

Agenda

- Local Control and Accountability Plan (LCAP) defined
- LCAP timeline for 2020-21
- LCAP alignment with the District's Strategic Plan, Mission, Vision, and Priorities
- California Dashboard: local and state measurements for school success
- LCAP 2019 – 2021 reflection: successes and identified needs
- LCAP 2021 – 2024: revised goals, funding priorities, and next steps

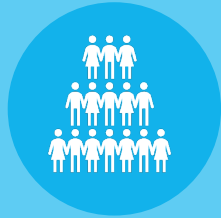


What is a **Local Control and Accountability Plan (LCAP)?**



History

- 2013: California adopts new formula for school funding called the Local Control Funding Formula (LCFF)
- Local Control and Accountability Plan (LCAP) documents the 3-year plan & cycle



Process

With community input, school districts identify:

- locally-defined goals
- actions and services to achieve those goals
- costs associated with actions and services
- metrics to measure progress



Reporting Cycles

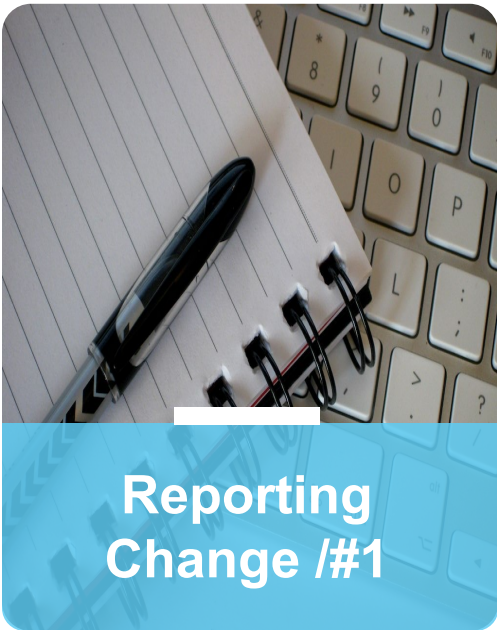
With community input, school districts:

- review progress towards goals, providing annual updates to stakeholders
- begin a new LCAP cycle every 3 years, presenting new goals, actions and services, costs, and metrics to stakeholders

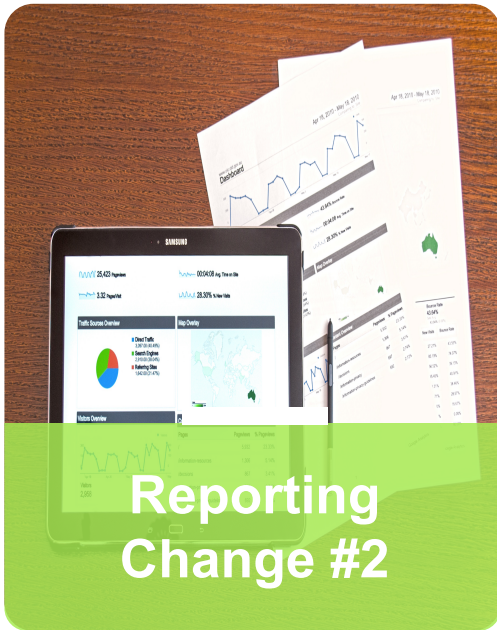
2020-2021 LCAP Timeline



By July 1, 2020, prepare and submit three-year LCAP (2020-21 through 2022-23).



By July 1, 2020, prepare and submit Operations Written Report.



By September 30, 2020, prepare and submit Learning Continuity & Attendance Plan.



By July 1, 2021, prepare and submit three-year LCAP (2021-22 through 2023-24).

COVID-19 Pandemic Continues

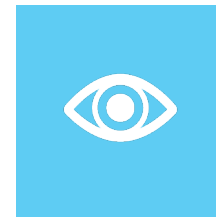
Fully Aligned to Our **Strategic Plan, Mission, Vision, and Priorities**

Our 2019 – 2024 Strategic Plan defines and guides all our work in Santa Rosa City Schools.



Mission

Ensure equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. Nurture the whole student in an engaging, challenging, and safe environment. Recognize and value each student's individuality and our community's cultural wealth.



Vision

Send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.



Priorities

Our seven strategic priorities are aligned to the State's eight priorities for success.

