchase of Tier 1 and 2 structured literacy based in the Science of Reading intervention materials and/or program. Pilot	Yes	Partially Implemented	Very Effective	A pilot team of teachers from across the district has piloted 2 out of 3 foundational skills programs for possible	\$73,365.00	\$73,365.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>foundational skill curriculum alongside of current adoption evaluating alignment to Science of Reading and Orton Gillingham strategies.</p> <p>Current adoption Wonders is part of a larger curriculum we do not use, so is disjointed in how we use it. 24-25 we will need to begin paying for it, current contract ends at end of next school year. Would like stand alone program built on explicit teaching of skills by grade level, aligned with OG, and Science of Reading. Souday system is showing results and would like that in Tier I.</p>				<p>adoption in the 24-25 school year. We are looking to align the Science of Reading and Orton Gillingham strategies for a systematic approach for teaching reading across grade levels K-6 has been the focus.</p>		
1.30	<p>New School Model/ Dual Immersion Program Expansion 4.6 FTE 7 period bell schedule personnel to support access to electives (CTE, VAPA, etc.) for Multilingual Learners 1.0 FTE Dual Immersion TOSA to support implementation and expansion of Dual Immersion Pathway. 1.0 FTE Social Studies teacher for DLI Program. 1.675 FTE Instructional Aid support CCLA. Transportation</p>	Yes	Fully Implemented	Effective	<p>To have this 7 period bell schedule to support access to electives as planned this year required 5.8 FTE. The 1 FTE Dual Language Immersion TOSA is in place as planned.</p>	\$800,000.00	\$469,246.22
1.31	<p>School Libraries Collections Provide funding to school libraries to update collections ensuring school library collections are</p>	No	Fully Implemented	Very Effective	<p>Sites were allocated funds to support library growth.</p>	\$30,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	developed in a culturally responsive and inclusive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs.						
1.32	1-6 Music Program Create cultural connections for students who are identified as Homeless, English learners, foster youth, and low-income by providing ongoing music education so that students receive music instruction, either classroom or instrumental, each week.	Yes	Fully Implemented	Very Effective	Students grades 1-6 receive a robust high quality music instruction weekly	\$1,056,188.85	\$468,111.72
1.33	Kindergarten Childcare Classified Support TK Camp. Provide ongoing support of supervision of Transitional Kindergarten and Kindergarten students between the end of the school day for TK/K and the end of the school day for 1-6.	Yes	Fully Implemented	Very Effective	Students in TK and K are provided childcare between the time their school day ends and the end of the school day for students 1-6.	\$322,011.62	\$116,192.35
1.34	Multilingual Learners classroom support Provide targeted instructional support for sites, staff, and students for Multilingual Services program based on student need as identified through district-wide benchmarks,	Yes	Fully Implemented	Very Effective	Provides six English Learner Specialists positions that support school sites by providing	\$650,616.00	\$514,958.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>diagnostic screenings and other classroom based assessments through Multilingual Services Coordinator (NEW), EL Specialists for Elementary and Secondary to include professional development, materials and specialized support and training. Provide .40 FTE for Special Services staff to support/reduce over identification of EL students served through Special Services</p>				<p>classroom support through modeling differentiation and scaffolding strategies and implementation of station rotations, data review, support of Language Acceleration Review Committees at each school site, progress monitoring, academic progress monitoring, Elevation platform support, ELPAC preparation, and support— Monthly Multilingual Learner Collaboratives for elementary and Secondary staff. One English Learner Teacher on Special Assignment supporting professional development focused on Multilingual Learners, support for</p>		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					dually identified students reclassification, learning platform, material support , and progress monitoring for Multilingual Learners and Reclassified students		
1.35	<p>Target support for elementary school students Re-purpose these monies to provide supplementary elementary support to students by expanding summer school, after-school tutoring and camp experience access for K-6 students, including those who are identified as English learners, homeless, foster youth, and low income. Data/counseling support positions to hep build out team.</p>	Yes	Partially Implemented	Effective	Fall and Spring tutoring programs implemented (or in progress). Summer school programming currently being developed and planned. Evidence includes: Fall Springboard Impact Report; Boys & Girls Club Mid-Year Program Evaluations; Summer 2024 Planning documentation and contracts; and Summer 2024 & Technical Analysis Reports (pending).	\$150,000.00	\$53,721.79
1.36	Programs at Secondary Schools	Yes	Partially Implemented	Effective	Extended Day Credit	\$350,000.00	\$221,912.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide specialized programs at High Schools including coordination and instruction at evening school (Fall & Spring semester).				Recovery, SRHS Spring Night School. Currently gathering data on student needs. Recruiting staff and launching programs will occur during Spring semester. At the mid-year point, SRHS is holding classes. MCHS, MHS, and PHS are pursuing classes to be launched in February 2024.		
