

**Santa Rosa City Schools
2024 California School Dashboard
& LCAP Mid-Cycle Report**

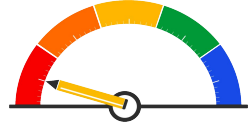
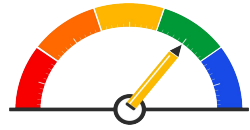
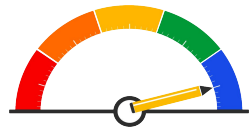
February 26, 2025



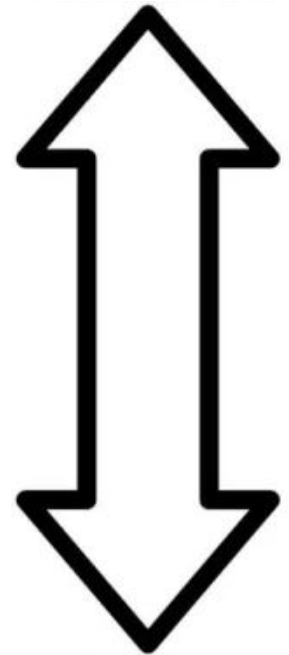
Embrace · Engage · Empower

LCAP Mid-Year Update with California Dashboard Data

$$\begin{aligned} &\text{Growth} \\ &+ \\ &\text{Proficiency} \\ &= \\ &\text{Performance Level} \end{aligned}$$



Highest Performance

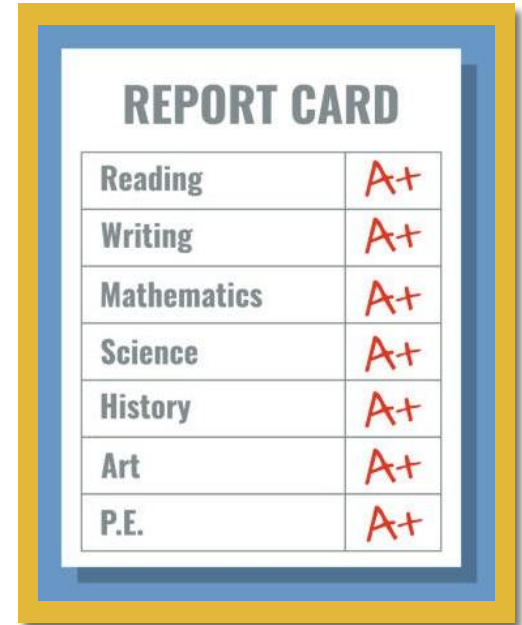


Lowest Performance

Why is the California School Dashboard important?

The Dashboard is like a report card for our schools and districts:

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies student groups, schools, and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes



REPORT CARD	
Reading	A+
Writing	A+
Mathematics	A+
Science	A+
History	A+
Art	A+
P.E.	A+

Eleven Measures of School Success

Six State Measures

- Academic Performance- English Language Arts and Math
- English Learner Progress (ELPI)
- College/Career Indicator - High School only
- Chronic Absenteeism - K through 8 only
- Graduation Rate - High school only
- Suspension Rate

- ❖ The performance levels are determined using current year and prior year data (change) and are represented by a color ranging from red to blue.



Five Local Indicators

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parent Involvement and Family Engagement
- Access to Courses

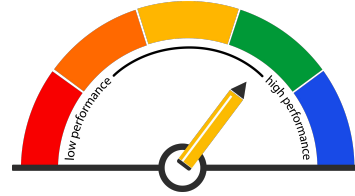
- ❖ Data is self-reported by districts to CDE
- ❖ Ratings include “Met”, “Not Met” or “Not Met For Two Or More Years”

STANDARD MET

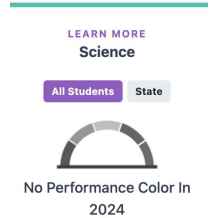
What's New or Different for 2024?



