

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

## LEA Name

Santa Rosa City Schools

## CDS Code:

49709120000000

## Link to the LCAP:

*(optional)*

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## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

Title I, Part A strategy for using federal funds: 1) Decentralize funding to school sites to implement services to Foster Youth, Homeless, Low Income, and English Learner students and families as described in their school site plans (SPSA). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year; 2) Assign two Family Engagement Facilitators to address the needs of Foster Youth and Homeless students between District and Schools; and 3) Support coordination and programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Provide ongoing training to Family Engagement Facilitators on how to work with the school communities to enhance a welcoming school environment for parents and community members. 4.) Decrease the ratio of counselors to students so that socio-emotional needs can be more fully addressed.

Title II, Part A strategy for using federal funds: 1) Implement a Multi Tiered System of Support (MTSS) Program: a continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS). Train staff on MTSS continuum of services model and BEST Plus. Prepare Teachers on Special Assignments (TOSAs) to support colleagues in implementing the Common Core (CCSS), California English Language Development (ELD), and Next Generation Science Standards (NGSS) as well as. support collaboration, professional learning, and data analysis; 2) Recruit the support of our Directors to strengthen Professional Development and EL programs.

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

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

## Alignment

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

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

Title I, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: Goal 1-Decentralize funding to school sites to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year. Goal 2a. Provide 1 classified Family Mentor (.5 FTE) to assist and coordinate services with Foster Youth and Homeless students between District and Schools. Goal 2;Support coordination and programs for Full-Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Provide 8.5 Family Engagement Facilitators and training. Train Family Engagement Facilitators to support a welcoming school environment for parents and community members.

Title II, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: Goal 1 Action 3 Implement a Multi-Tiered System of Support (MTSS) Program: a continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS).Train staff on MTSS continuum of services model and provide 8.7 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS. Support collaboration, professional learning, and data analysis.

Title III, Part A strategy for using federal funds aligns with activities funded by state and local funds through the following GOALS and Actions included in the LCAP: (Goal 1 ): Establish a Language Acceleration Review Committee (LARC) at each school site to inform decisions for additional needed student supports and readiness for reclassification. Implement the English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing while reducing Long Term English Learner rates. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency and reducing the over identification of English Learners in Special Education..

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

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

Free and Reduced Lunch Application



## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Student Transitions**

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

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

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Comparable Education Program** ESSA SECTION 1423(3)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Successful Transitions** ESSA SECTION 1423(4)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Educational Needs** ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

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

### **Prioritizing Funding**

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **Data and Ongoing Consultation to Support Continuous Improvement**

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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



## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title III funding is primarily used in our district to provide direct services to EL and Immigrant students. A very small percentage of the grant allocation is utilized to fund a portion of district office personnel who coordinate professional development and processes related to EL students. One activity that the district office supports is the work of ELA/ELD district TOSAs at each of our elementary and some secondary sites. These TOSAs work with their peer colleagues to share research-based instructional practices and assistance with the implementation of the new ELA/ELD core adopted instructional materials that support the needs of students who are not proficient in English.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district supports students who are English learners. Supplemental services provided to these students through after-school tutoring, intervention during the school day, and summer programs. The immigrant students are given priority to participate in supplemental programs. Newcomer curriculum is used to support the language needs of these students with a gradual progression to our regular ELD curriculum, then to ELA alone after the students become proficient in English. Students are assigned to classrooms that will be most supportive of their needs. At the middle and high school, these classes are small (as few as four students) to provide the most support to non-English speaking immigrant students. At the secondary level, intensive instruction is required because the time available to become proficient may be short for students who arrive in high school with little or no English.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

ELD curriculum is used for designated ELD at both the elementary and secondary levels. ELD instruction is supplemented with computer-based, adaptive language software programs to provide additional targeted individualized practice. The ELD programs are designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition. Research-based best practices form the basis for these intervention programs which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals A clear focus on using ELD time effectively

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

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

## **English Proficiency and Academic Achievement**

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

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

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

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The California School Dashboard website provides an English Learner Progress Indicator that examines the percent of English Learners who made progress towards English proficiency. Reclassifications and performance on state assessments are also included in this indicator. California is in the early stages of implementing a new assessment for English language proficiency, the English Learner Proficiency Assessments for California. Our early results will allow us to establish baselines and determine targets for performance to monitor progress against in future school years. The Dashboard provides a more complete picture of all the ways schools are helping students succeed and will be enhanced over time with additional metrics, data, and reports. By building on our strengths, the Dashboard data will help us meet the needs of various student groups included in our LCAP and SPSAs, and will support us to identify and improve areas of low performance in order to meet the State's goals for EL students.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

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

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

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