

# Santa Rosa City Schools

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**LCAP 2026-2027** Revision



# Introduction

**This revision reflects critical adjustments made in response to the district's ongoing fiscal stabilization efforts, including the consolidation and closure of several school sites and reduction in staffing. The updated LCAP includes new components designed to:**

- Increase transparency**
- Strengthen alignment between resources and student needs**
- Increase responsiveness to stakeholders and community**

# Key Revisions Overview

- **Adjustments due to school consolidations, closures, staffing reductions, and fiscal constraints**
- **Improved clarity and transparency in resource allocation**
- **Direct response to community input gathered during LCAP Revision Input Sessions**

# Determination of Base

- Identified ratios for staffing that are part of the baseline program, funded from LCFF base funds
- Positions above the base or identified for specific targeted needs are considered supplemental
- Shifted costs appropriately to supplemental and restricted funding sources
- To qualify for LCFF supplemental/concentration funding, the actions must benefit unduplicated pupils (foster/homeless, low socioeconomic status, English language learners)

# Goal 1: Actions Revised

**Due to fiscal constraints, re-prioritization, and board action reduced funding for the following:**

Action 1.5 - Elimination of 1 FTE Multilingual Coordinator

Action 1.6 - Elimination of MTSS Intervention Counselors

Action 1.8 - Elimination this year of Dual Language Immersion TOSA at Elsie Allen

Action 1.9 - Discontinue support for general education math and ELA sections at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes. Compensate teachers for extra planning time and collaboration of co-teaching teams.

Action 1.10 - Reduction of funding by \$70,000 for supplemental materials and supplies TK-12

Action 1.11 - Elimination of class size reduction at the elementary level

Action 1.12 - Elimination of Co-Teaching model at the secondary level

# Goal 1: Actions Increased

## The following Increase of Services:

Action 1.6 - Increase from a .5 to a 1.0 FTE for school psychologist to continue to offer

Action 1.7 - Inclusion of Elementary Physical Education Teachers from base to LCFF supporting teacher release to review data, collaboration and the development of lessons to support student achievement

Action 1.8 - Increase and continued support of the development for the Jr/Sr High School Model and support signature programs at all of our secondary schools

Action 1.9 - Increased support for general education classroom through 1 FTE program specialist

Action 1.12 - Increase 1 FTE Behavior Specialist to provide evidence based classroom management strategies

# Goal 2: Actions Revised

**Due to fiscal constraints, re-prioritization, and board action reduced funding for the following:**

Action 2.2 - Elimination of 14 FTE School Based Therapist

Action 2.3 - Elimination of additional funds for the Panorama Playbook

Action 2.4 - Elimination 8 restorative support specialist positions

Action 2.6 - Elimination of elementary counselors

**The following Increase of Services:**

Action 2.2 - Coordinator of mental health and CYBHI capacity grant partnering with Stepping Stones and Key Stone

Action 2.3 - Resource materials and training for the development and implementation of Behavior Academies

## Goal 3: Actions Revised or Increased

**Due to fiscal constraints, re-prioritization, and board action reduced funding for the following:**

**Action 3.5** -Discontinuing maintaining a director of multilingual services

**Action 3.8** - Discontinuing offering only MTSS counselors to attend professional development for strengthening student supports, systems, and protocols.

**The following Increase of Services:**

**Action 3.2** -Continuing with teacher training and collaboration to develop and implement effective strategies for differentiating instruction and aligning instructional approaches through multi-year ongoing training with the California Principal Support Network (CAPS).

**Action 3.8** - Increasing multi-tiered professional development opportunities for staff to build upon the CAPS professional development opportunities to strengthen student supports, systems, structures, and protocols district wide to serve identified students.

# Differentiated Assistance

SRCS was identified for Differentiated Assistance for English Language Arts (ELA) and Mathematics, high rates of chronic absenteeism and school suspensions. The report identified two subgroups for targeted support; African American and American Indian students.

As we look ahead to 2026–27, expanding this work into an MTSS framework is both a natural and necessary progression. A strong Tier 1 system is the cornerstone of MTSS; it ensures that the majority of students thrive in general education settings and allows us to identify—with clarity—those who need additional layers of support.











Through multi-year participation in the California Principal Support Network (CAPS), we will work to strengthen Tier 1 instruction and integration of Tier 2 and Tier 3 supports, aligned with academic, behavioral, and social-emotional data. Our goals include:

- Implement high impact strategies to improve student achievement
- Drive continuous school improvement through building culture, standard operating procedures, and systems.
- Clarifying referral processes and progress monitoring at the site level.
- Strengthening collaboration between district office, site administrators, certificated and classified staff.
- Build capacity through guiding coalitions at the district and site level.





# Important Metrics:

For the 2024-2027 SRCS LCAP, SRCS carefully tracks a diverse range of metrics. **SRCS tracks these metrics for all students while paying increased attention to these metrics as they relate to Hispanic/Latin(x) students.** A sampling of the metrics that will be carefully analyzed over the three year LCAP cycle are:

## Goal 1

- English Language Proficiency Assessment Improvement:  Elementary -1.9 % Secondary -0.5%
- Reclassification rates of English Learners:  Elementary +4.2% Secondary +1.9%
- Seal of Biliteracy Completion:  Overall +7.9%
- Ethnic Studies Completion:  Overall +9.4% Latinx +13.3%
- ELA and Math Achievement:  Multiple outcomes by subject and grade, mostly decreasing
- A-G Completion:  Overall +4.9%  Latinx +3.9%
- Dual Enrollment:  Overall +2.1% Latinx +2.1%
- Students Completing a CTE pathway:  Overall +4.2% Latinx +5.2%
- Graduation Rates:  All Students +3.4% Latinx +3.4% Students with an IEP +10.8%

## Goal 2

- Social Emotional Learning Survey in Climate, Wellness, and Safety:  Various outcomes mostly improving
- Out of School Suspensions:  Suspensions All Students -1.2%
- Expulsions:  All Students .03
- Chronic Absenteeism:  All Students -1.2%

## Goal 3

- Staff Participation in Professional Development:  
Oct. 3    Certificated 79% Classified 65%  
April 24    Certificated 73% Classified 59%

# Ridgway High School Equity Multiplier

Additional state funding to provide evidence based services and supports for student to close the achievement and opportunity gap.

## How Schools Qualify (must meet both criteria)

- High Non-stability Rate: Greater than 25 percent.
- High Disadvantaged Population: Socioeconomically disadvantaged pupil rates greater than 70 percent.

Receive approximately \$1,052.60 per eligible student

## Ridgway

- Attendance 50% of students have attendance below 90%
- The majority of students are socio-economically disadvantaged 73.80%.

# Goal 4

## Action 1: Intervention

- Additional Counselor .5 MTSS and .5 College and Career

## Action 2: Academic Achievement

- .6 Certificated teacher FTE to support a quarter-long course to support academic re-engagement and establish a positive academic outlook, improve study skills and increase credit completion and raise academic outcomes.

## Action 3: Enhanced Technology

- 4 Additional Chromecarts for Core classes

## Action 4: English Learner Support

- Instructional Assistant for Newcomer and LTEL students
- Translation earbuds for newcomers
- .5 additional Family Engagement Facilitator

## Action 5: Academic and Campus Engagement

- Field Trips to promote college and career readiness
- Professional Development focusing on growth mindset and hands-on-learning
- Extra duty pay to plan and support increased student activities during lunch and after school

**Thank you!**