College and Career Indicator
Color Performance Indicator Returns



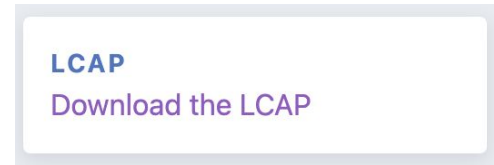
Science
No Color Performance this year as we will need 2 years of data



New Student Demographic Group Added
Long Term English Learners (LTELs)



LCAP
All LEAs are required to have their LCAP linked to the Dashboard



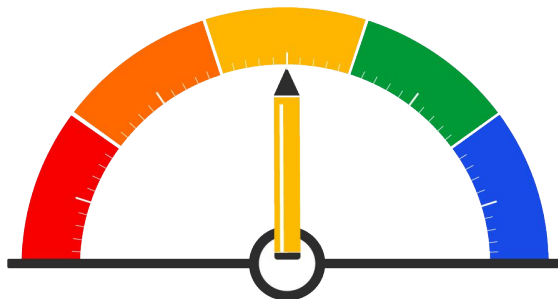
California School Dashboard Annual Results



Dashboard Priority 4: English Language Arts

**Santa Rosa City
Schools
45.8 Points
Below Standard**

Increased 8 points from 2023



YELLOW

**California
13.2 Points
Below Standard**

RED

NONE

ORANGE

- American Indian
- English Learners
- Foster Youth
- Hispanic
- Homeless
- Long Term English Learners
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

YELLOW

- African American
- Two or More Races

GREEN

- Asian
- Filipino
- White

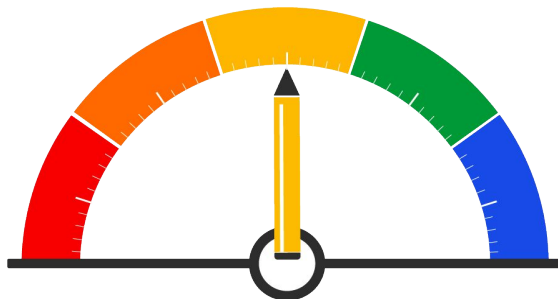
BLUE

NONE

Dashboard Priority 4: Mathematics

**Santa Rosa City
Schools
89.1 Points
Below Standard**

Increased 13.5 points from 2023



YELLOW

**California
47.6 Points
Below Standard**

RED

NONE

ORANGE

- African American
- American Indian
- English Learners
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Long Term English Learners
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

YELLOW

- Two or More Races
- White

GREEN

NONE

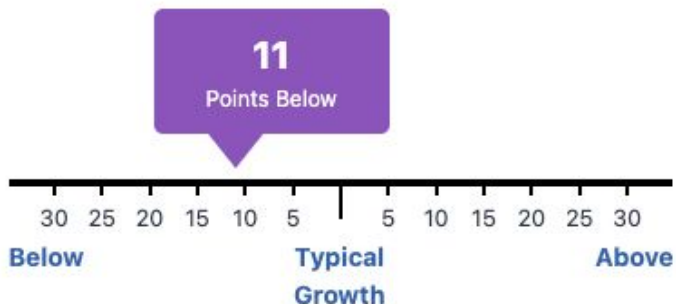
BLUE

- Asian

Dashboard Priority 4: Student Growth Models

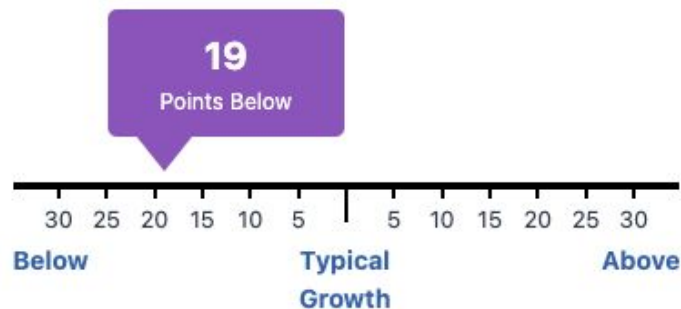
Mathematics

All Students



English Language Arts

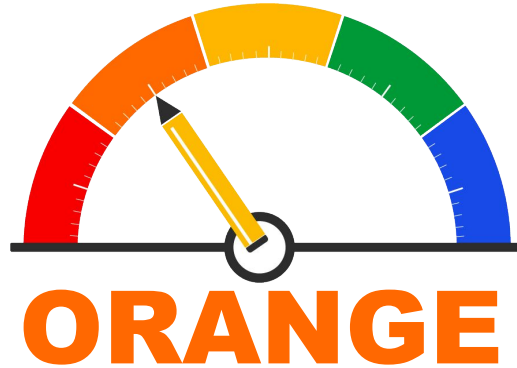
All Students



Dashboard Priority 4: English Learning Progress Indicator

**Santa Rosa City
Schools**
**39.7% Made Progress
Toward Proficiency**

Decreased 3.6% from 2023



California
**45.7% Making
Progress**

Which students are included in this Indicator?

