

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Santa Rosa City Elementary Schools	Diann Kitamura Superintendent	dkitamura@srcs.k12.ca.us 707.528.5181

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Santa Rosa City Schools was founded in 1858 with 50 students. Today, we welcome nearly 16,000 students to our 24 schools, including nine elementary schools, five middle schools, five high schools, and one continuation high school. We also have four dependent charter schools, including French and Spanish immersion schools, a K-8 charter school for the arts, and a nationally recognized accelerated charter school. In October 2017, our district lost an elementary school and a high school farm to deadly wildfires that swept through Northern California. The fires also destroyed the homes of 800 students and 90 staff members. This devastating loss will shape the needs of our community for years to come. Due to this tragedy, our Board of Education supported our community by requesting a state testing waiver to the California Department of Education who then forwarded it on to the Department of Education. The results of not taking the state tests are reflected in our metrics as we don't have data to input in sections of our LCAP.

Our community is diverse. Students and families speak 49 languages, with the majority speaking English and/or Spanish. We have 2,700 English language learners. Our schools all have bilingual family engagement facilitators, to help our families make connections. We value diversity and have been recognized statewide for our Equity and Social Justice Initiative. That initiative has been embraced by our 1,600 teachers and staff, who have adopted the district's motto of "Every Student, Every Possibility, No Matter What."

Learning begins with healthy students and families. We partner with community organizations to provide services that go beyond academics, such as parent education, health services, and counseling. After the wildfires, we worked with community partners to open an Integrated Wellness Center, which continues to provide free counseling and referrals, academic support and school nurse services to any area families. The mission of our schools is to provide active, involved learning to prepare each of our students for college and career. Equity and access guide our teaching and learning. When our students reach high school, their choices include work-based learning opportunities, 17 Career Technical Education programs, magnet programs that partner with our local junior college and university, an award-winning high school arts program, and an International Baccalaureate Program. College & Career centers and counselors are available in each high school, providing guidance as students find their path.

After more than 160 years, Santa Rosa City Schools continues to value its position in this community, entrusted with providing our next generation the tools they need lead us into the future.

LCAP Highlights

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

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

The district supports high-quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Santa Rosa City Schools supports Collaborative Curriculum Design (CCD) work in all core subject areas. The focus on the California ELD Standards will continue to be enhanced with additional GLAD training and in classroom support through Teachers on Special Assignment (TOSA). Training for Next Generation Science Standards and C3 Framework for Social Studies State Standards receives TOSA support in the classroom. Santa Rosa City Schools supports a focus on STEM training through Maker projects in K-8 schools. SRCS support, with the focus on coherence, systems, and building capacity.

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).

Through restorative practices, centralizing attendance letters, SOLL (Supporting Our Language Learners) counselors, family engagement staff and student engagement activity workers we see a positive impact on students and families. This is evidenced by the reduction of suspensions and expulsions, increases in restorative interactions with students, increased contact with families regarding attendance, 25% of teachers attending the Museum of Tolerance training, the identification of nine BEST Plus schools and their training with an increased number of students receiving mental health services.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Math:

This year was our 2nd year of implementation of both Everyday Mathematics and CPM and provided us the opportunity to dig deeper into the curriculum. This included continued professional development in both programs. In addition, we expanded our use of the Everyday Math assessments to include both a beginning of year assessment and an end of year assessment (EOY). A team of 6th grade teachers has revised last year's created EOY assessment and performance task. Added to this collaboration is an afternoon meeting to calibrate our grading of the performance task as a team. All of these assessments, included in our Illuminate SIS will provide us useful feedback on student progress toward grade level standards.

Writing:

Our teachers have had continued opportunities to participate in professional learning and meaningful collaboration through our work with Lucy Calkins' Units of Study in Writing. This year, training's were site-based and supported teachers with grade level collaboration and planning. Teachers worked to analyze student writing for **strengths** and needs, working together to dive deeper into the units and plan for instruction. Students' overall writing continues to show growth in this 3rd year of implementation as they continue to demonstrate increased fluency, volume, **organization**, and elaboration.

Collaborative Curriculum Design (CCD):

Our Collaborative Curriculum Design (CCD) teams have continued this year to develop additional **integrated** units of study to present to their colleagues, now having completed a first draft of all grade level units. Feedback continues to be positive and teachers greatly appreciate the professional development days used to dig into these new units and prepare for teaching. This initiative is Common Core aligned and has been teacher-led and teacher inspired. The CCD work is large in scope and continues to be in its early implementation phase as we have just this year completed the initial drafts of all unit. High quality and engaging materials have been purchased to support the standards-based instruction in the units, including novel sets, teacher read-alouds and non-fiction texts. Systems have been put in place to label and organize all materials for use by teachers in the classroom. In addition, all units are being moved from their current location on Haiku to a Google site which will house all CCD units, KA-12.

