

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2026-2027

Date of Board Approval

06/24/2026

LEA Name

Santa Rosa City Schools

CDS Code:

49402530000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

As reflected in the SRCS LCAP, strategies are implemented regarding the use of Title I, Part A, funds to supplement and enhance the district's priorities to support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. These strategies include, but are not limited to:

a) supporting and supplementing school-initiated strategies outlined in site plans that provide services to Foster Youth, Homeless, low-income, and English Learners (i.e., after-school programs, summer school, night school, transportation); b) providing additional staffing and support (i.e., Family Engagement Facilitator, Teacher on Special Assignment) for programs; c) offering supplemental supports to Foster Youth, Homeless, Low Income, and English Learners; and d) through additional centralized resources and opportunities to meet the needs of historically under-served students.

Title II, Part A, funds are used to increase the academic achievement of all students by helping schools and districts: a) improve teacher and principal quality through professional development and other activities, and b) provide low-income and minority students greater access to effective teachers, principals, and other school leaders. SRCS implements strategies and funding that support and supplement the district's LCAP through the following means: a) implementing and fine-tuning the focus on a Multi-Tiered System of Support (MTSS) Program; b) a continuum of services that provide high-quality, first instruction and school-level support, training, and implementation efforts; and c) providing staff (i.e., directors, TOSA) who oversee and support the Tier 1 Academic Strategies planning and implementation through ongoing coaching, support meetings, training, grade-level meetings, etc. For the 2026-2027 school year, SRCS will be continuing to refine the implementation the Tier 1 MTSS initiative; calibrating and studying classroom and school-wide practices (via informal instructional walk-throughs and the Instructional Rounds processes); and developing structured, high-quality professional learning communities (via the CAPS network).

Title III (English Learners and Part A - Immigrant Student Education) funding provides supplementary programs and services to English learner (EL) students to assist them in acquiring English and meeting grade-level achievement and graduation goals. Title III Immigrant Student Education Program funds are specifically targeted to eligible immigrant students and their families through the provision of supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students through enhanced instructional opportunities. Strategies that SRCS implements, as aligned to the district's LCAP, include, but are not limited to: a) periodically reviewing and refining the district's English Learner Master Plan to guide the Multilingual instructional program (so ELs are progressing and reclassification rates are increasing while reducing long-term English Learner rates); b) supporting other district programs and school sites in providing services for long-term English Learners and migrant and immigrant students to accelerate their ELA and math proficiency (i.e., Newcomer and Migrant summer school programs); c) providing staff (i.e., Family Engagement Facilitator, Teacher on Special Assignment) for programs and services that work with ELs and Immigrant students; supporting site efforts with parent engagement, including ELAC and DELAC meetings and conferences; and d) continuing the implementation and use of ELlevation (an online platform specifically designed for the use of data in monitoring the effectiveness of student progress and support), as well as identifying the strengths and areas of growth of ELs in the district.

The purpose of Title IV, Part A funds is to improve students' academic achievement by increasing the capacity to: a) provide all students with access to a well-rounded education; b) improve school conditions for student learning; and c) improve the use of technology in order to improve the academic achievement and digital literacy of all students. Strategies that SRCS implements, as aligned to the district's LCAP, include, but are not limited to: a) improving the use of technology in order to improve the academic achievement and digital literacy of students; b) implementing platforms that collect and analyze data regarding parent and student experience (YouthTruth, Panorama) and help create a sense of belonging (i.e., Parent Square) while facilitating communication in the choice of language selected by parents; c) reviewing and revising the district's website for ease of use and shared responsibility amongst all programs and departments; d) supporting and supplementing art and music efforts at sites with other programs (i.e., Play Marimba); and e) continuing to provide adaptive curriculum for special needs students, software for digital resources, teaching carts, and technology curriculum.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

As aligned with the goals and activities outlined in the SRCS LCAP, the district allocates federal funds to eligible schools, and maintains a centralized reservations, in order to align, support, and ensure that all students receive a high-quality education and to close the achievement gap between students meeting the challenging state academic standards (or to those students who are not meeting such standards).

