



June 3rd 2026

SRCS



Agenda

01 **overview**

02

Panel Sessions

EAHS: Secondary

CCLA: Elementary

03

The Futility of PLC Lite

04

Open discussion/ Questions

SRCS Institutional Language

Mission

Students will be educated in a safe environment where they acquire critical thinking and social-emotional skills necessary to thrive in an evolving society.

Vision

Santa Rosa City Schools ensures equitable access to an excellent and enriching educational experience grounded in the assets of our students, staff, and community.

What's in a name: CAPS

The name CAPS is an acronym for the **California Principals' Support Network**, but its focus on teacher leaders is central to its "Guiding Coalition" model.

School-wide improvement is impossible for a principal to achieve alone. CAPS specifically emphasizes teacher leaders because:

Team-Based Model

Built for principals to attend with leadership teams (often including two teacher leaders) to build school capacity.

PLC Integration

Embeds Professional Learning Community (PLC) practices, "driven by teacher leaders and their collaborative work".

Distributed Leadership

Views teacher leaders as essential to the "guiding coalition" that sustains high-impact strategies and equitable policies.

Organizational Origin

Launched by UC Davis Center for Applied Policy in Education (CAP-Ed), providing the "CAP" in the acronym.

Commitment: 3 years

01

Session 1: Sept. 4th - Leading a Learning Culture (Part 1)

- Explore the big ideas, structure, and culture of high-performing PLC teams.
- Examine the critical link between equity and PLCs.

02

Session 2: Oct. 6th - Leading a Learning Culture (Part 2)

- Understand the leverage of PLCs to improve teaching and learning.
- Clarify the role of the Guiding Coalition in school improvement.

03

Session 3: Dec. 9th - Building a Learning-Focused Culture (Part 1)

- Prioritize and deconstruct standards to set clear learning targets.
- Explore methods to create essential standards unit plans.

Commitment: 3 years

04 Building a Learning-Focused Culture (Part 2)

- Learn how to design valid and reliable common assessments of student learning
- Utilize various cognitive frameworks to identify appropriate complexity and rigor

05 Responding When Students Do/ Don't Learn

- Examine the essential action of collaborative teams when students do/ don't learn
- Identify common missteps when implementing RTI/MTSS
- Explore identification methods and strategies for students needing intensive support

06 Building a Culture of Collective Responsibility

- Analyze methods for promoting a results-orientation in your school
- Utilize protocols and tools to support a robust result orientation

Clarity Precedes Competence



High Levels of Learning

Grade level or higher at the end of each year.



All Students

Any child in our school that will one day be an independent adult.

CAASPP Academic Indicator

ELA Standards (2024-2025)

Met or Exceeded State Standard:

- Grade 3: **30.0%**
- Grade 6: **44.8%**
- Grade 8: **32.0%**
- Grade 11: **47.4%**

Overall High Dist.: 40.15% Met or Exc.

Overall Elem: 32.59% Met or Exc.

Math Standards (2024-2025)

Met or Exceeded State Standard:

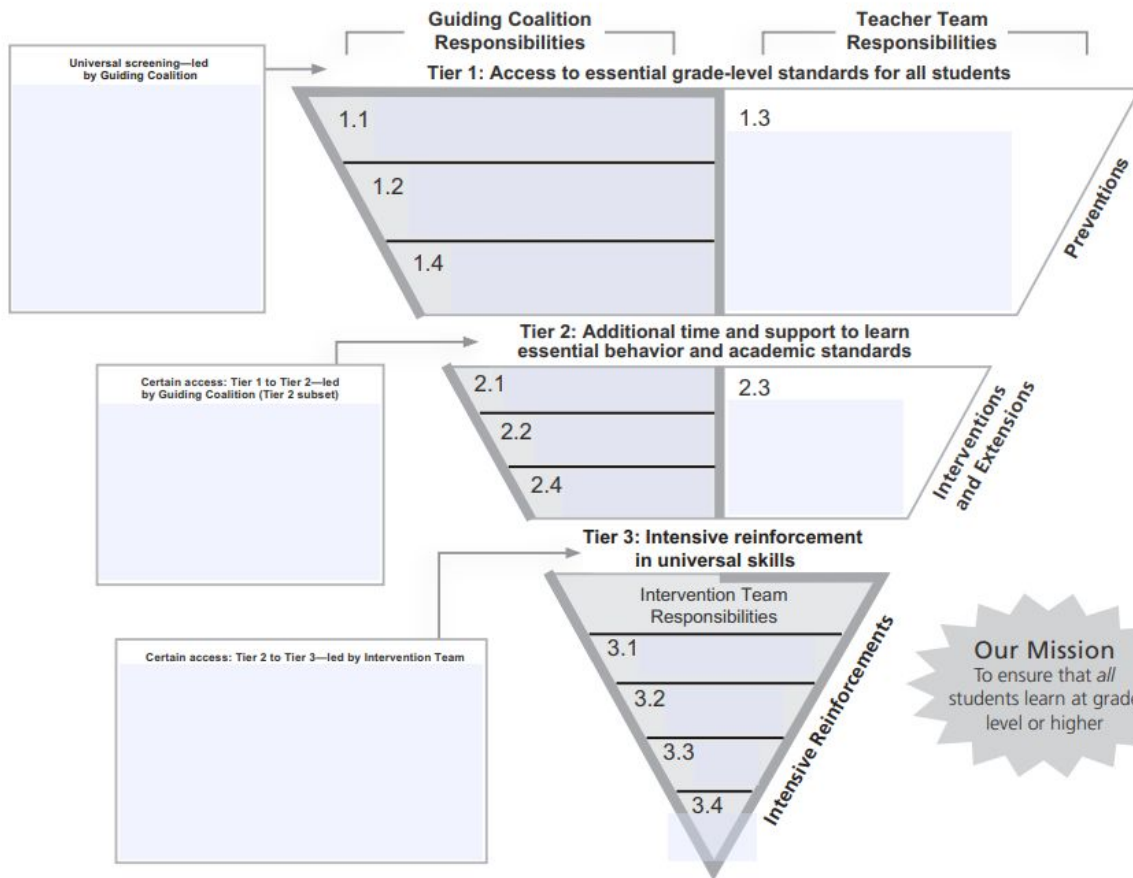
- Grade 3: **33.1%**
- Grade 6: **34.3%**
- Grade 8: **19.1%**
- Grade 11: **22.6%**

Overall High Dist: 24.16% Met or Exc.

Overall Elem: 25.02%

The Four Guiding Questions:

- 1) What do we want our students to learn?**
- 2) How will we know if they have learned it?**
- 3) What will we do if they have not learned?**
- 4) How will we provide extended learning opportunities for students who have mastered the content?**



REPRODUCIBLE



CCLA / EAHS Panel



CCLA Guiding Coalition

- Leah Tevaseu
- Kris Ackerman

EAHS Guiding Coalition

- Emma Thompson
- Mitch Jensen

Guiding Coalition



Guiding Coalition Activity

Creating a powerful guiding coalition