1.37	Supports for Increased Inclusive practices Add additional general education sections for math and ELA at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes. Compensate teachers for extra planning time and collaboration of co-teaching teams.	Yes	Fully Implemented	Effective	In 2022-23 there were 125 co-teachers In 2023-24 there are 89 co-teachers	\$250,000.00	\$249,236.44

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2.1 Chronic Absenteeism	Dashboard 2018-19 Chronic Absenteeism %: K-8 = 14% DataQuest 2018-19 Chronic Absenteeism %: K-6 = 12.40% 7-12 = 18.90%	K-6 = 29.8% for the 2020-2021 SY; 7-12 = 29.7% for the 2020-2021 SY; 2021-2022 data can be reported in the Fall of 2022.	K-6 =for the 2021-2022 SY; 7-12 = % for the 2021-2022 SY; 2021-2022; 2022-23 k-8 39.8%	2022-23 k-8 39.8%, 2023-24	Green target or better is achieved in dashboard or less than 10%
2.2 Attendance Rate *REVISED METRIC = AVERAGE DAILY ATTENDANCE RATE	2019-20 Attendance Rate (K-3) P1: 95.61% P2: 94.95% Attendance Rate (4-6) P1: 95.92% P2: 95.05% Attendance Rate (7-8) P1: 95.15% P2: 94.76% Attendance Rate (9-12) P1: 93.71% P2: 93.43% Attendance Rate (Cont 9-12) P1: 84.41% P2: 81.56%	P1 for 2021-2022: Elementary = 89.28%; secondary = 90.97% The 21-22 P2 ADA% are as follows: Elementary: 88.41% Secondary: 88.98% 2021-22 ADA was heavily impacted by the COVID-19 pandemic and quarantines due to coronavirus	Santa Rosa Elementary 2022-23 P-2 RATIO: District ADA-to-Enrollment 91.04% 2022-23 P-1 RATIO: District ADA-to-Enrollment 90.13% Santa Rosa High 2022-23 P-2 RATIO: District ADA-to-Enrollment 88.78% 2022-23 P-1 RATIO: District ADA-to-Enrollment 89.62%	Santa Rosa Elementary 2023-24 P-1 RATIO: District ADA-to-Enrollment 3,039 ADA 2,843.71 Santa Rosa High 2023-24 P-1 RATIO: District ADA-to-Enrollment 9,811 ADA 9,003.06	Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%
2.3 Graduation Indicator	DataQuest 2019-20 Graduation Rate: 84.30%	Data Quest 2021-2022 Graduation Rate: 80.4%	84.20%	82.60%	The percentage of students graduating will have increased by 5% over a three year period.
2.4 Safe School Environment *REVISED METRIC = REDUCE SUSPENSION AND EXPULSION RATES	DataQuest 2019-20 Suspensions K-6 = 2.20% 7-12 = 6.10% Expulsions K-6 = 0.00% 7-12 = 0.12%	Aeries 2021-2022 Suspensions and Expulsions as of 6/2/22: Suspensions: KA-6 = 1.1% 7-12 = 6.5% Expulsions KA-6 = 0.00% 7-12 = .001%	2022/2023 Suspension rate Elementary = 3.36% Secondary = 15.88% Expulsion rate Elementary = 0.02% Secondary = 0.35%	Suspension rate Elementary = 1.45% Secondary = 4.56% Expulsion rate Elementary = 0% Secondary = 0.09%	Decrease by 2% every year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		*Aeries implementation in 2021-2022 may have caused data irregularities. Data will be pulled from Data Quest in Fall 2022 and updated then.			