The efforts that SRCS uses to align the facilitation of federal funds with activities funded by state and local funds as well as grant programs include, but are not limited to: a) ongoing training and support for school sites in the planning and implementation of strategies funded by federal, grant, and state dollars through their school plans; b) providing appropriate staff (i.e., Family Engagement Facilitator, Teacher on Special Assignment) for programs and services that support all students and target those students in need; c) increasing parent engagement through ongoing communication and meetings both at the site level and the district level wherein information is both shared (i.e., LCAP development, budget) and received for future implementation; d) continuing to implement a Multi-Tiered System of Support (MTSS) Program, focusing on the implementation of district-wide Tier 1 Academic Strategies that are included in all site plans along with instructional rounds by site leadership in partnership and collaboration with one another; e) continuing to support a Language Acceleration Review Committee (LARC) at each school site to inform decisions for additional needed student support and readiness for reclassification; f) continuing to review and refine the English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing while reducing long-term English Learner rates; g) providing support services for long-term English Learners and migrant students to accelerate their ELA and math proficiency and reducing the over-identification of English Learners in Special Education; and h) continuing to conduct surveys such as Panorama and YouthTruth to provide more insight into understanding students, parents, and staff's perceptions of teaching and learning and to assist in problem-solving around culture, climate, relationships, engagement, rigor, college readiness and bullying, and technology needs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria that will continue to be used to select school attendance areas under Section 1113 is the alternative income verification data collection forms, which is used to establish eligibility for the Free and Reduced Lunch Program. Forms were revised last year to be more user-friendly (online and integrated into the district's registration process), accessible (available in paper copies and multiple languages), and collected via multiple platforms (Aeries and CALPADs direct certification (for qualifying families)). Additionally, in the past several years, principals have been provided with additional information and resources to fully understand the purpose for and importance of having parents complete these forms.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers are appropriately assigned. When staff transitions or attrition occur, the district replaces these teachers with fully credentialed educators in the necessary content areas through an established hiring process. All newly hired teachers participate in a State approved Induction program. Teacher effectiveness is monitored through the annual evaluation process and an assistance plan is developed, as needed. The district partners with local colleges and universities and the County Office of Education to develop mentor programs for interns and newly hired teachers.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or

	<ul style="list-style-type: none"> • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Strategies used by SRCS to implement effective parent and family engagement include, but are not limited to:

a) holding community evening sessions in multiple languages and with Family Engagement Facilitator support at local sites, in feeder patterns, and in lieu of or in addition to School Site Council meetings that engage, share and gather information about the district's LCAP funding, goals, activities, etc., as well as follow-up meetings about the results of those meetings that happened throughout the year;

b) using district, site and PTS/PTSA websites and social media channels and platforms (i.e., Parent Square, Peachjar) to provide information to parents about programs, action plans and requirements, available student learning programs (including interventions and enrichment), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, DAC/DELAC (District Advisory Council and District English Learner Advisory Council) meetings and the Superintendent's Advisory Network (SAN);

c) continuing to provide counselors, Family Engagement Facilitators, centrally funded support staff, and outside agencies to liaise, support, and communicate relevant issues and resources, such as the intervention program offerings or additional supports;

d) supporting sites in holding events, such as Back to School Night and Open House, in addition to district events and Board meetings to engage with families;

e) continuing to administer an annual survey of parents to provide information related to increased involvement and gathering information to monitor program quality;

f) continuing to provide ongoing support, training and regulation of School Site Councils, used to involve parents in site decision-making processes and focused instructional activities and practices; and g) partnering with local community based organizations to help engage and support families (ie PIQE).

And finally, the district has worked to incorporate the distribution of 4-week notification letters to families (as a result of the last Federal Program Monitoring (FPM) review from the CDE) to help strengthen and inform our practices.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Strategies used by SRCS as aligned with the district's LCAP include, but are not limited to:

- a) using district, site and PTS/PTSA websites and social media channels and platforms (i.e., Parent Square, Peachjar) to provide information to parents about programs, action plans and requirements, available student learning programs (including interventions and enrichment), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, and DAC/DELAC (District Advisory Council and District English Learner Advisory Council);
- b) continuing to provide counselors, Family Engagement Facilitators, centrally funded support staff, and outside agencies (i.e., KKIS chronic absenteeism counselor) to families to liaise, support, and communicate regarding relevant issues and resources, such as the intervention program offerings or additional supports;
- c) supporting sites in holding events, such as Back to School Night and Open House, in addition to district events and Board meetings to engage with families;
- d) continuing to administer an annual survey of parents to provide information related to increased involvement and gathering information to monitor program quality; and
- e) continuing to provide ongoing support, training and regulation of School Site Councils, used to involve parents in site decision-making processes and focused instructional activities and practices.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Strategies used by SRCS, in alignment with the district's LCAP, and in collaboration between teachers, school leaders, parents, administrators, paraprofessionals, and specialized instructional support personnel who operate in a targeted assistance school program under Section 1115, in order to identify eligible student in the most need under this part, include, but are not limited to:

- a) continuing the universal implementation by teachers of using high-quality, first instruction strategies through Tier 1 MTSS district wide agreements and adopted curricular materials that align to Common Core State Standards; b) continuing to provide multiple supplemental programs in addition to materials and support (i.e., after school tutoring and interventions, credit recovery, summer school offerings); c) including specific strategies into the Title I and site plans, and reviewing them periodically with the SSC, PTA and ELAC throughout the school year; d) considering alternative education options and opportunities for families in need; and e) continuing to provide professional development opportunities for teachers and administrators in research-based instructional strategies and methods shown to improve achievement for non-proficient students.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS supports the enrollment, attendance, and success of unhoused children and youth, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act, and in collaboration with school sites as evidenced in their site plans, through the following means: a) having an active Homeless Liaison who keeps up to date with State training in order to support district leadership and teachers; b) exploring and submitting, as available, other federal grants to support a cohesive program within the district (i.e., Homeless Education Grant); c) staffing a Family Engagement Facilitator who works with unhoused families to verify status, provide information and resources, managing attendance rates and needs, and discuss family rights, and d) continuing to calibrate on and improve our implementation of Multi-Tiered Systems of Support to address socio-emotional, behavior, and academic supports for students that provide students with positive behavior intervention supports and other means of addressing behavior and discipline needs prior to other means of correction.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

SRCS uses an inclusive model to support, coordinate and integrate services for the successful transition of students with disabilities into the early childhood programs by operating an Early Childhood Program with a state-funded preschool program (Lewis Early Learning Academy - LELA) offered to income-eligible families who have an IEP. SRCS also provides funding to support parent education in partnership with Community Action Partnership and also houses Head Start on three of the campuses. Additionally, the district contracts with North Bay Children's Center to host a preschool program at a central hub in the district (Monroe Elementary School). Universal Pre-K practices have started to be implemented as part of the public education to all four year olds, with practices such as offering a 9-hour day to opt into that includes a full-day instructional model. Additionally, several summer offerings welcome incoming Kindergarten students (helping to serve as a bridge or transition into the regular school year in elementary school). Site principals will directly oversee and monitor the implementation and support of the TK program services. The division of Educational Services will work collaboratively to ensure the success of the program, providing access to academic and social emotional support, curriculum, and other resources including counselors, behaviorists, support staff, and other specialists as appropriate.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Middle to high school and high school to postsecondary education strategies include, but are not limited to: a) principals, guidance counselors and teachers scheduling activities for students transitioning from middle to high school and high school to postsecondary education (orientations); b) middle school students taking field trips to visit high schools and

tour campuses (typically includes high school students speaking panels), and in some instances, the upper grade students visit the middle schools to facilitate presentations; c) providing a Migrant Ed 9th-Grade Onboarding Program facilitated by Migrant Ed staff trained in how to best support students moving from middle school to high school; d) review of the 130-credit diploma eligibility and process, including written guidance for counselors and site principals; e) offering summer programs that help to bridge the gap from middle to high school level (ie - Mike Hauser program); and f) collaborating with Santa Rosa Junior College (SRJC) to provide field trips for high school students. And finally, high school guidance counselors work with counselors from SRJC and other colleges to visit high schools and talk to students and their parents about planning for the future which includes information delivered about assessments, application procedures, scholarship opportunities, FAFSA and more.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS assists sites in identifying and serving gifted and talented students as well as in developing effective library programs that develop literacy and improve academic achievement through an advanced learner plan that addresses the needs of those students and by working with sites to plan and implement strategies to enhance site and classroom libraries that are culturally relevant and responsive to all students. Additionally, all elementary and middle grades students are offered enrichment opportunities during the regular school year in our after-school programs, and during supplemental summer school offerings (some of which also integrate the Santa Rosa public libraries into the summer experience).

