

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Rosa City Schools
CDS Code:	49709120000000
LEA Contact Information:	Name: Dr. Kimberlee Armstrong Position: Associate Superintendent Educational Services Email: karmstrong@srcs.k12.ca.us Phone: 707-890-3800 ext.80305
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$149,220,648
LCFF Supplemental & Concentration Grants	\$15,443,780
All Other State Funds	\$14,558,197
All Local Funds	\$11,695,517
All federal funds	\$10,496,015
Total Projected Revenue	\$185,970,377

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$197,795,696
Total Budgeted Expenditures in the LCAP	\$19,391,263
Total Budgeted Expenditures for High Needs Students in the LCAP	\$15,443,780
Expenditures not in the LCAP	\$178,404,433

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$7,900,362
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$8,689,633

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$0
2020-21 Difference in Budgeted and Actual Expenditures	\$789,271

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	All basic services and operational expenses.

LCFF Budget Overview for Parents

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School Year: 2021-22

LEA contact information:

Dr. Kimberlee Armstrong

Associate Superintendent Educational Services

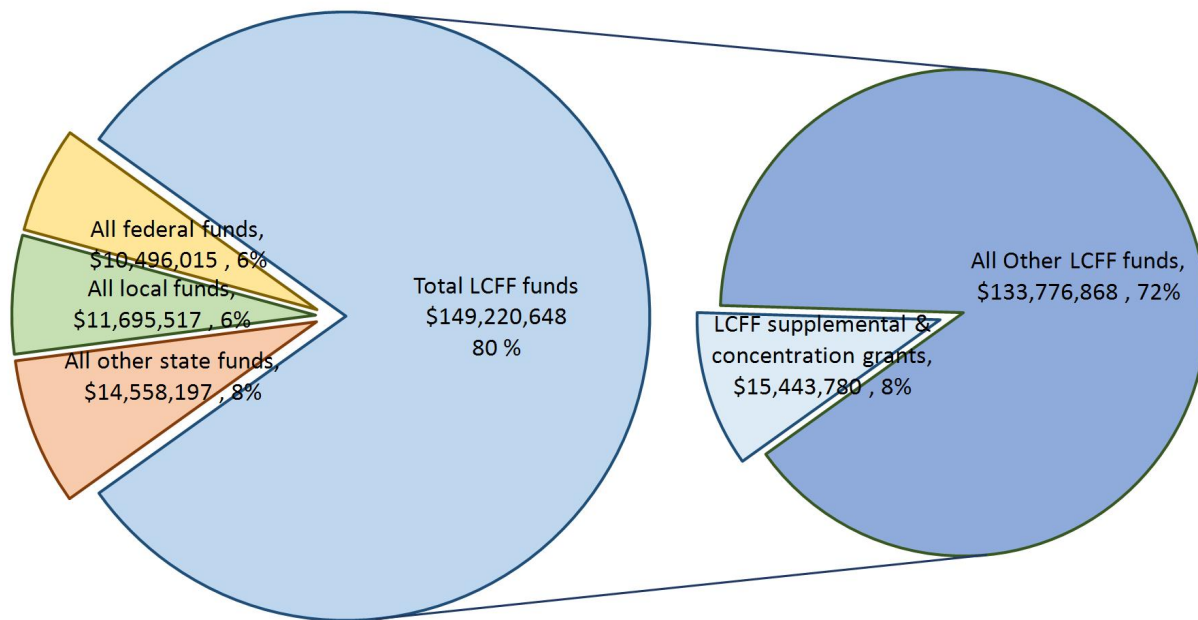
karmstrong@srcs.k12.ca.us

707-890-3800 ext.80305

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



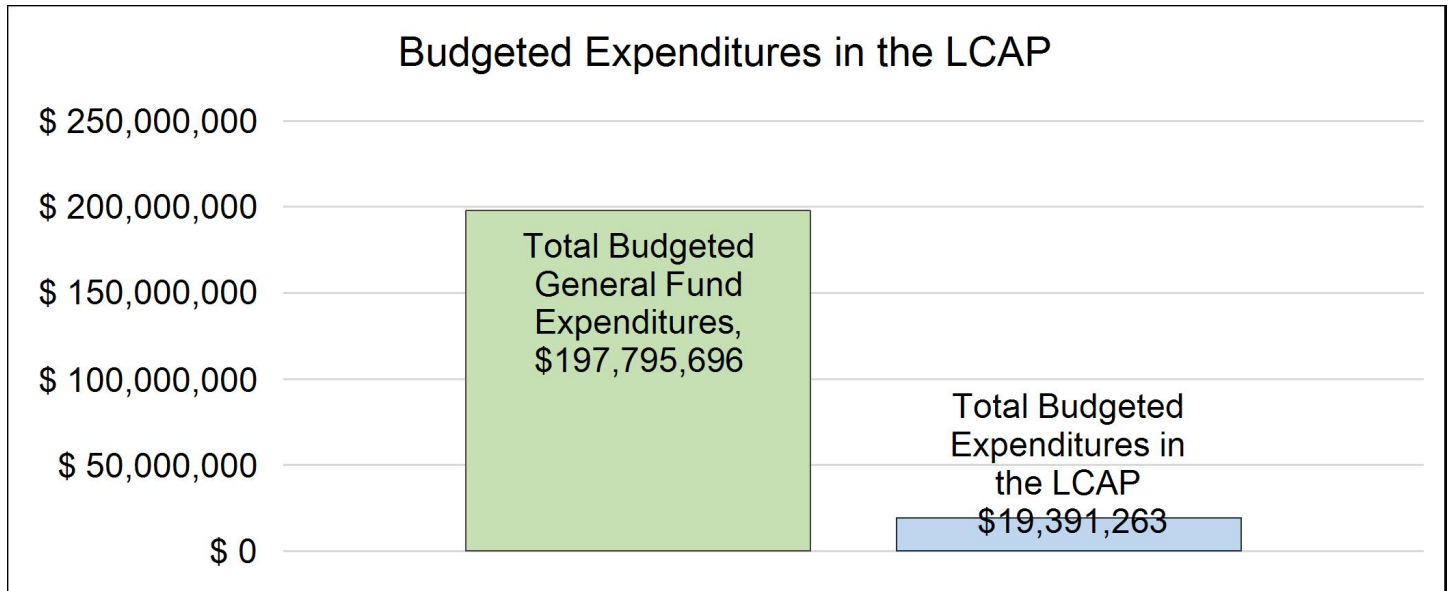
This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The total revenue projected for Santa Rosa City Schools is \$185,970,377, of which \$149,220,648 is Local Control Funding Formula (LCFF), \$14,558,197 is other state funds, \$11,695,517 is local funds, and

\$10,496,015 is federal funds. Of the \$149,220,648 in LCFF Funds, \$15,443,780 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Santa Rosa City Schools plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Rosa City Schools plans to spend \$197,795,696 for the 2021-22 school year. Of that amount, \$19,391,263 is tied to actions/services in the LCAP and \$178,404,433 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

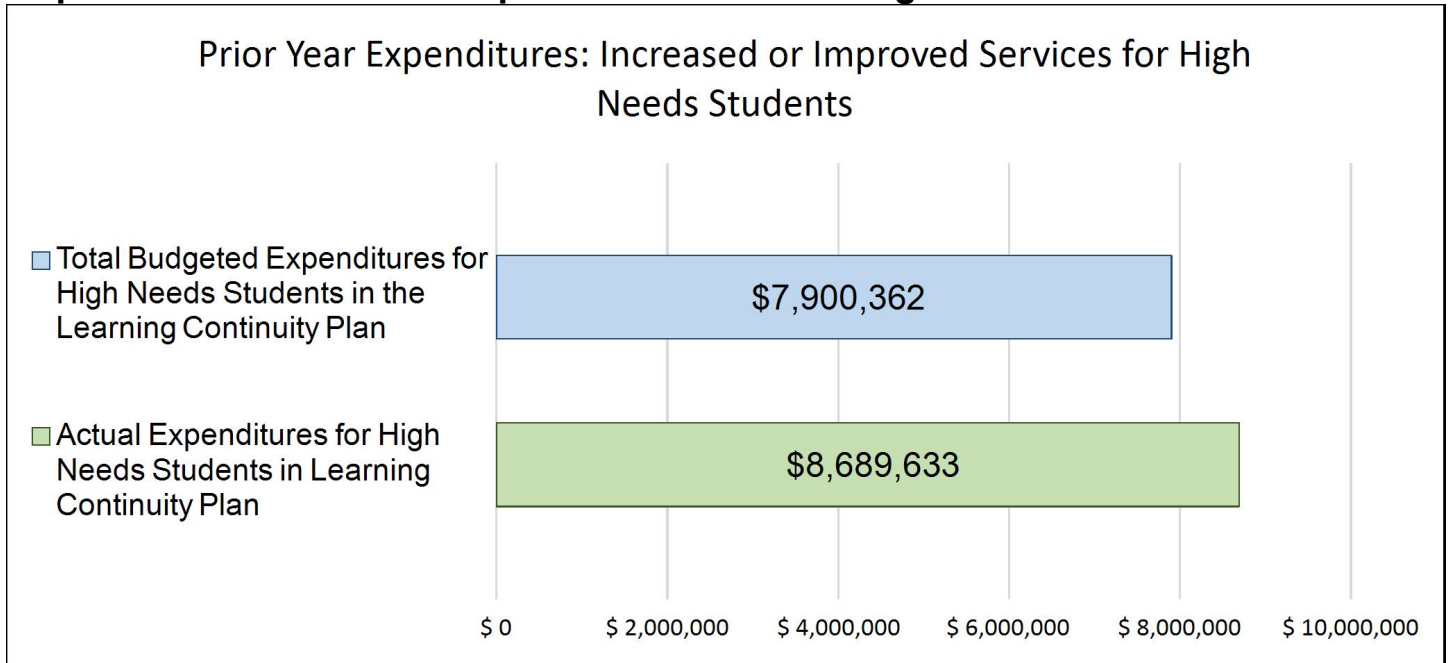
All basic services and operational expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Santa Rosa City Schools is projecting it will receive \$15,443,780 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa City Schools plans to spend \$15,443,780 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Santa Rosa City Schools's Learning Continuity Plan budgeted \$7,900,362 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent \$8,689,633 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Dr. Kimberlee Armstrong Associate Superintendent Educational Services	karmstrong@srcs.k12.ca.us 707-890-3800 ext.80305

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Williams Act Review</p> <p>19-20 Maintain Williams Act compliance by providing every student with needed instructional materials, standards aligned</p> <p>Baseline 100% compliant per William's complaint log</p>	<p>Maintained Williams Act compliance by providing every student with needed instructional materials, standards aligned</p>
<p>Metric/Indicator Master Schedule, Human Resources Report</p> <p>19-20 100% of students, including UPC students, will have access to a broad course of study as required by ed code 51210</p> <p>Baseline 100% will have access per Ed Code 51210</p>	<p>100% had access per Ed Code 51210</p>
<p>Metric/Indicator</p>	<p>100% of teachers were correctly assigned and credentialed</p>

Expected	Actual
<p>Human Resources Report and Federal Program Monitoring Process</p> <p>19-20 Reduce mis-assigned teachers to zero, and increase appropriately credentialed teachers to 100%</p> <p>Baseline 100% of teachers were correctly assigned and credentialed</p>	
<p>Metric/Indicator SBAC</p> <p>19-20 Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 2%</p> <p>Baseline ELA 59.4% Math 57.3%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple-choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator SBAC Grade 3 Reading</p> <p>19-20 Increase number of 3rd grade students scoring At, Near or Above standard in reading by 5% as measured by SBAC Test data for all students including English Learners, Low Income, and Students with Disabilities</p> <p>Baseline District 53.9% EL 24.0% Low Income 42.9% Disabilities 27.1%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple-choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator SBAC Grade 5 Math</p> <p>19-20</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous</p>

Expected	Actual
<p>Increase number of 5th grade students scoring At, Near or Above standard in math by 5% as measured by SBAC Test data for all students including English Learners, Low Income, and Students with Disabilities</p> <p>Baseline District 43.4% EL 16.6% Low Income 30.3% Disabilities 18.3%</p>	<p>and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple-choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator English learner progress RFEP</p> <p>19-20 Increase the EL reclassification rate by 5% across grade spans K-3, 4-6</p> <p>Baseline Reclassification Rate = 9.21% (DataQuest)</p>	<p>Goal was met. Base line of 9.21% to 29.2% (Data Quest)</p>
<p>Metric/Indicator English learner progress Proficient</p> <p>19-20 Increase the number of students that become English proficient by 1% as indicated by CELDT scores</p> <p>Baseline DataQuest CELDT Annual Assessment Test Results Count of Early Advanced and Advanced and percentage of total Annual Assessment. 33.0%</p>	<p>Goal was met. Base line of 9.21% to 21.0% (Data Quest)</p>
<p>Metric/Indicator Graduation rates</p> <p>19-20 N/A statements for API, AP, EAP, CTE, and College and Career ready courses</p>	<p>NA</p>

Expected	Actual
<p>Baseline N/A statements for API, AP, EAP, CTE, and College and Career ready courses</p>	
<p>Metric/Indicator Test scores</p> <p>19-20 Increase Dibels scores by 5%</p> <p>Baseline 49.5%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple-choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator SRCS Strategic Plan and SPSA</p> <p>19-20 100% implementation of state board of education adopted academic content and performance standards for all pupils including ELs, will occur</p> <p>Baseline 100% implementation of State Board of Education adopted materials occurred</p>	<p>100% implementation of state board of education adopted academic content and performance standards for all pupils including ELs, occurred focusing on prioritized essential standards via Zoom with the additional use of Seesaw and Google Classroom. 100% implementation of State Board of Education adopted materials occurred. Schools provided numerous drive-through pick-up of material opportunities. In addition, materials were made available through on-line platforms.</p>
<p>Metric/Indicator SRCS Strategic Plan and SPSA</p> <p>Baseline 100%</p>	<p>All sites followed the goals with-in their SPSA's that are tied to the district LCAP and strategic plan.</p>
<p>Metric/Indicator Basic conditions at schools</p> <p>19-20 Maintain 100% of school facilities with exemplary rating</p>	

Expected	Actual
Baseline 100% of school facilities maintained	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
E101: Maintain 100% of teachers correctly assigned and credentialed.	1000-3999: Salaries and Benefits Base 24,135,684.60 1000-3999: Salaries and Benefits Supplemental and Concentration 559443	1000-1999: Certificated Personnel Salaries Base 24135684.6 1000-3999: Salaries and Benefits Supplemental and Concentration 559443
E102: Provide grade-level textbooks, curriculum, and support materials. (Math Materials, Writing Program, FOSS Kits, CCD Materials, Haiku Licenses).	4000-4999: Books And Supplies Lottery 279,110.00	4000-4999: Books And Supplies Lottery 0
E103: Implement a Multi-Tiered System of Support (MTSS) Program: a continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS). Train staff on MTSS continuum of services model and BEST Plus and provide 8.7 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS. Support collaboration, professional learning, and data analysis	1000-3999: Salaries and Benefits Supplemental and Concentration 962,570.45 1000-3999: Salaries and Benefits Title II 23,638.00	1000-3999: Salaries and Benefits Supplemental and Concentration 640,298.89 1000-3999: Salaries and Benefits Title II 25,369.75 1000-3999: Salaries and Benefits Special Education 11,343.10
E105: Create and implement California Standards, Next Generation Science Standardbased curriculum, and Visual and Performing Arts State-Standards curriculum for all students, that includes assessments, curricular integration, and an online repository for the curriculum and resources.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 111,473.70 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,360.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 21,482.87 4000-4999: Books And Supplies Supplemental and Concentration 884.58 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 66,959.62

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-3999: Salaries and Benefits Supplemental and Concentration 534,846.13 1000-1999: Certificated Personnel Salaries Supplemental 0 1000-1999: Certificated Personnel Salaries Concentration 0	1000-3999: Salaries and Benefits Supplemental and Concentration 69,061.24
E106: Implement early literacy program K-3, provide support for the teacher with training materials and collaboration time.	4000-4999: Books And Supplies Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 0	4000-4999: Books And Supplies Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 0
E107 Maintain class size 24:1 in grades K-3		
E109: Implement a comprehensive plan for advanced learners that includes advanced learner identification, assessment, instructional program, parent engagement, training, and services with the support of a .60 TOSA.	1000-3999: Salaries and Benefits Supplemental and Concentration 75,216.59	1000-3999: Salaries and Benefits Supplemental and Concentration 58,412.17
E110: Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.	4000-4999: Books And Supplies Supplemental and Concentration 0 This complete budget is not in the adopted budget and a budget revision will be made at the 1st Interim report. 4000-4999: Books And Supplies Title IV 62,269.70	4000-4999: Books And Supplies Supplemental and Concentration 0 4000-4999: Books And Supplies Title IV 0
E111: Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms. A budget for three 7- hour Instructional Assistants to support Kinder Academy/Kindergarten combinations and/or Regional Kinder Academy classes. Kinder Academy is a transitional kindergarten which is a two-	1000-3999: Salaries and Benefits Supplemental and Concentration 95,315.21	1000-3999: Salaries and Benefits Supplemental and Concentration 77,417.44

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
year program that uses age-appropriate curriculum aligned to the Common Core State Standards		
E113: Implement 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. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency.	5000-5999: Services And Other Operating Expenditures Title III 46,825.00 4000-4999: Books And Supplies Title III 50,233.00 1000-3999: Salaries and Benefits Title III 130,149.00	1000-3999: Salaries and Benefits Supplemental and Concentration 100,746.73 4000-4999: Books And Supplies Title III 0 1000-3999: Salaries and Benefits Title III 11,194.16
E114: Increase extended learning opportunities in all disciplines for all students, including afterschool tutoring for identified students, which include unduplicated student counts.	4000-4999: Books And Supplies Supplemental and Concentration 5,600.00 1000-3999: Salaries and Benefits Supplemental and Concentration 66,127.10 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 11,934.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,750.00	4000-4999: Books And Supplies Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 115.47 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,000.00
E115: Use a data system of formative, interim & 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.	1000-3999: Salaries and Benefits Supplemental and Concentration 14,222.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 212,000.00	1000-3999: Salaries and Benefits Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 105,777.35
E117: Provide two additional calendar days for teacher professional development to support best first instruction and supports for all	1000-3999: Salaries and Benefits Supplemental and Concentration 528,273.90	1000-3999: Salaries and Benefits Supplemental and Concentration 528273.90

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students reducing barriers to learning and increasing engagement to school.		
E118: Provide licensed child care/preschool for children ages 0-5. Provide training for parents to help support their 0-5 age children in accessing early education. Supporting Avance, Pasitos and Head Start Programs.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 97,500.00 1000-3999: Salaries and Benefits Base 0	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 23,541.67 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 73,958.33
E119: Implement a plan to increase music at elementary schools.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,500.00 1000-3999: Salaries and Benefits Supplemental and Concentration 499,940.97	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 205,552.05
E120: Maintain one Director I for Professional Development, and one Director 1 for EL programs	1000-3999: Salaries and Benefits Supplemental and Concentration 224,015.11 1000-3999: Salaries and Benefits Title II 27,350.00	1000-3999: Salaries and Benefits Supplemental and Concentration 246,324.99 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 892.30
E121: Continue training teachers, administrators, classified staff and affiliated community partners in cultural proficiency, unconscious bias, and restorative practices. Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students. Implement Ethnic Studies course options.	1000-3999: Salaries and Benefits Supplemental and Concentration 6,016.92 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,220.00 5800: Professional/Consulting Services And Operating	1000-3999: Salaries and Benefits Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,777.93 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration 26,000.00 4000-4999: Books And Supplies Supplemental and Concentration 0	Expenditures Supplemental and Concentration 16,971.63 4000-4999: Books And Supplies Supplemental and Concentration 0
E128 Decentralize funding to school sites to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA). 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	0000: Unrestricted Supplemental and Concentration 1,136,707.20 0000: Unrestricted Title I 525,608.00	1000-3999: Salaries and Benefits Supplemental and Concentration 432,525.97 4000-4999: Books And Supplies Supplemental and Concentration 96,223.90 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 8,383.84 6000-6999: Capital Outlay Supplemental and Concentration 7,785.14

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Santa Rosa City Schools (SRCS) supports high-quality teaching and learning that promotes college and career readiness and the habit of lifelong learning, using targeted academic interventions to eliminate obstacles to student success and engagement when needed. The District supports Collaborative Curriculum Design (CCD) work in all core subject areas, and designing integrated, cross-disciplinary learning experiences for students whenever possible. In support of our English Learners, the District continues to refine the implementation of the CA English Language Development (ELD) Standards in order to provide the most effective integrated and designated ELD programs. The District also supports the continuation of PD such as GLAD to support our ELs, as well as ongoing PD

related to District-adopted ELD curriculum. This PD will be supported by EL Specialists, TOSAs, and publisher trainers. SRCS continues to advocate for hands-on, inquiry-based, culturally-responsive lesson design and curricula for our students that includes ongoing PD around Ethnic Studies, Culturally Responsive Sustaining & Humanizing (CRSH) education, Next Generation Science Standards, the C3 Framework for Social Studies Standards, STEAM, and Maker Projects (K-8). To accomplish these teaching and learning goals, the District recognizes the need for blended learning best practices, the effective use of evolving technologies, coherence, consistency, and a focus on building systems.

The focus on the California ELD Standards will continue to be enhanced with additional GLAD training and in classroom support through Teachers on Special Assignment (TOSA). Training for Next Generation Science Standards and C3 Framework for Social Studies State Standards receives TOSA support in the classroom . Santa Rosa City Schools supports a focus on STEM training through Maker projects in K-8 schools. SRCS support, with the focus on coherence, systems, and building capacity.

Elementary: Our Collaborative Curriculum Design (CCD) units of study have now all been transferred from Haiku to Google Sites. Teacher feedback indicated that the units are much easier to access and use on Google Sites than the previous platform. Teacher feedback regarding the units continues to be very positive about the content and the variety of assessment options. Due to our extended period of remote learning, our department of Teaching and Learning audited the units to understand what elements could be modified or newly created to encourage online instruction of the CCD units, with a focus on essential standards. Modified or new content was created on multiple platforms, including Seesaw, and teacher feedback has been especially positive about these updates. These units of study are flexible living documents that are intended to be refined and added to each year. In reflecting upon the units with teachers and administrators, we have identified specific goals for our CCD teams when we resume collaboration meetings next year: systematize formative assessments across grade levels, enrich our literature selections with culturally responsive selections, enhance blended learning opportunities, and expand Showcase options to allow for more student voice and choice.

Elementary FOSS Science: This was our 4th year of implementation of NGSS-aligned FOSS Science Modules in grades K-6, after a phased-in implementation over a 3-year period, corresponding to a different branch of science (e.g., Life, Physical, or Earth). We began the year by identifying and focusing on essential standards. During the year, our .20 FTE science Teacher on Special Assignment continued to offer support to classroom teachers, especially on how best to teach FOSS remotely. Feedback from teachers and students regarding the FOSS program continues to be positive, as it is highly engaging. The FOSS publisher provided timely and relevant updates and new content to the modules for remote teaching and learning. Using this guidance, we used professional development days with grade level teams to focus on these updates, as well as to collaborate about best online practices for science instruction. Our K-6 Summer School Academy has purchased newly-created individual FOSS materials for its students, which will be integrated into the summer units of study.

This year was our 3rd year of implementation of McGraw Hill's Wonders/Wonderworks, the District's foundational skills program. This systematic standards-based program supports early literacy skills for K-3 students, but is also used with students in grades 4-6 who need additional support in building their literacy foundations. For grades 2-6, our Teaching and Learning department and the Collaborative Curriculum Design (CCD) teams have worked to integrate essential standards-aligned Wonders content such as leveled readers, selections from the Reading/Writing Workshop text, and selections from the Online Literature Anthology into the CCD units.

The program materials correlate well to the CCD science and social studies themes. Detailed correlation documents are linked to the unit websites, along with suggested sequencing within the units. Teacher feedback continues to be positive about this program, especially during remote learning as the program has a strong technology platform for teachers and students, allowing direct assignments to Google Classroom from the McGraw Hill platform. District Teachers on Special Assignment have also provided professional development around how to use the materials on the Seesaw platform for younger students. As we continue to delve deeper into the program and its many assessment options, we have begun to discuss how and when we use or modify these assessments for district-wide implementation and progress monitoring.

Elementary ELD Curriculum: During the 2018-19 school year, a group of teachers participated in piloting ELD standards-aligned curriculum to identify the best program for our K-6 students. They recommended Wonders ELD and it was approved by the Board in Spring 2019. McGraw Hill WonderWorks/Wonders, the program we adopted to address foundational literacy skills, correlates unit themes, fictional texts, and nonfiction texts to the Wonders ELD program, which provides an important academic connection between students' core ELA and Designated-ELD instruction. Each identified English Learner receives a consumable book for the year's instruction. In Fall 2019, teachers participated in Wonders ELD professional development with the same trainer who had worked with us on the foundational skills program for 2 years. This provided continuity for our teachers and made the transition to the new ELD materials easier. In addition to this publisher support, our former EL Teacher on Special Assignment (TOSA) and one of our current EL Specialists have worked to support classroom teachers with program implementation. District TOSAs also received separate training as a group. This year, the District purchased Rosetta Stone English as a supplemental resource to support identified English Learners. Classroom teachers participated in training and are also being supported by an EL Specialist to implement the program. District TOSAs also participated in a separate training in order to help support their sites with program implementation. Both EL Specialists participate in the monthly TOSA meetings where they share EL updates regarding curriculum, assessment, and training; they have also provided mini-trainings during these meetings.

Elementary: This year, the District's .60 FTE ALPS Teacher on Special Assignment (TOSA) offered a series of 8-week long online enrichment classes for students in grades 4-6, with a limit of 20 students per grade level session. Students worked online by grade level with the ALPS TOSA once a week. Sessions were designed around strategies for engaging students in critical thinking using Cross-cutting Concepts, DOK Tasks, and Differentiated Task Statements. The sessions were very well received by ALPS students and families, with 80-90 students participating in each session. Many students registered for the next session, too. Topics included "Noticing Change in Our Community During the Pandemic" and "Make Your Own City." Due to the pandemic, the District decided it would move to a model where ALPS-identified students from all elementary schools worked directly with the ALPS TOSA, rather than having her provide online courses for teachers; however, she was still available to support classroom teachers in planning for and serving their Advanced Learners.