2.5 Fostering positive school culture, relationships, & Improving family engagement and inclusion	Youth Truth Jan 2021 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships E = 86% M = 74% H = 47% Belonging & Peer H = 39% Engagement E = 67% M = 43% H = 27% Culture E = 75% M = 61% H = 46% Emotional & Mental Health - Jan 2021 H = 56% School Safety Jan 2021 E = 76% M = 61% School Safety Jan 2020 H = 61%	"Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships Elementary = 79% Middle = 37% High = 30% Belonging Elementary = 52% Middle = 43% High = 38% Culture Elementary = 25% Middle = 25% High = 26% Emotional & Mental Health H = 52% School Safety (Families) Elementary = 57% Middle =44% High = 49%"	"Youth Truth Feb 2023 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = 87% Middle = 72% High = 64% Engagement (there is no belonging measure for families) Elementary = 67% Middle = 52% High = 42% Culture Elementary = 76% Middle = 57% High = 54% School Safety Elementary = 55% Middle =39% High = 41% "	Youth Truth 2024 results will be updated in February, after the 2024 results are released.	Decrease the gap by 2% every year
2.6 Increase the number of Special Education students in the General Education setting, as measured by SEIS Field 45 % In a General Ed Class"	As reported from DataQuest 20-21 # of Special Education Students >80% in the General Education setting: Elem = 18.99% High = 24.05%	From CDE SRCS Districts 19-20 Target were 53.2%. Actual for the High District was 28.76% and the Elementary District was 47.45%.	From CDE SRCS District's 20-21 Target was increased from 53.2%. to 58.00%. The 20-21 actual for the High District was 31.22%, an Increase of 2.46%. The Elementary		Increase by 3 % per year at High School District and 1% at Elementary District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			District was 54.75% and increase of 7.3%.		
2.7 Assess district-wide efforts to improve staff and student resilience. *REVISED METRIC = INCREASE IN STUDENT SELF EFFICACY AS MEASURED BY PANORAMA AND YOUTHTRUTH	RISE Index- Alliance for a Healthier Generation	The RISE index was the initial plan for the metric, however the RISE initiative has specifically changed to the "Thriving Schools Integrated Assessment" which is not yet complete and ready to use.	RISE Index = 42%	In the Fall 2023 Panorama survey, 51% of SRCS students reported positively that they believe they can succeed in achieving academic outcomes. This is a 2% increase from the Spring, 2023 Panorama administration, and matches a 51% positive response in the Fall, of 2022. This places us in the 30th percentile when compared across national results.	The analysis of baseline data will inform the outcome goal.
2.8 Facilities are safe and well maintained	As reported in the 2021 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.	As reported in the 2022 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.	As reported in the 2022 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.	As reported in the 2022 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.	100%
2.9 Increase results on the YouthTruth Survey, Family portion.	5.6% of families completed the survey.	Spring 22: 26% of families completed the survey.	Spring 23: 18% of families completed the survey. 80% of students completed the Youth Truth survey. 52% of Elementary students surveyed reported feeling a sense of belonging. 43% at middle school and 38% at high school respectively. 86% of Elementary students surveyed reported feeling engaged with their school and education. 42% at middle school and 44% at high school respectively.	Youth Truth 2024 results will be updated in February, after the 2024 results are released.	Increase 5% each year.