FOSS Science:

This year was our 3rd year of implementation of FOSS Science Kits in grades K-6, completing the cycle of implementation. The cycle of implementation began in 16-17 with the purchase and training of the Physical Science kits, followed in 17-18 with Earth Science and this year concluded with Life Science. For each new life science kit this year, teachers were offered a 3-hour training as well as support from our .20 FTE science TOSA. Feedback from teachers and students is that the FOSS kits create much higher engagement in science. The hands-on, interactive **approach** to teaching science supports content knowledge and provides students the opportunity to engage in the Science & Engineering Practices that are such an important addition the Next Generation Science Standards.

Foundational Skills:

In February of 2018, the School Board adopted McGraw Hill's Wonders/Wonderworks as the District's new foundational skills program. This new program, aligned to the California State Standards, supports a coherent **program** to support early literacy skills focusing primarily on our K-3 students. These materials were purchased for K-6 and **provide** standards based materials to support the foundational skills of literacy, including phonics, phonemic awareness, word analysis and spelling. Some of the resources included are letter cards, high frequency word cards, leveled readers, a reading-writing workshop text and student workbook. There is a very comprehensive list of additional resources housed in the online ConnectED website.

To support the use of these materials in the classroom, teachers were provided 2 full days of professional development. Additional offerings were provided at the April 11th district-wide professional development days and **feedback** from all sessions spoke to the value of the program and support given by our trainer.

English Learners:

Parent participation at English Language Advisory Councils (ELACs) and the District English Language Advisory Council (DELAC) meetings continues to grow significantly. As a result, parents are much more informed and engaged. This has led to greater understanding of the benefits of being reclassified as Fluent English Proficient (R-FEP) and the understanding of the college entry requirements (a-g). This knowledge has led to greater advocacy on behalf of the parents and students as they participate in multiple district and school level committees.

The Family Engagement Facilitators (FEFs) continue to remove the language barriers that **Spanish-speaking** families previously faced. Consequently, parents are more aware of the offerings provided by the schools and the district. They

are able to have meetings with monolingual (English-speaking) teachers and administrators to inquire about their students' challenges and successes, in order to work collaboratively to support improved outcomes for the students. In addition, they are instrumental to the whole reclassification process and progress monitoring of our students who have met the reclassification criteria. Meetings are held regularly with FEFs in order to support their important work at their sites.

Multiple professional development opportunities were provided to Santa Rosa City Schools (SRCS) teachers. Over the summer and throughout the school year, we contracted Tonya Ward-Singer to provide training days with teachers to provide strong instruction to our English Language (EL) students. Her book *EL Excellence Every Day* was purchased for every teacher in the district and principals received training and support to roll out this resource to their staff. The new District EL Teacher on Special Assignment (TOSA) also supported sites with coaching and resources to better support EL students in the classroom.

This year, for the first time, teachers were invited to be trained in how to administer the Initial and Summative English Language Proficiency Assessment for California (ELPAC). This change reaped many benefits as the training and administration of the test gave teachers a deep understanding of the language and academic demands students must demonstrate to be considered "Well-Developed" in their English skills. Many teachers voiced how this new knowledge helped them to better meet their students needs in the core content and in the designated ELD setting. We also know that when students are tested by their teachers, the anxiety levels lessen and their performance tends to be better. District-wide at the elementary level 28.6% of the 1952 EL students have been reclassified this year (as of 4-12-19). Last year (2017-2018) 21.0% of ELs were reclassified. That is nearly an 8% jump. Last year, SRCS surpassed the county and state averages of reclassification rates. The same is expected this year.

Advanced Learners:

This year, the District's .60 FTE ALPS TOSA continued to offer a series of professional development sessions titled, Critical Thinking for All. At these sessions, strategies for engaging students in critical thinking were the focus. Teachers learned how to differentiate the core curriculum for the unique levels of learners in their classroom and for students with varying proficiency levels in English. The course took teachers through integral steps of differentiation; setting the stage; utilizing high-level thinking skills, incorporating DOK, teaching with Cross-Cutting Concepts, and planning the best ways to deliver instruction.

In addition, the TOSA provided several teachers on-site support with lesson planning and lesson demonstrations. Presentations were done at each elementary site and at elementary principal meetings, discussing the identification process, strategies for differentiation and social/emotional needs of advanced learners.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

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

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

To support this area of need, it will be important to provide professional development for teachers to provide both integrated and designated English Language Development (ELD).

If the piloting team recommends the adoption of the ELD program WonderWorks, it will be important to budget for both the materials and the training to support a strong implementation.