We recognize that a strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the past year where we were immersed in distance learning due to the pandemic, the District recognized the importance of building educational technology capacity of our educators in order to deliver engaging and successful online learning for our students in all content areas, KA-12. Throughout the year, a variety of professional development (PD) was offered to all teachers through the regular Wednesday PD days. The sessions were taught by District classroom teachers, TOSAs, administrators, as well as contracted providers like Catlin Tucker, and focused on specific learning tools, as well as broader educational technology strategies.

As we move forward, we recognize the importance of continuing this professional development in order to best serve our students, and to be as flexible and adaptable in our ability to deliver instruction consistently even during unforeseen circumstances that may prevent in-person schooling.

In reflecting upon and in response to our unexpected distance learning experience of Spring 2020, the District actively sought out and purchased additional digital learning platforms and applications to support teachers and students during remote learning that extended into the 2020-21 school year. To support understanding and implementation of these new online learning tools, professional development (PD) was provided throughout the year and was delivered by District teachers, administrators, and from vendors such as Seesaw, Lexia, Accelus, and Newsela. As we assess usage and how these tools impact student learning, it will be important to identify which platforms and applications we maintain in our blended learning model, and which ones we discontinue. Ongoing PD will be necessary as we refine our blended learning practices and continue to adopt evolving technologies to meet our students' needs and interests, as well as to provide more efficient progress-monitoring tools for teachers.

Goal 2

Increase student and family wellness and engagement through the full service community school model.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Suspension rate</p> <p>19-20 Reduce suspension rate by 2.5%</p> <p>Baseline 2.8%</p>	<p>2.20%</p> <p>Outcome not met: Decrease by .6%</p>
<p>Metric/Indicator School climate Attendance</p> <p>19-20 Increase P1 and P2 attendance by 0.5% across grade spans K - 3, 4-6 with a target rate of 97%</p> <p>Baseline P1 K -3 96.80% P1 4-6 97.82% P2 K -3 96.82% P2 4-6 97.13%</p>	<p>P1 K -3 95.61% P1 4-6 94.95% P2 K -3 95.92% P2 4-6 95.05% Outcome not met</p>
<p>Metric/Indicator School climate Chronic Absenteeism</p> <p>19-20 Reduce chronic absenteeism by 1% in grades K -3, 4-6</p>	<p>2018-19 Data Quest Chronic Absenteeism Rate (Most recent recorded): K -3 12.9% 4-6 9.2%</p>

Expected	Actual
<p>Baseline K -3 13.78% 4-6 10.76%</p>	<p>2019-20 SRCS Data Chronic Absenteeism Rate (through Pre-COVID 3/1/20): K-3 16.11% 4-6 10.73%</p>
<p>Metric/Indicator School climate Expulsion</p> <p>19-20 Maintain the less than 1% expulsion rate</p> <p>Baseline 0%</p>	<p>0%</p>
<p>Metric/Indicator Parent engagement</p> <p>19-20 Increase parent (including UPC parents) involvement, and opportunities to provide input in making decisions for the school district, by 5%, as measured by LCAP survey participation</p> <p>Baseline 2017-18 2,329 People Participated, 3,144 Thoughts Shared, 57,952 Ratings Assigned</p>	<p>Due to COVID-19 no LCAP survey was completed in Spring 2020. Instead, SRCS collected 1,668 separate family responses to the Youth Truth Family Survey.</p>
<p>Metric/Indicator School climate</p> <p>19-20 Improve school climate as measured in the bi-annual California Healthy Kids Survey</p> <p>Baseline 99.00%</p>	<p>CHKS Survey was no longer used but Youth Truth Survey (Jan 2020) was implemented. Percent Positives Average Totals -</p> <p>School Safety: Elementary school = 66%</p> <p>Engagement:</p>

Expected	Actual
	Elementary school = 71% Relationships: Elementary school = 86%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
E201: Add behavioral and academic support services at elementary schools. Maintain 12 FTE Elementary Counselors.	4000-4999: Books And Supplies Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 979246.13 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0	4000-4999: Books And Supplies Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 864,088.01 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 176.72
E202: Provide for tiered behavioral service and support for behavioral health counseling and other mental health services. Provide for tiered direct service and support for behavioral health counseling and other mental health services.	Expenditures 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 123,056.90	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 85,781.98 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100,581.92
E203: Provide 1 classified Family Mentor (.5 FTE) to assist and coordinate services with Foster Youth and Homeless students between District and Schools.	1000-3999: Salaries and Benefits Title I 31,956.00	1000-3999: Salaries and Benefits Title I 1,181.21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>E204: Support coordination and programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access.</p> <p>Provide 8.5 Family Engagement Facilitators and training. Train Family Engagement Facilitators to support a welcoming school environment for parents and community members</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 100.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500.00</p> <p>1000-3999: Salaries and Benefits Supplemental and Concentration 0</p> <p>1000-3999: Salaries and Benefits Title I 512,843.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 0</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p> <p>1000-1999: Certificated Personnel Salaries Concentration 0</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 58.34</p> <p>1000-3999: Salaries and Benefits Supplemental and Concentration 340,186.91</p> <p>1000-3999: Salaries and Benefits Title I 135,791.55</p>
<p>E205: Implement parent education programs and provide workshops and classes to serve our parents and targeted outreach to English Learner and Latino parents.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,300.00</p> <p>5000-5999: Services And Other Operating Expenditures Concentration 0</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0</p>
<p>E206: Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC, DAC, and SUN at the district level; provide training and support for parents to ensure their students are successful.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 1,000.00</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-3999: Salaries and Benefits Supplemental and Concentration 1,551.02 1000-3999: Salaries and Benefits Title III 0 4000-4999: Books And Supplies Title III 0 4000-4999: Books And Supplies Title III 0	1000-3999: Salaries and Benefits Supplemental and Concentration 0 1000-3999: Salaries and Benefits Title III 0 4000-4999: Books And Supplies Title III 0
E207: Promote student connectedness and engagement to school. Maintain and train 7 Student Engagement Activities Workers to support students with enrichment activities and academic support.	4000-4999: Books And Supplies Supplemental and Concentration 10,000.00 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,500.00 1000-3999: Salaries and Benefits Supplemental and Concentration 370,628.76	4000-4999: Books And Supplies Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 206,321.07
E208: Enhance the implementation of Restorative Practices, BEST Plus and Positive Behavior Incentive and Support (PBIS). Train staff on BEST Plus which includes positive behavioral incentives and support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services. Support 4 Restorative Specialists.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 200.00 1000-3999: Salaries and Benefits Supplemental and Concentration 391,181.06 1000-1999: Certificated Personnel Salaries Concentration 0	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0 1000-3999: Salaries and Benefits Supplemental and Concentration 269,020.59 4000-4999: Books And Supplies Supplemental and Concentration 1,866.13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
E228: Decentralize funding to school sites to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA). 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	0000: Unrestricted Supplemental and Concentration 83,498.40	1000-3999: Salaries and Benefits Supplemental and Concentration 1,088.44 4000-4999: Books And Supplies Supplemental and Concentration 14,975.92 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,880.81

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Attendance focus on re-engaging students missing 3-5 days (60%) each week. through site teams and the use of lists provided by the SAFE office:

- * Increase communication between families and site Re-Engagement Teams

- * Strong site collaboration to help serve student & family needs

Zero Expulsions in KA-6

KA-6= Zero suspensions

Employees sought restorative solutions to conflicts between students and between staff and students when staff are willing to participate

On Wednesdays for 20-21 District-wide PD days, a variety of PD was offered to certificated staff & admin: support for Trauma-informed care, Social Emotional Wellness, responding to student behavior, Toolbox, etc.

2 district- wide zoom sessions offered: one for Mental Health & Regulation, and one for Social-Emotional Wellness- Connection through /before Content. Over 1,000 teachers attended.

Restorative Practices Training was offered to all administrators and restorative specialists for four, 4-hour sessions via zoom.

Elementary Counselors meet monthly and push out new Tier 1 Social-Emotional Curriculum -Toolbox Tool' and Tier 2 Kimochis curriculum to their students, via assemblies and classroom guidance sessions. These foundational teaching were in place to prevent the need for as many Tier 2 referrals for 1:1 or group counseling.

Re-Engagement Teams formed at each site included: Admin, Attendance Techs, FEFs, Restorative Specialists & Yard Duty Staff
Site team provided strong support in:

- * Connecting students into their Zoom classrooms, finding links, etc.

- * Technology needs as they went to homes to provide hot spots, Chromebooks, etc.

Mental Health Center provided service to many families in need

All sites and charter schools have 1 Tier 1 site leader & 1 Tier 2 site leader and attend separate quarterly meetings.

Sites are working on polishing systems for Tier 1 & Tier 2: using a Tier 2 referral form, holding monthly meetings at sites for their own Tier 1 & Tier 2 team meetings, preparing a minor vs major discipline document for their site, and creating an intervention grid documenting the interventions for all tiers at their sites for attendance, academics, behavior & social-emotional supports

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Santa Rosa City Secondary Schools	Dr. Kimberlee Armstrong Associate Superintendent Educational Services	karmstrong@srcs.k12.ca.us 707-890-3800 x80305

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Physical Fitness</p> <p>19-20 Increase Physical Fitness scores by 3% on the Statewide Physical Fitness Test.</p> <p>Baseline Physical Fitness Grade 7: 53.30% Grade 9: 52.60%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the Physical Fitness test per SB 820. Teachers created experiences through distance learning to engage students in a variety of activities to support physical fitness. Students kept logs of their in class and out of class activities and provided these logs to teachers.</p>
<p>Metric/Indicator Reclassification Rate</p> <p>19-20 Increase the EL reclassification rate by 5% across grade spans 7-8, 9-12</p>	<p>Of the 478 EL students in grades 7 and 8, 121 or 25.31% were reclassified. Of the 760 EL students in grades 9 - 12, 243 or 31.97% were reclassified.</p>

Expected	Actual
<p>Baseline Grade 7-12: 7.99% Grade 7-8: 5.11% Grade 9-12: 9.67%</p>	
<p>Metric/Indicator Standards Implementation</p> <p>19-20 100% implementation of state board of education - adopted academic content and performance standards for all pupils including ELs, will occur</p> <p>Baseline 100% implementation of State Board of Education adopted materials occurred.</p>	<p>All core courses have adopted academic content and performance standards for all pupils including ELs. This includes a two year Math 1 course for students with an IEP that received "c" approval from the UC/CSU system.</p>
<p>Metric/Indicator Facility Inspection Tool (FIT)</p> <p>19-20 Maintain 100% of school facilities with exemplary rating</p> <p>Baseline 100% of facilities maintained</p>	<p>All schools but one received a score above 90 thus indicating a rating of "good". The one school that received a "fair" rating did improve its score from 88.64 in 2019 to 89.26 in 2020.</p>
<p>Metric/Indicator Williams Complaint Log</p> <p>19-20 Maintain Williams Act compliance by providing every student with needed Common Core instructional materials</p> <p>Baseline 100% compliant per William's complaint log</p>	<p>Williams Act compliance was maintained by providing every student with needed Common Core instructional materials. Schools provided a list of materials needed to ensure every student has access to instructional materials. These materials were then purchased. A public hearing regarding the sufficiency of textbooks and instructional materials was held on September 23, 2020.</p>
<p>Metric/Indicator Student Access</p> <p>19-20</p>	<p>100% of students, including UPC students, have access to a broad course of study as required by ed code 51210 as evidenced by the course catalog and master schedules.</p>

Expected	Actual
<p>100% of students, including UPC students, will have access to a broad course of study as required by ed code 51210</p> <p>Baseline 100% will access per Ed Code 51210</p>	
<p>Metric/Indicator Human Resources Report and Federal Program Monitoring Process</p> <p>19-20 Reduce or maintain misassigned fully/appropriately credentialed teachers to zero</p> <p>Baseline 100% of teachers were correctly assigned and credentialed</p>	<p>64 of 913 teachers or 7% were misassigned. The increase in misassignments may be due to the incorrect coding of courses as CTE courses in 2016.</p>
<p>Metric/Indicator SBAC</p> <p>19-20 Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 3%</p> <p>Baseline ELA District: 71.80% Math District: 56.30%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple-choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator AP Enrollment</p> <p>19-20 Increase Latino, African- American and unduplicated students enrollment in AP courses by 5% Enrollment will increase in AP courses for all students by 3%</p> <p>Baseline Latino 8.8% African-American 10.2%</p>	<p>Of the 7405 students enrolled in grades 9 - 12, 809 students or 10.93% took one or more AP classes. Of the 809 students enrolled in AP classes, the following at-prmose students were enrolled:</p> <p>Latino: 418 students or 51.57% African American: 14 students or 1.73% Unduplicated: 250 students or 30.9%</p>

Expected	Actual
<p>Unduplicated 7.9% All students 14.1%</p>	
<p>Metric/Indicator AP Exam Participation</p> <p>19-20 Increase Latino, African- American and unduplicated students participation in AP exams by 5% Participation in AP exams will increase for all students by 3%</p> <p>Baseline Latino 7.9% African-American 6.8% Unduplicated 6.7% All students 10.9%</p>	
<p>Metric/Indicator AP Pass Rate</p> <p>19-20 Increase Latino, African- American and unduplicated students passage (score of 3, 4, or 5) of AP exams by 5%</p> <p>Increase in passage (score of 3, 4, or 5) of AP exams for all students by 3%</p> <p>Baseline Latino 57.3% African-American 50.0% Unduplicated 42.0.%</p>	

Expected	Actual
All students 70.1%	
<p>Metric/Indicator A -G Enrollment</p> <p>19-20 Increase Latino, African- American and unduplicated students enrollment in A -G courses by 5% Increase in students enrollment in A -G courses for all students by 3%</p> <p>Baseline Latino 91.47% African-American 91.45% Unduplicated 90.24% All students 93.41%</p>	<p>Student enrollment in A-G courses increased for all students reflecting the change in policy that moved all core classes to be A - G aligned. This increased enrollment is also seen with our at-promise student population.</p> <p>Latino 97.67% African American 98.84% UPC 97.29% All students 97.87%</p>
<p>Metric/Indicator Math Gr. 8</p> <p>19-20 Increase the number of 8th-grade students scoring At, Near or Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 8th grade students by 3%</p> <p>Baseline Latino 37.5% African-American 34.3% EL 12.1% Low Income 34.9% Disabilities 10.1%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple choice tests, projects, kahoot, and other applications used during distance learning.</p>

Expected	Actual
All students 53.3%	
<p>Metric/Indicator ELA Gr. 11</p> <p>19-20 Increase number of 11th-grade students scoring Above standard in ELA by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grades students by 3%</p> <p>Baseline Latino 68.40% African-American 58.10% EL 40.50% Low Income 65.70% Disabilities 41.50% All students 77.10%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple choice tests, projects, kahoot, and other applications used during distance learning.</p>
<p>Metric/Indicator Math Gr. 11</p> <p>19-20 Increase number of 11th grade students scoring Above standard in math by 5% as measured by SBAC Test data for Latino, African- American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grade students by 3%</p> <p>Baseline Latino 35.80% African-American 40.00% EL 13.30% Low Income 33.30%</p>	<p>Due to the pandemic that began in March 2020, the state did not require the SBAC test. Teachers created experiences through distance learning to engage students in a variety of activities to support learning focused on essential standards in a synchronous and asynchronous environment. To continue to assess student learning, teachers engaged a variety of assessment strategies including writing, multiple choice tests, projects, kahoot, and other applications used during distance learning.</p>

Expected	Actual
<p>Disabilities 9.50% All students 51.10%</p>	
<p>Metric/Indicator CTE Completion</p> <p>19-20 Increase the number of students who complete a CTE pathway by 5%</p> <p>Baseline SY16 26.02% of graduates</p>	<p>107 students graduated in 2019 - 2020 finishing a CTE pathway. This represents 18.93% of the 2026 total graduates. The decline in completers may be due to the incorrect coding of courses as CTE courses in 2016.</p>
<p>Metric/Indicator EL Progress per Data Quest</p> <p>19-20 Reduce the number of Long Term EL students by 5% across grade spans 7-8, 9-12</p> <p>Baseline Grades 7-8 25.73% Grades 9-12 23.12%</p>	<p>LTEL learners in grades 7 - 8: 222 of 2981 students = 13.4%; and in grades 9 - 12: 387 students of 7831 = 20.23%. This data shows that we are decreasing the number of students classified as LTEL.</p>
<p>Metric/Indicator API & EAP</p> <p>19-20 N/A statements for API and EAP</p> <p>Baseline</p>	<p>N/A</p>

Expected	Actual
N/A	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>H101: Provide grade level textbooks and support materials aligned to the California Standards and Next Generation Science Standard and to Career Technical Education to maintain sufficiency according to the Williams Act.</p>	<p>4000-4999: Books And Supplies Lottery 270,000.00</p>	<p>4000-4999: Books And Supplies Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 90,734.00</p>
<p>H102: Implement a Multi-Tiered System of Support (MTSS) Program: a continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS).</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 15,000.00 1000-3999: Salaries and Benefits Supplemental 0 1000-3999: Salaries and Benefits Title II 130,147.50</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 66.72 1000-3999: Salaries and Benefits Supplemental 20,451.33 1000-3999: Salaries and Benefits Title II 0</p>
<p>H103: Recruit, retain, and train high quality classified staff, teachers, administrators and provide a competitive salary and health benefits for classified staff, teachers, and administrators.</p>	<p>1000-3999: Salaries and Benefits Base 58,981,785.36 1000-1999: Certificated Personnel Salaries Supplemental 2487636</p>	<p>1000-3999: Salaries and Benefits Base 58981785.3 1000-3999: Salaries and Benefits Supplemental 2487636</p>
<p>H104: Provide and improve college and career readiness programs and services for all students, give all 10th-grade students access to a common Pre-College Entrance Exam (PCEE), and provide access to a common college entrance exam for targeted 11th-grade students.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00 4000-4999: Books And Supplies Supplemental 16,000.00 1000-3999: Salaries and Benefits Supplemental 585.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 0 4000-4999: Books And Supplies Supplemental 0 1000-3999: Salaries and Benefits Supplemental 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>H105: Create and implement California Standards, Next Generation Science Standards based curriculum, Career Technical Education and Visual and Performing Arts State-Standards curriculum for all students, that include assessments, curricular integration and an online repository for the curriculum and resources; and provide up to 6.2 TOSA's to support colleagues in implementing the CCSS, ELD, NGSS, and VAPA.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 211,250.00</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 81,920.00</p> <p>4000-4999: Books And Supplies Supplemental 500.00</p> <p>1000-3999: Salaries and Benefits Supplemental 913,418.62</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 58,826.35</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 272,558.36</p> <p>4000-4999: Books And Supplies Supplemental 2,063.98</p> <p>1000-3999: Salaries and Benefits Supplemental 227,643.87</p>
<p>H106: Use a data system of formative, interim & summative assessments as well as to inform the MTSS in the area of student learning and achievement. Train staff on systems, provide collaboration time for data analysis, provide the time of development and implementation of intervention and acceleration.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 10,000.00</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental 42,945.15</p>
<p>H108: Provide two additional calendar days for teacher professional development in all core disciplines including CTE to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.</p>	<p>1000-3999: Salaries and Benefits Supplemental 718,115.97</p>	<p>1000-3999: Salaries and Benefits Supplemental 718115.97</p>
<p>H110: Implement an 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. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency.</p>	<p>Base 0</p> <p>Supplemental 0</p> <p>1000-3999: Salaries and Benefits Title III 2,532.00</p> <p>Base</p> <p>4000-4999: Books And Supplies Title III 83,974.00</p> <p>5000-5999: Services And Other Operating Expenditures Title III 75,772.00</p>	<p>1000-3999: Salaries and Benefits Supplemental 96,560.76</p> <p>1000-3999: Salaries and Benefits Title III 10,700.30</p> <p>4000-4999: Books And Supplies Title III 0</p> <p>5000-5999: Services And Other Operating Expenditures Title III 0</p> <p>Base 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
H111: Provide support for teachers to integrate technology, Visual and Performing Arts, CTE and create links between core and non-core subject areas.	4000-4999: Books And Supplies Supplemental 5,500.00 1000-3999: Salaries and Benefits Supplemental 4,745.00	1000-3999: Salaries and Benefits Supplemental 4,079.92 4000-4999: Books And Supplies Supplemental 0
H112: Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.	This complete budget is not in the adopted budget and a budget revision will be made at the 1st Interim report. 4000-4999: Books And Supplies Title IV 122,418.58	4000-4999: Books And Supplies Title IV 0
H113: 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 High School, LCAP counselor, and training	5800: Professional/Consulting Services And Operating Expenditures Supplemental 150,000.00 4000-4999: Books And Supplies Supplemental 7,000.00 5000-5999: Services And Other Operating Expenditures Supplemental 9,588.00 1000-3999: Salaries and Benefits Supplemental 480,851.47	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 682.39 4000-4999: Books And Supplies Supplemental 1,388.33 1000-3999: Salaries and Benefits Supplemental 467,204.50
H114: Increase extended learning opportunities in all disciplines for all students, including CTE and including funding targeted for after school tutoring for identified students, which includes unduplicated counts	5800: Professional/Consulting Services And Operating Expenditures Supplemental 13,903.50 5000-5999: Services And Other Operating Expenditures Supplemental 500.00 4000-4999: Books And Supplies Supplemental 6,000.00 1000-3999: Salaries and Benefits Supplemental 201,500.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 12,000 4000-4999: Books And Supplies Supplemental 0 1000-3999: Salaries and Benefits Supplemental 101,450.55

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
H116: Provide professional development for classified staff. Determine and identify the most urgent needs for all classified staff and prepare a professional development plan.	1000-3999: Salaries and Benefits Supplemental 2,600.00	1000-3999: Salaries and Benefits Supplemental 0
H117: Continue training teachers, administrators, classified staff and affiliated community partners in cultural proficiency, unconscious bias, and restorative practices. Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students. Explore Ethnic Studies course options. Maintain 1 Coordinator.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 26,000.00 5000-5999: Services And Other Operating Expenditures Supplemental 3,119.00 1000-3999: Salaries and Benefits Supplemental 172,562.18 1000-3999: Salaries and Benefits Title II 130,147.50	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 29,030.42 4000-4999: Books And Supplies Supplemental 428.25 1000-3999: Salaries and Benefits Supplemental 144,304.81 1000-3999: Salaries and Benefits Title II 0
H130: Decentralized funding for school sites to implement services to FY, LI, EL and Special Education students and families as described in their school site plans (SPSA). 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.	0000: Unrestricted Supplemental 1,252,947.60 0000: Unrestricted Title I 620,043.00	1000-3999: Salaries and Benefits Supplemental 404,925.56 4000-4999: Books And Supplies Supplemental and Concentration 129,473.04 5000-5999: Services And Other Operating Expenditures Supplemental 34,697.91

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The full spectrum of integrated math courses have been written and approved. This includes Math 1, Math 2, Math 2 Honors, Math 3 and Math 3 Honors. To meet the needs of our students with IEPs whose goals provide a more supported learning environment, Math 1A and Math 1B have been approved meet the "c" designation for the UC. Two other courses were developed by our math teachers: Statistics in Sports and Math with Financial Applications. Both meet the third year of math requirement and meet the Algebra 2/Math 3 requirement for the UC/CSU system. Math teachers engaged in deep conversation regarding the goals of the math program in SRCS. A mission statement was developed that supports the SRCS Mission and Vision that focuses on supporting, guiding, and teaching students of all mathematical abilities in a community of engaged learners to maximize student potential and increase student ownership of learning to prepare students for success in their post-secondary pursuits. Math teachers also took advantage of SCOE professional development opportunities such as lesson studies and starting to envision how we will meet student needs next year and beyond. A plan to administer District Math Diagnostic Assessment (DMDA), focused on conceptual and fluency skills was to be given to all incoming 7th graders to determine best placement for math. The plan included not only the DMDA but another test that focused on procedurals knowledge. The tests were to be administered at school sites in the district and at feeder schools as well as the district office. A plan was clearly defined regarding how the data would be used to determine placement. Due to the pandemic, we were only partially able to follow through. For students who were not able to take the tests, they were offered online.

The Collaborative Curriculum Design work at the secondary levels continue to be largely focused on English and social sciences, but this past year the Ethnic Studies cohort began collaboration around units of study to reflect the District's commitment to Ethnic Studies and Culturally Responsive Sustaining and Humanizing (CRSH) education. As the existing units of study are intended to be refined over time, the Ethnic Studies and CRSH work informs the revision process, bringing new perspectives where students see themselves reflected in the curriculum being taught. The work is grounded in magnet, or essential, standards and provides an inquiry-based learning model and pathway for college and career readiness.

The NGSS Collaboration Team and science departments agreed revise the NGSS course aligned pathways. The Living Earth, the Living Earth Honors and Earth Science were written and approved by the UC as a "d" level course. It was determined that offering Biology was repetitious so the schools focused on writing Chemistry of the Earth and Physics in the Universe. Both have been approved and accepted as a "d" level course by the UC. The agriculture programs have also rewritten their science courses to be NGSS aligned. Due to the shifts in science away from the 17-year-old standards to the state adopted NGSS standards, instructional materials must be updated as well. An instructional materials review committee was formed and is proposed materials for a pilot in the 2019 - 2020 school year with the goal of proposing instructional materials for Board approval. The pilots continued in the pandemic. Textbooks have been adopted for the Living Earth and recommendations have been made for Earth Science, Chemistry and 7th and 8th grade science.

CTE teachers completed the "11 Elements of a High-Quality CTE Program 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. This year's meetings had a particular focus on engaging the student voice and student leadership development within special populations/including non-traditional (as defined by the CDE), and distance learning. SRCS

School Board has approved the development of Industry Concentration. CTE pathway students will have the opportunity to earn industry certification to help them be competitive for entry-level employment. Professional development opportunities were created to ensure all CTE pathway courses have documented evidence of high-quality curricula and instruction. SRCS will provide additional professional development (PD) for all CTE teachers to use a course outline template to align their CTE pathway curricula and instruction to the CTE Model Curriculum Standards as well as to relevant academic standards.