2.10 Increase family participation for the District	Current participation: 24 voting members per meeting.	"14 voting members currently representing sites.	For the 2023-2024 school year our site representative increased	Current participation: 18 school sites have identified site voting representatives.	Increase by an average of 15 non-voting participants at the District English

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Advisory Committee		Sites actively seeking site member representatives. DELAC sponsored community presentations have an increase in participation of non-voting participants."	to 24 voting members. A few sites are actively seeking a site representative. Non-voting participates continue to increase.	Active non-voting participants at these district meetings are 40. A few sites are actively seeking a site representative. Non-voting participates continue to increase.	Learner Advisory Committee
*ALL REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Multilingual Learners Community Outreach Support English Learner Advisory Committee (ELAC) at each school site and DELAC at the district level. <ul style="list-style-type: none"> Provide parent opportunities to attend conference such as California Association of Bilingual Education (CABE) Conference, trainings and community events. Promote and support Biliteracy Pathway Recognitions as well as State Seal of Biliteracy for SRCS students. 	Yes	Partially Implemented	Effective	DELAC Committee continues to meet virtually causing a decrease in funding needs. Districtwide Reclassification and the State Seal of Biliteracy celebration are planned for May 2024. Continue with promoting biliteracy recognition.	\$20,000.00	\$13.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	<p>CTE Collaborative Community Completion of the “12 Elements of a High-Quality CTE Self- Review” to identify areas of strength and growth needed for their CTE program. The results of the self-review for each program are shared with site principals, CTE Department Chairs, and the district-wide CTE Advisory Committee.</p>	No	Partially Implemented	Effective	Annually, CTE Teachers complete a self-review to identify areas of strengths and growth needed. The self-review process will be completed in March 2024.	\$8,000.00	\$1,220.10
2.3	<p>Family Engagement Facilitators Provide support and coordination of programs to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Implement parent education and leadership programs. Provide 21 school-based Family Engagement Facilitators and training.</p> <ul style="list-style-type: none"> Strengthen the methods of communication between the district and our families. A tiered system of strategies and supports will be developed that will include training and collaboration using our resources/staff from both district and site levels. <p>23-24 ALL SCHOOLS TO HAVE 1.0FTE MINIMUM, HIGH SCHOOLS TO HAVE 2.0FTE</p>	Yes	Fully Implemented	Very Effective	Provide support and coordination of ELPAC assessment, creating a welcoming school environment and facilitating parent access, involvement, and engagement. Strengthen methods of communication between the district and our families. 23-24 ALL sites have 1.0 FTE, and high schools have 2.0 FTE	\$1,363,632.06	\$815,648.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs</p> <ul style="list-style-type: none"> - Support collaboration & training to refresh and train site leaders at bi-monthly meetings, and work sessions: supporting tiered interventions for academics, attendance, behavior & social emotional wellness for services to students who are identified as English learners, foster youth, and low income. - Support data analysis meetings where MTSS T1 or T2 site teams determine next steps in response to YouthTruth, Panorama, or other data for significant sub groups, mentioned above. 	Yes	Partially Implemented	Effective	Panorama and Youth Truth data annually feeds into development of LCAP and SPSAs.	\$20,000.00	\$1,708.03
2.5	<p>Elementary Counselors</p> <ul style="list-style-type: none"> • Attend to the social, emotional health, and well-being of students who predominately represent English learners and/or are low income. • 9 total 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 	Yes	Fully Implemented	Effective	FTE is allocated to be spent out across the instructional year.	\$1,139,854.60	\$567,185.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	& 3 interventions (one per school).						
2.7	<p>School-Based Therapists</p> <ul style="list-style-type: none"> • Four 1.0 FTE Elementary School-Based Therapists. • Eight 1.0 FTE Secondary School-Based Therapists. • Create 2 additional FTE • Expand capacity to provide mental health services and interventions to students who are identified as English learners, foster youth, and low-income. <p>These positions work closely with MTSS teams, school counselors, and school psychologists to provide psychotherapy and social work services to students and families whose mental health needs impact their ability to progress academically.</p>	Yes	Fully Implemented	Effective	FTE is allocated to be spent out across the instructional year.	\$1,000,000.00	\$674,545.83
2.8	<p>Mental Health Clinical Supervisor - Provides programmatic support to develop and implement our school-based mental health interventions.</p>	Yes	Partially Implemented	Effective	FTE is allocated to be spent out across the	\$80,390.57	\$26,609.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Ensures clinical services are provided within the standard of care for mental health services in California, provides clinical supervision to ensure compliance and quality of services, provides extensive training to staff, ensures that serves are targeting students who are identified as English learners, foster youth, and low-income.				instructional year.		
2.9	<p>Social Emotional Learning supplies, curriculum and Professional Development</p> <p>With a focus on Social Emotional Learning for preK-12; offer training for Social Emotional Learning and Wellness, extra duty pay for staff to create district-wide resources, and (SEL) curriculum/materials for sites. Contracts for Curriculum and Training for Toolbox (Tk-6) and Wayfinder (7-12).</p>	Yes	Fully Implemented	Effective	Panorama and Youth Truth are in use across all sites, and Wayfinder is in use at secondary.	\$138,075.00	\$123,676.25
2.10	<p>Maintain two 0.80 SAFE Coordinator/Director at District Office</p> <ul style="list-style-type: none"> • Positive School Climate: Safety/Relationships/Engagement. C • Train, support and inspect the 	Yes	Fully Implemented	Effective	FTE is allocated to be spent out across the instructional year.	\$342,847.58	\$165,004.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>implementation of Positive Behavioral Interventions & Support (PBIS) features.</p> <ul style="list-style-type: none"> Maintain two 0.80 FTE SRCS administrators for Student and Family Educational Services with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, enrollment, attendance and truancy, PBIS and programs for high-risk youth. <p>New staffing of 1.0 to build out services through SAFE office. 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. Depending on SART input- perhaps increase Coordinator to a director for increased PD, coordination and training for Restorative team.</p>						
2.11	Anti-bullying STOPit & related high school staffing	No	Fully Implemented	Effective	New materials and resources are being	\$1,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Positive School Climate: Safety KA-12: Reduce instances of bullying and/or violence in all schools by promoting the effective use of STOPit on all campuses. 				encumbered for annual refresh.		
