

DRAFT Local Control and Accountability Plan

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

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Plan Summary [2021-2024]

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 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.

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. McGraw Hill 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 new school 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 0.40FTE 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 new platform so that administrators and teachers understand and can use this new platform 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 new teachers (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 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. 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.

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Santa Rosa City Schools (SRCS) remained committed to its Mission, Vision, and Priorities and meeting LCAP Goal 1 as evidenced by the following highlights.

- Adoption and Board approval of standards-aligned curriculum materials for all pertinent content areas, K-12.
- Identification and refinement of essential standards across disciplines, K-12, to prioritize instructional content.
- Course development, writing, and approval for a-g requirements for integrated math and NGSS-aligned pathways.
- Continued commitment to Collaborative Curriculum Design (CCD) with the development of blended learning activities at the elementary level to meet the needs of remote learning.
- Continued commitment to equity, Ethnic Studies, and Culturally Responsive Sustaining and Humanizing (CRSH) education, which included the development and approval of secondary Ethnic Studies courses and increased participation in related professional development.
- Continued commitment to our English Learners through the adoption and approval of standards-aligned ELD core and supplemental curriculum, K-12, related professional development, as well as support systems to identify student needs, progress monitor, and administer the ELPAC.
- Continued commitment to serving all students through strategies and philosophies such as ALPS and AVID.
- Continued commitment to our music education program and elementary Blitz model, with the district being recognized by NAMM for the second year in a row for our efforts to provide music education and access to all students.
- Designation of Wednesdays for regular professional development sessions during the 2020-2021 school year that addressed the challenges of teaching remotely, curriculum, instructional strategies, MTSS, SEL, self-care, technology, and were delivered by SRCS staff, as well as contracted vendors.
- Implementation of a variety of learning platforms and applications to address remote learning needs, as well as regularly scheduled PD around Blended Learning strategies.
- Continued commitment to K-12 Teachers on Special Assignment (TOSAs) whose work is foundational to district-wide initiatives.

- The cementing of our MTSS foundations and structures to provide support across Tiers 1, 2, and 3.

Goal 2 : Increase student and family wellness and engagement through the full-service community school model. The district ensures that all schools have a safe, welcoming and inclusive climate for all students and families so that all students are in their classes and ready to learn. The commitment to ensure that every student attends a school that is safe, clean and healthy can be seen in SRCS's work to improve the climate at our schools through the district's receipt of the School Climate Transformation Grant which focuses on BEST Plus (Positive Behavior Intervention and Strategies, Restorative Practices and Behavioral Health Services).

Santa Rosa City Schools (SRCS) remained committed to its Mission, Vision, and Priorities and meeting LCAP Goal 2 as evidenced by the following highlights.

- The cementing of our MTSS foundations and structures to provide support across Tiers 1, 2, and 3.
- Formation of Re-Engagement Teams at each site to facilitate and support student and family engagement, attendance, and access to technology and the internet, all critically important during the pandemic. Increased communication with families and site Re-Engagement Teams and strong site collaboration to help serve student and family needs, resulting in zero K-12 expulsions, zero K-8 suspensions, and just five 9-12 suspensions during the year.
- Continued support of the Integrated Wellness Center to provide services to an increasing number of families in need.
- Continued commitment to identifying and supporting one Tier 1 and one Tier 2 site leader for all sites, including charter schools.
- Continued commitment to refining systems for Tier 1 and Tier 2, including use of common district-wide referral forms, monthly site meetings, and the creation of progress monitoring documents.
- Continued commitment to staffing positions to support the MTSS pyramid and Social Emotional Wellness and restorative practices, including Restorative Specialists, a variety of Counselors, Family Engagement Facilitators, Student Engagement Activity Workers, and more.
- Continued commitment to Social Emotional Wellness through the adoption and implementation of counselor-selected social-emotional curriculum for elementary (Tier 1 and 2) and middle schools (Tier 1).
- Continued commitment to being a full-service community model as demonstrated by the work of our Child Nutrition Services (CNS) department to ensure that our eligible students and families received meals during the COVID-19 pandemic and remote learning. Through a partnership with Redwood Empire Foodbank, CNS devised and refined systems to distribute meals systematically and efficiently to help mitigate food insecurity among our district's community.

