

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

School Year

2023-2024

Date of Board Approval

LEA Name

Santa Rosa City Schools

CDS Code:

49709120000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Title I, Part A strategy for using federal funds: 1) Decentralize funding to school sites to implement services to Foster Youth, Homeless, Low Income, and English Learner 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; 2) Assign two Family Engagement Facilitators to address the needs of Foster Youth and Homeless students between District and Schools; and 3) Support coordination and programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Provide ongoing training to Family Engagement Facilitators on how to work with the school communities to enhance a welcoming school environment for parents and community members. 4.) Decrease the ratio of counselors to students so that socio-emotional needs can be more fully addressed.

Title II, Part A strategy for using federal funds: 1) 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. Prepare Teachers on Special Assignments (TOSAs) to support colleagues in implementing the Common Core (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS) as well as. support collaboration, professional learning, and data analysis; 2) Recruit the support of our Directors to strengthen Professional Development and EL programs.

Title III, Part A strategy for using federal funds: Revise and fully implement the English Learner Master Plan to guide the Multilingual instructional program so that we ensure EL students are progressing and reclassification rates are increasing while reducing Long Term English Learner rates. Augment support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency. Increase the number of teachers on special assignment working with both the elementary and secondary schools in order to guide classroom teachers and instruction. Deepen the understanding and importance of hosting ELPAC meetings at each site. Increase the use of the software Empower teachers, administrators and ELLs by expanding awareness of the data identifying strengths and weaknesses of our English Learners.

Title IV, Part A strategy for using federal funds: Improve the use of technology in order to improve the academic achievement and digital literacy of students. Heighten a greater understanding for how the school district can increase a favorable sense of belonging and connection among students, parents and staff by using the Panorama data platform to move from interpreting data to taking action and improving student outcomes. Continue to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.

Alignment

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

The Santa Rosa City Schools District allocates federal funds to schools in order to align and ensure that all students receive a high-quality education and to close the achievement gap between students meeting the challenging state academic standards and those students who are not meeting such standards.

Title I, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: Goal 1-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. Goal 2a. Provide 1 classified Family Mentor (.5 FTE) to assist and coordinate services with Foster Youth and Homeless students between District and Schools. Goal 2;Support coordination and programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Provide 8.5 Family Engagement Facilitators and training. Train Family Engagement Facilitators to support a welcoming school environment for parents and community members.

Title II, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: Goal 1 Action 3 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 provide 8.7 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS. Support collaboration, professional learning, and data analysis.

Title III, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: (Goal 1): Establish a Language Acceleration Review Committee (LARC) at each school site to inform decisions for additional needed student supports and readiness for reclassification. 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 and reducing the over identification of English Learners in Special Education..

Title IV, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: Goal 1: Provide adaptive curriculum for special needs students, software for digital resources, surveys such as Panorama and the Youth Truth Survey to provide more insight into better understanding students, parents and staff's perceptions of teaching and learning and to assist in problem solving around culture, engagement, rigor, college readiness and bullying. teaching carts & technology curriculum.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Free and Reduced Lunch Application

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

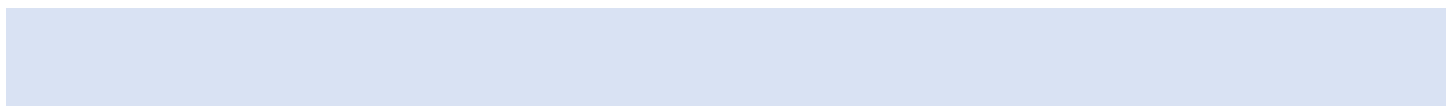
Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)

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

Parent and Family Engagement

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

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



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

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

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

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

- Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS continues to utilize and update the LEA, school site, and PTA/PTSA websites to provide information to parents about programs, action plans and requirements, available student learning programs (including interventions and enrichment), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, and DAC/DELAC (District Advisory Council and District English Learner Advisory Council). The district also uses digital tools such as Peachjar Flyers and social media to communicate regularly with families and communicate events and programs for SED (socioeconomically disadvantaged) students. The district also provides counselors, Family Engagement Facilitators, and SOLL counselors to families to liaison and communicate relevant issues, such as the intervention program offerings or additional supports. Individual school sites also hold events, such as Back to School Night and Open House in addition to District events and Board Meetings to engage with families. SRCS also utilizes our Annual Survey to families, students, and staff. We administer an annual survey of parents to provide information related to increased involvement and gathering information to monitor program quality. SRCS also supports school site staff to involve parents in site decision- making processes and focused instructional activities and practices related to the Single Plan for Student Achievement (SPSA) and site advisory councils.