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

As Santa Rosa City Schools enters the 2026–2027 school year, our professional development strategy continues to be guided by a developing vision of alignment and coherence, shaped by the district's ongoing work on school consolidation, the LCAP update process (including using data to improve academic outcomes for all students), and the district's ongoing fiscal stabilization efforts. While the district's financial crisis has continued during the 25-26 school year, we hope to continue to prioritize professional growth as a key lever for closing opportunity and achievement gaps moving forward. We believe that ensuring that every educator—whether a new teacher or senior leader— should be supported in developing the skills needed to meet our students' diverse needs.

Our professional development planning is rooted in an analysis of student performance data, educator feedback, school-level needs, and implementation outcomes from previous years. This year, our process has worked to incorporate insights from community engagement and needs assessments that accompanied the 2024–2027 LCAP revision, as well as Spring 2026 SPSA developmt process. We've also conducted a review of site staffing structures and instructional models as part of the consolidation process, informing a more targeted and efficient PD strategy in coming years.

Equity remains our central focus. We use California School Dashboard indicators, disaggregated local data, and site-based feedback to identify where learning gaps persist—particularly in English language arts, mathematics, student engagement, graduation rates, attendance, and social-emotional well-being. This data not only helps us pinpoint which student groups need more support, but also where staff need additional tools and professional learning to ensure equitable outcomes.

For 2026–2027, we are continuing to shift our emphasis toward instructional quality, aligning PD around research-based Tier 1 MTSS strategies such as Universal Design for Learning (UDL), Building Thinking Classrooms, effective use of the i-Ready platform, and the implementation of AVID classes in our schools. We are expanding learning opportunities in inclusive practices, culturally responsive pedagogy, and integrated ELD, in partnership with our Multilingual Services team. Additionally, in order to help empower and engage site teams in the continuous improvement cycle process, in Fall 2026 school teams will begin a 3 year commitment to the California Principals' Support (CAPS) network (to help support the development of guiding coalitions and launch professional learning communities at sites).

Our professional learning system remains twofold:

- Academic & Pedagogical: Focused on rigorous instruction, curriculum alignment, differentiation, and assessment.
- Social-Emotional & Behavioral: Centered on relationship-building, restorative practices, trauma-informed care, and positive behavior supports.

The Educational Services Division will continue to monitor implementation through session evaluations, site feedback, classroom walk-throughs and instructional rounds, and alignment to the LCAP and SPSA metrics. We will work to use

data consistently across the district to evaluate impact and make adjustments— adopting, adapting, or abandoning strategies based on their effectiveness in helping us close achievement and access gaps.

Looking ahead, our goal is to ensure that professional development is not only high quality, but also aligned, responsive, and sustainable—reflecting the evolving needs of our students, staff, and community. And finally, wanting to intentionally focus on the needs our district's English Learners and their families, we have dedicated additional funds to support supplemental training and support for our site leaders and their instructional leadership teams in the summer. Our teams are keen to continue to participate in AVID training, and are looking forward to implementing AVID and AVID Excel, in a several of our schools in Fall, 2026. The district office team will continue to monitor the implementation and impact carefully.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 25-26 school year, because SRCS didn't have any CSI schools, the district did not receive CSI monies. However, we did have 4 schools with designations: 2 sites qualifying for ATSI status, with another 2 designated as TSI schools.