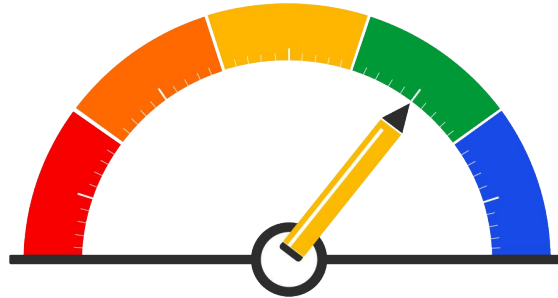
Only students in grades 1 - 12 who are English Learners and have 2 years of ELPAC scores; there are scores for EL and Long-Term English Learners student groups on this indicator.

Dashboard Priority 5: Graduation Rate

Santa Rosa City Schools

86.5% Graduated

Increased 3.8% from 2023



California

87.6% Graduated

GREEN

RED

NONE

ORANGE

NONE

YELLOW

- English Learners
- Homeless
- Long Term English Learners
- Students with Disabilities

GREEN

- African American
- Foster Youth
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- White

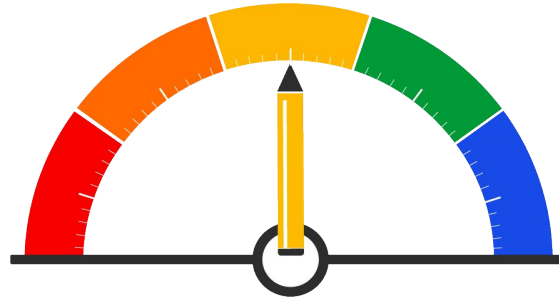
BLUE

- Asian

Dashboard Priority 5: Chronic Absenteeism

**Santa Rosa City
Schools
26.2% Chronically
Absent**

Decreased 9.4% from 2023



YELLOW

**California
18.6% Chronically
Absent**

RED

NONE

ORANGE

- African American
- American Indian
- Foster Youth
- Pacific Islander

YELLOW

- Asian
- English Learners
- Hispanic
- Homeless
- Long Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

GREEN

- Filipino

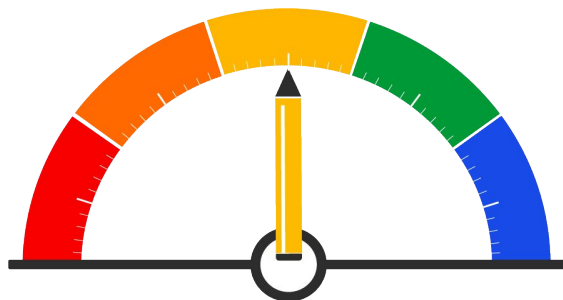
BLUE

NONE

Dashboard Priority 5: Suspension Rate

**Santa Rosa City
Schools**
**6.4% Suspended at
Least One Day**

Decreased 1.8% from 2023



YELLOW

California
**3.2% Suspended
for at least one day**

RED

- Foster Youth

ORANGE

- American Indian
- Asian
- Two or More Races
- Pacific Islander

YELLOW

- African American
- English Learners
- Filipino
- Hispanic
- Homeless
- Long Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

GREEN

NONE

BLUE

NONE

Dashboard Priority 8: College and Career Indicator

Graduates classified as **Prepared** on this state measure must meet *at least one* of the criteria in the **Prepared** level in various combinations of the indicators below. For a more complete description of the requirements of each level, click [HERE](#).