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our teachers utilize our adopted curricular materials aligned to the Common Core State Standards. The district also hires high-quality teaching staff. Our teachers also utilize multiple supplemental programs in addition to materials they have developed as well. Tutorial for students who are not yet proficient with grade level standard is provided as well as summer enrichment and credit recovery opportunities. Each of our schools utilizes the Single Plan for Student Achievement (SPSA) process with each School Site Council and the English Learner Advisory Council. SRCS provides professional development opportunities for teachers and administrators in research-based instructional strategies and methods shown to improve achievement for non-proficient students. District provides FTE of specialized instructional support to assist students and families in community day programs and non-public placement.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS provides Homeless students with school supplies, bus passes, and counseling support (as needed). We employ homeless and foster youth liaison for additional support. Our staff regularly monitors the attendance of these students and coordinates services with community agencies (as needed). SRCS also implements a Multi-Tiered Systems of Support to address socio-emotional, behavior, and academic supports for students that provide students with positive behavior intervention supports and other means of addressing behavior and discipline needs prior to other means of correction.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS operates an Early Childhood Program with a state-funded preschool program offered to income-eligible families. SRCS also provides funding to support parent education with our partner, Community Action Partnership and also houses Head Start on three of our campuses. The district uses an inclusive model to incorporate students with disabilities into the early childhood programs.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa City Schools utilizes their advanced learner plan to address the needs of gifted and talented students.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Formal Agreements ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

We have an integrated system of professional growth and improvement focused on closing the achievement gap. Professional development ranges from new teacher induction for our least experienced staff through professional learning for senior management.

Our professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, progress in school and district initiatives, and data about the effectiveness of current professional development. Our focus is on equity, and we use Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations in English language arts, mathematics, socio-emotional development, behavior, attendance, and progression toward success in college and career. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. We identify needs for principals and other leaders as we analyze district data and identify focus areas for improvement.

Our professional development (PD) can generally be divided into two primary categories: academic/pedagogical/technical and socio-emotional/behavioral. It is important to us to address both areas, and our data shows that it is often socio-emotional factors, not just academic factors, that are interfering with some students' ability to master academic standards and thus our ability to close the achievement gap. We use data from participants, ranging from session evaluation forms completed by participants at the end of a workshop to classroom observations to gauge the level of training implementation, ultimately linking to student outcomes. This is a work in progress, with more data being available for some initiatives than others.

Teaching and Learning and SAFS are charged with gathering data to evaluate the effectiveness of all actions and services in the LCAP each year, and an analysis of professional development is part of that process. We look at what was effective in moving us toward our goal of closing the achievement gap, and where data shows we need to intensify our professional learning efforts.

Prioritizing Funding

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

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

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS continues to utilize and update the LEA, school site, and PTA/PTSA websites to provide information to parents about programs, action plans and requirements, available student learning programs (including interventions and enrichment), special events and activities, parent education and involvement opportunities, including PTA/PTSA events, advisory group meetings such as School Site Councils, English Learner Advisory Councils, and DAC/DELAC/TI (District Advisory Council, District English Learner Advisory Council, Title I Parents Group). The district also uses digital tools such as Illuminate, and social media to communicate regularly with families regarding events and programs. Individual school sites also hold events, such as Back to School Night, Title I Parent Nights and Open House, in addition to District events and Board Meetings, to engage with families. SRCS also has partnered with two organizations for our Annual Survey to families, students, and staff. We administer an annual survey of parents to provide information related to increased involvement and gathering information to monitor program quality. The results of this survey can be disaggregated to determine the approval ratings provided by subgroups of families. SRCS also supports school site staff to involve parents in site decision-making processes and focused instructional activities and practices related to the SPSA and site advisory councils. All of these means for engaging parents serve as an important process in prioritizing our budget in collaboration with our stakeholders.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

SRCS utilizes multiple data sets to determine actions steps for improvement and we consult regularly with our Sonoma County Office of Education and CA Department of Education support staff. California has developed a system for evaluating schools and districts that includes multiple measures of student success. The California School Dashboard provides a way to view and share state and local data to help schools achieve better outcomes for California's students, replacing the API. The website features easy to read reports on a variety of indicators including the following: Academic achievement in ELA and Mathematics, English Learner proficiency and progress, Suspension rates, Chronic Absenteeism. Equity is at the heart of the new accountability system and will help parents, educators, and community members determine potential areas of need to assist targeted student groups. Through the Dashboard, districts and schools have access to the information they need to make the best local decisions about the education of children. The Dashboard provides a more complete picture of all the ways schools are helping students succeed and will be enhanced over time with additional metrics, data, and reports. By building on our strengths, the Dashboard data will help us meet the needs of various student groups included in our LCAP and SPSAs, and will support us to identify and improve areas of low performance.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funding primarily supports direct services for English learners (EL) and immigrant students, with a focus on professional development for staff. The funding is utilized to enhance educators' knowledge and skills to meet these students' needs better.