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 SBA 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.

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/, 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 #	Description
Goal #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: 84.3 % per Data Quest 19-20	Increase the percentage of students graduating by 1%	Increase the percentage of students graduating by 2%	Increase the percentage of students graduating by 2%	The percentage of students graduating will have increased by 5% over a three year period.
College and Career Readiness	Cohort Graduates Meeting CSU/UC Course Requirements: 26.7%	Increase the percentage of students meeting CSU/UC requirements when graduating by 4%	Increase the percentage of students meeting CSU/UC requirements when graduating by 5%	Increase the percentage of students meeting CSU/UC requirements when graduating by 6%	The percentage of students meeting CSU/UC requirements when graduating will have increased 15% over a three year period.

College and Career Readiness	Advanced Placement Enrollment: 809 in 2019-21	Increase the percentage of students taking Advanced Placement course by 2%	Increase the percentage of students taking Advanced Placement course by 2%	Increase the percentage of students taking Advanced Placement course by 1%	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	Increase the number of CTE pathway completers by 3%	Increase the number of CTE pathway completers by 3%	Increase the number of CTE pathway completers by 4%	Maintain 20%+ of graduating students that are CTE Completers
Increase student agency and voice	Youth Truth Survey, Student Collective	The youth truth survey will be designed with an SRCS focus to capture data for this metric; student collective will begin in 2022 report	Data collected in the 2022 report will become the baseline data for this metric.	The analysis of baseline data will inform the outcome goal.	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	Due to learning disruptions between 2017 - 2021, baseline data will be gathered in 2021-2022.	Data collected in the 2022 report will become the baseline data for this metric.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will inform the outcome goal.
Increase the number of students scoring proficient or above on the reading comprehension of	LGL DORA Reading Comprehension: 3rd-6th: 62.4%	The percentage of students scoring proficient or above on the reading comprehension	The percentage of students scoring proficient or above on the reading comprehension	The percentage of students scoring proficient or above on the reading comprehension	The percentage of students scoring proficient or above on the reading comprehension subtest of Let's Go

the Let's Go Learn DORA test		subtest will increase by 1%.	subtest will increase by 2%.	subtest will increase by 2%.	Learn DORA test will increase by 5% over the three year period.
Increase the number of students scoring at grade level or above on the NWEA/MAP reading diagnostic tests that correlate grade	MAP Reading	Due to learning disruptions between 2017 - 2021, baseline data will be gathered in 2021-2022.	Data collected in the 2022 report will become the baseline data for this metric.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will 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	Due to learning disruptions between 2017 - 2021, baseline data will be gathered in 2021-2022.	Data collected in the 2022 report will become the baseline data for this metric.	The analysis of baseline data will inform the outcome goal.	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%	Increase the percentage of students being reclassified by 3%.	Increase the percentage of students being reclassified by 3%.	Increase the percentage of students being reclassified by 4%.	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%	Increase the percentage of students scoring at, near or above standard on SBAC and other local measures by 1%	Increase the percentage of students scoring at, near or above standard on SBAC and other local measures by 5%	Increase the percentage of students scoring at, near or above standard on SBAC and other local measures by 5%	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 ADAM test will increase by 1%.	The percentage of students scoring proficient or above on the ADAM test will increase by 2%.	The percentage of students scoring proficient or above on the ADAM test will increase by 2%.	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.
Standards-based Curriculum, Text Books, and Materials	100% implementation of State Board and or District adopted materials	Maintain 100% implementation of State Board and or District adopted materials, including academic and content performance standards for all pupils, including ELs per the Williams visit by SCOE	Maintain 100% implementation of State Board and or District adopted materials, including academic and content performance standards for all pupils, including ELs per the Williams visit by SCOE	Maintain 100% implementation of State Board and or District adopted materials, including academic and content performance standards for all pupils, including ELs per the Williams visit by SCOE	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	Reduce 5%	Reduce 5%	Reduce 5%	
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	TBD	TBD	TBD	