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

<p style="text-align: center;">1</p> <p style="text-align: center;">CAASPP</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Advanced Placement (AP) Exams</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">International Baccalaureate (IB) Exams</p>	<p style="text-align: center;">4</p> <p style="text-align: center;">College Credit Courses</p>	<p style="text-align: center;">5</p> <p style="text-align: center;">State Seal of Biliteracy</p>	<p style="text-align: center;">6</p> <p style="text-align: center;">Leadership/ Military Service</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">Career Technical Education (CTE) Pathway Plus one of the Additional Criteria below:</p> <ul style="list-style-type: none"> • SBAC • College Credit Courses 			<p style="text-align: center;">8</p> <p style="text-align: center;">University of California (UC) and California State University (CSU) a-g requirements PLUS one of the Additional Criteria below:</p> <ul style="list-style-type: none"> • SBAC • College Credit Courses • AP or IB exams • Completion of CTE Pathway 		

Dashboard Priority 8: College and Career Indicator

Graduates classified as **Prepared** on this state measure must meet *at least one* of the criteria in the **Prepared** level in various combinations of the indicators below. For a more complete description of the requirements of each level, click [HERE](#).

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

Prepared for College

**SBAC /
CAASPP**

**College
Credits**

**State Seal of
Biliteracy**

**A-G
Completion**

AP

IB

Prepared for Career

**Military
Leadership**

CTE Pathway

**Pre-Registered
Apprenticeship**

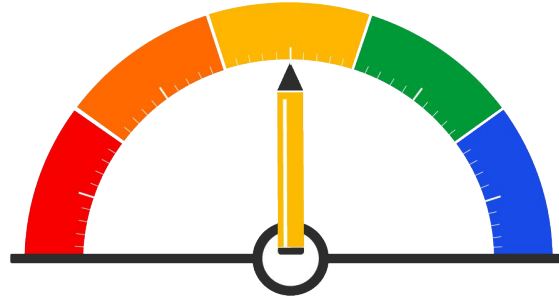
Job Program

**Transition
Classroom**

Dashboard Priority 8: College and Career Indicator

**Santa Rosa City
Schools**
29.5% were prepared

Increased 2.2% from 2023



California
45.3% Prepared

YELLOW

RED

- English Learners
- Homeless
- Long Term English Learners
- Students with Disabilities

ORANGE

- African American
- Two or More Races

YELLOW

- Asian
- Foster Youth
- Hispanic
- Socioeconomically Disadvantaged

GREEN

- White

BLUE

NONE

District Eligibility for Differentiated Assistance

For 2024, a district can become eligible using one of the four methods:

Method 1 (State Indicators Only): One student group meets the criteria in at least two priority areas (e.g., Hispanic student group is Red for Chronic Absenteeism and Suspension—priority areas 5 and 6).

Method 2 (Local Indicators Only): An LEA has “Not Met for Two or More Years” on a Local Indicator in at least two priority areas (e.g., priority areas 1 and 2).

Method 3 (A combination of State and Local Indicators): One student group(s) meets(s) the criteria in one priority area (e.g., Students with disabilities receives Red for graduation rate—5), and the LEA or COE has “Not Met for Two or More Years” (e.g., Parent Engagement—3)

Method 4 (CALPADS Submission of Data): LEAs who do not submit accurate CALPADS data on time will become eligible for DA

ESSA Designations

School Accountability Designations

ATSI (Additional Targeted Support and Improvement) – Schools with **one or more student groups performing at the same level as the lowest-performing schools in the state**. Requires targeted interventions.

TSI (Targeted Support and Improvement) – Schools with **consistently underperforming student groups** based on state indicators. Requires **focused improvement efforts** to address disparities.

CSI (Comprehensive Support and Improvement) – Schools in the **bottom 5% statewide or with graduation rates below 67%**. Requires district-led **comprehensive interventions** and support.