Professional development opportunities are provided through a variety of means, including trainings delivered by consultants who specialize in EL education. These consultants offer expertise and guidance on research-based instructional practices that are effective for English learners.

Additionally, ongoing support for staff is provided through Teachers on Special Assignment (TOSAs). These TOSAs work closely with colleagues, sharing instructional practices that are grounded in research and have proven effective in supporting English learners. They assist with the implementation of ELA/ELD (English Language Arts/English Language Development) core-adopted instructional materials that are specifically designed to meet the needs of students who are not yet proficient in English.

The goal of utilizing Title III funding for professional development is to empower educators with the knowledge and skills necessary to create an inclusive and effective learning environment for EL and immigrant students. By staying abreast of research-based instructional practices and implementing appropriate instructional materials, teachers are better equipped to support the language and academic development of their students.

Title III funding in SRCS focuses on providing direct services to EL and immigrant students by investing in professional development opportunities for staff. This approach acknowledges the importance of equipping educators with the necessary tools to meet the unique needs of English learners and promote their success in the classroom.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Supplemental services play a crucial role in supporting English learner students, particularly immigrant students, in their language acquisition and academic progress. These services offer various opportunities, such as summer programming, after-school tutoring, and intervention during the school day to provide additional support.

Priority is given to immigrant students to participate in these supplemental programs, recognizing the unique needs they may have as newcomers to the country and the language. The focus is on helping them acclimate to the new language and educational system as quickly as possible.

To address the language needs of immigrant students, a newcomer curriculum is utilized. This curriculum is designed specifically to support students who have recently arrived and have limited English proficiency. It provides targeted instruction and resources to help them gradually progress in their language skills.

As students become more proficient in English, they transition from the newcomer curriculum to the regular ELD curriculum, which aligns with the broader English Language Arts (ELA) curriculum. This transition allows them to integrate more fully into the regular classroom setting, focusing on ELA instruction while continuing to receive support for their ongoing language development.

When assigning students to classrooms, careful consideration is given to their needs and support requirements. In middle and high school, classes for non-English speaking immigrant students tend to be small to ensure they receive the maximum support from teachers. This smaller class size enables more individualized attention and targeted instruction to address their specific language needs.

Intensive instruction is often necessary for students who arrive in high school with little or no English proficiency. These students face the challenge of acquiring English language skills within a shorter timeframe, considering the academic demands at the high school level. The curriculum and instruction for these students are designed to be intensive, focusing on providing them with the necessary support and resources to accelerate their language learning process.

SRCS's goal is to create a supportive and inclusive learning environment for immigrant students by providing targeted supplemental services, tailored curricula, and appropriate classroom placements. These efforts aim to facilitate their language acquisition and help them succeed academically despite the challenges of limited English proficiency.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ELD (English Language Development) curriculum is designed to support English learner students in acquiring the English language. It is implemented at both the elementary and secondary levels. The curriculum is used for designated ELD instruction and is supplemented with computer-based, adaptive language software programs to provide additional targeted and individualized practice for students.

The ELD program is designed to support and complement the student's regular English-language arts/English language development and core content instructional program. It aims to provide consistent and systematic instruction to help EL students in their English language acquisition.

This program incorporates various strategies, including small group instruction, the use of evidence-based instructional materials, setting high academic expectations, and maintaining a clear academic focus. The curriculum is carefully designed and planned to establish clearly defined needs and goals for the students.

During ELD instruction, there is a clear focus on using the time effectively to maximize language learning opportunities for English learner students. The goal is to provide targeted instruction that addresses their specific language proficiency needs.

English learner students also access core content subjects through SDAIE (Specially Designed Academic Instruction in English) instruction. The core content instruction is based on state grade-level standards, and teachers employ appropriate strategies to ensure that the instruction is comprehensible for English learner students. This means that teachers use instructional strategies and materials that make the content more accessible to students who are still developing their English language skills.