Actions

Action #	Title	Description
Action #1 Assessment & Reporting	Data and reporting systems and tools	<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)

		<ul style="list-style-type: none"> • K-12 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate)
<p>Action #2 Assessment & Reporting</p>	<p>Language Acceleration Review Committee (LARC)</p>	<ul style="list-style-type: none"> • Achieve annual growth as measured by the ELPAC annual growth data and our English Learner reclassification rate • 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.
<p>Action #3 Curriculum, Development, & Materials</p>	<p>Collaborative Curriculum Design (CCD)</p>	<ul style="list-style-type: none"> • Unit development (teachers will need substitute coverage) • Restock elementary books and materials
<p>Action #4 Curriculum, Development, & Materials</p>	<p>KA-12 Curriculum & Instructional Materials</p>	<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
<p>Action #5 Curriculum, Development, & Materials</p>	<p>English Learner Curriculum Training & Translated Textbooks</p>	<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
<p>Action #6 Curriculum, Development, & Materials</p>	<p>Hands-on Manipulatives to Support Student Learning</p>	<ul style="list-style-type: none"> • 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
<p>Action #7 Expand & Improve Course Offerings</p>	<p>Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education</p>	<ul style="list-style-type: none"> • Continue to support the Equity Initiative and Ethnic Studies • Increase the percentage of Ethnic Studies courses, across disciplines, district-wide • Increase the number of students taking Ethnic Studies courses • continue the development of the asset-based focus through ongoing professional development in CRSH and Ethnic Studies • Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group)

		<ul style="list-style-type: none"> ● Continue partnership with Acosta Educational Partnership and Sonoma State University faculty ● Purchase Ethnic Studies instructional materials
<p>Action #8</p> <p>Expand & Improve Course Offerings</p>	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
<p>Action #9</p> <p>Expand & Improve Course Offerings</p>	Career Technical Education (CTE)	<ul style="list-style-type: none"> ● Progress monitoring of Work-based Learning participation, engagement, and outcomes as part of the CALPADS end-of-year process
<p>Action #10</p> <p>Expand & Improve Course Offerings</p>	K-12 Visual and Performing Arts (VAPA) Education	<ul style="list-style-type: none"> ● 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
<p>Action #11</p> <p>Expand & Improve Course Offerings</p>	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.
<p>Action #12</p> <p>Expand & Improve Course Offerings</p>	Math Redesign	<ul style="list-style-type: none"> ● 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.
<p>Action #13</p> <p>Expand & Improve</p>	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.

Course Offerings		<ul style="list-style-type: none"> Support AVID sites; CCLA/Cook, Slater, Montgomery, Elsie Allen
Action #14 Expand & Improve Student & Family Engagement	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.
Action #15 Expand & Improve Student & Family Engagement	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
Action #16 Instructional Technology	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.
Action #17 Prevention & Intervention Systems & Models	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.
Action #18 Prevention & Intervention Systems & Models	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.

<p>Action #19</p> <p>Prevention & Intervention Systems & Models</p>	<p>Teachers on Special Assignment (TOSAs)</p>	<ul style="list-style-type: none"> • 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.
<p>Action #20</p> <p>Prevention & Intervention Systems & Models</p>	<p>Intervention Software</p>	<ul style="list-style-type: none"> • 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.
<p>Action #21</p> <p>Prevention & Intervention Systems & Models</p>	<p>College Entrance Examination Preparation</p>	<ul style="list-style-type: none"> • 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.
<p>Action #22</p> <p>Prevention & Intervention Systems & Models</p>	<p>Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work</p>	<ul style="list-style-type: none"> • 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.
<p>Action #23</p> <p>Prevention & Intervention Systems & Models</p>	<p>Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners</p>	<ul style="list-style-type: none"> • 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.
<p>Action #24</p> <p>Prevention & Intervention Systems & Models</p>	<p>English Learner Support Systems</p>	<ul style="list-style-type: none"> • Centralized Newcomer Support System: implement a new system 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>Action #25</p>	<p>Individual School/SPSA Support</p>	<ul style="list-style-type: none"> • 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