Secondary ELD Curriculum: During the 2018-19 school year, teachers participated in a pilot and selection committee to adopt ELD standards- aligned curriculum for students in grades 7-12. They recommended National Geographic Inside (grades 7-8) and National Geographic Edge (grades 9-12) and the Board approved the programs as secondary ELD curriculum in Spring 2019. In Fall 2019, teachers began to participate in professional development with publisher trainers, but the training was interrupted by local fires. The rescheduled trainings were then interrupted by the pandemic, so we realize additional training is needed to best support our teachers and students using this program. Currently, one of the EL Specialists works to support teachers with classroom implementation. This year, the District purchased Rosetta Stone Foundations as a supplemental resource to support identified Newcomers as they begin to learn English. Teachers received training in the use of the program, and continue to be supported by an EL Specialist when they need assistance.

We recognize that a strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the past year where we were immersed in distance learning due to the pandemic, the District recognized the importance of building educational technology capacity of our educators in order to deliver engaging and successful online learning for our students in all content areas, KA-12. Throughout the year, a variety of professional development (PD) was offered to all teachers through the regular Wednesday PD days. The sessions were taught by District classroom teachers, TOSAs, administrators, as well as contracted providers like Catlin Tucker, and focused on specific learning tools, as well as broader educational technology strategies. As we move forward, we recognize the importance of continuing this professional development in order to best serve our students, and to be as flexible and adaptable in our ability to deliver instruction consistently even during unforeseen circumstances that may prevent in-person schooling.

In reflecting upon and in response to our unexpected distance learning experience of Spring 2020, the District actively sought out and purchased additional digital learning platforms and applications to support teachers and students during remote learning that extended into the 2020-21 school year. To support understanding and implementation of these new online learning tools, professional development (PD) was provided throughout the year and was delivered by District teachers, administrators, and from vendors such as Seesaw, Lexia, Accelus, and Newsela. As we assess usage and how these tools impacted student learning, it will be important to identify which platforms and applications we maintain in our blended learning model, and which ones we discontinue. Ongoing PD will be necessary as we refine our blended learning practices and continue to adopt evolving technologies to meet our students' needs and interests, as well as to provide more efficient progress-monitoring tools for teachers.

Secondary English Language Arts teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, ELA teachers

came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It has also set up SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

Secondary Social Science teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, Social Science teachers came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It has also set up SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

SRCS continues to run AVID programs as part of two of its high schools and one charter school. The charter school feeds into one of those high schools for a K-12 AVID continuum. AVID supports students in college and career readiness and has diversified the amount of students from minority and socio-economically low backgrounds who access rigorous courses at each of the high schools. SRCS will continue to grow AVID in the district for the 2021-2022 school year by having an additional middle school begin the program with its 7-8 graders. This new AVID school in SRCS will feed into the other high school that offers AVID. Thus, SRCS will have both a K-12 AVID program at two connected schools and another 7-12 program at an additional two connected schools.

This year we built on our foundation to increase equity and access to all learning opportunities for all students and to support educators to draw on and appreciate students' cultural wealth, to see students from an asset-based perspective. One part of that work was accomplished by continuing professional development provided by the Acosta Educational Partnership. Over 120 SRCS educators participated in CRSH (culturally responsive, sustaining, humanizing) and Ethnic Studies professional development. We also held professional development provided by a Sonoma State University Elementary Education professor designed to help elementary educators develop a critical perspective on literacy resources. Other elementary educator professional development included "In Lak'Ech in the Primary Classroom" taught by a Santa Rosa City Schools primary teacher and two sessions of "Listening to Student Voices" which provided educators the chance to hear BIPOC students discuss their experiences in school and what they wanted educators to know. As we look to the new school year we are adding to our partnerships by including Facing History and Ourselves and the Redbud Resource Group to the Acosta Educational Partnership and our relationship with Sonoma State University.

As we build our Ethnic Studies program and create more culturally responsive classrooms we have written course proposals for Ethnic Studies classes at the middle and high school levels using the Collaborative Curriculum Design (CCD) process. We developed three courses over the summer of 2020: Ethnic Studies Elective for Middle School, Ethnic Studies Elective for High School and English Ethnic Studies for High School. Our goal is to continue building courses and curriculum using the CCD model.

Challenges:

We recognize that strong language and literacy skills are necessary to successfully access every content area. However, the California School Dashboard student group reports show that our ELs, Socioeconomically Disadvantaged, Students with Disabilities, American Indian, and Hispanic performance levels are in the orange band for their English Language Arts and Math performance levels.

To support our students' language and literacy development, schools must ensure that all English Learners (ELs) receive well designed, comprehensive, and integrated English Language Development (ELD) in all content areas as well as protected and targeted daily designated ELD instruction for a minimum of 30 minutes per day where teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English.

To support this area of need and provide consistent implementation, it will be important to continue to provide professional development for teachers focused on both integrated and designated English Language Development (ELD) using our adopted curriculum materials: McGraw-Hill Wonders/WonderWorks (K-6), National Geographic Inside (7-8), and National Geographic Edge (9-12). Additional training and support in the K-12 use of the supplemental curriculum Rosetta Stone are also important to the engagement and success of our EL students.

Data from CAASPP and grades show that students, in general, continue to struggle with mathematical concepts. This is attributed to a variety of reasons from interruption to learning due to natural disasters, the numerous feeder schools coming into the secondary program thus not a consistent math program, a change in the math program and practice. To support student learning, secondary mathematics teachers are committed to engaging in continuing professional development; collaboration among teachers to learn from one another and share best practices; creating meaningful and relevant lessons that incorporate innovative approaches to learning; developing critical thinking and problem-solving skills, content knowledge, and the ability to communicate ideas effectively with our students; create connections and curiosity within mathematics and application to other disciplines; cultivating perseverance; provide timely and continuous feedback; developing in students the appreciation of creativity and ingenuity in approaching problem-solving. Secondary teachers are also committed to developing common benchmarks, calibration, and lesson studies to fulfill their mission.

It will be important for the secondary CCD teams to reconvene in order to refine and update existing units of study, as well as to recruit teams to design new units that include a variety of content areas. The cross-disciplinary work that has been done this past work to identify essential standards for most content areas will serve as an excellent guide for teachers designing new units. As we resume regular collaborative meetings, it will be important to continue professional development on how best to integrate Ethnic Studies and Culturally Sustaining Humanizing and Sustaining (CRSH) education into these units of study.

Science embraces the belief that each and every student has access to meaningful and relevant teaching and learning. To achieve this belief, we know that an excellent science program requires all students be provided with equitable opportunities to learn science and become engaged in science and engineering practices, with teachers supporting and motivating that learning and engagement with high-quality opportunities and high-quality instructional materials; a developmental progression to help students continually build on and revise their knowledge and abilities; allow more time for teacher and students to explore each idea in greater depth to give time for students to engage in scientific investigations and argumentation and to achieve the depth of understanding of core ideas; learning

about science and engineering involves the integration of the knowledge of scientific explanation and the practices needed to engage in scientific inquiry and engineering design; inquiry-based and problem-solving approaches; and the belief that science is fundamentally a social enterprise and scientific knowledge advances through collaboration and in the context of a social system. Literacy is about being able to make sense of and engage in advanced reading, writing, listening, and speaking. For this reason, promoting and supporting literacy in all curricular areas is important as students need advanced levels of literacy to access content and be college and career-ready. No matter the subject area, content is what we teach, but there is also the how, and this is where literacy instruction comes in. There is an endless number of engaging, effective strategies to get students to think about, write about, read about, and talk about content. The ultimate goal of literacy instruction is to build students' comprehension, writing skills, and overall skills in communication so that they can engage in higher-level thinking, problem- solve, critique and reason. To further meet these beliefs, more professional development is needed in culturally sustaining pedagogy, lesson studies, common assessments, and a focus on literacy skills.

SRCS continues to run AVID programs as part of two of its high schools and one charter school. The charter school feeds into one of those high schools for a K-12 AVID continuum. AVID supports students in college and career readiness and has diversified the number of students from minority and socio-economically low backgrounds who access rigorous courses at each of the high schools. SRCS will continue to grow AVID in the district for the 2021-2022 school year by having an additional middle school begin the program with its 7-8 graders. This new AVID school in SRCS will feed into the other high school that offers AVID. Thus, SRCS will have both a K-12 AVID program at two connected schools and another 7-12 program at an additional two connected schools.

"The District is committed to providing our students with a comprehensive and engaging K-12 education that includes Visual and Performing Arts (VAPA) instruction that provides a strong foundation and promotes creativity, critical thinking, and problem-solving. While the District has made solid progress in implementing new music and instrumental education for elementary students during the past three years, we recognize the need to create and expand student learning opportunities that encompass other VAPA content such as dance, media arts, theatre, and visual arts. VAPA learning opportunities may be provided as stand-alone courses, but also through integration into other curriculum models such as Collaborative Curriculum Design (CCD). To ensure progress towards these goals, the District will continue to invest in a 0.4FTE Music TOSA, but also recognizes the need for a TOSA for Visual and Performing Arts (FTE percentage to be decided) in order to support the implementation of additional VAPA programs and cross-disciplinary integration. As we design and implement VAPA programs with a K-12 scope and sequence, we build the foundations for systematic and sustainable arts education for our students.

We no longer contract the WBL Coordinators through SAY. Our LCAP (College and Career) Counselors have continued to provide these services. To support their work, our district has created a College and Career (CC) collaborative to build the capacity of counselors and CTE teachers to offer meaningful experiences with work and real-work applications of learning for students.

Our high school's College and Career Centers offered extended hours in the 19-20 school year. Students and families were encouraged to visit their site's College and Career Center to learn about a-g college entrance requirements, access Naviance (a FREE online resource to support college and career exploration and planning), get additional assistance with preparing for post-secondary opportunities, and receive support with securing financial aid – which is key to college enrollment. As we adjusted to build

our internal capacity and eliminated our Naviance contract, these services were incorporated into our Individual Graduation Plan (IGP) Live Readiness Course.

Funding was made available for AP/IB test, but we are no longer contracting with Naviance. We are looking to incorporate many of Naviance features into our SIS.

Provided all 10th-grade students access to a common pre-college entrance exam. Also provide access to a common college entrance exam for targeted 11th-grade students.

Santa Rosa City Schools has implemented Common Core, A-G aligned classes in all pertinent subject areas in all high schools, for grades 9-11, across the district. Next year, SRCS will continue this implementation so that all grades, 9-12, are Common Core and AG aligned in all pertinent subject areas. The movement away from any non A-G aligned classes has been a holistic shift for staff that is focused on growth mindsets and providing students access to the most appropriate array of courses while completing high school. This has increased student access to rigorous coursework and made sure that every student has access to a post-high school plan that can include college and careers.

We recognize that a strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the past year where we were thrust into full-time distance learning with little notice, the District recognized the importance of building the educational technology capacity of our educators in order to deliver engaging and successful online learning for our students in all content areas, KA-12. We recognize how blended learning has enhanced our best teaching practices and has engaged students in new and successful ways. As we plan for continued, responsive teaching and learning, it is imperative to continue to support the implementation of blending learning and to reflect upon best in-person and online practices. In the face of ongoing challenges that have interrupted our teaching and learning cycles, continuing PD and support for effective blended learning will allow us to better plan and prepare for flexible, adaptive instruction that engages our students academically, socially, and emotionally.

As we reflect upon the past year, we recognize the importance of intentional teaching and learning that can be delivered in person, through hybrid models, or through a full-time distance learning model. To effectuate instruction using a blended learning model, it is important to recognize the learning platforms and applications we use and their effectiveness in increasing student engagement and success. We need to identify a process to analyze platforms and applications to ensure that we are investing wisely on behalf of our students each year. As we use this process to guide our decision-making and purchases, it will be important to continue professional development to enhance our understanding and use of different platforms and apps to maximize student learning and engagement, and the ability of teachers to monitor progress more easily and efficiently.

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Goal 2

Increase student and family wellness and engagement through the full service community school model.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Alternative Education</p> <p>19-20 Increase the number of alternative education students earning a diploma by 5%</p> <p>Baseline DataQuest expected 4/27/18 18-19 = 137 HS Diploma Ridgway Graduates (65.6%)</p>	<p>19-20 = 167 HS Diploma Ridgway Graduates (85.2%) Outcome met: Increase = 19.6%</p>
<p>Metric/Indicator Graduation rates</p> <p>19-20 Increase the Cohort Graduation rate by 2.5%</p> <p>Baseline DataQuest expected 4/27/18 18-19 = 1620 HS Diploma Ridgway Graduates (81.4%)</p>	<p>19-20 = 1,672 HS Diploma Ridgway Graduates (84.3%) Outcome met: Increase = 2.9%</p>
<p>Metric/Indicator Attendance Rate</p> <p>19-20</p>	<p>P1 Grades 7-8 95.15% P2 Grades 7-8 94.76% P1 HS Grades 9-12 93.71% P2 HS Grades 9-12 93.43%</p>

Expected	Actual
<p>Increase P1 and P2 attendance by 0.5% across grade spans 7-8, 9-12 with a target rate of 97%</p> <p>Baseline P1 Grades 7-8 96.95% P2 Grades 7-8 95.09% P1 HS Grades 9-12 96.53% P2 HS Grades 9-12 95.40% P1 Cont Grades 9-12 83.59% P2 Cont Grades 9-12 88.50%</p>	<p>P1 Cont Grades 9-12 84.41% P2 Cont Grades 9-12 81.56% Outcome not met on any category</p>
<p>Metric/Indicator MS Drop Out Rate</p> <p>19-20 Maintain the near zero middle school dropout rate</p> <p>Baseline 0.55%</p>	<p>Data Quest no longer reporting</p>
<p>Metric/Indicator HD Dropout Rate - DataQuest</p> <p>19-20 Reduce the high school dropout rate by 1%</p> <p>Baseline 3.32%</p>	<p>Data Quest no longer reporting</p>
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Reduce chronic absenteeism by 1% in grade 7-8, 9-12.</p> <p>Baseline Grades 7-8 14.12% Grades 9-12 24.51%</p>	<p>2018-19 Data Quest Chronic Absenteeism Rate (Most Recent Recorded): Grades 7-8 = 15.8% Outcome not met: Increased by 1.68% Grades 9-12 = 20.2% Outcome met: Decreased by 4.31%</p> <p>2019-20 SRCS Data Chronic Absenteeism Rate (through Pre-COVID 2/25/20): Grades 7-8 14.99% Outcome not met: Increased by .87% Grades 9-12 19.73% Outcome met: Decreased by 4.78%</p>

Expected	Actual
<p>Metric/Indicator Suspension rate</p> <p>19-20 Reduce the suspension rate by 2.5%</p> <p>Baseline 8.10%</p>	<p>6.10%</p> <p>Outcome not met: Decrease = 2%</p>
<p>Metric/Indicator Expulsion rate</p> <p>19-20 Maintain the less than 1% expulsion rate</p> <p>Baseline 0.22%</p>	<p>.12%</p> <p>Outcome met: Decrease = .1%</p>
<p>Metric/Indicator LCAP Survey</p> <p>19-20 Increase parent involvement as measured by the number of parents completing the annual LCAP survey by 5% and efforts to seek parent input, including UPC parents</p> <p>Baseline 2017-18: 2,329 People Participated, 3,144 Thoughts Shared, 57,952 Ratings Assigned</p>	<p>Due to COVID-19 no LCAP survey was completed in Spring 2020. Instead, SRCS collected 1,668 separate family responses to the Youth Truth Family Survey.</p>
<p>Metric/Indicator School Safety and School Connectedness</p> <p>19-20 Improve School Climate Index subscale results - Overall Supports and</p>	<p>CHKS Survey was no longer used but Youth Truth Survey (Jan 2020) was implemented. Percent Positives Average Totals -</p> <p>School Safety: Middle school = 50% High school = 61%</p>

Expected	Actual
<p>Engagement, as measured in the bi-annual California Healthy Kids Survey, increase by 5 scale points</p> <p>Baseline Middle school = 80.20% High school = 71.20%</p>	<p>Engagement: Middle school = 42% High school = 35%</p> <p>Relationships: Middle school = 70% High school = 41%</p> <p>Belonging: High school = 45%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>H201: Increase targeted engagement and communication with parents of UPC students to provide greater access and build partnerships with school, community based organization and local businesses.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,000.00</p> <p>1000-3999: Salaries and Benefits Supplemental 53,337.57</p> <p>4000-4999: Books And Supplies Supplemental 0</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental 0</p> <p>1000-3999: Salaries and Benefits Supplemental 56,068.72</p> <p>4000-4999: Books And Supplies Supplemental 0</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental 33,700.00</p> <p>1000-3999: Salaries and Benefits Base 56,069.16</p>
<p>H202: Continue the implementation of BEST Plus which includes Restorative Practices, Positive Behavior Incentive and Support, and behavioral health support services. Teams will be made up of school staff, a parent, community, and student representatives. Continue to train all secondary schools on BEST Program. Maintain 1.2 FTE TOSA at 2 sites.</p>	<p>4000-4999: Books And Supplies Supplemental 0</p> <p>1000-3999: Salaries and Benefits Supplemental 130,166.08</p>	<p>4000-4999: Books And Supplies Supplemental 0</p> <p>1000-3999: Salaries and Benefits Supplemental 443,065.52</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental 25,000.00	5000-5999: Services And Other Operating Expenditures Supplemental 1,212.32
H203: Improve electronic parent access to student status. Implement the parent access system with available training for teachers.	1000-3999: Salaries and Benefits Supplemental 0	1000-3999: Salaries and Benefits Supplemental 0
H204: Provide support and coordination of programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Implement parent education and leadership programs. Increase student engagement, wellness, and achievement. Provide 11.5 Family Engagement Facilitators and training.	4000-4999: Books And Supplies Supplemental 400.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental 23,400.00 5000-5999: Services And Other Operating Expenditures Supplemental 0 1000-3999: Salaries and Benefits Supplemental 2,990.00 1000-3999: Salaries and Benefits Title I 620,043.00	4000-4999: Books And Supplies Supplemental 0 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 58.33 1000-3999: Salaries and Benefits Supplemental 435,697.29 1000-3999: Salaries and Benefits Title I 156,347.83
H205: Ensure all foster youth, English Learners, and low-income students have individual learning plans to support school connectedness and academic achievement. Provide 5 LCAP bilingual school counselors (SOLL) to provide case management to foster youth and English Learners.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,250.00 5000-5999: Services And Other Operating Expenditures Supplemental 250.00 1000-3999: Salaries and Benefits Supplemental 466,835.49 1000-3999: Salaries and Benefits Title I 455,134.00	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 299.07 1000-3999: Salaries and Benefits Supplemental 253,226.45 1000-3999: Salaries and Benefits Title I 0
H206: Maintain English Learner Advisory Committee (ELAC), at each school site and DELAC, DAC, and SUN at the district level; provide training and support for parents to ensure their students are successful.	4000-4999: Books And Supplies Base 0	4000-4999: Books And Supplies Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Base 0	2000-2999: Classified Personnel Salaries Base 0
H207: Ensure wrap-around services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified. Maintain 8 Restorative Specialists.	1000-3999: Salaries and Benefits Supplemental 546,982.88	5000-5999: Services And Other Operating Expenditures Supplemental 10.98 1000-3999: Salaries and Benefits Supplemental 644,831.81 1000-3999: Salaries and Benefits Special Education 26,467.00
H208: Provide academic and engagement support services through researched based best practices (i.e.: AVID, Link Crew, Safe School Ambassadors, Restorative practices, BEST, Peer Leaders, Freshmen Transitions, Early College Magnet).	4000-4999: Books And Supplies Supplemental 1,000.00 5800: Professional/Consulting Services And Operating Expenditures Supplemental 8,420.10 5000-5999: Services And Other Operating Expenditures Supplemental 6,000.00 1000-3999: Salaries and Benefits Supplemental 14,000.00 5000-5999: Services And Other Operating Expenditures Supplemental 30,000.00	4000-4999: Books And Supplies Supplemental 0 5800: Professional/Consulting Services And Operating Expenditures Supplemental 57,988.96 5000-5999: Services And Other Operating Expenditures Supplemental 2,857.14 1000-3999: Salaries and Benefits Supplemental 0 5000-5999: Services And Other Operating Expenditures Supplemental 0
H209: Provide alternative educational opportunities such Bridge Academy for tier 2 and 3 struggling students (5 teachers and 4 instructional assistants). Begin to focus on the transition to ninth grade.	5800: Professional/Consulting Services And Operating Expenditures Supplemental 20,527.00 4000-4999: Books And Supplies Supplemental 8,000.00 1000-3999: Salaries and Benefits Supplemental 560,817.98	5800: Professional/Consulting Services And Operating Expenditures Supplemental 0 4000-4999: Books And Supplies Supplemental 0 1000-3999: Salaries and Benefits Supplemental 421,258.35

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>H230: Decentralized funding for school sites to implement services to FY, LI, EL and Special Education students and families as described in their school site plans (SPSA). 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>0000: Unrestricted Supplemental 131,737.68</p>	<p>1000-3999: Salaries and Benefits Supplemental 38,489.10 4000-4999: Books And Supplies Supplemental 6,957.06 5000-5999: Services And Other Operating Expenditures Supplemental 4,302.28</p>
<p>H210: Continue to provide social/emotional services thru the MTSS model at all secondary schools. (Clinical therapeutic services, C.A.P.E, clinical supervision)</p>	<p>1000-3999: Salaries and Benefits Supplemental 17,641.70 5800: Professional/Consulting Services And Operating Expenditures Supplemental 360,004.26</p>	<p>1000-3999: Salaries and Benefits Supplemental 40,647.60 5000-5999: Services And Other Operating Expenditures Supplemental 377,144.04</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

- Re-Engagement Teams formed at each site to include:
Admin, Attendance Techs, FEFs, SOLL, Student Advisors, Campus Supervisors, & Yard Duty Staff
- Site team provided strong support in:
 - * Connecting students into their Zoom classrooms, finding links, etc.
 - * Technology needs as they went to homes to provide hot spots, chromebooks, etc.
 - Mental Health Center provided service to many families in need"
 - All sites and charter schools have 1 Tier 1 site leader & 1 Tier 2 site leader, and attend separate quarterly meetings.
 - Sites are working on polishing systems for Tier 1 & Tier 2: using a Tier 2 referral form, holding monthly meetings at sites for their own Tier 1 & Tier 2 team meetings, preparing a minor vs major discipline document for their site, and creating an

intervention grid documenting the interventions for all tiers at their sites for attendance, academics, behavior & social emotional supports

"- Attendance focus on re-engaging students missing 3-5 days (60%) each week. through site teams and the use of lists provided by the SAFE office:

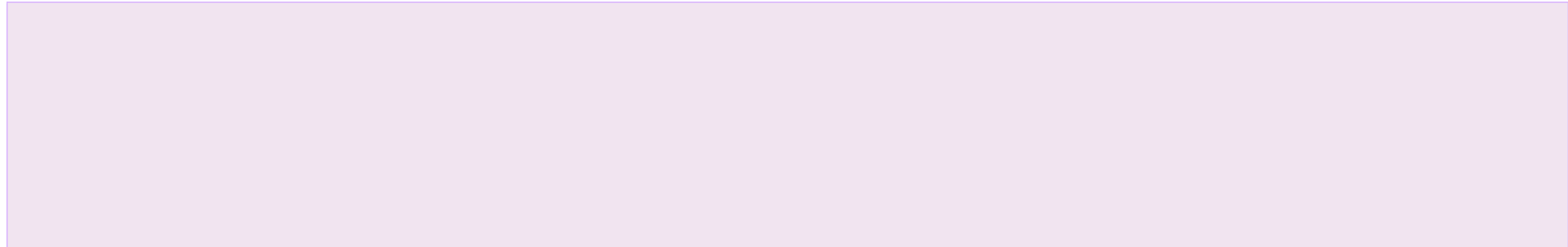
* Increase communication between families and site Re-Engagement Teams

* Strong site collaboration to help serve student & family needs

- Zero Expulsions in K-12
- K-8 = Zero suspensions
- 9-12 = 4 Students Suspended (5 Total suspensions)
- Employees sought restorative solutions to conflicts between students and between staff and students when staff are willing to participate
- On Wednesdays for 20-21 District-wide PD days, a variety of PD was offered to certificated staff & admin: support for Trauma informed care, Social Emotional Wellness, responding to student behavior, Toolbox, etc.
- For elementary & then secondary there were 2 district- wide zoom sessions offered: one for Mental Health & Regulation, and one for Social Emotional Wellness- Connection through /before Content. Over 1,000 teachers attended.
- Restorative Practices Training was offered to al administrators k-12, student advisors & restorative specialists for four, 4 hour sessions via zoom.
- 6 .60 MTSS Intervention Counselors at the high school sites began in the Fall of 2020, were trained on features of MTSS, began work on key systems for their sites, and polished these processes for referrals and data collection & analysis.
- Elementary Counselors meet monthly and push out new Tier 1 Social Emotional Curriculum -Toolbox Tool' and Tier 2 Kimochis curriculum to their students, via assemblies and classroom guidance sessions. These foundational teaching were in place to prevent the need for as many Tier 2 referrals for 1:1 or group counseling.

Middle School Counselors selected their Tier 1 Why Try ? Curriculum, suited for middle school classroom guidance and assemblies, intended to build up Social Emotional skills, to prevent the need for more intensive support.

Santa Rosa City Schools provided weekly district-wide professional development over the course of the 2021-2021 school year, starting in August 2020. These professional development sessions covered essential topics for supporting educators in strong pedagogy and effectiveness in facilitating student learning. The professional development spanned the range from use of technological platforms to enhance learning, to the implementation of Ethnic Studies curriculum. SRCS also engaged in district-wide dialogue around grading practices, with some sites choosing to explore alternative grading methods, such as Standards Based Grading and Learning. For those schools interested, school site professional development sessions were offered to allowed whole school site teams to explore the benefits and underlying premises of Standards Based Grading and Learning. All of the organized professional development facilitated the growth of teachers in countless areas around instruction, lesson and unit design, assessment, and much more. This professional development was essential in ensuring that educators had the support and knowledge necessary to facilitate learning that emphasized the deeper levels of Norman Webb's Depth of Knowledge levels, where application of knowledge takes precedence of over mere regurgitation, thus better preparing students for college and career.



Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
COVID-19 Coordinator	170,582	132,400	Yes
Return to School Committee	50,000	19,019	Yes
Public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses	3,582,853	2,670,080	No
Professional Development	500,000	0	Yes
COVID safety training for staff, student, parents, and community	125,000	0	Yes
Outdoor Learning Spaces	250,000	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The professional development charged to the Learning Loss Mitigation Funds is shown in the Pupil Learning Loss section. Outdoor learning spaces were not charged to the Learning Loss Mitigation Funds. COVID safety training for staff students, parents, and community was not charged to the Learning Loss Mitigation Funds.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Santa Rosa city Schools and the teachers union worked hard to create the MOU reflected here to address the needs of all populations in implementing in-person instruction.

12. Classroom space – The District shall ensure teacher and other staff desks are at least 6 feet away from student desks and other staff desks. Student chairs shall be at least 6 feet away from one another, center to center. Each student desk will have a plexiglass shield and each room equipped with two (2) HEPA air purifiers.

a. A maximum capacity for each room will be established and posted, including both students and adults. Stable groups, as defined by the CDPH Consolidated Schools Guidance, will be a maximum of 16 individuals for grades KA-12. Students and teachers who remain in Distance Learning will adhere to class sizes per the contract. Six (6) feet physical distancing must be maintained. The number of students in each Stable group may need to be fewer than 16 to accommodate room size and additional adults (student teachers, instructional aides, co-teachers, etc.).

b. Prior to the first week of return to in-person instruction, unit members shall have the opportunity to inspect classrooms, work areas, and other spaces and verify all physical distancing and cleaning safety protocols have been met, and stable group size will be adjusted if needed to meet safety protocols.

c. For all positions that perform one-on-one student interaction, a room or office will be equipped with an adequate supply of PPE, including plexiglass as necessary, masks, gloves, and cleaning supplies. Seating will be spaced at least 6 feet apart to ensure physical distancing can be maintained when meeting with students.

13. Student break/snack/recess/dismissal -- SRCS will follow the contract Article 6.1 with regard to a duty-free lunch and a relief period. Elementary students will remain in their stable groups and eat in their classroom or outside, where six (6) feet physical distancing must be maintained. Secondary students will eat in designated areas inside and outside where six (6) feet physical distancing must be maintained. Teachers will support the process of dismissal [for 10 minutes], including activities such as the passing out of lunches at the classroom door, walking of students to the bus/pick up area, and additional supervision support.

14. Staff meetings/Professional Development/Collaboration – The District shall not require in-person staff meetings, department meetings, professional development, or other gatherings/meetings if the District cannot ensure a minimum of six (6) feet of physical distance between all employees for the duration of the meeting and for entering/leaving the meeting. In-person meetings shall be held outdoors, if possible. Unit members assigned to the Learning House, Home and Hospital, Independent Study, Distance Learning, or other remote assignments shall not be required to attend any in-person meetings.

15. Common Spaces - Physical distancing shall be maintained in common or shared spaces such as cafeterias, libraries, hallways, and playgrounds.

16. The District shall require the use of facial coverings that meet the state's approved face coverings in the Consolidated Schools Guidance for all students, staff, parents and community members at any school site or district building. All face coverings must follow site dress codes on a site.

a. Individuals who refuse to wear a facial covering or do not follow the site's dress code will be offered a face mask, and if refused, access to all district buildings and rooms will be denied. Individuals who cannot wear a mask because of a documented health issue or special education qualification based on an IEP or doctor's order shall instead be required to wear an appropriate or prescribed face covering.

b. Masks and face shields shall be required or exempted as outlined in the Consolidated Schools Guidance. Three-ply masks and face shields will be provided to all unit members on an as needed basis.

17. KN95 mask, surgical masks, and face shield will be provided to district nurses, certificated staff caring closely for individuals with COVID-19 like symptoms and will also be provided for those unit members with high numbers of daily workplace contacts.

18. The District shall comply with the following hand washing logistical requirements:

a. Every room with a sink shall be stocked with soap, hand sanitizer, and a paper towel dispenser

b. Every classroom shall be provided hand sanitizer

c. Non-classroom work-areas and office areas shall be provided hand sanitizer

d. All hand washing/hand sanitizing supplies noted above or otherwise provided shall be checked and restocked / refilled as soon as possible based on a teacher's notification to the front office that supply is running low. All sanitizers will be checked and refilled as needed nightly.

e. As available, additional portable hand-washing stations, one (1) for every classroom without a sink, shall be added outside each of these classrooms where possible, and shall be maintained, stocked and sanitized on a regular schedule.

19. The District will provide SRTA with a plan and procedure for maintaining stock of PPE, distribution of supplies to unit members, the safe storage of disinfecting agents at each school site, and descriptions of enhanced cleaning processes. This plan shall be provided before the first week of return to school.

20. Daily cleaning and disinfecting – The District shall ensure that all classrooms, common spaces, restrooms, hallways, and workspaces are cleaned and disinfected at least according to the District COVID-enhanced cleaning schedule (Cleaning Schedule) daily, between class sessions, and between cohorts including but not limited to desks, doorknobs, light switches, faucets, and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials.

a. Within each stable group where students move to another class and teacher, a passing period will be allocated with enough time for high touch (e.g. student desk, faucet) surfaces to be cleaned. These high touch surfaces may be cleaned by staff and/or students as a part of their Routine Hygiene Practice each day, but these routines shall not replace daily cleaning and disinfecting.

b. Sufficient cleaning supplies for the routine hygiene practice shall be provided to each classroom.

21. For each non-classroom work area, common space, and classroom, a cleaning form will be posted for sign-off at the completion of a cleaning. Unit members will notify the principal if the checklist is not available or incomplete. Upon notification, a site administrator will take appropriate steps to have the area in question cleaned to minimize interruption to schedules. If a classroom is the area in question, the teacher and students will wait outside, observing social distancing protocols, until appropriate measures are taken.

22. HVAC – The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour, including disabling demand-controlled ventilation, and open outdoor air dampers to the maximum capacity that an individual HVAC unit can handle without damage.

- a. An outside assessment with recommendations by HVAC unit for the percentage an air damper can reasonably be opened without harming the unit will be performed and shared with SRTA on or before return to in-person instruction. Air filters, with a minimum efficiency reporting value (MERV) of at least 10, shall be installed at all HVAC locations and changed at the recommended intervals by an outside contractor. Each classroom and other rooms will be equipped with two (2) HEPA air purifiers. Plexiglass shields will be provided to each student-desk in a classroom. Bipolar Ionization units will be installed in each HVAC unit.
- b. A log of each site's completed HVAC filter change will be maintained and available to each site's SRTA site representative before returning to in-person instruction.
- c. All classrooms and/or other rooms shall be equipped with two low noise air purifiers with HEPA filters with a large enough capacity and flow rate for the square footage of the room. HEPA air filters have been provided for all classroom, library and office locations.

23. The District shall expect all students, employees, and visitors self screen for symptoms daily prior to entering school.

- a. Unit members shall be required to self screen and report through the "ParentSquare Daily Health Screener."
- b. Per the Student and Family Handbook: COVID-19 Safety and through progressive interventions, any student failing to follow these standards may be asked to return to Distance Learning. Staff and students with any symptom consistent with COVID-19 shall be sent home or sent to an isolation area on site pending travel home.
 - i. Isolation Area Information guidelines shall be followed.
 - ii. For Elementary, temperature checks for students, via no touch thermometers, completed at entry areas by site staff.
 - iii. For Secondary, students will self screen before arriving at school through the "ParentSquare Daily Health Screener."
 - iv. Student and staff responses through the ParentSquare Daily Health Screener will be monitored daily via random sampling by site administration. [Link to Parent Agreement](#)
- c. Staff or students who have had documented contact with a person with COVID-19 must quarantine for a full 10 days before returning to work or school, even if they have had a negative test or doctor's clearance before that. Staff shall also reach out to their Human Resources Technician to determine accommodations during this quarantine period.

24. Santa Rosa City Schools, through the COVID-19 Coordinator, will provide any information necessary to the County Public Health Department for them to conduct testing and contact tracing per their protocols Consolidated Schools Guidance.

25. Handwashing –Students, employees, and visitors shall be required to wash their hands or use hand sanitizer upon arrival to their classroom, office, or common area, and every time a classroom is entered.

26. In the interest of all unit members getting consistent messaging districtwide, all communications, notifications, processes, procedures, and guidelines originating with the COVID-19 Coordinator pertaining to the safety of the unit members will be disseminated directly to the unit members via email, memo or other direct means of communication while adhering to all applicable confidentiality requirements.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Providing devices or connectivity for in-classroom and distance learning	1,499,919	2,918,215	Yes
Access to school breakfast and lunch programs	2,439,959	3,083,516	Yes
Spring 2020 elementary remote learning packets (duplicating & mailing)	25,000	0	Yes
Professional Development	500,000	0	Yes
Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills; and Providing additional instructional materials or supports.	0	195,490	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The professional development charged to the Learning Loss Mitigation Funds is shown in the Pupil Learning Loss section. Spring 2020 elementary remote learning packets (duplicating & mailing) was not charged to the Learning Loss Mitigation Funds. The staff work to create the Distance Learning Plan was charged to the Learning Loss Mitigation Funds.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The District began their Return To School meetings in June, meeting with over 200 stakeholders to address the needs of distance learning for the 2020-2021 school year. When the district learned that we would be in full distance learning the district pivoted quickly to address the needs of the 16,000 students.

The district provided professional development in the learning management systems, online classroom, and essential standards with a focus on all curricular areas. Instructional assistants are trained in using zoom to provide small-group virtual support. Access to Devices and Connectivity to all students were provided with a Chromebook, district email, one-step access to all apps and programs on the Chromebook, and hotspots as needed. Teachers and Principals let the district technology coordinator know which families needed hotspots. They also support parents with Chromebook issues and access to apps when the need arises. Pupil Participation and Progress Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee of the LEA. A daily schedule is made for the class. Synchronous minutes are detailed Student Classwork and assessments will be submitted via Seesaw and Google Classroom. This work will be evaluated and feedback provided. Daily schedules will reflect the required number of minutes as required by law. Daily engagement will be recorded. Distance Learning Professional Development Teachers were offered a variety of paid professional development time during the summer and continuing through the school year if they choose to use the hours provided.

Students with unique needs were addressed through the use of program managers, SOLL counselors, EL specialists, and on-line platforms that address these specific needs.

When the district began to bring students back into a hybrid model, distance learning continued for students and teachers who needed the flexibility

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development opportunities to help teachers and parents support pupils in distance learning-learning contexts	1,142,484	434,186	Yes
Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs or intensive instruction for addressing gaps in core academic skills; and Providing additional instructional materials or supports.	774,268	661,786	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The anticipated professional development proved to be too challenging to provide due to the lack of resources and the resources needing to go towards other unanticipated needs.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Due to a lack of personal connection, it was more difficult to engage students in participating in opportunities to mitigate learning loss. However, SRCS has had a large amount of success in continuing to support learning deficits and loss relative to the usual practices of the school. The district came up with a system to support seniors called the Individualized Graduation Plan which allowed seniors to graduate with less than the 220 credits required by the Board Policy. This gave flexibility due to COVID 19 and the ramifications that came with a year of online instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Due to the onset of COVID 19, many obstacles presented themselves for the full expenditure of funds and prevented the type of support normally provided by teachers, counselors, and staff. A significant increase in the identified instances of students suffering emotionally and mentally was observed due to the impacts of the COVID-19 pandemic. However, due to the limitations of services predominantly provided in a virtual and distanced format made it difficult to reach all who needed services and contact. While difficult operating without in-person services except in very specific and crisis-driven cases, SRCS found much success in counselors providing direct support to students in addressing the academic guidance and social-emotional learning support of the effects of the trauma and anxiety related to prolonged isolation, loss of life in the family, and extended shelter in place experiences connected to the impact of COVID-19 and other contributing factors to student's social-emotional well-being. At the district level, mental health clinicians and also our Wellness Center provided support to families. Workshops, training, individual, group, and family therapy sessions focused on trauma-informed practices, social-emotional and well-being needs, and mindfulness services were provided along with many other ongoing series of resources and services provided by the SAFS department.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SRCS prioritized feeding our community and the larger Santa Rosa community as well. Santa Rosa City Schools served over 2 million meals including breakfast, lunch, supper, and snacks since the school closure of March 2020.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Providing health, counseling, or mental health services	150,000	99,709	Yes
Pupil Learning Loss	Music & Art	180,000	0	Yes
Distance Learning Program (Distance Learning Professional Development)	Cultural & Ethnic Studies	83,150	0	Yes
Pupil Engagement and Outreach	Curricular Materials	10,000	0	Yes
All	Childcare Program	0	1,145,312	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Music and Art for Pupil Learning Loss was not charged to the Learning Loss Mitigation Funds. Cultural & Ethnic Studies Distance Learning Program was not charged to the Learning Loss Mitigation Funds. Curricular Materials for Pupil Engagement and Outreach was not charged to the Learning Loss Mitigation Funds. A childcare program was charged to the Learning Loss Mitigation Funds.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Due to the obstacles and learning opportunities presented by distance-learning and the limitations of COVID-19 many lessons were learned through trial and error as SRCS learned how to stay safe and be successful in supporting all stakeholders. A few common themes became clear as the time in remote learning stretched out over a year-long period. In order to address these identified needs in the 2021-2024 LCAP, it is important to continually reflect on SRCS's practices moving from distance to in-person instruction. It is clear that continued collaboration and time to support it is needed to support teacher and student success and growth in any setting

virtual or in person. The time to review and discuss shortfalls and successes related to student performance is paramount to teachers and students performing at the highest levels. In support of collaboration and student success in all areas, it is clear the technology gap and creating equal opportunities for all students must continue to be addressed moving forward. Students must all have access to the different technologies to compete on an even playing field.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Many efforts are in place and others will be implemented including access to technology, tutoring, before school support in math, conferences, office time, opportunities for remediation and make-up with teachers and school-wide dedicated time, academic support labs. A robust summer offerings for 2021-22 will be in place to address additional needs. Counselor driven individual reviews of coursework and needs, SST's, English Language Development assessment, use of Cyber High for credit recovery, among others. In support of informing all of these efforts continued collaboration around and use of summative and formative assessment data. Additionally, in-class opportunities in order to identify deficits and where support is needed, will continue to be offered and used strategically.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of services that have been implemented to address the increased and improved services of students with unique needs have been included in all of the annual update sections. The actions and services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement were implemented as described and intended. Some funds were redistributed at the district level resulting in more cost than estimated and in other cases less. Also, other site-level substantive differences of actual expenditures were under budget and many low or no-cost solutions were taken advantage of in order to provide students with all goal outcomes. The money not expended was used when able to support distance learning when and where possible related to each action.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2021/22 through 2023/24 LCAP contains very little that is the same as the LCP or prior LCAP. The pandemic and resulting year of distance learning has changed everything from what students now need, to the resources available to meet those needs, and student and staff perceptions of teaching and learning.

Lessons learned about utilizing technology for teaching and learning will benefit students and staff. Other outcomes of the pandemic more specific to student learning and wellbeing are not so positive. Emerging data has indicated the need to focus on learning recovery strategies. Several district investments, made with both LCAP Supplemental and Concentration funds, as well as one-time stimulus funds, will invest in more learning time for students and include summer school, after school, and a more robust summer program for two years. A second emerging trend is the need to support the social emotional and mental health needs of students. Several district investments are designed to better support the mental health of students.

Lastly, the Board of Education created a new Mission, Vision And Priorities which are tied to the eight state priorities. The new LCAP goals are tied to the MVP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	32,996,460.85	29,566,402.22
Base	24,135,684.60	24,135,684.60
Concentration	0.00	0.00
Lottery	279,110.00	0.00
Special Education	0.00	11,343.10
Supplemental	0.00	0.00
Supplemental and Concentration	7,170,794.55	5,245,837.85
Title I	1,070,407.00	136,972.76
Title II	50,988.00	25,369.75
Title III	227,207.00	11,194.16
Title IV	62,269.70	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	32,996,460.85	29,566,402.22
0000: Unrestricted	1,745,813.60	0.00
1000-1999: Certificated Personnel Salaries	0.00	24,135,684.60
1000-3999: Salaries and Benefits	30,170,214.95	4,869,538.62
4000-4999: Books And Supplies	409,312.70	113,950.53
5000-5999: Services And Other Operating Expenditures	301,155.00	377,447.16
5800: Professional/Consulting Services And Operating Expenditures	369,964.60	61,996.17
6000-6999: Capital Outlay	0.00	7,785.14
	369,964.60	21,482.87

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	32,996,460.85	29,566,402.22
0000: Unrestricted	Supplemental and Concentration	1,220,205.60	0.00
0000: Unrestricted	Title I	525,608.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	24,135,684.60
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00
1000-3999: Salaries and Benefits	Base	24,135,684.60	0.00
1000-3999: Salaries and Benefits	Special Education	0.00	11,343.10
1000-3999: Salaries and Benefits	Supplemental and Concentration	5,308,594.35	4,684,658.85
1000-3999: Salaries and Benefits	Title I	544,799.00	136,972.76
1000-3999: Salaries and Benefits	Title II	50,988.00	25,369.75
1000-3999: Salaries and Benefits	Title III	130,149.00	11,194.16
4000-4999: Books And Supplies	Lottery	279,110.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	17,700.00	113,950.53
4000-4999: Books And Supplies	Title III	50,233.00	0.00
4000-4999: Books And Supplies	Title IV	62,269.70	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	254,330.00	377,447.16
5000-5999: Services And Other Operating Expenditures	Title III	46,825.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	369,964.60	61,996.17
6000-6999: Capital Outlay	Supplemental and Concentration	0.00	7,785.14

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	30,481,899.58	27,543,402.62
Goal 2	2,514,561.27	2,022,999.60

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	70,698,000.02	67,396,452.78
Base	58,981,785.36	59,037,854.46
Lottery	270,000.00	0.00
Special Education	0.00	26,467.00
Supplemental	9,206,003.08	8,035,610.15
Supplemental and Concentration	0.00	129,473.04
Title I	1,695,220.00	156,347.83
Title II	260,295.00	0.00
Title III	162,278.00	10,700.30
Title IV	122,418.58	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	70,698,000.02	67,396,452.78
	0.00	0.00
0000: Unrestricted	2,004,728.28	0.00
1000-1999: Certificated Personnel Salaries	2,487,636.00	0.00
1000-3999: Salaries and Benefits	64,606,939.30	66,237,027.70
2000-2999: Classified Personnel Salaries	0.00	0.00
4000-4999: Books And Supplies	520,792.58	140,310.66
5000-5999: Services And Other Operating Expenditures	258,149.00	902,299.11
5800: Professional/Consulting Services And Operating Expenditures	819,754.86	116,815.31

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	70,698,000.02	67,396,452.78
	Base	0.00	0.00
	Supplemental	0.00	0.00
0000: Unrestricted	Supplemental	1,384,685.28	0.00
0000: Unrestricted	Title I	620,043.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	2,487,636.00	0.00
1000-3999: Salaries and Benefits	Base	58,981,785.36	59,037,854.46
1000-3999: Salaries and Benefits	Special Education	0.00	26,467.00
1000-3999: Salaries and Benefits	Supplemental	4,287,149.94	7,005,658.11
1000-3999: Salaries and Benefits	Title I	1,075,177.00	156,347.83
1000-3999: Salaries and Benefits	Title II	260,295.00	0.00
1000-3999: Salaries and Benefits	Title III	2,532.00	10,700.30
2000-2999: Classified Personnel Salaries	Base	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00
4000-4999: Books And Supplies	Lottery	270,000.00	0.00
4000-4999: Books And Supplies	Supplemental	44,400.00	10,837.62
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	129,473.04
4000-4999: Books And Supplies	Title III	83,974.00	0.00
4000-4999: Books And Supplies	Title IV	122,418.58	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	182,377.00	902,299.11
5000-5999: Services And Other Operating Expenditures	Title III	75,772.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	819,754.86	116,815.31

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	67,209,062.28	64,339,753.77
Goal 2	3,488,937.74	3,056,699.01

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,678,435.00	\$2,821,499.00
Distance Learning Program	\$4,464,878.00	\$6,197,221.00
Pupil Learning Loss	\$1,916,752.00	\$1,095,972.00
Additional Actions and Plan Requirements	\$423,150.00	\$1,245,021.00
All Expenditures in Learning Continuity and Attendance Plan	\$11,483,215.00	\$11,359,713.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,582,853.00	\$2,670,080.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$3,582,853.00	\$2,670,080.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,095,582.00	\$151,419.00
Distance Learning Program	\$4,464,878.00	\$6,197,221.00
Pupil Learning Loss	\$1,916,752.00	\$1,095,972.00
Additional Actions and Plan Requirements	\$423,150.00	\$1,245,021.00
All Expenditures in Learning Continuity and Attendance Plan	\$7,900,362.00	\$8,689,633.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Dr. Kimberlee Armstrong Associate Superintendent Educational Services	karmstrong@srcs.k12.ca.us 707-890-3800 ext.80305

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Santa Rosa City Schools (SRCS) is focused on ensuring that all students are prepared for college, career, and life. We are located in Sonoma County, and are the largest school district in the county, welcoming nearly 16,000 students and employing over 1,600 certificated and classified staff. We serve a diverse community, with students and families that speak 49 languages, although the majority speak English and/or Spanish. We have 25 schools: 9 elementary schools, 5 middle schools, 5 comprehensive high schools, 1 continuation high school, 4 dependent charter schools, and 1 Learning House.

Our 2019-2024 Strategic Plan defines and guides all of our work in SRCS, as expressed in our Mission, Vision, and Priorities. We value the whole student and endeavor to send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives. We strive to serve all students by providing equitable access to a transformative educational experience grounded in the assets of our students, staff, and community.

As we work to demonstrate that we value students' individual and cultural wealth, equity and access guide our teaching and learning, with initiatives such as Ethnic Studies, Culturally Responsive Sustaining Humanizing (CRSH) education, and Collaborative Curriculum Design (CCD) providing opportunities for students to see themselves reflected in the curriculum, leading to increased student engagement, agency, and voice. This is especially important as we work to serve our nearly 3,000 English Learners, recognizing the cultural and linguistic wealth they bring to the community. When our students reach high school, they have a variety of learning opportunities, including work-based learning, almost 20 Career Technical Education programs, magnet programs that partner with our local junior college and university, an acclaimed high school arts program, and an International Baccalaureate program.

Given our focus on the whole student, we understand that learning readiness begins with healthy students and families. To that end, we partner with community organizations to provide extra-curricular services such as parent education, health services, and counseling. With community partners, an Integrated Wellness Center was established to address community needs and ongoing trauma, and provides free counseling and referrals, academic support, and school nurse services to any area families. Over the last several years and in our efforts to

serve the whole student and family, we have also worked across the district and community to create a Multi-tiered System of Supports (MTSS) that has become foundational to how we support our students' and families' varying needs.

During the last four years our community has experienced considerable trauma. Since the Tubbs Fire decimated areas of Santa Rosa in October 2017, including 2 of our schools, our community has endured many challenges--challenges that continue to reveal inequities in our community and our schools. While still recovering from and processing the trauma of 2017, we experienced additional fires in October 2019 and again in September 2020, which caused evacuations, power shut offs, and lost instructional days. In March 2020, COVID-19 further disrupted our teaching and learning cycle, causing our district to pivot to remote learning until April 2021 when our elementary and secondary schools were able to re-open for in-person/hybrid learning. Throughout these challenging times, the district has endeavored to take a relational approach when returning to school after each disruption. With the goal of increasing resiliency, we have worked consistently to build community and connection as students and staff were welcomed back to school.

The lack of in-person learning due to natural disasters and the pandemic disrupted our education cycle over the course of several years, causing our district to make difficult decisions regarding annual state testing. In Spring 2018, we requested not to participate in CAASPP testing as we recovered from the fire and were making up lost instructional days. In Spring 2020, the federal government waived the annual testing requirement due to the pandemic. This year, given that our students were able to return to in-person/hybrid learning in April 2021, the district felt it best to use this time for instruction, opting instead to administer shorter district-wide assessments in lieu of CAASPP, as allowed under California guidance for this year's testing cycle. Due to this prolonged cycle of teaching and learning disruptions in our school community, we lack the usual data and metrics to input in some sections of our LCAP.

We continue to be impressed by the resilience of our students, staff, and community at large. In the face of ongoing trauma, we continue to grieve, to reflect upon our individual and collective experiences, to heal, and to build new pathways to teaching and learning as we plan to resume full-time in-person during the 2021-2022 school year. We value our position in this community and remain grateful to be entrusted with providing our next generation the tools they need to lead us into the future.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The collaborative nature of the LCAP review and reflection process allows our community to recognize and celebrate both new and continuing initiatives, as well as everyone who contributed to these successes. SRCS looks to deepen the collaboration further post-pandemic. Despite the learning disruptions that have occurred during the past four years, SRCS maintained its focus and commitment to programs and initiatives that are grounded in our Mission, Vision, and Priorities, and aligned to our LCAP goals.

Collaborative Curriculum Design (CCD)

Our Kindergarten Academy through 6th grade Collaborative Curriculum Design (CCD) units of study have now all been transferred from Haiku to Google Sites. Teacher feedback indicates that the units are much easier to access and use on Google Sites than the previous platform. Teacher feedback regarding the units continues to be very positive about the content and the variety of assessment options. Due to our extended period of remote learning, the department of Teaching and Learning audited the units to understand what elements could be modified or newly created to encourage online instruction of the CCD units, with a focus on essential standards. Modified or new content was created on multiple platforms, including Seesaw, and teacher feedback has been especially positive about these updates. These units of study are flexible living documents that are intended to be refined and added to each year. In reflecting upon the units with teachers and administrators, we have identified specific goals for our CCD teams when we resume collaboration meetings next year: systematize formative assessments across grade levels, enrich our literature selections with culturally responsive selections, enhance blended learning opportunities, and expand Showcase options to allow for more student voice and choice.

The CCD work at the secondary levels continues to be largely focused on English and social sciences, but this past year the Ethnic Studies cohort began collaboration around units of study to reflect the District's commitment to Ethnic Studies and Culturally Responsive Sustaining and Humanizing (CRSH) education. As the existing units of study are intended to be refined over time, the Ethnic Studies and CRSH work informs the revision process, bringing new perspectives where students see themselves reflected in the curriculum being taught. The work is grounded in magnet, or essential, standards and provides an inquiry-based learning model and pathway for college and career readiness.