Once English learner students have been assessed with the state language assessment and found to have reasonable levels of fluency in English, they are mainstreamed into regular classes or courses. These students continue to receive daily instruction in ELD that is targeted to their language proficiency needs. Additionally, they receive grade-level instruction in the core content areas, with ongoing attention to the language demands of the instruction.

Overall, the ELD program aims to provide English learner students with the necessary support and instruction to help them acquire English language skills while also accessing grade-level content in a comprehensible manner.

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The California School Dashboard website offers an English Learner Progress Indicator that assesses the progress of English Learners in their journey toward English proficiency. This indicator considers factors such as the percentage of English Learners who have shown progress in English proficiency, reclassifications, and performance on state assessments.

The Dashboard aims to provide a comprehensive overview of the ways in which our schools are fostering student success. By leveraging the strengths identified through the Dashboard data, SRCS can effectively address the needs of various student groups as outlined in their Local Control and Accountability Plans (LCAP) and Single Plan for Student Achievement (SPSA). The data helps identify areas of low performance and serves as a catalyst for improvement efforts to align with the state's goals for English Learner students.

The dashboard provides valuable insights into the progress of English Learners in attaining English proficiency. It assists our schools in setting targets, monitoring progress, and identifying areas for improvement to meet the educational needs and state goals of English Learner students.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

This funding is being utilized to support our students by improving the use of technology in order to improve the academic achievement and digital literacy of students. Additionally, these funds will provide an adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

One data point SRCS will use to measure whether or not students is receiving what they perceive to be a well rounded education is the Youth Truth Survey. This tool asks students, to identify what they like most and what they dislike about school. Other questions address how academically challenged they are, and whether or not their school is preparing them for college level classes or a career of interest. Counselors will meet with students to discuss their interests, strengths ,weaknesses and concerns as well as graduation requirements.

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

[Enter a description of which activities will be included within the support for a well-rounded education]

For SRCS to ensure that students are receiving a well rounded education each school will be sure to include an array of classes to choose from in the arts, humanities, ethnic studies, sciences, Social Sciences, History and Math. All students will have the ability to choose electives that inspire them. Intervention support will be available before, during and after school. Teachers on special assignment will be hired to offer additional support in Literacy, English Language Development, Mathematics and other subjects. Opportunities to engage in extracurricular activities will be encouraged.

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

[Enter a description of how the program activities will be evaluated to determine future program planning]

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

Safe and Healthy Students (ESSA Section 4108)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

Santa Rosa City Schools (SRCS) is committed to providing a safe environment for students and staff. We have established policies and procedures designed to effectively deal with an emergency incident in our district. Each school has their own safety plan and we closely work with our local safety officials - fire, police, sheriff, RESIG, and county emergency leaders work to ensure our schools are well prepared for an emergency. The safety plan is reviewed annually by the school community and it includes drill procedures for emergencies and disasters that are regularly practiced to provide a prepared response to an emergency. SRCS has also recently organized a Safety Advisory Round Table consisting of representatives from the community including, administrators, teachers, classified staff, parents, students and other community based organizations. The strategic action plan for this round table is based on the voices and feedback data from the representatives. The strategic action plan has four pillars: 1. Safety and Security; 2.) Mental Health and Counseling; 3.) Communication and Transparency and 4.) Facilities.

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

[Enter a description of the activities to be included within the support for safety and health of students]
The activities will be evaluated based on successful active participation and responses to emergencies and assessments,

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

[Enter a description of how the activities will be evaluated to determine future program planning]
The activities will be evaluated based on successful active participation and responses to emergencies and assessments,

Effective Use of Technology (ESSA Section 4109)

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

[Enter a description of any indicators or measures/data points used to examine needs for improvement]
To develop digital literacy skills each teacher in a class or subject area teaches the students specific skills related to the subject matter. Competency Indicators include understanding basic technology, the ability to navigate new technologies and social media; how to identify, select, critically read and manage different sources of information and how to combine basic knowledge with problem solving skills to complete online tasks.

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

[Enter a description of which activities will be included within the support of effective use of technology]
Some of the activities to be used to support effective use of technology will include the basic use of laptops and chrome books, online lessons, learning games, power-points and google slide presentations, research and project based lessons

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

[Enter a description of how the activities will be evaluated to determine future program planning]
Student and staff feedback; Student enrollment, completion of projects, skill surveys and questionnaires,

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

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]
Needs assessments are done each day in classrooms throughout the district. SRCS will plan for a district-wide needs assessment to be conducted in each school in the school year 23-24.

Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
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