Prevention & Intervention Systems & Models		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.
Action #26 Prevention & Intervention Systems & Models	Licensed Child Care/Preschool	<ul style="list-style-type: none"> Supporting Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs.

Goal Analysis - Goal 1 [2021 - 2022]

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 of the budgeted expenditures and estimated actual expenditures 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 specific actions towards the 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 that will inform changes that need to be made.

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 #	Description
Goal #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%</p> <p>DataQuest 2018-19 Chronic Absenteeism %:</p>	Reduce by 2% until a green target is reached in dashboard or less than 10%	Reduce by 2% until a green target is reached in dashboard or less than 10%	Reduce by 2% until a green target is reached in dashboard or less than 10%	Green target or better is achieved in dashboard or less than 10%

	K-6 = 12.40% 7-12 = 18.90%				
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%	Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%	Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%	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%	Increase the percentage of students graduating by 1%	Increase the percentage of students graduating by 2%	Increase the percentage of students graduating by 2%	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%	Decrease by 2%	Decrease by 2%	Decrease by 2% every year
Fostering positive school culture, relationships, &	Youth Truth Jan 2021	Decrease the gap by 2%	Decrease the gap by 2%	Decrease the gap by 2%	Decrease the gap by 2% every year

<p>Improving family engagement and inclusion</p>	<p>Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) :</p> <p>Relationships E = 86% M = 74% H = 47%</p> <p>Belonging & Peer H = 39%</p> <p>Engagement E = 67% M = 43% H = 27%</p> <p>Culture E = 75% M = 61% H = 46%</p> <p>Emotional & Mental Health - Jan 2021 H = 56%</p> <p>School Safety Jan 2021 E = 76% M = 61%</p> <p>School Safety Jan 2020 H = 61%</p>				
<p>Increase the number of Special Education students in the General Education setting, as measured by SEIS Field 45 %</p>	<p>Data is pending SEIS E.O.Y report</p>	<p>TBD</p>	<p>TBD</p>	<p>TBD</p>	

In a General Ed Class”					
Assess district-wide efforts to improve staff and student resilience.	RISE Index- Alliance for a Healthier Generation	District level team will complete the RISE Index to assess the staff wellbeing, collaboration, leadership, district-wide policies and procedures in the 2022 report.	Data collected in the 2022 report will become the baseline data for this metric.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will inform the outcome goal.

Actions

Action #	Title	Description
Action #1 Family & Community Engagement	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 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.
Action #2 Family & Community Engagement	CTE Collaborative Community	<ul style="list-style-type: none"> ● 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.
Action #3 Family & Community Engagement	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.)

		<ul style="list-style-type: none"> Strengthen the methods of communication between the district and our families. A tiered system of strategies and supports will be developed that will include training and collaboration using our resources/staff from both district and site levels.
Action #4 MTSS	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement	<ul style="list-style-type: none"> Support collaboration & training to refresh and train site leaders at bi-monthly meetings: supporting tiered interventions for academics, attendance, behavior & social emotional wellness.
Action #5 MTSS	Elementary Counselors	<ul style="list-style-type: none"> 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.
Action #6 MTSS	Provide assessment tools for Special Education to determine the degree of learning loss	<ul style="list-style-type: none"> 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.
Action #7 MTSS	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. 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.
Action #8 MTSS	Mental Health Clinical Supervisor	<ul style="list-style-type: none"> 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.
Action #9 MTSS	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.