2.12	Support for Project-Based Learning at Learning House Removed for 23/24	No	Not Implementing			\$0.00	
2.13	Toolbox curriculum Removed for 23/24	No	Fully Implemented	Effective	Continuing implementation of previously purchased materials	\$0.00	
2.14	Restorative Practices & Specialists Increase Restorative Specialist support for a total of 24.6 in non-charter schools. Establish a baseline for 1.0 restorative specialist per site districtwide Provide an additional 1.0 at each comprehensive high schools to support the feeder school pattern 22-23 LCAP funds 13.6 RS, increase this by 11.0 FTE for a total of 24.6 FTE	Yes	Partially Implemented	Effective	FTE is allocated to be spent out across the instructional year. As hiring has rolled out across various sites, the FTE budget will adjust accordingly across the instructional year.	\$2,112,000.00	\$850,234.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.15	<p>Elementary Student Engagement Activity Workers - These 7.0 FTE employees support the implementation and supervision of enrichment activities and programs during recess, lunch, and after school for elementary-age children in order to engage students more fully in their learning and school community.</p>	Yes	Partially Implemented	Effective	FTE is allocated to be spent out across the instructional year. As hiring has rolled out across various sites, the FTE budget will adjust accordingly across the instructional year.	\$598,788.80	\$198,803.13
2.16	<p>Promote and Support Positive School Attendance Provide ongoing support for students who are chronically absent and truant by partnering with Seneca and Sonoma County Juvenile Probation to provide two KKIS case managers who work with SRCS students and families to support improved attendance rates. One case manager can provide direct case management for up to 12-16 students, and low-level outreach for up to 25-30 other students. Data used to monitor program success will be to monitor case attendance rates and improved attendance. Provide ongoing support for students who are chronically absent and truant through management of School Attendance Review Board and</p>	Yes	Partially Implemented	Effective	FTE is allocated to be spent out across the instructional year. There continues to be one FEF vacancy as of 1/31/2024.	\$245,196.00	\$79,265.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>support of schools with their School Attendance Review Teams by funding 2 Family Engagement Facilitators to work in the SAFE office. Data used to monitor effectiveness of these positions will monitor site attendance rate improvement and monitor case attendance rates to see improved attendance. Target for both goals will be to reduce number of chronically truant students referred to SARB and improve overall district attendance to 92%.</p>						
2.17	<p>Panorama Survey Panorama's twice annual survey on students' self-perception in grades 4-12 social provides insight on their emotional-learning and wellbeing within the Panorama Education platform. Teacher perception of students K-3, takes place 1 time in the fall. The results can be sorted by demographics, schools, classes, etc. The multiple choice and free response questions result in data to help staff identify students in need of extra support, as well as schoolwide and trends for larger groups. Additionally, Panorama Education contains their Playbook which offers activities and strategies to use in response to outcomes from the survey.</p>	No	Fully Implemented	Effective	Funds are encumbered for this action, but invoice has not yet been paid.	\$45,420.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.18	YouthTruth Survey The YouthTruth annual survey for students, staff and families for elementary, middle and high schools is supported partly by the Sonoma County Office of Education with partial funding from the Center for Effective Philanthropy. The survey is an annual, anonymous survey for students in grades 3-12.	Yes	Fully Implemented	Effective	Funds are encumbered for this action, but invoice has not yet been paid.	\$6,100.00	\$0.00
2.19	Improved Campus Supervision • Secondary: Provide 2 additional staff members(Campus Supervisor) to build connections with students and increase campus safety at all high schools and 1 new staff member at each middle school and 1 additional staff member at continuation high school. Data used to manage the program will be to evaluate reduced suspension and expulsion rates on campus, and reduced acts of campus violence. Target goal will be to reduce fights and campus suspension and expulsion by 3%.	Yes	Partially Implemented	Effective	FTE is allocated to be spent out across the instructional year. As hiring has rolled out across various sites, the FTE budget will adjust accordingly across the instructional year. As of 1/31/2024, 9 vacancies continue.	\$840,856.05	\$121,546.87