English/Language Arts (ELA)

Our elementary teachers continued to have opportunities to participate in professional learning around our Lucy Calkins' Units of Study in Writing. This year, training was conducted remotely and focused on how to teach writing and use the writers workshop model effectively in distance learning. Teachers also continued to delve deeper into specific writing genres to improve their understanding of the rich Lucy Calkins content and essential writing standards in order to make their teaching more effective and successful. Students participate in end of trimester assessments focused on the writing genre studied that trimester, and these scores are entered into our Illuminate SiS. In this 4th year of program implementation, students continue to demonstrate improved stamina and fluency when writing, as well as improved craft and elaboration.

This year was our third year of implementation of McGrawHill's Wonders/Wonderworks, the District's foundational skills program. This systematic standards-based program supports early literacy skills for K-3 students, but is also used with students in grades 4-6 who need additional support in building their literacy foundations. For grades 2-6, our Teaching and Learning department and the Collaborative Curriculum Design (CCD) teams have worked to integrate essential standards-aligned Wonders content such as leveled readers, selections from the Reading/Writing Workshop text, and selections from the Online Literature Anthology into the CCD units. The program materials correlate well to the CCD science and social studies themes. Detailed correlation documents are linked to the unit websites, along with suggested sequencing within the units. Teacher feedback continues to be positive about this program, especially during remote learning as the program has a strong technology platform for teachers and students, allowing direct assignments to Google Classroom from the McGrawHill platform. District Teachers on Special Assignment have also provided professional development around how to use the materials on the Seesaw platform for younger students. As we continue to delve deeper into the program and its many assessment options, we have begun to discuss how and when we use or modify these assessments for district-wide implementation and progress monitoring.

Secondary English/Language Arts teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, ELA teachers came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade-alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It will also allow SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

English Language Development (ELD) During the 2018-19 school year, a group of elementary teachers participated in piloting ELD standards-aligned curriculum to identify the best program for our K-6 students. They recommended Wonders ELD and it was approved by the Board in Spring 2019. McGrawHill WonderWorks/Wonders, the program adopted to address foundational literacy skills, correlates to the unit themes, fictional texts, and nonfiction texts of the Wonders ELD program. This provides an important academic connection between students' core ELA and Designated-ELD instruction. Each identified English Learner receives a consumable book for the year's instruction. In Fall 2019, teachers participated in Wonders ELD professional development with the same trainer who had worked with us on the foundational skills program for 2 years. This provided continuity for our teachers and made the transition to the new ELD materials easier. In addition to this publisher support, our former EL Teacher on Special Assignment (TOSA) and one of our current EL Specialists have worked to support classroom teachers with program implementation. District TOSAs also received separate training as a group. This year, the District purchased Rosetta Stone English as a supplemental resource to support identified English Learners. Classroom teachers participated in training and are also being supported by an EL Specialist to implement the program. District TOSAs also participated in a separate training in order to help support their sites with program implementation. Both EL Specialists participate in the monthly TOSA meetings where they share EL updates regarding curriculum, assessment, and training; they have also provided mini-trainings during these meetings.

During the 2018-19 school year, a group of secondary teachers participated in a pilot and selection committee to adopt ELD standards-aligned curriculum for students in grades 7-12. They recommended National Geographic Inside (grades 7-8) and National Geographic Edge (grades 9-12) and the Board approved the programs as secondary ELD curriculum in Spring 2019. In Fall 2019, teachers began to participate in professional development with publisher trainers, but the training was interrupted by local fires. The rescheduled trainings were then interrupted by the pandemic, and we realize additional training will be needed to support our teachers and students using this program. Currently, one of the EL Specialists works to support teachers with classroom implementation. This year, the District purchased Rosetta Stone Foundations as a supplemental resource to support identified Newcomers as they begin to learn English. Teachers received training in the use of the program, and continue to be supported by an EL Specialist when they need assistance.

Mathematics

This was our third year of implementation of both Everyday Mathematics (KA-5) and CPM (6th grade) and, due to remote learning, provided us the opportunity to better understand the technology components and how to teach the content effectively online while engaging students. Using guidance documents from each publisher, we used professional development days with grade level teams to focus on high priority lessons and essential standards, as well as to collaborate about best online practices for math instruction. The department of Teaching and Learning modified the end of year publisher assessments for remote learning by providing the new K-3 versions in Seesaw and the new 4-6

versions in Google Forms, along with detailed scoring rubrics for each grade level. Assessment continues to provide us useful feedback on student progress toward grade-level standards mastery, and our Illuminate SIS allows easy access to student data.

At the secondary level, the full spectrum of integrated math courses have been written and approved. This includes Math 1, Math 2, Math 2 Honors, Math 3 and Math 3 Honors. To meet the needs of our students with Individual Education Plans (IEPs) whose goals provide a more supported learning environment, Math 1A and Math 1B have been approved to meet the "c" designation for the University of California (UC). Two other courses were developed by our math teachers: Statistics in Sports and Math with Financial Applications. Both meet the third year math requirement and meet the Algebra 2/Math 3 requirement for the UC and California State University systems. Math teachers engaged in deep conversation regarding the goals of the math program in SRCS. A mission statement was developed that supports the SRCS Mission and Vision and focuses on supporting, guiding, and teaching students of all mathematical abilities in a community of engaged learners to maximize student potential and increase student ownership of learning to prepare students for success in their post-secondary pursuits. Math teachers also took advantage of Sonoma County Office of Education professional development opportunities such as lesson studies and are beginning to envision how we will meet student needs next year and beyond.

A plan to administer the District Math Diagnostic Assessment (DMDA), focused on conceptual and fluency skills, was to be given to all incoming 7th graders to determine best placement for math. The plan included not only the DMDA but another test that focused on procedural knowledge. The tests were to be administered at school sites in the district and at feeder schools, as well as the District Office. A plan was clearly defined regarding how the data would be used to determine placement. Due to the pandemic, we were only partially able to follow through. For students who were not able to take the tests, they were offered online.

Science

This was our fourth year of implementation of FOSS Science in grades K-6 which align to the Next Generation Science Standards (NGSS). The curriculum was phased-in over a 3-year implementation period, with each year corresponding to a different branch of science (e.g., Life, Physical, or Earth). We began the year by identifying and focusing on essential standards. During the year, our 0.20 FTE science Teacher on Special Assignment continued to offer support to classroom teachers, especially on how best to teach FOSS remotely. Feedback from teachers and students regarding the FOSS program continues to be positive, as it is highly engaging. The FOSS publisher provided timely and relevant updates and new content to the modules for remote teaching and learning. Using this guidance, we used professional development days with grade level teams to focus on these updates, as well as to collaborate about best online practices for science instruction. Our K-6 Summer School Academy has purchased newly-created individual FOSS kits for students, which will be integrated into the summer units of study.

The secondary NGSS Collaboration Team and science departments agreed to revise the NGSS course-aligned pathways. The Living Earth, the Living Earth Honors and Earth Science were written and approved by the UC as a "d" level course. It was determined that offering Biology was redundant so the schools focused on writing Chemistry of the Earth and Physics in the Universe. Both have been approved and accepted as "d" level courses by the UC. The agriculture programs have also rewritten their science courses to be NGSS aligned. Due to the shifts in science away from the 17-year-old standards to the state-adopted NGSS standards, instructional materials must be updated as well. An instructional materials review committee was formed and proposed materials to pilot in the 2019 - 2020 school year, with the goal of

proposing instructional materials for Board approval. The pilots continued during the pandemic. Textbooks have been adopted for the Living Earth and recommendations have been made for Earth Science, Chemistry, and 7th and 8th grade science.

Social Science

Secondary Social Science teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, Social Science teachers came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade-alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It will also allow SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

Ethnic Studies and Culturally Responsive, Sustaining, & Humanizing (CRSH) Education

This year we built on our foundation to increase equity and access to all learning opportunities for all students and to support educators to draw on and appreciate students' cultural wealth and to see students from an asset-based perspective. One part of that work was accomplished by continuing professional development provided by the Acosta Educational Partnership. Over 120 SRCS educators participated in CRSH and Ethnic Studies professional development. We also held professional development provided by a Sonoma State University elementary education professor designed to help elementary educators develop a critical perspective on literacy resources. Other elementary educator professional development included "In Lak'Ech in the Primary Classroom" taught by a Santa Rosa City Schools primary teacher and two sessions of "Listening to Student Voices" which provided educators the chance to hear BIPOC (black, Indigenous, and people of color) students discuss their experiences in school and what they wanted educators to know. As we look to the newschool year we will include new partnerships with Facing History and Ourselves and the Redbud Resource Group, while continuing to partner with Acosta Educational Partnership and Sonoma State University.

As we build our Ethnic Studies program and create more culturally responsive classrooms, we have written course proposals for Ethnic Studies classes at the middle and high school levels using the Collaborative Curriculum Design (CCD) process. We developed three courses over the summer of 2020: Ethnic Studies Elective for Middle School, Ethnic Studies Elective for High School and English Ethnic Studies for High School. Our goal is to continue building courses and curriculum using the CCD model.

Career Technical Education (CTE)

CTE teachers completed the "11 Elements of a High-Quality CTE Program Self-Review" to identify areas of strength and growth needed for their CTE programs. The results of the self-review for each program are shared with site principals, CTE Department Chairs, and the District-wide CTE Advisory Committee. This year's meetings had a particular focus on engaging student voice and student leadership development within special populations, including non-traditional (as defined by the CDE) and distance learning. The SRCS School Board has approved the development of Industry Concentration. CTE pathway students will have the opportunity to earn industry certification to help them be competitive for entry-level employment. Professional development opportunities were created to ensure all CTE pathway courses have

documented evidence of high-quality curricula and instruction. SRCS will provide additional professional development for all CTE teachers to use a course outline template to align their CTE pathway curricula and instruction to the CTE Model Curriculum Standards, as well as to relevant academic standards.

Advanced Learner Program and Services (ALPS)

This year, the District's .60 FTE ALPS Teacher on Special Assignment (TOSA) offered a series of 8-week long online enrichment classes for students in grades 4-6, with a limit of 20 students per grade level session. Students worked online by grade level with the ALPS TOSA once a week. Sessions were designed around strategies for engaging students in critical thinking using Cross-cutting Concepts, DOK Tasks, and Differentiated Task Statements. The sessions were very well received by ALPS students and families, with 80-90 students participating in each session. Many students registered for the next session, too. Topics included "Noticing Change in Our Community During the Pandemic" and "Make Your Own City." Due to the pandemic, the District decided it would move to a model where ALPS-identified students from all elementary schools worked directly with the ALPS TOSA, rather than having her provide online courses for teachers; however, she was still available to support classroom teachers in planning for and serving their Advanced Learners.

Advancement Via Individual Determination (AVID)

SRCS continues to run Advancement Via Individual Determination (AVID) programs as part of two of its high schools and one charter school. The charter school feeds into one of those high schools for a K-12 AVID continuum. AVID supports students in college and career readiness and has diversified the amount of students from minority and socio-economically low backgrounds who access rigorous courses at each of the high schools. SRCS will continue to grow AVID in the district for the 2021-2022 school year by having an additional middle school begin the program with its 7th and 8th graders. This new AVID school in SRCS will feed into the other high school that offers AVID, so SRCS will have both a K-12 AVID program at two connected schools and another 7-12 program at two additional connected schools.

Music Education

The District is committed to providing students with a comprehensive K-12 education that includes Visual and Performing Arts (VAPA) instruction. With regard to music education, the goal was to create a program that begins in elementary and expands opportunities for students as they enter middle and high school. To that end, the District wrote a successful music education grant proposal and was awarded just over \$1,000,000 by the California Department of Education. This funding allowed us to provide musical instruments for all students in grades 4-6, as well as music and professional development opportunities for music teachers. In primary grades, students participate in music education focused on rhythm and beat, singing, music appreciation, and the recorder. In grades 4-6, students focus on instrumental music and learn how to play an instrument through what is called the Blitz model. To support program organization and implementation, the District hired a 0.40 FTE Music TOSA. With incredible dedication and hard work, the program that began in person in 2018-19 was successfully delivered remotely for most of 2020-21, with music teachers engaging students through online instruction and asynchronous activities created on learning platforms such as Seesaw. Music forms one element of VAPA instruction and it is the District's goal to continue to create and expand K-12 student learning opportunities that include dance, media arts, theatre, and visual arts.

For the second year in a row, SRCS was named among the Best Communities for Music Education by the National Association of Music Merchants (NAMM) Foundation. The Best Communities for Music Education designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. Ours is one of only 19 school districts in California to receive this honor in 2021, recognizing outstanding efforts by teachers, administrators, parents, students and community leaders who have made music education part of a well-rounded education.

Learning Platforms and Applications to Address Distance Learning

In reflecting upon and in response to our unexpected distance learning experience of Spring 2020, the District actively sought out and purchased additional digital learning platforms and applications to support teachers and students during remote learning that extended into the 2020-21 school year. To support understanding and implementation of these new online learning tools, professional development (PD) was provided throughout the year and was delivered by District teachers, administrators, and from vendors such as Seesaw, Lexia, Accelus, and Newsela. As we assess usage and how these tools impact student learning, it will be important to identify which platforms and applications we maintain in our blended learning model, and which ones we discontinue. Ongoing PD will be necessary as we refine our blended learning practices and continue to adopt evolving technologies to meet our students' needs and interests, as well as to provide more efficient progress-monitoring tools for teachers.

Blended Learning

A strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the past year where we were immersed in distance learning due to the pandemic, the District recognized the importance of building educational technology capacity of our educators in order to deliver engaging and successful online learning for our students in all content areas, KA-12. Throughout the year, a variety of professional development (PD) was offered to all teachers through regular Wednesday PD sessions taught by District classroom teachers, TOSAs, administrators, as well as contracted providers like Catlin Tucker. The sessions focused on specific learning tools, as well as broader educational technology strategies. As we plan for next year and beyond, we recognize the importance of continuing this professional development in order to best serve our students, and to be as flexible and adaptable in our ability to deliver instruction consistently and coherently even during unforeseen circumstances that may prevent in-person schooling.

Multi-tiered Systems of Support (MTSS)

Over the past three years MTSS has solidified as the structure in which all of our work in schools is depicted. In Spring 2020 the new MTSS Board Policy 6120 and accompanying Administrative Regulations were presented to and adopted by the Board of Education. The SRCS MTSS sailboat pyramid showing the Tiers 1,2,3, plus the Tier 2 team referral and SST processes, along with Academics, Attendance, and Conduct and Social-Emotional wellness, maintains the foundation of Equity, Empathy, & Engagement, as well as Culture, Community and Connections. Additionally a new MTSS Intervention Counselor position was created for Fall 2020 where 6 high schools had part-time support to focus on improving systems and proportionate outcomes for students. For MTSS, some highlights emerged from the COVID-19 pandemic. We had the highest attendance rates we have ever had in 5 years for the quarterly Site Leaders Tier 1 and 2 via the Zoom video conferencing platform, so we will continue this practice post-pandemic.

There were Re-Engagement Teams formed at each site to include an Administrator, Attendance Technicians, Family Engagement Facilitators, Supporting Our Language Learners (SOLL) Counselors, Student Advisors, Campus Supervisors, Restorative Specialists, and Yard Duty Staff. This all-hands-on-deck team focused on attendance, engagement and support, and their work was powerful. Sites are working to polish systems for Tier 1 and Tier 2: using a Tier 2 referral form, holding monthly meetings at sites for their own Tier 1 & Tier 2 team meetings, preparing a minor versus major discipline document for their site, and creating an intervention grid documenting the interventions for all tiers at their sites for attendance, academics, behavior and social emotional supports.

On Wednesdays during the 2020-2021 school year, there were district-wide professional development (PD) days where a variety of PD was offered to certificated staff & administrators, including support for trauma-informed care, social emotional wellness, responding to student behavior, and the Toolbox curriculum. For elementary and secondary there were two district-wide Zoom sessions offered for social emotional wellness. We focused on Relationships and Regulation, Connection through Content and Connection before Content. Over 1,000 teachers attended. Elementary Counselors met monthly and pushed out Tier 1 Social Emotional Curriculum, the Toolbox, and the new Tier 2 Kimochis curriculum to their students via assemblies and classroom guidance sessions. These foundational teachings were in place to prevent the need for many Tier 2 referrals for 1:1 or group counseling. Middle School Counselors selected their Tier 1 Why Try? Curriculum, suited for middle school classroom guidance and assemblies, intended to develop social emotional skills and to prevent the need for more intensive support.

Restorative Practices

Throughout the pandemic, there was a focus on the need and benefit of connection and community building. This proactive approach of Restorative Practices occurred through check-in prompts, virtual circles, games, and other fun engagement strategies of sharing, and provided the foundations for students to feel safe and more ready to learn. A four-part Restorative Practices training was offered to all K-12 administrators, student advisors, and restorative specialists during 3.5-hour sessions via Zoom. Additionally, employees sought restorative solutions to conflicts between students and between staff and students when staff were willing to participate. Restorative Connection resources are shared with all staff on the Staff Hub section of the district's website. Mass virtual PD was offered to elementary staff and then to secondary staff as we prepared to return to in-person/ hybrid school. Principal meetings were a place of modelling consistent connection through prompts, check-in within breakout rooms, mood boards, & mindfulness techniques. This allowed principals to become familiar with the techniques and have the resources to model them for teachers, with the goal that the teachers could see the value and connect with students to increase belonging as well.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Santa Rosa City Schools (SRCS) has implemented Common Core and new California standards in all pertinent subject areas for elementary courses. As we develop more expertise in our new standards-aligned curriculum adoptions, we continue to identify and refine essential standards that provide the most endurance, leverage, and readiness for a coherent district-wide K-12 teaching and learning experience.

SRCS has also implemented Common Core, a-g aligned classes in all pertinent subject areas in all high schools, for grades 9-11, across the district. Next year, SRCS will continue this implementation so that all grades, 9-12, are Common Core and a-g aligned in all pertinent subject areas. The movement away from any non a-g aligned classes has been a holistic shift for staff that is focused on growth mindsets and providing students access to the most appropriate array of courses while completing high school. This has increased student access to rigorous coursework and made sure that every student has access to a post-high school plan that can include college and careers.

Collaborative Curriculum Design (CCD)

The elementary Collaborative Curriculum Design (CCD) units of study were formally Board-adopted in Spring 2020. With all first draft versions complete, teachers have had the opportunity to implement them throughout the year, providing students with an engaging, integrated approach to learning that focuses on English Language Arts essential (magnet) standards through the rigorous and engaging content of science and social studies. As CCD design team members reflect on the units of study based on their own teaching of the units, as well as feedback from the grade level teachers, it will be important to resume our CCD collaborative meetings to further refine the units. Identified areas of refinement include, but are not limited to: provide additional culturally responsive books and materials, integrate social-emotional learning opportunities, systematize formative assessments, enhance blended learning opportunities, and expand Showcase options to allow for more student choice and voice.

As with the elementary CCD units, it will be important for the secondary teams to reconvene in order to refine and update existing units of study, as well as to recruit teams to design new units that include a variety of content areas. The cross disciplinary work that has been done this past year to identify essential standards for most content areas will serve as an excellent guide for teachers designing new units. As we resume regular collaborative meetings, it will be important to continue professional development on how best to design and implement units that integrate Ethnic Studies and Culturally Sustaining Humanizing and Sustaining (CRSH) education.

English/Language Arts (ELA)

We recognize that strong language and literacy skills are necessary to successfully access every content area. However, the California School Dashboard student group reports show that our English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian, and Hispanic performance levels are in the orange band for their English/Language Arts and Math performance levels.

Secondary English Language Arts teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, ELA teachers came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It has also set up SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

English Language Development (ELD)

To support our students' language and literacy development, schools must ensure that all English Learners (ELs) receive well designed, comprehensive, and integrated English Language Development (ELD) in all content areas as well as protected and targeted daily designated ELD instruction for a minimum of 30 minutes per day where teachers use the California ELD Standards as the focal standards in ways that build into and from content instruction to develop critical language ELs need for content learning in English.

To support this area of need and provide consistent implementation, it will be important to continue to provide professional development for teachers focused on both integrated and designated ELD using our adopted curriculum materials: McGraw-Hill Wonders/WonderWorks (K-6), National Geographic Inside (7-8), and National Geographic Edge (9-12). Additional training and support in the K-12 use of the supplemental curriculum Rosetta Stone is also important to the engagement and success of our EL students. The District also plans to implement Ellevation next year, which includes a data and tracking system, as well as standards-aligned activities. Professional development will also be necessary for this newplatform so that administrators and teachers understand and can use this newplatform to benefit our students' language development and progress.

Mathematics

The California School Dashboard data reflects orange performance levels due to no participation in the 2017 Statewide testing. This has put us in orange status for two years at both the elementary and secondary levels for Mathematics in all subgroups. The adoption of the high-quality curricula Everyday Mathematics 4th Edition (KA-5) and College Preparatory Math (6) has provided teachers with curricular tools aligned to the California State Standards; however, consistent program implementation has been disrupted over the course of several years by natural disasters and the pandemic. While continuing teachers have a foundational understanding of these curricula, it will be necessary to offer foundational support to newteachers (or those changing grade levels) and to offer ongoing professional development that addresses using essential standards to best meet learner needs, including intervention. These continued opportunities to collaborate, reflect, and plan for instruction will support continued growth and confidence in our teachers and students.

Data from CAASPP and grades shows that secondary students, in general, continue to struggle with mathematical concepts. This is attributed to a variety of reasons from disruption to learning due to natural disasters and the pandemic, the numerous feeder schools coming into the secondary program thus not a consistent math program, a change in the math program and practice. To support student learning, secondary mathematics teachers are committed to engaging in continuing professional development; collaboration among teachers to learn from one another and share best practices; creating meaningful and relevant lessons that incorporate innovative approaches to learning; developing critical thinking and problem-solving skills, content knowledge, and the ability to communicate ideas effectively with our students; create connections and curiosity within mathematics and application to other disciplines; cultivating perseverance; provide timely and continuous feedback; developing in students the appreciation of creativity and ingenuity in approaching problem-solving. Secondary teachers are also committed to developing common benchmarks, calibration and lesson studies to fulfill their mission on behalf of our students.

Science

Science embraces the belief that each and every student has access to meaningful and relevant teaching and learning. To achieve this belief, we knowthat an excellent science program requires all students be provided with equitable opportunities to learn science and become

engaged in science and engineering practices, with teachers supporting and motivating that learning and engagement with high-quality opportunities and high-quality instructional materials. It is also important to provide a developmental progression to help students continually build on and revise their knowledge and abilities, as well as to allow more time for teacher and students to explore each idea in greater depth to give time for students to engage in scientific investigations and argumentation and to achieve the depth of understanding of core ideas.

Learning about science and engineering involves the integration of the knowledge of scientific explanation and the practices needed to engage in scientific inquiry and engineering design; inquiry-based and problem-solving approaches; and the belief that science is fundamentally a social enterprise and scientific knowledge advances through collaboration and in the context of a social system.

Literacy is about being able to make sense of and engage in advanced reading, writing, listening, and speaking in a variety of content areas. Thus, promoting and supporting literacy in all curricular areas is important as students need advanced levels of literacy to access content and be college and career ready. No matter the subject area, content is what we teach, but we also need to actively include literacy instruction. There are a myriad of engaging, effective strategies to get students to think about, write about, read about, and talk about content. The ultimate goal of literacy instruction is to build students' comprehension, writing skills, and overall skills in communication so that they can engage in higher-level thinking, problem-solve, collaborate, critique, and reason. To further achieve cross disciplinary literacy and content knowledge, more professional development is needed in culturally sustaining pedagogy, lesson studies, common assessments, and a focus on teaching discrete literacy skills.

Social Science

Secondary Social Science teachers, spanning grades 7-12, began the 2020-2021 school year by focusing on essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, Social Science teachers came together to further refine the list of essential standards and to rank which ones should be taught by order of most importance. Grade-alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to be ready to consider building a clear recommended Scope and Sequence for grades 7-12. It will also allow SRCS to begin creating common assessments that can be used in a formative manner to inform unit and lesson design, and assessment practices.

Career Technical Education (CTE)

SRCS will maintain and expand a CTE District Advisory Committee that is made up of a diverse and inclusive group of stakeholders, including local industry, that reflect the student and community population. This ensures continued alignment with identified student and community priorities while paying attention to local labor market needs.

The district will develop and survey students to inform the CTE District Advisory committee of post-secondary intentions.

To increase knowledge of CTE programs, we will use marketing materials (including using social media) featuring non-traditional students.

CTE teachers will conduct an annual self-review of High-Quality Career Technical Education Program Evaluation to identify areas of strength and growth needed for their CTE program. The results of the self-review for each program will be shared with site principals, CTE Department Chairs, College and Career Support Team, and the district-wide CTE Advisory Committee.

SRCS will provide CTE professional development opportunities to ensure all CTE pathway courses have documented evidence of high-quality curricula and instruction.

The district will continue to support the inclusion of industry-themed and relevant curriculum, where students have multiple opportunities for timely, authentic integrated learning experiences that are constructed and connected to the broader community/industry. This includes multiple WBL opportunities such as field trips, mentoring, job shadowing, project management, and internships that are connected to the classroom experience.

College and Career Centers

College and Career Centers will function as 21st Century College and Career Ready Learning Labs where students can access support services, Work-based Learning (WBL) activities, and post-secondary transition support. These activities consist of, mock interviews, guest speakers, industry panels, business networking events, engagement on a classroom unit/project, industry/work-site tours, and job shadows/internship placements. College and Career Counselors will continue to build capacity through the development of a college and career readiness comprehensive counseling plan. This tool provides lessons and activities to build grade level competencies in the pursuit of college and career readiness. The plan will be shared with counselors and teachers district-wide to provide access to carefully selected resources intended to maximize learning and increase indicators of college and career readiness.

Advancement Via Individual Determination (AVID)

SRCS will continue to grow AVID in the district for the 2021-2022 school year by having an additional middle school begin the program with its 7th and 8th graders. The new AVID school in SRCS will feed into the other high school that offers AVID, so SRCS will have both a K-12 AVID program at two connected schools and another 7-12 program at two additional connected schools.