Hiring of English Learner Specialists at the elementary levels will be critical to supporting the needs of English Learners. These individuals will be instrumental in providing guidance and support to students, teachers and EL families in order to ensure that students meet the reclassification criteria before leaving the elementary school system and to lower the number of Long Term English Learners (LTELs). This will be done through direct services to students as well as by coaching and support to the classroom teachers and families

The California School Dashboard data reflects orange performance levels for Mathematics (3-8) in all subgroups. The recent curricular adoption of Everyday Mathematics 4 (KA-5) and College Preparatory Math (6) has provided teachers with curricular tools aligned to the California State Standards. Several days of professional development has supported teachers with a foundational understanding of these curricula. Continuing to offer professional development that is comprehensive, engaging and supportive of deeper implementation and reflection will be critical. These continued opportunities to collaborate, reflect on student learning, and plan for instruction will support continued growth and confidence in our students as mathematicians.

The Collaborative Curriculum Design unit development will be in its first year of completion come 2019-20. With all units in first draft phase, teachers can implement them throughout the year, providing students with an engaging, integrated approach to learning that focuses on English Language Arts standards through the rigorous and engaging content of science and social studies. Trimester grade level collaboration meetings will support a wider collaborative conversation in which teachers can analyze student work, reflect on learning and further enhance and refine the units of study for adoption in spring 2020.

California School Dashboard data reflected suspension rates for all students (K-12) in the yellow performance level, this was a 1.9 % decline, which is a positive improvement. Santa Rosa City Schools will continue to make headway in this category with responses to instruction and intervention. Multi-tiered System of Support (MTSS) was called BEST Plus in our district which is a hybrid of Positive Behavioral Interventions and Supports, Restorative Practices, and behavioral health support. Each elementary site was invited to refresher courses or offerings to new employees for Tier 1 and Tier 2 interventions this year. Quarterly Site Leader meetings for each tier provided opportunities for sharing of best practices and collaboration. District procedures were improved as we collaboratively polished the systems and increased shared knowledge.

Continuing to support teachers with the implementation of recently adopted California State Standards-Based curriculum will be essential to supporting a coherent, rigorous learning environment for students. Opportunities for continued professional development and collaboration will support deep understanding of the state standards in all subject matters: English Language Arts, Mathematics, Science and Social Studies, supporting teachers with continuing to create and nurture a learning environment prepared to meet the needs of a diverse classroom of learners. Opportunities for site-based professional development, grade level collaboration and curriculum development will be essential to deepening our learning as educators.

Santa Rosa City Schools needs to increase the visual and performing arts instruction to promote student engagement, critical thinking and creative problem-solving. Elementary students do not receive formal instruction in visual art, dance or theater. While the elementary music program has increased instruction for

6th grade to one hour this school year and will increase to 4th through 6th grade elementary music to 1 hour per week starting in 2019-20, we need to continue to focus on building our music programs for long term stability.

Development of a district-wide comprehensive co-teaching plan; providing access for inclusive education opportunities for all students; co-teaching professional development and opportunities for teachers to collaborate in the development of teaching plans and classroom management.

Development/implementation of tools to provide live data, to support monitoring of student behavior, academics, testing and social emotional learning.

Referring to the California School Dashboard, identify 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 performance gaps?

Performance Gaps

There is no denying that there are performance gaps between our English Learners (ELs) and the general Santa Rosa City Schools student population. We also recognize that much has changed in regards to the California Standards and that strong first instruction is critical to student achievement and school improvement. We understand the need for sound and systematic intervention programs for our English Learners and that a more robust monitoring system must be implemented in order to ensure students are making the necessary gains in language acquisition as well as academic achievement in content standards. Further, we fully understand that more must be done to engage parents as partners in this important work.

We recognize that our English Learner Services have a double curricular load - they shall become proficient in academic English, and they shall master all of the academic content required of all students in California. This means that ELs require additional services to ensure that they acquire English and have access to the full curriculum in a way that makes instruction comprehensible and meaningful. We must provide professional development and collaboration time for teachers in order to provide our ELs with excellent first teaching in the core content and services above the core to ensure that their linguistic and academic needs are met.

Special Education has focused on two important goals for improving school scores for students with disabilities:

Improved Case management. The District continues to provide new teacher release and department supports to track student improvement and provide supports per the Individual Educational Program (IEP). Teachers receive notice if their students are not being tracked on their progress for the Individual IEP. The teachers receive support from the Special Education office to hold IEP and ensure students are receiving services.

Moving more students into general education classes with support. The Special Education department has expanded Co-teaching and mainstreaming opportunities at all levels in the District. In addition, students are being moved to expect the California graduation requirements which allow them to receive Diplomas where in previous years they received Certificate of Complete. This will dramatically increase the number of students graduating with diplomas and better prepare them for after high school options.

The SOLL counselors were assigned to support the Foster Youth. There is a district liaison to assist with proper identification of Homeless students in the student information system(SIS). Santa Rosa City Schools works with Sonoma County Office of Education to identify Foster Youth in the SIS as well. There was a delay in getting reports in the SIS for folks to quickly identify students in these categories.

Comprehensive Support and Improvement

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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.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

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.

N/A