2.20	Athletic/Sport Intervention Removed for 23/24	No	Not Implementing		This item was not approved for the 2023/2024 school year.	\$0.00	

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>3.1 Professional Development Surveys at the end of each session to determine if the session met goals.</p> <p>*REVISED METRIC = INCREASE PERCENTAGE CERTIFICATED PARTICIPANTS IN PD WHO FILL OUT END OF SESSION SURVEYS</p>	<p>There has not been consistent use of post surveys, so no baseline at this time.</p>	<p>An SRCS professional development post-survey was created in the Fall of 2021 and regularly used, starting with January 27, 2022, district-wide professional development day. This same survey was used for most sessions through the Spring of 2022. Due to the sub shortages and reduced professional development opportunities in the Spring of 2022, the survey did not have many chances to be used after January 27, 2022.</p>	<p>There were 440 unique individuals who responded to the survey after the January 27, 2023 Professional Development. There are 1037 certificated staff for a percentage of 42.4%.</p>	<p>242 certificated staff completed the post-PD survey</p>	<p>The analysis of baseline data will inform the outcome goal.</p>
<p>3.2 Professional Development Follow-up Surveys focused on implementation and impact on student learning outcomes.</p> <p>*REVISED METRIC = INCREASE IN CERTIFICATED PARTICIPANTS REPORTING THE BELIEF THAT THE PD SESSION WILL POSITIVELY IMPACT TEACHING/CLASSROOM /PROFESSIONAL PRACTICE</p>	<p>Follow-up surveys to determine implementation and impact on student outcomes have not been a past practice, so no baseline at this time.</p>	<p>SRCS did not conduct a follow-up survey on implementation and impacts of professional development as these opportunities were reduced due to pandemic-related substitute shortages.</p>	<p>The way that the data was collected, it is not possible to separate certificated from classified responses. The following information is an overall view of the responses. In addition, the way that the responses were desegregated, there is no indication of what the questions were that prompted the responses. The raw data are linked in column g. The responses were overall positive, and most participants expressed a desire to get more training on the same topic and/or to have the session offered again in</p>	<p>72.31% -- 175 respondents out of 242</p>	<p>The analysis of baseline data will inform the outcome goal.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			the future. The responses, in general, did not indicate how the knowledge acquired would be used to impact teaching/classroom progress.		
3.3 Properly credential teachers.	100%	97%	98%	We have 72 mis-assignments on CalSASS for this school year	100%
3.3 Increase percentage of classified participants in PD who fill out end of session surveys *NEW METRIC FOR 2022-2023	No Surveys Collected	SRCS will report on the survey completion for Professional Development Days. Reminders will be sent, along with instructions for completion, to all Classified employees prior to and after PD Days.	There were 69 unique classified staff members who responded to the survey after the January 27, 2023 Professional Development. There are 629 classified staff for a percentage of 11.0%.	86 classified staff completed the post-PD survey	The analysis of baseline data will inform the outcome goal.
3.4 Increase in classified participants reporting the belief that the PD session will positively impact professional practice *NEW METRIC FOR 2022-2023	No surveys collected	SRCS will design and implement a pre and post-PD Day survey to obtain this information. Metrics will include the expectations as well as the delivery of content.	The way that the data was collected, it is not possible to separate certificated from classified responses. The following information is an overall view of the responses. In addition, the way that the responses were desegregated, there is no indication of what the questions were that prompted the responses. The raw data are linked in column g. The responses were overall positive, and most participants expressed a desire to get more training on the same topic and/or to have the session offered again in the future. The responses, in general, did not indicate how the knowledge acquired would be used to impact teaching/classroom progress.	65.12% -- 56 respondents out of 86	The analysis of baseline data will inform the outcome goal.