ESSA Designations

2022-2023

- ATSI - 17 schools
- CSI - 3 schools

2023-2024

- ATSI - 6 schools
- CSI - 4 schools

2024-2025

- A/TSI - 3 schools
- CSI - 0 schools

LCAP Mid Year Update



GOAL 1

Highlights

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

Celebrations TK - 6th

- Implementation of foundational skills reading program K-5
- Implementation of 95 Core Phonics Curriculum
- Math Redesign
 - Expanded to TK-3
 - Training to support teachers in ensuring students have access and success with the new math framework.
- Implementation of iReady diagnostic assessment
 - Celebrating Growth
 - Personalize Learning Plan
- Tier 1 Implementation to meet student student needs
- Revisions of Collaborative Curriculum Design Units
 - DELD units being built into CCD Units
 - EL Specialists
- Increased options and opportunities via Expanded Learning Programs ELOP (after-school, intersession, night school & summer school).

GOAL 1

Highlights

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

Celebrations Secondary

- Math Redesign
- Expanding student early college credit opportunities
- Increased options and opportunities for CTE and Work-based Learning
- Co-taught class teachers have been attending conferences specific to co-teach. Teachers are co-planning through extra hourly work or through a common prep.
- EL Specialists support sites with “push-in” and with LARC meetings

Celebrations TK-12

- Tier 1 Implementation to meet student student needs
- Continuous site focus on Multilingual learners through LARC meetings.
- Supported data use by administrators through strategic Instructional Leadership Teams.



GOAL 1

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Assessment Systems TK-12	\$751,139	\$681,702
1.2	Curriculum Supports and College and Career Readiness	\$1,463,158	\$576,832
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	\$3,790,012	\$176,278
1.4	School Based Support for SPSA Actions and Implementation	\$2,300,768	\$941,736
1.5	Multilingual Learners Site and Staff and Student Support	\$1,085,613	\$618,734
1.6	Comprehensive and Collaborative Supports for Students	\$1,512,964	\$612,862
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	\$1,140,171	\$555,980
1.8	New School Model Support	\$933,531	\$630,858
1.9	Supports for Increased Inclusive practices	\$300,000	\$252,710

GOAL 2

Highlights

Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

Celebrations:

- Increased opportunities for students to access athletics.
- Increased focus on family engagement and supports through use of the Community Schools model, Dual-Capacity Building Framework for Family School Partnership.
- Most schools passed the district goal of more than 70% student participation in the fall 2024 Panorama survey.
- All but 2 schools far surpassed the expected goal of 20% parent participation in the Youth Truth survey..
- Our School-Based Therapist Team is fully staffed. Mental health services are being offered throughout the district with the addition of a third bilingual bicultural therapist.
- Elementary Counselors are supporting students in Tier 1 preventions, and Tier 2 & 3 interventions at each school.
- High School wellness centers have begun to open



GOAL 2

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
2.1	Panorama wellness survey and Youth Truth survey	\$51,770	\$45,420
2.2	Mental Health Supports	\$1,327,030	\$679,722
2.3	SEL and Anti Bullying Materials and Curriculum	\$20,600	\$1,087
2.4	Increased Campus Student Engagement staffing	\$3,668,661	\$2,347,248
2.5	Promoting Positive Attendance	\$145,000	\$142,888
2.6	Elementary Counselors	\$1,453,386	\$700,525
2.7	Wellness & Engagement administration	\$389,875	\$199,585
2.8	Family Engagement Facilitators and Multilingual Community Engagement	\$2,014,725	\$1,318,326
2.9	Extracurricular Wellness & Engagement	\$95,000	\$66,131

GOAL 3

Highlights

Goal 3: SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement.

Celebrations:

- Staff participated in the November Professional Development day on Safety
- Staff presented and participated in the Jan. 31 Professional Development day
- Grade level release days TK-6
 - Focusing on
 - Data to drive instruction,
 - Math
 - Supporting our multilingual learners
- 75 teachers are attending PD in Ethnic Studies. Additional support is provided to continue our commitment to Ethnic Studies.
- We have increased access to alternative programs.



GOAL 3

Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	\$55,000	\$3,282
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	\$240,000	\$100,842
3.3	Alternative Education Development and Programmatic Implementation	\$315,000	\$19,875
3.4	Provide professional development for Staff	\$1,900,778	\$1,900,778
3.5	Maintain four Director positions at district level	\$589,840	\$359,267
3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	\$35,000	\$10,070
3.7	Ethnic Studies Interdisciplinary Programs	\$200,000	\$93,886
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	\$14,000	\$9,048



Questions??