CA Dashboard Measures of School Success

LCFF Priorities		Local Indicators	State Indicators
1	Basic	<ul style="list-style-type: none"> ✓ Credentialed Teachers ✓ Instructional Materials ✓ Facilities in Good Repair 	
2	State Standards	Standards-aligned curriculum (ELA, ELD, Math, CTE, Health, Social Science, PE, NGSS, VAPA, WOLA)	
3	Parental Involvement	Parent and Family Engagement	
4	Pupil Achievement		ELA, Math, English Learner Progress, College/Career
5	Pupil Engagement		Absenteeism, Graduation Rate
6	School Climate	YouthTruth Survey	Suspension Rate
7	Course Access		College Career Readiness (a-g completion, AP enrollment & test scores, CTE completors)
8	Other Pupil Outcomes		Post-secondary education, including industry certification and apprenticeship, or directly into a career



CA Dashboard & Santa Rosa City Schools

Academic Status



CDE did not update the CA Dashboard in December 2020 due to the pandemic. Our most current academic data is for 2019, and reflects our decision not to participate in state testing the year of the Tubbs Fire.



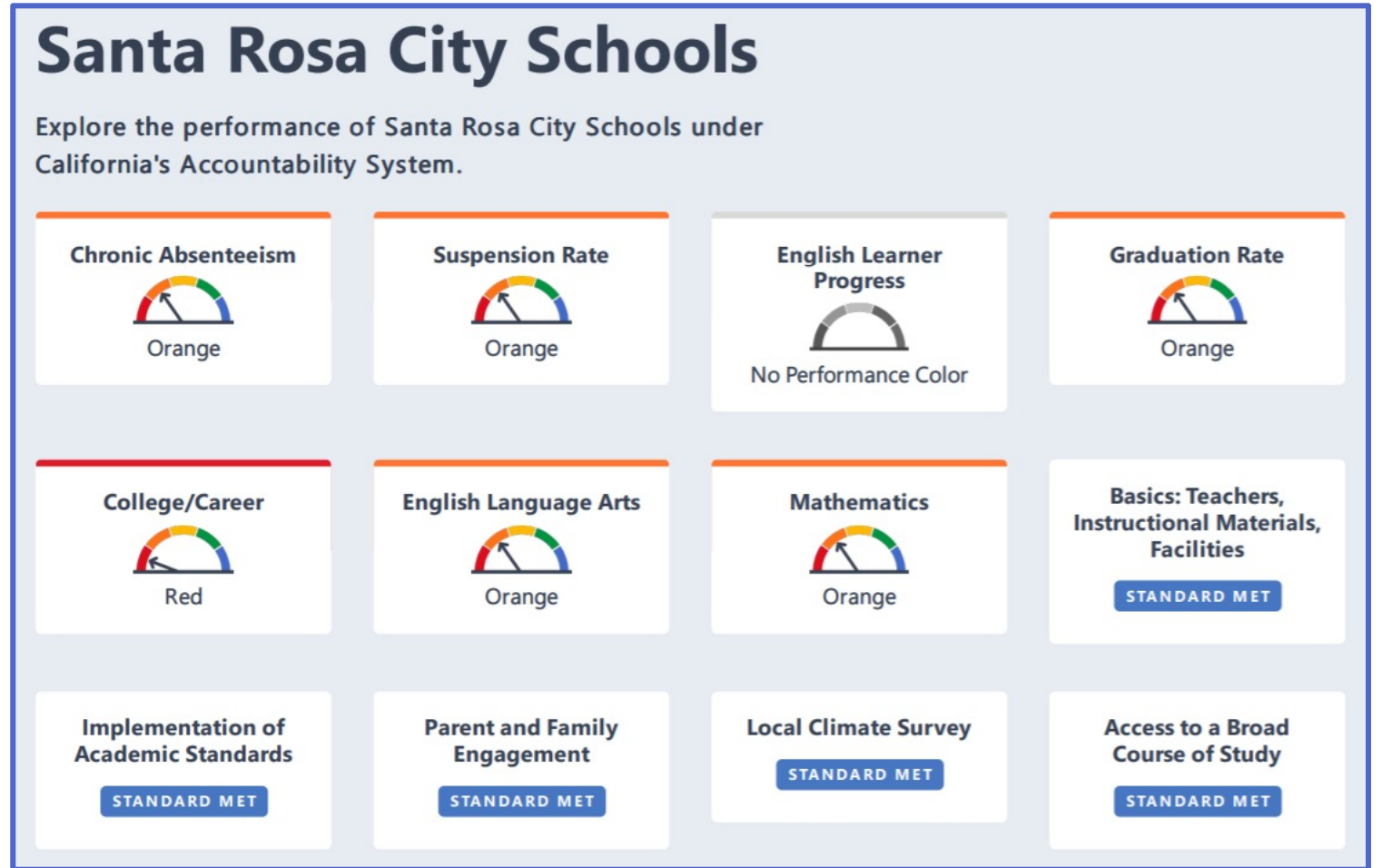
Standard Met

Blue-shaded areas indicate where the district met the Local Indicators.