*ALL NEW AND REVISED METRICS ABOVE WILL					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p>Provide professional development for Classified Staff Support professional development for classified staff. This may include district wide days focused on classified employee learning. As part of that, these days may include expanded learning & training (via site Tech Leads and stipends) on things such as: Google Suite (Mail, Docs, Sheets, etc.), Spanish, English, Math, SIS (Aeries and Illuminate), Staff Portal, BenefitsConnect, Frontline, ParentSquare, Work Safety Protocols, CPR/First Aid, Arbinger Institute, budget training, RESIG, CSEA, CVT, SCOE, ToolBox for all employees.</p>	Yes	Fully Implemented	Very Effective	It will be important to do further analysis about how cost efficient this is based on the number of staff who miss the PD days.	\$236,750.00	\$246,436.62
3.3	<p>Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA 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.</p> <ul style="list-style-type: none"> Provide training for board-approved 	Yes	Fully Implemented	Effective	It will be important to do further analysis about how cost efficient this is based on the number of staff who miss the PD days. Define Metric 24-25	\$1,056,261.37	\$1,112,876.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS.						
3.4	<p>Maintain two Director positions at district level</p> <ul style="list-style-type: none"> Maintain one Executive Director Educational Services (1 FTE) and one Director 1 for Multilingual Services (.85 FTE). Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL. Professional development and support to increase the achievement of students who are identified as English learners, homeless, foster youth, and low-income. 	Yes	Fully Implemented	Very Effective	Supports Elementary Executive Director and Director of Multilingual Services positions	\$413,596.52	\$250,523.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p>Multilingual Services Department Professional Development Attend professional development with organizations such as Californians Together, EL Rise, Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participating in this strategic professional development to share best practices to leadership and administrators and staff. Support site administrators to understand the EL Master Plan, recognize and act upon the needs of all Multilingual Learners, including special populations : SPED, LTEL, ALPS, RFEP Monitoring at each school site. This will provide expanded access to student data to increase academic achievement outcomes.</p>	Yes	Partially Implemented	Effective	Provided professional development opportunities to attend training at Sonoma County Office of Education, Californians Together online modules and training, materials, and resources to support school sites and parent committees.	\$9,500.00	\$2,391.49
3.7	<p>DRA (K-2) & DIBELS (3-6) Training - Provide differentiated training for new & continuing teachers on how to administer DRA & DIBELS assessments with fidelity. Integrate data tracking of student interventions and expanded learning opportunities (including after-school tutoring, summer school, and camp enrichment activities).</p>	No	Partially Implemented	Partially Effective	Held a voluntary training for new staff who needed to be trained initially and those who wanted a refresher for administering DRA and DIBELS.	\$5,000.00	\$418.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.9	7-12 Steering Committee Meetings <ul style="list-style-type: none"> • Provide additional meetings for department chair members (beyond the required 4 per year) focused on essential standards, scope and sequence, and integration of district initiatives like ethnic studies pedagogy. • These meetings will continue to facilitate teacher leadership and the development of common systems and agreements around discipline-specific initiatives district-wide. Meetings will focus on activities that prompt action, dialogue, metacognition, and cooperation. 	No	Partially Implemented	Partially Effective	This small amount of money is set aside to support Steering Committees with funds for additional meetings beyond the required 4 each year if needed. Steering Committees may choose to meet additional times at any point in the year.	\$5,000.00	\$0.00
3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports - Provide comprehensive PD in explicit multisensory phonics techniques for reading instruction supporting differentiation of instruction based on student needs of students who are identified as	Yes	Partially Implemented	Very Effective	Held one OG Basic Training (30 teachers for 5 days) in the fall, have more planned for April. Strategies being used in the classroom	\$50,000.00	\$20,103.65

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	English learners, homeless, foster youth, low-income, and/or special education students. Work to ensure alignment of instructional strategies and activities with expanded learning programs and offerings (after-school programs, summer school programs, and camp enrichment offerings).				for foundational skills, sites implementing a Walk to Read Model to address student need, progress monitoring every 8 weeks showing student growth.		