In alignment with the district LCAP, SRCS prioritizes funding to eligible sites and students for comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) through the following strategies to determine funding and prioritizing students of highest need: a) State and Federal Programs representatives will regularly meet with Fiscal Services to discuss and prioritize funding, to complete state grants and reports (i.e., Consolidated Applications), and make equitable decisions regarding the allocation of funds; b) notifying sites who are eligible for funding and supporting them in the planning and implementation of using those funds to provide support strategies through school plans, c) Title I Parent Information Meetings; d) meetings across departments for improved communication and decision-making in regard to all Title funding; e) support of Tier 1 Academic Strategies that support first instruction through training, support, and sub costs; f) staffing of personnel to help execute the strategies. And finally, grade-level (i.e., elementary, secondary) principal meetings (along with district Instructional Leadership Team meetings) support ongoing development of the Tier 1 MTSS strategies, the implementation of instructional rounds cohorts, and the development of the CAPS (California Principals' Support) network across the district.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

In addition to the ongoing development and oversight of the district's LCAP, SRCS uses other qualitative and quantitative data (i.e., CA Dashboard, Panorama, YouthTruth) and ongoing consultation describe in Section 2102(b)(3) to continually update and improve activities in regards to the use of Title II funds, such as: a) inclusion of Title planning and funding into the district and site LCAPs and SPSAs; b) meetings across departments for improved communication and decision making in regards to all Title funding; c) ongoing consultation and training with the CA Department of Education, Sonoma County Office of Education, and other support agencies; d) the annual update, refinement and operationalization of the district's Title II plan; e) regular meetings together with labor partners; f) employing distributive professional development creation techniques together with labor partners; g) soliciting feedback (typically in the form of surveys) after workshops, professional development sessions and trainings; and h) soliciting ideas for professional development and training from various district support groups, including the DELAC and the district Superintendent Advisory Network (SAN).

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funding is primarily allocated to enhance the instruction and assessment of Multilingual learners (EL) and immigrant students, focusing significantly on professional development for educators. This funding aims to strengthen teachers' and school leaders' understanding and implementation of curricula, assessment practices, and instructional strategies tailored for Multilingual learners through a culturally responsive lens.

Professional development opportunities include school site and in-classroom support as well as training facilitated by consultants with experience supporting Multilingual learners and Multilingual Services staff. These sessions emphasize research-based instructional practices proven effective for Multilingual learner students. Ongoing support in the 2026-2027 school year will be provided through support staff, the Title III Multilingual Teacher Learner Facilitator, to support teachers, sharing research-grounded instructional techniques. Assisting in implementing ELA/ELD state-adopted materials designed specifically for students learning English.

The goal of leveraging Title III funding for professional development is to empower educators with the knowledge and essential skills to recognize the assets students come with and foster inclusive and effective learning environments for Multilingual and Immigrant students. By integrating research-based practices and appropriate instructional materials, educators can better support their students' language and academic growth.

In SRCS, this approach underscores the importance of equipping teachers with the tools necessary to address the distinct needs of Multilingual learners and facilitate their success in educational settings.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplementary activities complement other available funding sources to enhance instructional opportunities for immigrant children and youth. These initiatives are pivotal in supporting Multilingual learner students, particularly those new to the country, in their educational journey and language development.

Special emphasis is placed on offering immigrant students access to diverse programs such as summer sessions (Newcomer, Migrant & Bridge summer programs), and in-school support (Mas Program - Elementary) and interventions (CyberHigh Credit Recovery Program - Secondary). These resources aim to enhance their academic progress and linguistic skills beyond regular classroom instruction. Central to these efforts is the implementation of a newcomer program explicitly designed for recently arrived students with limited English proficiency. This curriculum and program provide targeted instruction and essential resources to facilitate their gradual integration into the educational system and proficiency in the English language.

As students advance in their language abilities, they transition from the newcomer curriculum to the standard English Language Development (ELD) curriculum, aligned with broader English Language Arts (ELA) standards. This transition supports their integration into regular classroom settings while continuing to receive necessary language development support.

In middle and high school settings, careful consideration is given to classroom placements, sometimes employing smaller learning environments for non-English speaking immigrant students. This approach enables more personalized attention and focused instruction tailored to their specific language learning needs.

For high school students arriving with minimal English proficiency, intensive instruction becomes essential to accelerate their language acquisition within the academic environment. These programs are structured to provide comprehensive support and resources necessary for their successful language development.