Visual and Performing Arts (VAPA) Education

The District is committed to providing our students with a comprehensive and engaging K-12 education that includes Visual and Performing Arts (VAPA) instruction that builds a strong foundation and promotes creativity, critical thinking, and problem-solving. While SRCS has made solid progress in implementing new music and instrumental education for elementary students during the past three years, we recognize the need to create and expand student learning opportunities that encompass other VAPA content such as dance, media arts, theatre, and visual arts. VAPA learning opportunities may be provided as stand-alone courses, but also through integration into other curriculum models such as Collaborative Curriculum Design (CCD). To ensure progress towards these goals, SRCS will continue to fund a 0.4 Music TOSA but also recognizes the need for a TOSA for Visual and Performing Arts (FTE percentage to be determined) in order to support the creation and implementation of additional VAPA program and cross disciplinary integration. As we design and implement VAPA programs with a K-12 scope and sequence, we build the foundations for systematic and sustainable arts education for our students.

Learning Platforms and Applications

As we reflect upon the past year, we recognize the importance of intentional teaching and learning that can be delivered in person, through hybrid models, or through a full-time distance learning model. To effectuate instruction using a blended learning model, it is important to recognize the learning platforms and applications we use and their effectiveness in increasing student engagement and success. We will identify a process to analyze platforms and applications to ensure that we are investing wisely on behalf of our students each year. As we use this process to guide our decision-making and purchases, it will be important to continue professional development to enhance our understanding and use of different platforms and applications to maximize student learning and engagement, and the ability of teachers to monitor progress more easily and efficiently.

Blended Learning

We recognize that a strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the past year where we were thrust into full-time distance learning with little notice, the district recognized the importance of building the educational technology capacity of our educators in order to deliver engaging and successful online learning for our students in all content areas, K-12. We understand how blended learning has enhanced our best teaching practices and has engaged students in new and successful ways. As we plan for continued responsive teaching and learning, it is imperative to continue to support the implementation of blending learning and to reflect upon best in-person and online practices. In the face of ongoing challenges that have disrupted our teaching and learning cycles, continuing professional development and support for effective blended learning will allow us to better plan and prepare for flexible, adaptive instruction that engages our students academically, socially, and emotionally.

Expulsions and Suspensions

There were no expulsions during the 2020-2021 school year. There were no suspensions for grades K-8 and only 4 students were suspended in grades 9-12. There were no involuntary transfers made for disciplinary reasons. SRCS will continue to implement PBIS and Restorative Practices in all schools. SRCS will continue to monitor and reduce disproportionality in disciplinary actions. SRCS will continue to reduce discretionary expulsion referrals and will no longer implement involuntary transfers for disciplinary reasons.

Multi-Tiered Systems of Support (MTSS)

Continuing the implementation of the SRCS Multi-tiered System of Support (MTSS) we will: ensure all staff members understand the basics of MTSS, where their work falls into the tiers, and supporting students in the key categories of Academics, Attendance, and Conduct & Social-Emotional. We will maintain the foundation of Equity, Empathy, & Engagement, as well as Culture, Community & Connections, so we can have a school climate conducive to student success. Upcoming specific needs include: including student voice in the MTSS Tier 1 site level teams at each school, collaboratively identifying Tier 1 interventions for classroom and school wide support, offer professional development to all administrators to ensure clear messaging and coherence in the MTSS work and to address the turn over of administrators, seek support on accessing disproportionality data and set aside specific times during the year to analyze data points related to the 4 areas: Academics, Attendance, and Conduct & Social-Emotional. By implementing a student completed social emotional screener in

grades 4-12, we will have data to support school wide programs and targeted mental health supports for students. In grades ka-3 a teacher completed student screener will also provide data for the Tier 2 team to examine trends, needs and organize support for small groups and individual students. Refresher Toolbox trainings for all staff and intro courses for new elementary staff can help continue the Toolbox work, our district wide Tier 1 Social Emotional Curriculum. We need to braid together these similar initiatives in a way that is easy for staff, students and families to understand: Social Emotional Wellness, Trauma Informed Care, Culturally Responsive practices, Positive Behavioral Interventions & Supports, and Restorative Practices.

Tools to Monitor Student Behavior, Academics, Assessments, and Social-Emotional Learning

Working with a MIST department support person who will clean up data uploads, as well as upload the assessments, grades, attendance and behavior data into eduCLIMBER, we can then seek collaborative, focused time with those overseeing the academics, attendance, and behavior to polish existing thresholds and select tags to mark students for tracking their success, which will allow us to progress monitor on assigned interventions for students of concern. The need here is dedication from multiple departments and time together on training and implementation.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In Santa Rosa City Schools, we recognize that our community has seen unique challenges over the past few years. In addition to the global pandemic, since 2017 we have faced multiple fires that have decimated our staff and student homes as well as a school campus. These life-changing events caused our community to pause and reflect on our current times, situation, and needs. Further, as a district, we acknowledge that the world is changing and that the education system must likewise adapt.

An examination of our data makes clear the need to support systems that lift all students to personal and academic success. The reading and math benchmarks in our elementary district, and our a-g enrollment, and suspension, attendance, and graduation rates reveal discrepancies among our historically underserved students. Thus, our 2021 LCAP centers increased or improved services for special populations such as multilingual learners, foster youth, and low-income students; promotes student wellness; increases community connections; and creates safe and effective learning environments in order to remove barriers and achieve educational justice.

Goal 1: SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners

- providing resources and educational opportunities to families equitably

Goal 2: SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students’ families and our larger community
- developing lasting partnerships with our community
- embracing cultural, linguistic, and familial wealth
- attending to health and well-being through trauma-informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 3: SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing educators with time to create communities of practice
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

Comprehensive Support and Improvement

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

Schools Identified

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

Albert Biella Elementary, Brook Hill Elementary, Steele Lane Elementary, Elsie Allen High, Montgomery High, Ridgway High, Santa Rosa High.

Support for Identified Schools

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

LEA’s Planning and Support Processes

Santa Rosa City Schools Office of Teaching and Learning has and will continue to lead the process for supporting the Comprehensive Support and Intervention (CSI) identified schools by assembling a team led by a Director (also known as the LEA team in this document), an elementary intervention Teachers on Special Assignment (TOSA), a secondary Mathematics TOSA, a set of resources and training for the elementary and secondary site leaders and stakeholder teams to use during the data analysis, writing, and implementation of the CSI plans. All support for CSI eligible schools aligns with the district strategic plan and vision: SRCS will send students into the world empowered to find

purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives. The LEA will provide support for each principal to ensure clarity and connectedness to the district plan and requirements. We will work collaboratively to set the vision, provide the tools (outlined in this report) to use to complete the comprehensive needs assessment, root cause analysis, identify resource inequities, involve stakeholders, and to develop the SPSA/CSI Addendum B plan
Process for Stakeholder and School Engagement in Evidenced Based Planning and Decision Making

Stakeholder involvement has historically been a priority at both the district and school levels. The utilization of data and research guide the decision-making process for all stakeholders. At the district level, the School Board of Education meets at least monthly and invites the community to inform and comment on issues. The district leverages state and federal requirements as opportunities for the community to be involved in planning and decision making. Such key planning and decision making processes are the LCAP and SPSA/CSI Addendum B.

For the SPSA/CSI Addendum B

School Leadership Teams, including the principal and teachers, analyzed data, determined priorities for student learning, and aligned those priorities to district goals. Next, the School Site Council (SSC: principal, teachers, classified staff members, parents, community partners, and, where applicable, secondary school students) reviewed the recommendations from the Leadership Team and decided on funding allocations to support those goals. Recommendations from SSC were presented to ELAC (the parents of English Learners) and PTO (Parent/Teacher Organization), and input/feedback is sought out and considered as a part of the planning and decision making process. Each site's plan was finalized and documented using the guiding questions for Addendum B on the SPSA, and approved by SSC.

Comprehensive Needs Assessment and Root Cause Analysis

All schools eligible for CSI utilized a coherent and comprehensive school-level needs assessment as a part of their plan development. Teams analyzed data using adapted versions of the data analysis/data driven dialogue protocols from The National Student Reform Faculty. Then teams determined the root cause by using an adapted version of the protocol The 5 Whys. Resource inequities were identified and categorized to assist with budgeting and associated planning. CSI Schools Analyzed the Following Data:

- Local data from academic benchmarks and diagnostics (such as Let's Go Learn, DIBELS, Lexia), as well as stakeholder surveys, student needs and interest surveys each spring for elective course offerings, college and career support, and academic support and enrichment
- California Dashboard's site level performance for State indicators and State determined long-term student performance goals
- Resource Inequities Review and Evidence-Based Interventions

The LEA team followed the guidance from the CDE/SCOE around the identification of resource inequities and associated evidence based interventions. Using the definitions of evidence based and requirements for Title 1, the LEA team created a list of options of Tier 1, 2, and 3 evidence based interventions. The options came from the source What Works Clearinghouse Practice Guides - Recommendations for Strong and Moderate. Additionally, the team found evidence-based interventions using John Hattie's Visible Learning research for effective rates of .40 or higher (Tier 3). While each site has unique interventions as a part of their SPSA/CSI Addendum B plan, the following evidence-based interventions are being implemented to address the resource inequities in the CSI schools in SRCS. Each SPSA includes a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. It is important for the site teams to use the coaching and PLC structures to support continuous learning, analysis of evidence from teaching and student learning to determine growth and effective implementation.

Trainings for Principals, Teacher Leaders, and/or Teacher Teams and On-going Guidance

The LEA team met with the principals to explain the CSI requirements overall and reviewed what evidence-based interventions meant. Further, each principal was assigned a coach to support the particular site team's process for selecting appropriate interventions. The principals were organized into collaborative cohorts according to level to share progress, problem solve, and communicate with the Director and coaches. Each principal received assistance via instructional and organizational leadership coaching to ensure support during the implementation.

Patterns and Trends from the Comprehensive Needs Assessments that Show Resource Inequities

The LEA identified resource inequities after completing a review of each of the site's data analysis and root cause analysis to find the overall patterns and trends occurring at the CSI sites. Afterwards, the LEA team analyzed the site and district budgets to determine where the gaps existed in order to address the inequities. The individual site plans address the resource inequities and identify them in their particular SPSA/CSI Addendum B.

Patterns from Data Analysis and Root Cause Analysis

Assessments have identified individualized gaps in student proficiency, particularly in math and literacy for the following student groups: English Learners, Students with Disabilities, SEL, and Hispanic at both elementary and secondary levels.

While the elementary sites have shown growth over a two year period, students scored overall in the Very Low category of the Dashboard in both ELA and Math. Students at the secondary level show a trend of maintaining the score (Very Low) over the last two years. Specific analysis of the ELA and Math Claims in the SBAC revealed a consistent need for support for the above groups in: 1) Close Reading; 2) Writing (Evidence-based and brief writes); and 3) Math calculations and communicating reasoning. Specific analysis from the ELPAC showed the need for more support for English Learners, specifically long-term ELs who have remained stagnant at Level 3 instead of progressing to Level 4.

At the elementary level, the evidence-based interventions selected to address these inequities are to utilize the collaborative inquiry process to build collective teacher efficacy with a focus on foundational literacy skills that address close reading and writing needs in areas such as repeated reading, direct instruction, spelling and vocabulary programs, phonics, and technology usage in small groups. To address math needs, teams would focus on problem solving within the comprehensive math programs. For example, focusing on building PLCs that analyze student work from within the MTSS and from ELD, and by engaging teacher teams in essential standards-based curriculum mapping that is refined using the collaborative inquiry process. Extending learning through the summer with the Jump Start programs gives students more chances to practice skills and accelerate their progress. Centralizing MTSS support to CSI school sites is among other interventions planned to take place in the 2021-2022 school year.

At the secondary level, analysis of the CCI on the Dashboard and transcript and GPA analysis for High School revealed a trend that there are a significant number of credit-deficient students and a need for proficiency in CTE coursework. The evidence-based interventions selected to address these inequities are to focus on dropout prevention and reinforcing literacy development in areas such as prioritizing caring adults, providing academic support and credit remediation options, establishing secondary writing across the curriculum, and creating small communities to connect students to relevant college and career related subjects and supports. For example, building staff capacity to track

student progress via a homeroom advisory program in the continuation high school, as well as creating a school-wide writing rubric that is aligned to grade level standards to support writing across the curriculum are two of the interventions at the secondary level. Lastly, offering practical CTE courses that connect math to real life so students can earn credits in practical ways that impact their daily lives.

Monitoring and Evaluating Effectiveness

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

Monitoring and Evaluating the Implementation

The LEA's process for monitoring and evaluating the CSI plans, as well as how the LEA will monitor and evaluate the effectiveness of the selected evidence-based interventions, is to take a systematic and collaborative approach. At the district level, a Director has been assigned to oversee the CSI schools and will work with site leadership teams to implement and monitor the effectiveness of the plans. The Director works closely with the sites for progress updates.

The key system used for progress monitoring is to collect formative and summative assessments via the collaborative inquiry cycles, which are used to organize pacing, results, and feedback loops. In conjunction with inquiry cycles, the work is based on establishing and solidifying the site level systems for collecting student data for decision making. Working collaboratively, the principal gains expertise in monitoring the process by collecting real-time data and teachers gain capacity by analyzing student work to adjust instructional practice. Additional site and district structures create supports and key communication loops that must exist in order to deploy resources effectively as intervention support for all students and staff. The work consists of a series of cycles to serve several purposes. One is for the cycle of improvement, giving teams the opportunity to monitor their learning and continuously improve instructional practices. The second is to connect one cycle to the next, creating a data results loop, or a feedback loop, that is shared across the organization. The Director in charge and principals meet during the year to collaborate around mid-year and end-of-year progress and to ensure results and impact are communicated up through the organization.

Principals and teacher leaders and/or teams work collaboratively to implement and monitor the plans. Site leadership teams support the process by facilitating professional learning sessions and ongoing professional learning communities meetings focused on evidence of learning. The SPSA/CSI Addendum B plan is the focus for the work, using a cyclic approach, clear action steps, and measurable outcomes. Data collected includes formative evidence of student learning, summative district benchmark data, as well as analysis of instructional plans to result in areas of need, student progress, and/or impact areas. The principal works with teacher leaders and/or teams in various ways such as weekly 2-hour professional development sessions, monthly one hour whole staff meetings, and/or bi-monthly/monthly teacher leadership meetings all focused on progress toward achieving the outcomes on the plan. Research based adaptive software learning programs such as Lexia and Let's Go Learn provide support and professional development in regards to data analysis, interpretation, and reteaching tools. Additional support, professional development, webinars, and/or training are job-embedded and are provided by the district and other facilitators as the teachers need them during teacher leadership, team meetings, weekly professional development sessions, staff meetings, and/or for hourly pay after school.

Data and Information for Analyzing Decision Making

The LEA collects data from each site according to the specifics outlined in each SPSA/CSI Addendum B plan using the feedback loop process, district level benchmark data, and formative and summative data. At both the elementary and secondary levels, the district has created an assessment calendar that is aligned with the plans as a measure to determine overall progress. The LEA collects data in English language development (Wonders program, Lexia, Let's Go Learn), foundational reading skills (Lexia, Let's Go Learn), writing (Lucy Calkins Writing), ELA and math progress monitoring (Let's Go Learn DORA & ADAM), math (Everyday Math, CPM), and summative assessments (ELPAC and SBA). As sites work on the day-to-day work with students, teachers use formative data to guide instructional decision-making. Teachers use the data from curriculum and district assessments to analyze student progress toward their goals. According to their plan, results from the collaborative learning cycles are provided to the principal during the ongoing professional learning sessions/meetings. Principals work with their leadership teams and the Director to solve problems of practice and to communicate needs for further support.

At the site level, teacher grade level spans and/or department team stakeholders work together to collect student data and use it to make decisions regarding instruction. As milestones are reached and progress is determined, non-teaching stakeholders are informed of the progress. The results are communicated to the non-teaching stakeholders at regular School Site Council meetings, ELAC, and at staff meetings. The principal oversaw the updates of the SPSA/CSI Addendum B at the beginning, middle, and end of year. These updates were documented on the Addendum B form. At the middle and end of the year, the LEA Director, principals, and site leadership team held a feedback loop collaborative to share progress on the anecdotal problems of practice that arise from plan implementation, to share ideas, solutions, and overall progress from the CSI sites. These meetings are documented in the middle-of-the-year notes and end-of-year report. All updates are communicated to the Director for both local School Board updates and State Level reporting. As a rule, decisions are made based on as recent and relevant data as possible. Moving into the 2021-2022 school year, teams plan to continue their 2020-2021 plans and with district processes to engage with coaches face to face in order to deepen learning and strengthen capacity to meet student needs.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Building on successful LCAP-related community meetings from prior years, SRCS continued to conduct these outreach meetings at the school sites and through district meetings. Due to the pandemic, this year's meetings were conducted via the Zoom video conferencing platform, and we often had increased attendance and participation during these online meetings. A protocol for all site principals was developed to assist in monitoring the progress of the LCAP actions through the alignment to the Single Plan for Student Achievement (SPSA). This alignment created a strategic focus for each of the sites to monitor progress and have a site-level conversation with all members of their school community about how the services being provided were achieving the intended outcomes of the LCAP/SPSA. The various stakeholder meetings had in attendance the Board of Trustees members, DAC representatives, certificated and classified leadership group members, administrators, community members, and students.

Principals from our 25 schools presented their data to the school board and their SPSA alignment to the three LCAP goals. They shared and received feedback on their identified foci, the intended outcomes, and the metrics used to measure (both quantitative and qualitative) the feedback from stakeholders. The process has provided more stakeholders with a rich and meaningful way in which to engage in the LCAP/SPSA as well as provide relevant feedback for the individual school communities that make up SRCS. The other forms of outreach communication included using the phone, email, web, radio, newspaper, Twitter, etc. to inform the public, collect input and determine any modification needed to the LCAP.

The draft LCAP was posted for the Board Meeting on June 4th, at the regular board meeting for public comment. DELAC and DAC reviewed and provided feedback to the LCAP draft on May 20th. A community report was developed to provide information about the LCAP. The community report was posted on the website and at each school and is also translated into Spanish. The public hearing for both the LCAP and the Budget will be conducted on Wednesday, June 9, 2021. The LCAP and budget will be approved on Wednesday, June 23, 2021.

The SELPA representative, Andrea Wells, was engaged in June of 2021.

A summary of the feedback provided by specific stakeholder groups.

Abraham Lincoln Elementary:

Staff Meetings: 8/26, 9/9 & 9/23, 10/14 & 10/28, 12/9, 1/13 & 1/27, 2/10 & 2/24, 3/10, 4/14 & 4/28, 5/12 & 5/26

ELAC: 9/20, 10/19, 11/6, 1/28, 3/15, 4/29, 5/10

SSC: 9/24, 12/17, 1/28, 2/18, 3/18, 4/15, 5/11, 5/13

PFO: 9/17, 12/3, 1/7, 2/4, 3/4, 4/1, 5/7

Albert Biella Elementary:

Staff Meetings: 9/23, 1/14, 10/28, 12/9, 1/11, 2/24, 3/10, 4/14, 4/28, 5/12, 5/26

ELAC: 9/2, 10/2, 1/28, 2/11, 3/18, 4/8, 4/30, 5/27
SSC: 10/1, 10/15, 10/28, 11/5, 12/17, 1/21, 2/18, 3/18, 4/30, 5/27
PFO: N/A

Brook Hill Elementary:

Staff Meetings: 8/26, 9/9 & 9/23, 10/14 & 10/28, 11/18, 12/9, 1/13 & 1/27, 2/24, 3/10, 4/14 & 4/24, 5/12 & 5/26
ELAC: 10/21, 11/19, 1/28, 3/31, 4/6 & 4/22
SSC: 9/24, 10/29, 1/21, 3/4 & 3/18, 4/15, 5/13
PFO: 11/5, 2/3, 3/30

Helen Lehman Elementary:

Staff Meetings: 8/13 & 8/26, 9/23, 11/18, 1/13 & 1/27, 4/28
ELAC: 9/24, 10/8, 2/11, 5/6
SSC: 9/17, 11/19, 1/21, 3/18, 5/13
PFO: 10/26

Hidden Valley Elementary:

Staff Meetings: 8/14, 9/9, 9/23, 10/14, 10/28, 12/9, 1/13, 1/27, 2/10, 2/24, 3/10, 4/14, 4/28, 5/12, 5/26
ELAC: 10/20, 1/19, 2/16, 5/12
SSC: 9/30, 10/13, 10/29, 11/5, 2/11, 4/22, 5/13, 5/19
PFO: 9/23, 10/1, 10/28, 12/2, 2/24, 4/21, 5/19

James Monroe Elementary:

Staff Meetings: 9/23, 10/14 & 10/21, 2/10
ELAC: 10/22, 4/29
SSC: 10/12 & 10/26, 1/25, 2/22, 3/29, 4/26
PFO: N/A

Luther Burbank Elementary:

Staff Meetings: 8/13, 9/9, 9/23, 10/14, 10/28, 11/18, 12/9, 1/13, 1/27, 2/24, 3/10, 4/28, 5/12
ELAC: 10/1, 10/19, 11/17, 12/15, 1/19, 2/16, 3/16, 4/20, 5/18
SSC: 9/24, 10/8, 10/9, 10/22, 11/5, 2/4, 3/17, 4/29, 5/13, 5/27
PFO: N/A

Proctor Terrace:

Staff Meetings: 8/14, 9/9, 9/23, 10/14, 10/28, 12/9, 1/13, 1/27, 2/10, 2/24, 3/10, 4/14, 4/28, 5/12, 5/26
ELAC: 9/11, 10/9, 11/13, 12/11, 1/15, 2/12, 3/12, 4/9, 5/14
SSC: 9/14, 10/12, 11/9, 1/11, 2/8, 3/10, 4/12, 5/10
PFO: 1/12, 2/9, 3/9, 4/13, 5/11

Steele Lane Elementary:

Staff Meetings: 4/28

ELAC: 10/13 & 10/29, 1/19, 5/11

SSC: 9/3, 10/1, 12/3, 1/28, 3/25, 4/22, 5/27

PFO: N/A

Hilliard Comstock Middle

Staff Meetings: 8/13, 9/23,

ELAC: 8/31, 2/17, 3/11

SSC: 10/26, 1/25, 3/29

Parent: 8/31, 10/26, 2/17, 3/11

Lawrence Cook Middle:

Staff Meetings: 8/13, 9/16, 10/21, 11/18, 12/16, 1/27, 2/24, 3/17, 4/12, 4/23, 5/19

ELAC: 9/17, 10/22, 11/19, 12/17, 1/21, 3/17, 4/8, 5/19

SSC: 9/23, 10/28, 12/14, 1/20, 2/17, 3/31, 4/28

Parent: 9/2, 9/24, 11/12, 1/22, 2/3, 2/9

Rincon Valley Middle:

Staff Meetings: 8/13, 9/16, 12/16, 4/21

ELAC: 8/17, 11/16, 1/25, 3/8

SSC: 9/30, 11/28, 1/27, 2/24, 3/31, 4/28, 5/26

Parent: 9/3, 1/7, 4/1, 5/6

Santa Rosa Middle:

Staff Meetings: 8/13, 9/9, 10/21, 11/18, 12/16, 1/20, 2/17, 3/17, 4/21, 5/19

ELAC: 9/24, 10/15, 11/19, 1/21, 3/18, 4/15, 5/20

SSC: 10/22, 11/12, 1/28, 3/18, 4/22, 5/20

Parent: 9/2, 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5

Herbert Slater Middle:

Staff Meetings: 9/17, 10/15, 11/12, 12/10, 1/21, 2/18, 3/18, 4/15, 5/20

ELAC: 9/22, 1/20, 12/8, 1/19, 2/23, 4/6, 5/11

SSC: 10/12, 11/9, 12/14, 1/25, 2/3, 3/15, 5/3

Parent: BTSN 9/24, RTS 4/13

Elsie Allen High:

Staff Meetings: 11/11, 12/16, 1/9, 2/10, 3/10, 4/14

ELAC: 10/14, 11/11, 1/9, 2/10, 3/10, 4/14
SSC: 8-Elections, 9/4, 10/8, 10/22, 10/28, 11/12, 12/10, 1/28, 2/25, 3/9
Parent: BTSN 9/24, RTS 4/15

Maria Carrillo High:
Staff Meetings:8/13, 9/16, 10/21, 11/18, 12/9, 1/20, 2/17, 3/17, 4/21, 5/19
ELAC: 9/17, 11/16, 1/25, 3/8
SSC:9/30, 10/28, 12/2, 1/27, 2/24, 3/31, 5/5
Parent: 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11

Montgomery High:
Staff Meetings:8/18, 9/21, 10/18, 11/18, 12/16, 1/20, 2/17, 3/17, 4/21, 5/26
ELAC: 8/27, 9/24, 10/22, 11/5, 11/12, 12/11, 1/21, 2/25, 3/16, 4/14, 5/12
SSC: 9/22, 10/27, 11/17, 12/15, 1/19, 2/16, 3/16, 4/20, 5/24
Parent: 9/14, 10/5, 11/4, 12/2, 1/6, 2/3, 3/2, 4/6, 5/4

Piner High:
Staff Meetings:8/13, 9/16, 10/14, 11/18, 12/9, 1/20, 2/10, 3/10, 4/14, 5/12
ELAC: 9/24, 10/29, 12/10, 1/21, 3/11, 4/29
SSC: 8-Elections, 10/5, 10/21, 11/19, 12/17, 1/21, 2/27, 3/17, 4/21, 5/19
Parent: BTSN - 9/24, RTS - 4/15

Ridgway Continuation High:
Staff Meetings: 1/6, 2/3, 3/3, 4/23
ELAC: 10/21, 12/16, 3/17, 5/12
SSC: 10/20, 12/15, 3/16, 5/11
Parent: N/A

Santa Rosa High:
Staff Meetings: 8/26, 9/23, 10/28, 11/18, 12/16, 1/27, 2/24, 3/31, 4/28, 5/26
ELAC: 9/17, 10/22, 11/19, 1/21, 2/23, 3/30, 4/27, 5/13
SSC:9/17, 10/20, 11/17, 1/19, 2/18, 3/8, 4/29, 5/13
Parent: 9/8, 10/6, 11/10, 12/8, 1/5, 2/2, 3/2, 4/6, 5/4

LCAP/SPSA Feedback Meeting Dates - District:
District Advisory Committee: 12/9, 2/17, 3/31, 5/4, 5/20, 6/8
District English Learner Advisory Committee: 10/15, 11/5, 12/3, 1/14, 2/4, 2/23, 3/4, 4/1, 5/6

Union Consultation for SRTA and CSEA were held on May 20, 2021

Where applicable, agendas and other materials were provided for all meetings in both English and Spanish, and opportunities to ask questions and engage in discussion regarding the new law and funding formula was provided. Students provided input at their local school sites.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

As a result of the feedback from the various stakeholder groups:

- Continue to provide professional development about and implement the California Standards, the Next Generation Science Standards, and the English Language Development standards.
- Continue to refine the essential standards to prioritize instructional content.
- Continue professional development to address issues of equitable access and outcomes for students, implement district-wide systems to support these goals, and communicate regularly with stakeholders about the equity initiatives.
- Continue to build lasting systems that support the achievement of our Mission, Vision, and Priorities (e.g., communications systems, technology systems to monitor students' academic progress and mental health wellness, assessment and reporting systems for all stakeholders, Multi-tiered System of Supports, etc.).
- Increased Student Engagement through curricular and extracurricular activities that encourage students to advocate for themselves and share their voice.
- Increased Student Engagement through the development of an articulated K-12 Visual and Performing Arts (VAPA) education program.
- Increased Family Engagement in the form of training for families to become leaders in the advocacy for themselves and their children and the services needed.
- Increased parent education through regular meetings and events that encourage understanding of topics such as the English Learner (EL) Roadmap, EL assessment and reclassification criteria, as well as other targeted education to address specific family needs and interests.
- Develop protocols and surveys that are user-friendly and that will identify stakeholder type and be relevant to the particular group.
- Continue LCAP outreach at school sites and in the community rather than at the district office. Provide metric outcomes throughout the school year, when possible.
- Continue to create more effective ways to educate parents and students about their role with the LCFF and LCAP.