Action #10 School Climate	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.
Action #11 School Climate	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.
Action #12 Student Engagement	Buck Institute for Education Training for teachers and administrators and relevant instruction	<ul style="list-style-type: none"> • 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.
Action #13 Student Engagement	Toolbox curriculum	<ul style="list-style-type: none"> • Elementary: continue Toolbox Tools professional development for new staff, review for veteran staff, and provide curriculum materials for elementary schools.
Action #14 Student Engagement	Restorative Practices & Specialists	<ul style="list-style-type: none"> • Through support by 5.0 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.
Action #15 Student Engagement	Elementary Student Engagement Activity Workers	<ul style="list-style-type: none"> • 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.
Action #16 Student Engagement	Promote Positive Attendance - Student Incentives	<ul style="list-style-type: none"> • Promote positive attendance with incentives and support materials for all of the sites.

Goal Analysis - Goal 2 [2021 - 2022]

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 of the budgeted expenditures and estimated actual expenditures 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 specific actions towards the 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 that will inform changes that need to be made.

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 #	Description
Goal #3	SRCS values and supports growth-minded professionals and positive learning environments by: <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.	Develop a survey for use this year to provide baseline data.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will inform the outcome goal.	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, so no baseline at this time.	Develop a survey for use this year to provide baseline data.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will inform the outcome goal.	The analysis of baseline data will inform the outcome goal.

Actions

Action #	Title	Description
Action #1 Building Capacity	District staffing	<ul style="list-style-type: none"> • 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.

<p>Action #2 Building Capacity</p>	<p>Provide professional development for Classified Staff</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #3 Building Capacity</p>	<p>Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA</p>	<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.
<p>Action #4 Building Capacity</p>	<p>Maintain two Director positions at district level</p>	<ul style="list-style-type: none"> ● Maintain one Director 1 Professional Development and one Director 1 for EL Programs. ● Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.
<p>Action #5 Building Capacity</p>	<p>Administrator English Learner Seminar</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #6 Building Capacity</p>	<p>EL Services Professional Development</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #7 Curriculum & Assessment</p>	<p>DRA (K-2) & DIBELS (3-6) Training</p>	<ul style="list-style-type: none"> ● Provide differentiated training for new & continuing teachers on how to administer DRA & DIBELS assessments with fidelity.
<p>Action #8 Curriculum & Assessment</p>	<p>Learning House</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #9 Curriculum & Assessment</p>	<p>7-12 Steering Committee Meetings</p>	<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.

<p>Action #10</p> <p>Pedagogy & Instructional Strategies</p>	<p>Orton-Gillingham Training</p>	<ul style="list-style-type: none"> ● Provide comprehensive PD in the teaching of reading and addressing the learning needs of students with dyslexia.
<p>Action #11</p> <p>Pedagogy & Instructional Strategies</p>	<p>AVID Training</p>	<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.
<p>Action #12</p> <p>Pedagogy & Instructional Strategies</p>	<p>Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education</p>	<ul style="list-style-type: none"> ● Continue to support the Equity Initiative and Ethnic Studies ● Increase the percentage of Ethnic Studies courses, across disciplines, district-wide ● Increase the number of students taking Ethnic Studies courses ● Continue the development of the asset-based focus through ongoing professional development in 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
<p>Action #13</p> <p>School Climate & Safety</p>	<p>PD Series weaving MTSS, CRSH, & Restorative Practices</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #14</p> <p>School Climate & Safety</p>	<p>Offer of voluntary high level, confidential response to conflict between staff</p>	<ul style="list-style-type: none"> ● 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.
<p>Action #15</p> <p>School Climate & Safety</p>	<p>Restorative Practices</p>	<ul style="list-style-type: none"> ● Through continued PD on Restorative Practices, classified and certificated employees learn about the relational approach, increasing belonging.
<p>Action #16</p> <p>School Climate & Safety</p>	<p>Multidisciplinary Threat Assessment Management Program</p>	<ul style="list-style-type: none"> ● 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.