Overall, our objective is to foster a welcoming, supportive, and inclusive learning environment for immigrant students through targeted supplemental services, specialized curricula, and thoughtful classroom placements. These initiatives are designed to facilitate their language acquisition and academic achievement, addressing the challenges associated with limited English proficiency effectively.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The language instruction educational programs proposed under the subgrant are designed to effectively support Multilingual learners (ELs) in increasing their English language proficiency and meeting rigorous State academic standards. Here's how these programs are structured:

Effective Language Instruction Programs Specific to Multilingual Learners:

The English Language Development (ELD) curriculum is instrumental in facilitating English language acquisition for Multilingual learner students across elementary and secondary levels. This curriculum is tailored for designated ELD instruction, supplemented by adaptive, computer-based language software programs. These tools offer targeted and individualized practice opportunities, enhancing language skills in a personalized manner.

The ELD program operates with the regular English Language Arts (ELA) and core content instructional programs. It aims to provide consistent and systematic language instruction that supports students throughout their language acquisition journey. Strategies embedded in the program include best-first instructional strategies, small group instruction, evidence-based materials, high academic expectations, and maintaining a focus on a safe academic environment. The curriculum is based on the science of reading principles, and is planned to identify and address each student's unique language proficiency needs.

During ELD sessions, the focus is on language content to maximize language learning opportunities effectively. The instructional time is utilized purposefully to deliver targeted instruction aligned with the specific language development needs of Multilingual learner students.

Title III Activities:

Title III activities funded under the subgrant are dedicated to enhancing the educational experiences of EL students, aligning with Title III's objectives. These activities supplement other available funding sources and strengthen the core educational program. Key components include:

Integration of SDAIE (Specially Designed Academic Instruction in English):

EL students access core content subjects through SDAIE and GLAD instructional methodologies, ensuring alignment with state grade-level standards. Teachers employ instructional strategies and materials that make content comprehensible for students still developing English proficiency.

Transition to Mainstream Classes: Once students demonstrate reasonable fluency in English as assessed by state language assessments, they transition into mainstream courses. They continue to receive daily ELD instruction tailored to their ongoing language proficiency needs. Concurrently, they participate in grade-level instruction across core content areas, with attention to the language demands embedded in the curriculum.

These comprehensive programs and activities under the subgrant are crafted to provide students with essential support and instruction. They aim to equip students with the English language skills necessary to succeed academically while ensuring access to grade-level content in a manner that is both comprehensive and rigorous.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The California School Dashboard website includes an English Learner Progress Indicator designed to track the advancement of Multilingual Learners toward achieving English proficiency. This indicator evaluates metrics such as the percentage of English Learners demonstrating progress in language proficiency, reclassification rates, and performance on state assessments.

The Dashboard serves as a comprehensive tool to assess how effectively our schools are supporting student success according to their achievement on the CAASPP. By utilizing the Dashboard data, SRCS will strategically address the

needs of diverse student populations outlined in the Local Control and Accountability Plan (LCAP) and School Plans for Student Achievement (SPSA).

Through monthly administrative meetings and supporting the Language Acceleration Review Committees (LARCs) using the California English Learner Roadmap, SRCS will support and guide site leaders in analyzing data, identifying clear instructional targets, providing ongoing progress monitoring, and identifying areas requiring support and intervention to fulfill the educational requirements and state standards for Multilingual learner students.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annual Needs Assessments are conducted throughout the SRCS (as part of the annual LCAP update process) and at school sites during the annual review process of site plans through the School Site Council (SSC). Teams consider activities and discuss the metrics identified to monitor effectiveness in order to regularly evaluate strategies, such as those funded by Title IV.

Every three years, with the start of a new district LCAP, an extensive parent engagement process is executed throughout the year, starting with informational sessions, then information-gathering sessions, then a report-out of the information gathered. Data from this process provides the district with needs to be addressed through the LCAP and sites that may be funded with federal monies such as Title IV.