Goals and Actions

Goal

Goal #	Description
1	<p>SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:</p> <ul style="list-style-type: none"> • increasing programs and services that maximize student learning and agency • fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, civic participation, and cultural consciousness • supporting Multilingual Learners and Differently-abled Learners • providing resources and educational opportunities to families equitably

An explanation of why the LEA has developed this goal.

SRCS internal and external data demonstrate a need to address equity in terms of what opportunities students have access to and the resulting outcomes. Our data also show that we need to support specific student learning populations in new and expanded ways. In order to meet our Mission, Vision, and Priorities on behalf of all of our students, our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness, Graduation Rate	Graduation Rate: 84.3% per Data Quest 19-20.				The percentage of students graduating will have increased by 5% over a three year period.
College and Career Readiness, A-G completers	Cohort Graduates Meeting CSU/UC A-G Requirements: 26.7%				The percentage of students meeting CSU/UC requirements when graduating will have increased 15% over a three year period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness, Advanced Placement Enrollment	Advanced Placement Enrollment: 809 in 2019-21				The percentage of students taking Advanced Placement courses will have increased by 5% over a three year period.
Increase the number of students who complete a CTE pathway by the time they graduate, compared to the total HS diploma graduates	107 CTE pathway completers in 2019-20 representing 10.93% of graduates				Maintain 20%+ of graduating students that are CTE Completers
Increase student agency and voice	Youth Truth Survey, Student Collective				The analysis of baseline data will inform the outcome goal.
Increase the number of students scoring at, near or above standard on the ELA SBAC	Elementary SBAC ELA Secondary SBAC ELA				The analysis of baseline data will inform the outcome goal.
Increase the number of students scoring proficient or above on the reading comprehension of the Let's Go Learn DORA test	LGL DORA Reading Comprehension: 3rd-6th: 62.4%				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
Increase the number of students scoring at grade level or above	MAP Reading				The analysis of baseline data will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
on the NWEA/MAP reading diagnostic tests that correlate grade					inform the outcome goal.
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				The analysis of baseline data will inform the outcome goal.
Increase the EL reclassification rate	RFEP Rates 19-20 SY Elementary: 29.2% Middle: 25.31% High: 31.9%				The percentage of students being reclassified would increase by 10% over a three year period.
Increase the number of students scoring at, near or above standard on the Math SBAC test	Elementary SBAC Math: 57.3% Secondary SBAC Math: 56.30%				The percentage of students scoring at, near or above standard on SBAC and other local measures will have increased by a total of 15% over a three year period.
Increase the number of students scoring proficient or above on the Let's Go Learn ADAM test	LGL ADAM Total Math: 3rd-6th: 43.7%				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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of Standards-based Curriculum, Text Books, and Materials	100% implementation of State Board and or District adopted materials				100% implementation of State Board and or District adopted materials academic content and performance standards for all pupils including ELs, will occur per the Williams visit by SCOE
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				
Increase the number of Students in Special Education that graduate with a Diploma, as measured by the “completer” field in the SIS,	Pending end of year report from Illuminate				
Access to a broad course of study.	Latino/Hispanic 98.36% unduplicated 98.41% African American/Black 97.99% Total: 98.35				All students groups will be at 100%
Increase the number of students who have	% of students making growth: 24.25%				10% over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
made growth towards EL proficiency.					
College and Career Readiness, % of students who scored 3 or higher on the AP exam	% of students: 58%				68% of students passing AP exams
Students completing either A-G OR CTE Requirements	% of students				
College and Career Readiness as Measured by EAP.	% of students ELA: 51.4 % of students Math: 27.60				3% growth each year
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 %				2% decrease each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the number of students dropping out of middle school.	Current middle school dropout rate: 1.9%				0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data and reporting systems and tools Grades KA-6	<ul style="list-style-type: none"> 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. Revision & Refinement of Elementary Report Cards (needs assessment and committee) District & State Assessments (materials; release days for DRA (K-2) & DIBELS (3-6) assessments) K-6 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate) Establish an Early Warning System for identifying students who are English Learners, foster youth, and low income. 	\$307,500.00	Yes
2	Language Acceleration Review Committee (LARC)	<ul style="list-style-type: none"> Achieve annual growth as measured by the ELPAC annual growth data and our English Learner reclassification rate will increase by 10% over three year period. Establish a Language Acceleration Review Committee (LARC) at each school site. Committees will be composed of site administrators, SOLL Counselor (secondary), two teachers, an EL Specialist and Family Engagement Facilitator. This team will regularly meet to inform decisions of placement, assessment, needed student supports, and readiness for reclassification. 	\$106,020.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Collaborative Curriculum Design (CCD) KA-6	<ul style="list-style-type: none"> • Unit development (teachers will need substitute coverage) • Restock elementary books and materials • Expand opportunities for students to participate who are identified as English learners, foster youth, and low income. 	\$99,000.00	Yes
4	KA-12 Curriculum & Instructional Materials	<ul style="list-style-type: none"> • Ensure that teachers and students have district-adopted, standards-based curriculum and supplemental materials for all pertinent content areas, including the new secondary NGSS textbooks • Provide adaptive curriculum for special needs students, software for digital resources, and technology curriculum • Maintain sufficiency according to the Williams Act 	\$391,237.00	No
5	English Learner Curriculum Training & Translated Textbooks	<ul style="list-style-type: none"> • ELD curriculum design: ongoing training for adopted programs and supplemental programs (requires release days) • Work with publishers to ensure that we have translated textbooks for Newcomers so they can access the curriculum • ELD Collaborative: monthly professional development 	\$30,000.00	Yes
6	Hands-on Manipulatives to Support Student Learning	- Support students to access general education opportunities. Allow for differently-abled students in a pre-referral manner to access classes without identification for Special Education	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	<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 CRSH and Ethnic Studies • Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group) • Continue partnership with Acosta Educational Partnership and Sonoma State University faculty • Purchase Ethnic Studies instructional materials 	\$15,000.00	No
8	College-ready	<ul style="list-style-type: none"> • Support students in taking a-g courses and qualifying to attend a four-year university and/or some form of higher education • Provide access for students to take college entrance exams 	\$20,000.00	No
9	Career Technical Education (CTE)	- Progress monitoring of Work-based Learning participation, engagement, and outcomes as part of the CALPADS end-of-year process	\$10,000.00	No
10	K-12 Visual and Performing Arts (VAPA) Education	<ul style="list-style-type: none"> • Provide 1.0 FTE VAPA TOSA • Assist in creating cultural connections for students who are identified as English learners, foster youth, and low income. • Provide music materials for teachers and students 	\$127,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Continue relationship with Luther Burbank Center for the Arts and the Kennedy Center including Arts Integration and SEL professional development Provide an Art Docent program for Learning House 		
11	Extended Learning Opportunities	<ul style="list-style-type: none"> Provide summer programs for Unduplicated Pupil Count (UPC) students to take courses to support a rigorous program of study. Provide a variety of opportunities to support learning beyond the school year. 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. 	\$113,202.00	Yes
12	Math Redesign	- Secondary math teachers will meet and engage in professional development to support teaching a heterogeneous classroom; meet as vertical teams with elementary feeders, horizontal teams and conduct lesson studies to further deepen their lesson plans to meet the diverse needs of students while keeping expectations high and inclusive of mathematical practices to improve math outcomes for students; design 7 - 12 pathways that provide clear "c" aligned pathways to support students meeting graduation requirements.	\$40,213.00	No
13	AVID Growth	<ul style="list-style-type: none"> 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 	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
14	Provide Resources and Educational Opportunities to Families Equitably (currently referred to as E203 Family Mentor and H205 SOLL Counselors)	<ul style="list-style-type: none"> Continue to provide 0.5 FTE Family Engagement Facilitator or change to 0.5 Licensed Clinical Social Worker (LCSW) to coordinate services for Foster Youth and McKinney-Vento Youth between SCOE, SRCS, and school sites and provide case management services. Ensure all Foster Youth, McKinney-Vento Youth, English Learners, and low-income students have individual learning plans to support school connectedness and academic achievement. Provide 2 bilingual school counselors to provide additional support to Foster Youth, McKinney-Vento Youth and English Learners. 	\$314,239.00	Yes
15	Student Voice Collective	<ul style="list-style-type: none"> Create and implement a Student Voice Collective to encourage student voice, agency, & collaboration Participate in SCOE Rooster Fellowship, focusing on empathy, equity & engagement, including choice and voice within the test of change. 2-3 teams 	\$10,450.00	Yes
16	Provide Additional Modality Resources for Literary Sources for Students with Reading Deficits	<ul style="list-style-type: none"> Purchase digital resources available for all students that will allow versatile access in various modalities, visual and auditory. This includes for secondary students, digital access to board-adopted materials such as audible novels for students. Have available for check out digital reading devices that include the district's library of resources available for both digital and auditory access. 	\$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
17	Elementary Prevention & Intervention Systems/Models	<ul style="list-style-type: none"> • Building Reading Literacy Systems in Elementary 1-3: define, create, and implement a district-wide model for building reading literacy programs, starting with grades 1-3, as well as the common district-wide assessment tools to be used. • Elementary Math Intervention Program: Define, create, and implement district-wide model for math intervention, as well as the common assessment tools to be used. • Elementary BOOST After School Support: provide after-school literacy and math support to help close elementary student learning gaps and increase student engagement for students who are identified as English learners, foster youth, and low income. 	\$35,000.00	Yes
18	Counselor on Special Assignment (COSA) and College and Career Center Counselors	<ul style="list-style-type: none"> • The 1.0 FTE COSA provides counseling support to K-12 District counselors around academic & SEL curriculum, best practices, graduation requirements, academic and social-emotional interventions, and policy compliance guidance. Also facilitates Pathway Development (CTE) and works to build capacity for College and Career Readiness counselors. In collaboration with KA-12 counselors and administrators, facilitates the development of a Comprehensive Counseling Plan. • 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 High School, 5.4 FTE LCAP counselors, and training. 	\$671,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Teachers on Special Assignment (TOSAs)	- The 11.7 FTE TOSAs provide curriculum, instruction, and assessment support to sites to build classroom teacher capacity and increase student achievement for students are identified as English learners, foster youth, and low income. which may include in-class curriculum modeling, site intervention planning, student assessment, data analysis, and progress monitoring, leading intervention groups, among other tasks.	\$1,072,853.00	Yes
20	Intervention Software	- Provide intervention software (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 to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.	\$57,000.00	Yes
21	College Entrance Examination Preparation	- Provide low income students, English Learners, and foster youth with free participation in the PSAT beginning in 9th grade with the goal of better preparing students to master grade level content, graduate, and be prepared for and successful in college and career. Utilize this assessment as part of the intervention programs to address learning gaps due to COVID.	\$48,000.00	Yes
22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	<ul style="list-style-type: none"> Continue to strengthen MTSS Intervention Counselors to continue to polish systems, review data, and offer support to students who are identified as English learners, foster youth, and low income. Counselors will strengthen the Tier 2 referral process, SST, and supports for students and systems at the site using data to drive decisions to support students and prevent disproportionate outcomes for students. 0.80 FTE x 5 comprehensive high school sites, and 0.60 FTE at continuation high school. 	\$504,886.00	Yes

Action #	Title	Description	Total Funds	Contributing
23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	- Support all staff to provide students who are identified as English learners, 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. Consistently implement the district-adopted ALPS plan at the site level. Communicate regularly with ALPS families. Conduct annual ALPS testing districtwide. Continue trimester ALPS Advisory Committee meetings.	\$47,860.00	Yes
24	English Learner Support Systems	<ul style="list-style-type: none"> Centralized Newcomer Support System: implement a newsystem in which a newcomer and family are guided through an optimal learning experience. Special consideration of Newcomer typologies will be given. SOLL Counselor, EL Specialists, and Special Services representative, if needed, will develop an EL Action Plan. Assessments such as the Initial ELPAC and a norm-based assessment in Native language will be administered. 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. <p>Over 3 years our English Learner reclassification rate will increase by 10%.</p>	\$31,000.00	Yes
25	Individual School/SPSA Support	- 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	\$2,421,861.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.		
26	Licensed Child Care/Preschool	- Supporting Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs.	\$150,000.00	Yes
27	Data and reporting systems and tools Grades 7-12	<ul style="list-style-type: none"> • 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. • District & State Assessments • 7-12 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate) 	\$242,000.00	No
28	Collaborative Curriculum Design (CCD) 7-12	<ul style="list-style-type: none"> • Unit development (teachers will need substitute coverage) • Purchase books and materials 	\$69,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:</p> <ul style="list-style-type: none"> • engaging our students’ families and our larger community • developing lasting partnerships with our community • embracing cultural, linguistic, and familial wealth • attending to health and well-being through trauma-informed care • fostering positive, inclusive school cultures • promoting engagement and inclusion

An explanation of why the LEA has developed this goal.

Evidence-based practices and research indicate that an asset-based approach to educational systems where students’ and families’ cultural, linguistic, and familial wealth are recognized and appreciated lead to improved school climate, and improved student engagement and academic and social-emotional success. Our community has endured many traumatic events during the last four years as a result of natural disasters and the COVID-19 pandemic, often disproportionately impacting our students and families. As a result, it is critical that we have Multi-tiered Systems of Support (MTSS) in place to address a variety of academic and mental health and wellness needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	<p>Dashboard 2018-19 Chronic Absenteeism %: K-8 = 14% DataQuest 2018-19 Chronic Absenteeism %: K-6 = 12.40% 7-12 = 18.90%</p>				Green target or better is achieved in dashboard or less than 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%				Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%
Attendance Indicator	DataQuest 2019-20 Graduation Rate: 84.30%				The percentage of students graduating will have increased by 5% over a three year period.
Safe School Environment	DataQuest 2019-20 Suspensions K-6 = 2.20% 7-12 = 6.10% Expulsions K-6 = 0.00% 7-12 = 0.12%				Decrease by 2% every year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%				Decrease the gap by 2% every year
Increase the number of Special Education students in the General Education setting, as measured	Data is pending SEIS E.O.Y report				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by SEIS Field 45 % In a General Ed Class”					
Assess district-wide efforts to improve staff and student resilience.	RISE Index- Alliance for a Healthier Generation				The analysis of baseline data will inform the outcome goal.
Facilities are safe and well maintained	100% of facilities are safe and in good repair.				100%
Increase results on the YouthTruth Survey, Family portion.	5.6% of families completed the survey.				Increase 5% each year.
Increase family participation for the District English Learner Advisory Committee	Current participation: 24 voting members per meeting.				Increase by an average of 15 non-voting participants at the District English Learner Advisory Committee

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Learner (EL) Community Outreach	<ul style="list-style-type: none"> Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC and DAC at the district level; provide training and support for parents to ensure their students are successful. EL Assessment Symposiums: implement a once a semester symposium where parents/guardians will use formative assessment rubrics in connection to a key learning skill to evaluate student learning and growth. EL Roadmap for Families: ensure families are informed about the EL Roadmap, which will serve as an important bridge to 	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster stronger school relationships, personal investment, and robust implementation of the Roadmap. In this session, district and/or site personnel will be prepared to deliver EL Roadmap workshops to their families so they are: familiar with the Roadmap context, policy, and principles; and poised to understand their role in effective implementation of the Roadmap at their child’s school.		
2	CTE Collaborative Community	- Complete the “11 Elements of a High-Quality CTE Program 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.	\$10,000.00	No
3	Family Engagement Facilitators	<ul style="list-style-type: none"> • 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.) • 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. 	\$929,690.00	Yes
4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to	- Support collaboration & training to refresh and train site leaders at bi-monthly meetings: supporting tiered interventions for academics, attendance, behavior & social emotional wellness for services to	\$11,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
	help support student achievement	students who are identified as English learners, foster youth, and low income.		
5	Elementary Counselors	<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. Nine 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions. One 1.0 FTE Elementary Counselor supports students in Tier 1 preventions, and Tier 2 & 3 interventions, shared among sites, as increased support for SEL & Mental Health. Also to support Learning House 0.20 FTE. 	\$1,086,462.00	Yes
6	Provide assessment tools to determine the degree of learning loss	- Additional referrals are expected in the coming two years for special education and there is catch-up needed from the remote models of assessments. Additional assessment protocols and other tools for staff will be necessary to adapt to the projected demand and for tier 3 support, which is prior to a special education referral.	\$12,000.00	Yes
7	School-Based Therapists	<ul style="list-style-type: none"> Four 1.0 FTE Elementary School-Based Therapists. Eight 1.0 FTE Secondary School-Based Therapists. 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>	\$946,919.25	Yes

Action #	Title	Description	Total Funds	Contributing
8	Mental Health Clinical Supervisor	- Provides programmatic support to develop and implement our school-based mental health interventions. 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.	\$69,868.77	Yes
9	Tier 1 and 2 Curriculum, Materials, and related Professional Development	<ul style="list-style-type: none"> • Elementary: offer sessions for Kimochis curriculum related to Tier 2 student intervention, and provide curriculum materials for elementary schools. • Secondary: Offer sessions for Why Try? related to the Tier 1 Middle School SEL program and provide program licenses. • Secondary: Offer sessions for Social Emotional Wellness (SEL) curriculum for secondary sites. Provide PD, licenses and materials related to a Tier 1 SEL curriculum for grades 7-12. 	\$51,200.00	No
10	Maintain two 0.80 SAFS Coordinators at District Office	<ul style="list-style-type: none"> • Positive School Climate: Safety/Relationships/Engagement. C • Train, support and inspect the implementation of Positive Behavioral Interventions & Support (PBIS) features. • Maintain two 0.80 FTE SRCS coordinators of Student and Family Services with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, PBIS and programs for high-risk youth. 	\$283,185.92	Yes

Action #	Title	Description	Total Funds	Contributing
11	Anti-bullying STOPit & related high school staffing	<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. • High School: Provide 1-2 additional staff members(Campus Supervisor/Student Advisor blended position) to build connections with students and increase campus safety at all high schools. 	\$5,000.00	No
12	Buck Institute for Education Training for teachers and administrators and relevant instruction	- The Learning House is a KA - 12 district program using Project-Based Learning as the main educational strategy. Alternative education school staff have demonstrated an interest in Project-Based Learning to support learning in an alternative environment that provides more student choice and deeper learning.	\$15,000.00	No
13	Toolbox curriculum	- Elementary: continue Toolbox Tools professional development for new staff, review for veteran staff, and provide curriculum materials for elementary schools that provide tier 1 intervention for students who are identified as English learners, foster youth, and low-income.	\$5,000.00	Yes
14	Restorative Practices & Specialists	<ul style="list-style-type: none"> • Through support by 12.5 FTE Restorative Specialists, students and staff can seek proactive and responsive support for developing and repairing relationships through the use of restorative practices, helping relationships in Tiers 1-3. • Establish a 0.5 FTE Classified Restorative Specialist Supervisor to oversee the implementation of restorative practices. 	\$1,245,215.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Elementary Student Engagement Activity Workers	- These 6.0 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.	\$355,531.00	Yes
16	Promote Positive Attendance - Student Incentives	- Promote positive attendance with incentives and support materials for all of the sites.	\$5,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>SRCS values and supports growth-minded professionals and positive learning environments by:</p> <ul style="list-style-type: none"> • providing educators with current tools and training to support pedagogical leadership and innovation • providing educators with time to create communities of practice • providing safe and clean schools • providing flexible learning environments conducive to teaching and learning

An explanation of why the LEA has developed this goal.

In order to best serve our students, families, and our broader community, it is imperative that we have growth-minded professionals and positive learning environments where everyone understands their value and contribution. Given that our Mission, Vision, and Priorities focus on helping students become life-ready learners with habits that will allow them to be successful and happy in a complex and ever changing world, our educators must be equipped to use the current tools and training to support and model for students what we value academically and socially. The ability to collaborate and create communities of practice makes us stronger as educators, but also models expectations for students. In order to feel safe, comfortable, and ready to teach and learn, it is essential that our schools are clean and safe, and that they include flexible learning environments to meet a variety of teacher and student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development Surveys at the end of each session to determine if the session met goals.	There has not been consistent use of post surveys, so no baseline at this time.				The analysis of baseline data will inform the outcome goal.
Professional Development Follow-up Surveys focused on implementation and impact on student learning outcomes.	Follow-up surveys to determine implementation and impact on student outcomes have not been a past practice,				The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	so no baseline at this time.				
Properly credential teachers.	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	District staffing	- Recruit, retain, and train high-quality classified staff, teachers, bi-lingual stipends, administrators, and provide competitive salary and health benefits for classified staff, teachers, and administrators.	\$2,660,336.00	No
2	Provide professional development for Classified Staff	- Provide trainings that may include: 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.	\$25,000.00	No
3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	<ul style="list-style-type: none"> • Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school. • Provide training for board-approved academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS. 	\$1,305,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Maintain two Director positions at district level	<ul style="list-style-type: none"> Maintain one Director 1 Professional Development (1 FTE) and one Director 1 for EL Programs (.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, foster youth, and low-income. 	\$196,732.00	Yes
5	Administrator English Learner Seminar	- Work with site administrators to understand the EL Master Plan, recognize and act upon the needs of all EL 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.	\$4,500.00	Yes
6	EL Services 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 will allow EL Services to share best practices to leadership and staff.	\$5,000.00	Yes
7	DRA (K-2) & DIBELS (3-6) Training	- Provide differentiated training for new & continuing teachers on how to administer DRA & DIBELS assessments with fidelity.	\$3,100.00	No
8	Learning House	- Provide Professional Development in Project-based Learning (PBL) and support to build a flexible learning environment in Learning House. Release time for collaboration is also needed.	\$4,000.00	No
9	7-12 Steering Committee Meetings		\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Provide meetings 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. 		
10	Orton-Gillingham Training: Tier 1 Strategy	- Provide comprehensive PD in the teaching of reading and addressing the learning needs of students students who are identified as English learners, foster youth, and low-income.	\$48,300.00	Yes
11	AVID Training	<ul style="list-style-type: none"> • Provide AVID training to staff that focuses on the Writing, Inquiry, Collaboration, Organization and Reading (WICOR) strategies as well as the Academic Language and Literacy strand along with data and research to support the implementation in classrooms and school sites. • Offer to train non AVID site teachers in the strategies that are good for all students and necessary for some students. 	\$16,000.00	No
12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	<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 CRSH and Ethnic Studies 	\$296,297.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group) • Continue partnership with Acosta Educational Partnership and Sonoma State University faculty • Purchase Ethnic Studies instructional materials 		
13	PD Series weaving MTSS, CRSH, & Restorative Practices	- In a PD series weaving together PBIS, SEL, Culturally Responsive Teaching, Restorative Practices, Regulation, & Trauma Informed, staff can attend paid, voluntary PD after school hours via Zoom.	\$186,000.00	Yes
14	Offer of voluntary high level, confidential response to conflict between staff	- Through support by a contract with Restorative Resources, staff can seek a restorative, confidential outside vendor restorative pre-circle process, restorative dialogue and formal conference.	\$15,000.00	No
15	Restorative Practices	<ul style="list-style-type: none"> • Through continued PD on Restorative Practices, classified and certificated employees learn about the relational approach, increasing belonging. 	\$11,600.00	No
16	Multidisciplinary Threat Assessment Management Program	- Create a multidisciplinary threat assessment management program and train all staff as outlined in NTAC's Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence.	\$2,500.00	No
17	Technology and Blended Learning Training	- Provide ongoing education technology and blended learning training that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.	\$207,328.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	KA-6 Music Program	Create cultural connections for students who are identified as English learners, foster youth, and low-income by providing ongoing music education so that students receive music instruction, either classroom or instrumental, each week.	\$638,122.00	Yes
19	Kindergarten Childcare Classified Support	Provide ongoing support of supervision of Kinder Academy and Kindergarten students between the end of the school day for KA/K and the end of the school day for 1-6.	\$276,901.00	Yes
20	English Learner classroom support	Provide targeted small group instructional support for students in the EL program based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments.	\$476,616.00	Yes
21	Target support for elementary school students	Provide elementary instructional assistants to provide additional targeted small group instructional support and diagnostic testing for students who are identified as English learners, foster youth, and low-income.	\$175,259.42	Yes
22	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms. A budget for three 7- hour Instructional Assistants to support Kinder Academy/Kindergarten combinations and/or Regional Kinder Academy classes. Kinder Academy is a transitional kindergarten which is a two-year program that uses age-appropriate curriculum aligned to the Common Core State Standards.	\$124,246.00	Yes
23	Alternative Educational Opportunities	Provide alternative educational opportunities for tier 2 and 3 struggling students (5 teachers and 4 instructional assistants). The program will also support 9th grade transitions.	\$542,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
24	Alternative Education Leadership	Provide professional develop and support to leadership teams aimed at designing and/or improving and enhancing alternative education opportunities for students who are in need of more targeted support.	\$88,307.61	Yes

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
Elementary 21.87% Secondary 9.23%%	Elementary \$6,457,924 Secondary \$8,985,856

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Using the calculation tool provided by the state, SRCS has calculated that it will receive \$6,457,924 for Elementary and 8,985,856 for Secondary in Supplemental and Concentration funds under the Local Control Funding Formula (LCFF) during the 2021-2022 LCAP year. The details of these expenditures are itemized in the Goals and Actions section of the plan. These funds are utilized district-wide to increase or improve services for all students, principally directed towards English Learners (EL), Foster Youth (FY), Low Income (LI) students, and some exclusive to individual unduplicated count subgroups. The increased services are at least 21.87% (elementary) and 9.23% (secondary) of the total LCFF budget.