3.12	<p>Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education</p> <ul style="list-style-type: none"> Continue to support the Equity Initiative and Ethnic Studies Increase the percentage of Ethnic Studies courses, across disciplines, district-wide Increase the number of students taking Ethnic Studies courses Continue the development of the asset-based focus through ongoing professional development in Ethnic Studies Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group, California Indian 	Yes	Fully Implemented	Very Effective	SRCS is lucky enough to have a CDE Ethnic Studies grant and so using these funds first for implementation is the most prudent course of action. There are still multiple release days and extended day opportunities in the 2nd semester that will draw on these funds as teachers engage in rich professional development.	\$250,000.00	\$194,062.59

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Museum and Cultural Center) <ul style="list-style-type: none"> Continue partnership with Acosta Educational Partnership and Sonoma State University faculty Purchase Ethnic Studies instructional materials 						
3.14	Offer of voluntary high level, confidential response to conflict between staff Through support by a contract with Restorative Practices Community Partners, staff can seek a restorative, confidential outside vendor restorative pre-circle process, restorative dialogue and formal conference, as well as professional development/training in Restorative Practices. Additionally secondary schools can refer a limited number of students to accountability circles.	No	Planned	Pending Implementation	Services are available but have not yet been implemented	\$3,000.00	\$0.00
3.15	Restorative Practices PD <ul style="list-style-type: none"> Through continued PD on Restorative Practices, classified and certificated employees, as well as parents and students will get to participate in learning about RP. 	Yes	Partially Implemented	Effective	Training are ongoing across the year including Restorative PBIS, Restorative Resources, and Community Matters	\$15,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	They will learn about the relational approach, increasing belonging, repairing harm and making things as right as possible. This learning can take place within existing PD and meetings.				trainings for staff.		
3.17	Secondary Department Collaboration Support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.	Yes	Planned	Not Effective	All secondary sites have been notified of the opportunity to make use of funds to collaborate. Site personnel make professional development plans that make use of these funds and multiple secondary collaborations are planned for the second semester which will make use of these funds.	\$132,000.00	\$69.82
3.18	Alternative Education Leadership Increase Alternative Education seats for students, especially in credit recovery to support graduation requirements for SRCS students who are not finding success in a comprehensive school learning environment, with an	Yes	Fully Implemented	Very Effective	The funds are being used throughout the year and will be fully used by June 2024.	\$107,947.95	\$62,302.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>emphasis on 7-12 students. In building programs to serve students, SRCS should endeavor to create alternative programs within the larger school environments, at each secondary site, starting with high schools and then moving on to consider programmatic needs of middle schools. The goal of each on site program would be to have student to teacher ratios with additional counseling support for students. This would entail hiring certificated teacher and counselor FTE, as well as additional classified clerical FTE. The student ratio for these programs would be 25 to 1 instead of 33 to 1. Programs should be designed to be roughly 75-100 students. Each program should have the core subjects and some electives offered, with an emphasis on credit recovery at the high school level. Additionally, each program should have between a .6-.8 FTE certificated counseling position to meet with individual students on a more frequent and intensive basis. And finally each program should have at least .5 FTE classified secretarial/clerical help for running the program.</p>						
3.19	<p>Elementary Grade Level Collaboration Support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved</p>	Yes	Partially Implemented	Very Effective	Held one full cycle of grade level collaboration in the fall and currently on second cycle.	\$127,000.00	\$29,355.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	student engagement and achievement. Work to integrate supports and PD and training for teachers for expanded learning opportunities (after-school tutoring program, summer school offerings and camp enrichment offerings).				Training has been successful shown by attendance, evaluation feedback and implementation of training to support students.		
3.20	Effective Strategies for Differentiating Instruction Professional development, such as GLAD, SEAL, SDAIE, AVID, Orton Gillingham, Identity-Math Mind Set, MTSS, PBIS to support the growth of our students with a specific emphasis on English Learners, Homeless, Foster Youth, Low Income.	Yes	Partially Implemented	Very Effective	Held one new cohort for elementary teachers to be trained in GLAD strategies. Planned training for elementary grades 1-3 to work on Math Big Ideas with Jo Boaler. Basic Training OG will be offered in June.	\$150,000.00	\$29,158.28
3.21	Provide training and professional development for Credentialed Staff Support professional development for credentialed staff. As part of this, supports may include training (via site Tech Leads and stipends) on things such as: Google Suite (Mail, Docs, Sheets, etc.), integration of technology in classrooms, use of data and data reports at sites, and the development of district Technology Committee (\$3000 x 25 sites = \$75,000 + \$25,000 materials and	Yes	Planned	Pending Implementation	The job description and proposed compensation are being finalized. Partial implementation is expected in the spring.	\$100,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Action Evaluation	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supplies for district Tech Committee).						