Action #17 Technology	Technology and Blended Learning Training	<ul style="list-style-type: none"> 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.
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Goal Analysis - Goal 3 [2021 - 2022]

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 of the budgeted expenditures and estimated actual expenditures 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 specific actions towards the 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 that will inform changes that need to be made.

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

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 \$29,527,340 Secondary \$97,333,794

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 \$6,482,721 for Elementary and 8,846,602 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.

Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to eliminate barriers include:

Goal 1, Action 5: 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 1, Action 7: Support and provide Ethnic Studies and Culturally Responsive Sustaining (CRSH) education by increasing the percentage of Ethnic Studies courses and student participation. In order to support equity in SRCS, it is important to provide a curriculum that allows all students, but especially FY, EL, and LI students, to see themselves and gives them more agency, choice, and voice.

Goal 1, Action 8: Support college-readiness by supporting students in qualifying to attend a 4-year university and/or some form of higher education. Provide access for students to take colleague entrance exams. 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.

Goal 1, Action 13: Support the growth of AVID programs and strategies district-wide, K-12. Resources are principally directed towards FY, EL, and LI students to prepare them for college readiness. It is SRCS's experience that these student groups are at greater risk of not achieving grade level standards, not progressing towards graduation and are underrepresented in college.

Goal 1, Action 16: Provide additional modality resources for literary sources for students with reading deficits. Resources are principally directed towards FY, EL, and LI students to facilitate access to core literary texts using a variety of digital resources that will allow versatile

access in various modalities, visual and auditory.

Goal 1, Action 21: 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 2, Action 13: Continue to implement the elementary Toolbox curriculum and provide teachers with pertinent materials and training. Principally directed towards FY, EL, and LI students who typically have less access than other peer groups to social-emotional supports that can help reduce barriers and improve communication inside and outside of the classroom.

Goal 2, Action 14: Through support by 5.0 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. Principally directed towards FY, EL, and LI students who may need additional support in navigating relationships with the goals of equity, inclusion, and belonging.

Goal 2, Action 15: The 6.0 FTE Student Engagement Activity Workers 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. Principally directed towards FY, EL, and LI students who may need additional support to engage more fully in school activities. SRCS's experience is that students who are more engaged in their learning and school community are more likely to be academically successful and have improved social-emotional connections.

Goal 3, Action 13: In a PD series weaving together PBIS, SEL, Culturally Responsive Teaching, Restorative Practices, Regulation, and Trauma-informed Care, staff can attend paid, voluntary PD after school hours via Zoom. Principally directed towards FY, EL, and LI students who may be disproportionately impacted when faculty and staff lack training to support best practices. SRCS's experience is that students and families who understand and feel supported by strategies such as PBIS are more likely to be engaged in school and succeed.

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 include:

Goal 1, Action 1: 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. Principally directed towards FY, EL, and LI students who may need a variety of services and supports across Tier 1, 2, or 3. SRCS's ability to systematically track and monitor our responses to students' needs is paramount to their continued engagement in school and their long-term academic progress, as well as their social-emotional well-being and mental health.

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 9: Career Technical Education (CTE). Continue Work-based Learning (WBL). Progress monitoring of Work-based Learning participation, engagement, and outcomes as part of the CALPADS end-of-year process. Principally directed towards FY, EL, and LI students who may lack access to such learning opportunities. SRCS's experience is that students who participate in WBL programs are more engaged in their learning and more likely to experience successful academic outcomes.

Goal 1, Action 10: Support K-12 Visual and Performing Arts (VAPA) education. Provide one 1.0 TOSA position to support program development and implementation. 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. Principally directed towards FY, EL, and LI students who may lack access to such activities. SRCS's experience is that students who have access to and participate in a well-rounded education that includes arts are more engaged in their learning and more likely to experience successful academic outcomes.

Goal 1, Action 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. 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 believes that redesigned 7-12 math pathways will serve a variety of learners and provide more equitable access and outcomes for FY, EL, and LI students.