Supplemental and Concentration funds are being utilized on actions that are principally directed toward high-needs students in the Santa Rosa City Schools making progress and showing growth on many of the local and state priorities and indicators. SRCS is supporting the needs of its low-income students, English learners, students with disabilities, and foster and homeless youth with an array of support services and programs.

In support of this commitment, SRCS has implemented the following Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services and eliminate barriers include:

Goal 1, Action 5: Increased services include: Work with publishers to ensure that we have translated textbooks for Newcomers so they can access the curriculum. Action is principally directed to English Learners (ELs) who typically do not have access to core instructional materials available to them in their home language; such access will facilitate access to standards-based content and academic progress.

Goal 3, Action 5: Administrator English Learner Seminar: Work with site administrators to understand the EL Master Plan, recognize and act upon the needs of all EL 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.

Goal 3, Action 6: EL Services 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 will allow EL Services to share best practices to leadership and staff.

Goal 1, Action 19: Teachers on Special Assignment (TOSAs): The 11.7 FTE TOSAs provide curriculum, instruction, and assessment support to sites to build classroom teacher capacity and increase student achievement, which may include in-class curriculum modeling, site intervention planning, student assessment, data analysis and progress monitoring, leading intervention groups, among other tasks.

Goal 1, Action 20: Intervention Software: Provide intervention software (Cyber High) to provide strategic intervention support for students in math and credit recovery to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.

Goal 1, Action 21: Increased services include: Provide FY, EL, and LI students with free participation in the PSAT beginning 9th grade with the goal of better preparing students to master grade level content, graduate, and be prepared for and successful in college and career. Services are principally directed to FY, EL, and LI students who typically do not take the test due to its cost. It is SRCS's experience that FY, EL, and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college.

Goal 1, Action 22: Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work: Continue to strengthen MTSS Intervention Counselors to continue to polish systems, review data and offer support to students in need for the Tier 2 referral process, SST, and supports for students and systems at site using data to drive decisions to support students and prevent disproportionate outcomes for students. 0.80 FTE x 5 comprehensive high school sites, and 0.60 FTE at continuation high school.

Goal 2, Action 3: 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.)

- 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.

Goal 2, Action 15: Elementary Student Engagement Activity Workers: These 6.0 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.

Goal 1, Action 3: Collaborative Curriculum Design (CCD) KA-6: - Unit development (teachers will need substitute coverage)

- Restock elementary books and materials

Goal 1, Action 11: Extended Learning Opportunities: Provide summer programs for Unduplicated Pupil Count (UPC) students to take courses to support a rigorous program of study. Provide a variety of opportunities to support learning beyond the school year. 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.

Goal 1, Action 2: Establish a Language Acceleration Review Committee (LARC) at each school site. Committees will be composed of site administrators, SOLL Counselor (secondary), two teachers, an EL Specialist and Family Engagement Facilitator. This team will regularly meet to inform decisions of placement, assessment, needed student supports, and readiness for reclassification. Principally directed towards FY, EL, and LI students to ensure systematic and equitable decisions about placement, assessment, needed student supports, and readiness for reclassification. SRCS recognize the importance of systems that allow for progress monitoring to identify and support students' regular progress towards learning English so they do not remain Long-term English Learners (LTELs). It has been the district's experience that students who remain LTELs are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in middle school and high school electives courses, as well as college.

Goal 1, Action 6: Hands-on Manipulatives to Support Student Learning: - Support students to access general education opportunities. Allow for differently-abled students in a pre-referral manner to access classes without identification for Special Education

Goal 1, Action 10: K-12 Visual and Performing Arts (VAPA) Education: - Provide 1.0 FTE VAPA TOSA

- Provide music materials for teachers and students
- Continue relationship with Luther Burbank Center for the Arts and the Kennedy Center including Arts Integration and SEL professional development
- Provide an Art Docent program for Learning House

Goal 1, Action 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

Goal 1, Action 15: Student Voice Collective: - Create and implement a Student Voice Collective to encourage student voice, agency, & collaboration

- Participate in SCOE Rooster Fellowship, focusing on empathy, equity & engagement, including choice and voice within the test of change. 2-3 teams

Goal 1, Action 17: Elementary Prevention & Intervention Systems/Models: - Building Reading Literacy Systems in Elementary 1-3: define, create, and implement a district-wide model for building reading literacy programs, starting with grades 1-3, as well as the common district-wide assessment tools to be used.

- Elementary Math Intervention Program: Define, create, and implement district-wide model for math intervention, as well as the common assessment tools to be used.
- Elementary BOOST After School Support: provide after school literacy and math support to help close elementary student learning gaps and increase student engagement.

Goal 1, Action 18: Counselor on Special Assignment (COSA) and College and Career Center Counselors: - The 1.0 FTE COSA provides counseling support to K-12 District counselors around academic & SEL curriculum, best practices, graduation requirements, academic and social-emotional interventions, and policy compliance guidance. Also facilitates Pathway Development (CTE) and works to build capacity for College and Career Readiness counselors. In collaboration with KA-12 counselors and administrators, facilitates the development of a Comprehensive Counseling Plan.

- 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 High School, 5.4 FTE LCAP counselors, and training.

Goal 1, Action 1: Data and reporting systems and tools Grades KA-6: - 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.

- Revision & Refinement of Elementary Report Cards (needs assessment and committee)
- District & State Assessments (materials; release days for DRA (K-2) & DIBELS (3-6) assessments)
- K-6 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate)

Goal 1, Action 14: Ensure all Foster Youth, McKinney-Vento Youth, English Learners, and low-income students have individual learning plans to support school connectedness and academic achievement. Provide 2 bilingual school counselors to provide additional support to Foster Youth, McKinney-Vento Youth and English Learners. Continue to provide 0.5 FTE Family Engagement Facilitator or change to 0.5 LCSW to coordinate services for Foster Youth and McKinney-Vento Youth between SCOE, SRCS, and school sites and provide case management services. Actions and services are principally directed to FY, EL, and LI students who are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. These counselors and the LCSW work specifically to address the needs of FY, EL, and LI students.

Goal 2, Action 1: English Learner (EL) Community Outreach: Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC and DAC at the district level; provide training and support for parents to ensure their students are successful; EL Assessment Symposiums: implement a once a semester symposium where parents/guardians will use formative assessment rubrics in connection to a key learning skill to evaluate student learning and growth; EL Roadmap for Families: ensure families are informed about the EL Roadmap, which will serve as an important bridge to foster stronger school relationships, personal investment, and robust implementation of the Roadmap. In this session, district and/or site personnel will be prepared to deliver EL Roadmap workshops to their families so they are familiar with the Roadmap context, policy, and principles; and poised to understand their role in effective implementation of the Roadmap at their child's school.

Goal 1, Action 23: Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners: - Support all staff to provide students 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. Consistently implement the district-adopted ALPS plan at the site level. Communicate regularly with ALPS families. Conduct annual ALPS testing districtwide. Continue trimesterly ALPS Advisory Committee meetings.

Goal 1, Action 25: Individual School/SPSA Support: - 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.

Goal 1, Action 26: Licensed Child Care/Preschool: - Supporting Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs.

Goal 2, Action 4: Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement: - Support collaboration & training to refresh and train site leaders at bi-monthly meetings: supporting tiered interventions for academics, attendance, behavior & social emotional wellness.

Goal 2, Action 5: Elementary Counselors: - Attend to the health and well-being of elementary students for their social, emotional wellness.

- Nine 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions.
- One 1.0 FTE Elementary Counselor supports students in Tier 1 preventions, and Tier 2 & 3 interventions, shared among sites, as an increased support for SEL & Mental Health. Also to support Learning House 0.20 FTE.

Goal 1, Action 24: Centralized Newcomer Support System: implement a newsystem in which a newcomer and family are guided through an optimal learning experience. Special consideration of Newcomer typologies will be given. SOLL Counselor, EL Specialists, and Special Services representative, if needed, will develop an EL Action Plan. Assessments such as the Initial ELPAC and a norm-based assessment in Native language will be administered. 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. Actions and services are principally directed to FY, EL, and LI students who are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. SRCS intends to implement a variety of supports and systems to support English Learners in newways with the goal of increased student and family engagement, progress monitoring, and a variety of extended supports.

Goal 2, Action 6: Provide assessment tools for Special Education to determine the degree of learning loss: - Additional referrals are expected in the coming two years for special education and there is catch-up needed from the remote models of assessments. Additional assessment protocols and other tools for Special Education staff will be necessary to adapt to the projected demand.

Goal 2, Action 7: School-Based Therapists: - Four 1.0 FTE Elementary School-Based Therapists.

- Eight 1.0 FTE Secondary School-Based Therapists.
- Expand capacity to provide mental health services and interventions to students. 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.

Goal 2, Action 8: Mental Health Clinical Supervisor 0.45: - Provides programmatic support to develop and implement our school-based mental health interventions. Ensures clinical services are provided within the standard of care for mental health services in California and provides clinical supervision to ensure compliance and quality of services. Provides extensive training to staff.

Goal 2, Action 10: Two 0.80 SAFS Coordinators: - Positive School Climate: Safety/Relationships/Engagement. C

- Train, support and inspect the implementation of Positive Behavioral Interventions & Support (PBIS) features.
- Maintain two 0.80 FTE SRCS coordinators of Student and Family Services with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, PBIS and programs for high-risk youth.

Goal 2, Action 13: Toolbox curriculum: - Elementary: continue Toolbox Tools professional development for new staff, review for veteran staff, and provide curriculum materials for elementary schools.

Goal 2, Action 14: Restorative Practices & Specialists: - Through support by 12.5 FTE Restorative Specialists, students and staff can seek proactive and responsive support for developing and repairing relationships through the use of restorative practices, helping relationships in Tiers 1-3.

- Establish a 0.5 FTE Classified Restorative Specialist Supervisor to oversee the implementation of restorative practices.

Goal 3, Action 3: 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.

Goal 3, Action 4: Maintain two Director positions at district level: - Maintain one Director 1 Professional Development (1 FTE) and one Director 1 for EL Programs (.85 FTE).

- Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.

Goal 3, Action 10: Orton-Gillingham Training: - Provide comprehensive PD in the teaching of reading and addressing the learning needs of high needs students with dyslexia.

Goal 3, Action 13: PD Series weaving MTSS, CRSH, & Restorative Practices: - In a PD series weaving together PBIS, SEL, Culturally Responsive Teaching, Restorative Practices, Regulation, & Trauma Informed, staff can attend paid, voluntary PD after school hours via Zoom.

Goal 3, Action 17: Technology and Blended Learning Training: - Provide ongoing education technology and blended learning training that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.

Goal 3, Action 18: KA-6 Music Program: Provide ongoing music education which also includes materials so that all 1st-6th grade students receive music instruction, either classroom or instrumental, each week.

Goal 3, Action 19: Kindergarten Childcare Classified Support: Provide ongoing support of supervision of Kinder Academy and Kindergarten students between the end of the school day for KA/K and the end of the school day for 1-6.

Goal 3, Action 20: English Learner classroom support: Provide targeted small group instructional support for students in the EL program based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments

Goal 3, Action 21: Target support for elementary school students: Provide elementary instructional assistants to provide additional targeted small group instructional support for students in the classroom based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments

Goal 3, Action 22: Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms: Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms. A budget for three 7- hour Instructional Assistants to support Kinder Academy/Kindergarten combinations and/or Regional Kinder Academy classes. Kinder Academy is a transitional kindergarten which is a two-year program that uses age-appropriate curriculum aligned to the Common Core State Standards.

Goal 3, Action 23: Alternative Educational Opportunities: Provide alternative educational opportunities for tier 2 and 3 struggling students (5 teachers and 4 instructional assistants). The program will also support 9th grade transitions.

Goal 3, Action 24: Alternative Education Leadership: Provide professional develop and support to leadership teams aimed at designing and/or improving and enhancing alternative education opportunities for students who are in need of more targeted support.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SRCS will spend \$15,443,780 to provide direct services for Foster Youth, English learners, and Low-income students. SRCS's percentage of unduplicated pupils meets the threshold to use LCAP funds schoolwide. These services will primarily be directed to unduplicated students and support them in multiple ways as listed above and through all of the robust Actions included in the LCAP for all students these students will benefit from as well, using preventions and interventions, to support the whole student: social-emotional well-being, mental health, physical health, and academic progress that leads to graduation and college readiness. These funds will be used to continue funding a variety of positions that work directly with or support at-risk FY, EL, and LI students, including Family Engagement Facilitators, Restorative Specialists, Student Engagement Activity Workers, TOSAs, COSA, 2 District Coordinators, a variety of counselors, and School-based Therapists. SRCS will continue to refine district-wide prevention and intervention models to support individualized attention and targeted assistance for primarily those unduplicated students in need of additional academic and mental health support. The District's elementary music program will continue to provide access to music and instrumental education, providing materials and instruments to students. Research indicates that sustained, educational experiences in music prepares students to learn, facilitates academic achievement and develops creativity. In addition, funds will increase technology integration into the classroom and instructional programs using standards-aligned curriculum. SRCS will also maintain District Advisory Committees and the District English Learner Advisory Committee (DELAC) to positively engage families in their children's educational experiences. In addition, SRCS will establish a Centralized Newcomer Support System.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$19,391,262.97				\$19,391,262.97

Totals:	Total Personnel	Total Non-personnel
Totals:	\$16,364,925.97	\$3,026,337.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Data and reporting systems and tools Grades KA-6	\$307,500.00				\$307,500.00
1	2	English Learners	Language Acceleration Review Committee (LARC)	\$106,020.00				\$106,020.00
1	3	English Learners Foster Youth Low Income	Collaborative Curriculum Design (CCD) KA-6	\$99,000.00				\$99,000.00
1	4	All	KA-12 Curriculum & Instructional Materials	\$391,237.00				\$391,237.00
1	5	English Learners	English Learner Curriculum Training & Translated Textbooks	\$30,000.00				\$30,000.00
1	6	English Learners Foster Youth Low Income	Hands-on Manipulatives to Support Student Learning	\$5,000.00				\$5,000.00
1	7	All	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	\$15,000.00				\$15,000.00
1	8	All	College-ready	\$20,000.00				\$20,000.00
1	9	All Grades 9-12	Career Technical Education (CTE)	\$10,000.00				\$10,000.00
1	10	English Learners Foster Youth Low Income	K-12 Visual and Performing Arts (VAPA) Education	\$127,642.00				\$127,642.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Extended Learning Opportunities	\$113,202.00				\$113,202.00
1	12	All	Math Redesign	\$40,213.00				\$40,213.00
1	13	English Learners Foster Youth Low Income	AVID Growth	\$50,000.00				\$50,000.00
1	14	English Learners Foster Youth Low Income	Provide Resources and Educational Opportunities to Families Equitably (currently referred to as E203 Family Mentor and H205 SOLL Counselors)	\$314,239.00				\$314,239.00
1	15	English Learners Foster Youth Low Income	Student Voice Collective	\$10,450.00				\$10,450.00
1	16	All	Provide Additional Modality Resources for Literary Sources for Students with Reading Deficits	\$35,000.00				\$35,000.00
1	17	English Learners Foster Youth Low Income	Elementary Prevention & Intervention Systems/Models	\$35,000.00				\$35,000.00
1	18	English Learners Foster Youth Low Income	Counselor on Special Assignment (COSA) and College and Career Center Counselors	\$671,442.00				\$671,442.00
1	19	English Learners Foster Youth Low Income	Teachers on Special Assignment (TOSAs)	\$1,072,853.00				\$1,072,853.00
1	20	English Learners Foster Youth Low Income	Intervention Software	\$57,000.00				\$57,000.00
1	21	English Learners Foster Youth Low Income	College Entrance Examination Preparation	\$48,000.00				\$48,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	22	English Learners Foster Youth Low Income	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	\$504,886.00				\$504,886.00
1	23	English Learners Foster Youth Low Income	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	\$47,860.00				\$47,860.00
1	24	English Learners	English Learner Support Systems	\$31,000.00				\$31,000.00
1	25	English Learners Foster Youth Low Income	Individual School/SPSA Support	\$2,421,861.00				\$2,421,861.00
1	26	English Learners Foster Youth Low Income	Licensed Child Care/Preschool	\$150,000.00				\$150,000.00
1	27	All	Data and reporting systems and tools Grades 7-12	\$242,000.00				\$242,000.00
1	28	All	Collaborative Curriculum Design (CCD) 7-12	\$69,000.00				\$69,000.00
2	1	English Learners	English Learner (EL) Community Outreach	\$20,000.00				\$20,000.00
2	2	All Grades 9-12	CTE Collaborative Community	\$10,000.00				\$10,000.00
2	3	English Learners Foster Youth Low Income	Family Engagement Facilitators	\$929,690.00				\$929,690.00
2	4	English Learners Foster Youth Low Income	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement	\$11,780.00				\$11,780.00
2	5	English Learners Low Income	Elementary Counselors	\$1,086,462.00				\$1,086,462.00
2	6	English Learners Foster Youth Low Income	Provide assessment tools to determine the degree of learning loss	\$12,000.00				\$12,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	School-Based Therapists	\$946,919.25				\$946,919.25
2	8	English Learners Foster Youth Low Income	Mental Health Clinical Supervisor	\$69,868.77				\$69,868.77
2	9	All	Tier 1 and 2 Curriculum, Materials, and related Professional Development	\$51,200.00				\$51,200.00
2	10	English Learners Foster Youth Low Income	Maintain two 0.80 SAFS Coordinators at District Office	\$283,185.92				\$283,185.92
2	11	All	Anti-bullying STOPit & related high school staffing	\$5,000.00				\$5,000.00
2	12	All	Buck Institute for Education Training for teachers and administrators and relevant instruction	\$15,000.00				\$15,000.00
2	13	English Learners Foster Youth Low Income	Toolbox curriculum	\$5,000.00				\$5,000.00
2	14	English Learners Foster Youth Low Income	Restorative Practices & Specialists	\$1,245,215.00				\$1,245,215.00
2	15	English Learners Foster Youth Low Income	Elementary Student Engagement Activity Workers	\$355,531.00				\$355,531.00
2	16	All	Promote Positive Attendance - Student Incentives	\$5,000.00				\$5,000.00
3	1	All	District staffing	\$2,660,336.00				\$2,660,336.00
3	2	All	Provide professional development for Classified Staff	\$25,000.00				\$25,000.00
3	3	English Learners Foster Youth Low Income	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	\$1,305,742.00				\$1,305,742.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	English Learners Foster Youth Low Income	Maintain two Director positions at district level	\$196,732.00				\$196,732.00
3	5	English Learners	Administrator English Learner Seminar	\$4,500.00				\$4,500.00
3	6	English Learners	EL Services Professional Development	\$5,000.00				\$5,000.00
3	7	All Grades K-6	DRA (K-2) & DIBELS (3-6) Training	\$3,100.00				\$3,100.00
3	8	All	Learning House	\$4,000.00				\$4,000.00
3	9	All Grades 7-12	7-12 Steering Committee Meetings	\$5,000.00				\$5,000.00
3	10	English Learners Foster Youth Low Income	Orton-Gillingham Training: Tier 1 Strategy	\$48,300.00				\$48,300.00
3	11	All Grades 7-12	AVID Training	\$16,000.00				\$16,000.00
3	12	All	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	\$296,297.00				\$296,297.00
3	13	English Learners Foster Youth Low Income	PD Series weaving MTSS, CRSH, & Restorative Practices	\$186,000.00				\$186,000.00
3	14	All	Offer of voluntary high level, confidential response to conflict between staff	\$15,000.00				\$15,000.00
3	15	All	Restorative Practices	\$11,600.00				\$11,600.00
3	16	All	Multidisciplinary Threat Assessment Management Program	\$2,500.00				\$2,500.00
3	17	English Learners Foster Youth Low Income	Technology and Blended Learning Training	\$207,328.00				\$207,328.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	18	English Learners Foster Youth Low Income	KA-6 Music Program	\$638,122.00				\$638,122.00
3	19	English Learners Foster Youth Low Income	Kindergarten Childcare Classified Support	\$276,901.00				\$276,901.00
3	20	English Learners Foster Youth Low Income	English Learner classroom support	\$476,616.00				\$476,616.00
3	21	English Learners Foster Youth Low Income	Target support for elementary school students	\$175,259.42				\$175,259.42
3	22	English Learners Foster Youth Low Income	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	\$124,246.00				\$124,246.00
3	23	English Learners Foster Youth Low Income	Alternative Educational Opportunities	\$542,119.00				\$542,119.00
3	24	English Learners Foster Youth Low Income	Alternative Education Leadership	\$88,307.61				\$88,307.61

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$15,443,779.97	\$15,443,779.97
LEA-wide Total:	\$15,443,779.97	\$15,443,779.97
Limited Total:	\$1,086,462.00	\$1,086,462.00
Schoolwide Total:	\$1,086,462.00	\$1,086,462.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Data and reporting systems and tools Grades KA-6	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$307,500.00	\$307,500.00
1	2	Language Acceleration Review Committee (LARC)	LEA-wide	English Learners	All Schools	\$106,020.00	\$106,020.00
1	3	Collaborative Curriculum Design (CCD) KA-6	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,000.00	\$99,000.00
1	5	English Learner Curriculum Training & Translated Textbooks	LEA-wide	English Learners	All Schools	\$30,000.00	\$30,000.00
1	6	Hands-on Manipulatives to Support Student Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	10	K-12 Visual and Performing Arts (VAPA) Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$127,642.00	\$127,642.00
1	11	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Albert Biella, Luther Burbank, Slater, Ridgway High, Elsie Allen, Hilliard Comstock, Santa	\$113,202.00	\$113,202.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Rosa, Cesar Chavez Language Academy, Preston Farm and Bohemia Preserve		
1	13	AVID Growth	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Slater MS, Elsie Allen HS, Montgomery HS 7-12	\$50,000.00	\$50,000.00
1	14	Provide Resources and Educational Opportunities to Families Equitably (currently referred to as E203 Family Mentor and H205 SOLL Counselors)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,239.00	\$314,239.00
1	15	Student Voice Collective	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,450.00	\$10,450.00
1	17	Elementary Prevention & Intervention Systems/Models	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
1	18	Counselor on Special Assignment (COSA) and College and Career Center Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$671,442.00	\$671,442.00
1	19	Teachers on Special Assignment (TOSAs)	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Sites	\$1,072,853.00	\$1,072,853.00
1	20	Intervention Software	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	\$57,000.00	\$57,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	21	College Entrance Examination Preparation	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	\$48,000.00	\$48,000.00
1	22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	\$504,886.00	\$504,886.00
1	23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	LEA-wide	English Learners Foster Youth Low Income	All Schools KA-6	\$47,860.00	\$47,860.00
1	24	English Learner Support Systems	LEA-wide	English Learners	Specific Schools: Cook at CCLA Campus, Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS 7-12	\$31,000.00	\$31,000.00
1	25	Individual School/SPSA Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,421,861.00	\$2,421,861.00
1	26	Licensed Child Care/Preschool	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool	\$150,000.00	\$150,000.00
2	1	English Learner (EL) Community Outreach	LEA-wide	English Learners	All Schools	\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Family Engagement Facilitators	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$929,690.00	\$929,690.00
2	4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,780.00	\$11,780.00
2	5	Elementary Counselors	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools K-6	\$1,086,462.00	\$1,086,462.00
2	6	Provide assessment tools to determine the degree of learning loss	LEA-wide	English Learners Foster Youth Low Income	All Schools KA-6	\$12,000.00	\$12,000.00
2	7	School-Based Therapists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$946,919.25	\$946,919.25
2	8	Mental Health Clinical Supervisor	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,868.77	\$69,868.77
2	10	Maintain two 0.80 SAFS Coordinators at District Office	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$283,185.92	\$283,185.92
2	13	Toolbox curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools KA-6	\$5,000.00	\$5,000.00
2	14	Restorative Practices & Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,245,215.00	\$1,245,215.00
2	15	Elementary Student Engagement Activity Workers	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elem., Biella Elem., Brook Hill Elem., Lehman	\$355,531.00	\$355,531.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
					Elem., Hidden Valley Elem., Monroe Elem., Burbank Elem., Proctor Terrace Elem., Steele Lane Elem. K-6		
3	3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,305,742.00	\$1,305,742.00
3	4	Maintain two Director positions at district level	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,732.00	\$196,732.00
3	5	Administrator English Learner Seminar	LEA-wide	English Learners	All Schools	\$4,500.00	\$4,500.00
3	6	EL Services Professional Development	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00
3	10	Orton-Gillingham Training: Tier 1 Strategy	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,300.00	\$48,300.00
3	13	PD Series weaving MTSS, CRSH, & Restorative Practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,000.00	\$186,000.00
3	17	Technology and Blended Learning Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$207,328.00	\$207,328.00
3	18	KA-6 Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 1st - 6th	\$638,122.00	\$638,122.00
3	19	Kindergarten Childcare Classified Support	LEA-wide	English Learners Foster Youth Low Income	All Schools KA/K	\$276,901.00	\$276,901.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	20	English Learner classroom support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$476,616.00	\$476,616.00
3	21	Target support for elementary school students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,259.42	\$175,259.42
3	22	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	LEA-wide	English Learners Foster Youth Low Income	All Schools KA/K	\$124,246.00	\$124,246.00
3	23	Alternative Educational Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$542,119.00	\$542,119.00
3	24	Alternative Education Leadership	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$88,307.61	\$88,307.61

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.