The purpose of Title IV, Part A funds is to improve students' academic achievement by increasing the capacity to: a) provide all students with access to a well-rounded education, b) improve school conditions for student learning, and c) improve the use of technology in order to improve the academic achievement and digital literacy of all students. Strategies that SRCS implements, as aligned to the district's LCAP include, but are not limited to:

Improving the use of technology in order to improve the academic achievement and digital literacy of students;

Implementing platforms that collect and analyze data regarding parent and student experience (YouthTruth, Panorama) and help create a sense of belonging (i.e., ParentSquare) while facilitating communication in the choice of language selected by parents;

Reviewing and revising as needed the district's website for ease of use and shared responsibility amongst all programs and departments;

Supporting and supplementing art and music efforts at sites with other programs, and athletics; and,

Continuing to provide adaptive curriculum for special needs students, software for digital resources, teaching carts, and technology curriculum.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

SRCS uses a variety of metrics to measure whether or not students are receiving what they perceive to be a well-rounded education, such as the YouthTruth survey, which asks students to identify what they like most and what they dislike most about school. Other questions address how academically challenged they are and whether or not their school is preparing them for college-level classes or a career of interest. Individual Needs Assessments are distributed annually to parents and to students separately by different programs throughout the district. And finally, Comprehensive Needs Assessments are used by site leadership and the School Site Council to review and assess school plans.

What activities will be included within the support for a well-rounded education?

SRCS uses Title IV funding to support a well-rounded education through activities such as: providing resources for athletic teams; additional supplementary technology access; and music, arts and enrichment opportunities (elementary after-school marimba program). Additionally, some funding is typically allocated to supporting site leadership initiatives, including planning and implementation of instructional rounds (as it relates to district-wide, Tier 1 academic strategies).

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Program activities will be evaluated by reviewing data on attendance, participation, engagement, surveys, and grades, as applicable.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

As outlined in the district's LCAP, SRCS is committed to providing a safe environment for students and staff through established policies and procedures designed to effectively deal with an emergency incident in the district. Each school has its own safety plan and collaborates with local safety officials - fire, police, sheriff, RESIG, and county emergency leaders to ensure schools are well prepared for an emergency. The safety plan is reviewed annually by the school community and includes drill procedures for emergencies and disasters that are regularly practiced to provide a prepared response to an emergency. SRCS has also continued to convene the Safety Advisory Committee, consisting of representatives from the community, including administrators, teachers, classified staff, parents, students, and other community-based organizations. The strategic action plan for this committee is based on the voices and feedback data from the representatives. The strategic action plan has four pillars: 1.) Safety and Security; 2.) Mental Health and Counseling; 3.) Communication and Transparency, and 4.) Facilities.

What activities will be included within the support for safety and health of students?

SRCS uses Title IV funding to support the safety and health of students through activities such as implementing platforms that collect and analyze data regarding parent and student experience (YouthTruth, Panorama) and help create a sense of belonging (i.e., Parent Square), while facilitating communication in the choice of language selected by

parents. Additionally, restorative practices training for staff, and digital resources to help increase student access (teaching carts and technology curriculum) have witnessed supplementary investment from this resource.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Activities will be evaluated on the successful and active participation and responses to emergencies and assessments as they relate to the safety and health of students. Additional feedback from the YouthTruths and Panorama surveys will be analyzed.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

As outlined in the district's LCAP, SRCS is committed to developing digital literacy skills through the effective use of technology. To examine the need for improvement in this area, each teacher in a class or subject area teaches the students specific skills related to the subject matter. Competency indicators include understanding basic technology, the ability to navigate new technologies and social media, how to identify, select, critically read, and manage different sources of information, and how to combine basic knowledge with problem-solving skills to complete online tasks. Assessments via practice and grades are used to monitor effectiveness.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

SRCS uses Title IV funding to support the effective use of technology through activities such as: a) improving the use of technology in order to improve the academic achievement and digital literacy of students; b) implementing platforms that collect and analyze data regarding parent and student experience (YouthTruth, Panorama) and help create a sense of belonging (i.e., Parent Square) while facilitating communication in the choice of language selected by parents; and c) reviewing and revising as needed the district's website for ease of use and shared responsibility amongst all programs and departments.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Student and staff feedback; Student enrollment, completion of projects, skill surveys and questionnaires,

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Needs assessments are regularly conducted throughout the SRCS in a variety of ways:
Daily in classrooms
Annually through School Site Councils, parent and student surveys, etc.
Annually, as it aligns with the development (or update) to the most recent iteration of the LCAP (completed Spring, 2026).

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022