Goal 1, Action 25: 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. Actions and services are principally directed to FY, EL, and LI students at each site, with the goal of providing site-specific preventions, interventions, and other supports, in addition to district-wide initiatives.

Goal 2, Action 17: Maintain 0.80 FTE Student and Family Services coordinators 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. Actions and services are principally directed to FY, EL, and LI students who often lack access to and knowledge of school systems, how to navigate them, and how to advocate for needed services or supports. These SRCS coordinators provide the necessary communications and support for FY, EL, and LI incomes to remain enrolled, engaged, and successful in school.

Goal 3, Action 3: 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. 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. SRSC understands that in order to support all students, but especially at-risk students, educators must be provided current training in curriculum, pedagogies, MTSS, and SEL in order to best meet students' needs so they progress academically, socially, and emotionally.

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 through prevention, intervention, and support services include:

Goal 1, Action 11: Provide summer programs for 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. 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's intention is to broaden the scope of summer learning to better engage students and help them meet graduation requirements so that they are college-ready.

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 1, Action 17: 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. 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 recognizes the need for systematic, district-wide prevention and intervention systems that address all student needs, but especially FY, EL, and LI students who benefit from targeted and systematic intervention and support.

Goal 1, Action 18: 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, 5.0 FTE LCAP counselors, and training. 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's experience is that clear guidance and support around counseling issues and of counselors benefits students directly, especially FY, EL, and LI students, who may need additional counseling services.

Goal 1, Action 19: The district-wide 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. 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's experience has been that the TOSAs, district- and site-based, have created systems of prevention and intervention support targeted to students' needs. These targeted interventions and the related progress monitoring especially benefit FY, EL, and LI students who may be receiving multiple forms of district and site supports.

Goal 1, Action 20: Provide intervention software (Cyberhigh, Acellus, Math 180) 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. 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's experience is that FY, EL, and LI students often lack access to supports their peers have and that these supports provide additional ways for them to progress in their learning, recover graduation credits, and meet UC/CSU entrance requirements.

Goal 1, Action 22: 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. 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. It is SRCS's experience that these counselors' work especially benefits FY, EL, and LI students, helping to mitigate disproportionate outcomes.

Goal 1, Action 23: Advanced Learner Plan and Services. 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. 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 understands that there are Advanced Learners within the FY, EL, and LI student groups, and that it is incumbent upon us to recognize this and provide pertinent strategies to address these learners' needs.

Goal 1, Action 24: Centralized Newcomer Support System: implement a new system 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 new ways with the goal of increased student and family engagement, progress monitoring, and a variety of extended supports.

Goal 1, Action 26: Support Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs. 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's experience is that Early Childhood Education is important in the development of the whole student, increasing students' chances of achieving grade level standards and graduating.

Goal 2, Action 5: 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. 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. SRC's experience is that these elementary counselors are vital to our MTSS, especially in support of FY, EL, and LI students who may benefit from additional counselor guidance.

Goal 2, Action 7: 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. 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. SRC's experience is that these

school-based therapists are vital to our MTSS, especially in support of FY, EL, and LI students who may require therapy to address issues that are impacting school performance.

Goal 3, Action 10: Provide comprehensive PD in Orton-Gillingham, the teaching of reading and addressing the learning needs of students with dyslexia. SRCS understands that FY, EL, and LI students may also be students with dyslexia. This systematic approach to the teaching of reading and addressing the needs of dyslexic students is important for all affected students, including FY, EL, and LI populations, in order to help them make continued reading progress.

Goal 3, Action 11: 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. 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's experience with the teaching of AVID strategies has been positive, and is critical in providing students with the skills and strategies to be successful learners as they master grade-level standards, meet graduation requirements, and are prepared to enter college.

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 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, 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.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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)*).

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

Statutes 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, school site-level advisory groups, as applicable (e.g., school site 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, present 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.