English Learners

There is no performance color for English Learner progress due to the transition from the CELDT to the ELPAC assessment during the 2018-19 year.



LCAP 2019-2021 Highlights

Santa Rosa City Schools prioritizes equitable access and outcomes for all students.



Courses & Pedagogy

- a-g aligned courses
- ALD/ELD
- ALPS
- AVID
- CCD
- Ethnic Studies/CRSH
- Music
- SEL

Curriculum & Materials

- K-12 standards-based curriculum pilots in ELA, ELD, Math, Science, SEL
- Board approval, including CCD
- Williams Act Compliant

Professional Development

- New curriculum materials
- Asset-based pedagogies & strategies
- SEL & PBIS
- Technology & Blended Learning
- Wednesday PD (March 2020 – May 2021)
- Taught by SRCS staff & contracted vendors



Wellness & Safety

- Building resiliency & relationships: connection before content
- Continued Support of the Integrated Wellness Center
- CNS meals distribution
- SEL & PBIS

Building Systems

- Continued refinement of MTSS
- Continued staffing to build, refine, and support lasting systems: TOSAs, COSA, Counselors, Restorative Specialists, Family Engagement Facilitators, & Student Engagement Activity Workers

Engagement & Outreach

- Consistent protocols per MTSS
- Formation of Re-Engagement Teams
- Asset-based, culturally relevant, and humanizing models of instruction
- Expansion of methods of communication & outreach

LCAP 2019-2021 **Identified Needs**

These identified needs, based on analysis and stakeholder input, guided our work for the 2021-2024 LCAP.



Courses & Pedagogy

- Continue to refine CCD & Ethic Studies offerings
- Continue to develop & refine a-g courses & pathways to graduation
- Continue essential standards work
- Develop K-12 VAPA education program



Curriculum & Materials

- Continue to meet Williams Act requirements
- Invest in culturally relevant books & materials
- Invest in materials that support access to curriculum through a variety of modalities, auditory and visual



Professional Development

- Continue to invest in PD for all SRCS staff to most equitably serve our students
- Continue to have SRCS staff deliver PD to peers
- Ongoing PD needs: technology, ELD, and asset-based pedagogies



Wellness & Safety

- Continued support of the Integrated Wellness Center
- Continue to refine practices around SEL, PBIS, and other evidence-based practices
- Continue to develop resiliency and relationships as we return to in-person learning



Building Systems

- Continue to refine MTSS
- Continue to refine communication systems
- Continue to refine systems to improve monitoring & support of students' academic progress & social-emotional wellness



Engagement & Outreach

- Continue to refine MTSS protocols & services
- Increase student engagement, voice, & agency
- Increase parent education opportunities
- Continue to create more effective ways to communicate with families

2021-2024 LCAP Goals



Goal 1

SRCS educators will provide student-centered teaching and learning opportunities that lead to students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably



Goal 2

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion



Goal 3

SRCS values and supports growth-minded professionals and positive learning environments by:

- providing educators with current tools and training to support pedagogical leadership and innovation
- providing educators with time to create communities of practice
- providing safe and clean schools
- providing flexible learning environments conducive to teaching and learning

2021-2024 LCAP

- Highlights and Identified Needs sections from 2019-2021 LCAP analysis, along with stakeholder input, guided our work in developing this new 3-year LCAP
- Goals analysis sections that required comparisons to prior year metrics were completed to the best of our ability, as we lack current state testing data due to 4 years of teaching & learning disruptions and may not have participated in state testing
- Local & district quantitative and qualitative data guided us in preparing this draft
- Identified goals, actions and services, costs, and metrics reflect the work of multiple SRCS departments, as well as stakeholder input
- Last section of plan specifically addresses how the district supports actions and services for Foster Youth, English Learners, and Low-income students with specialized funding

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Anna Trunnell, Superintendent	atrunnell@srcs.k12.ca.us 707-890-3800 x80101

Plan Summary [2021-2024]

General Information

A description of the LEA, its schools, and its students.

Santa Rosa City Schools (SRCS) is focused on ensuring that all students are prepared for college, career, and life. We are located in Sonoma County, and are the largest school district in the county, welcoming nearly 16,000 students and employing over 1,600 certificated and classified staff. We serve a diverse community, with students and families that speak 49 languages, although the majority speak English and/or Spanish. We have 25 schools: 9 elementary schools, 5 middle schools, 5 comprehensive high schools, 1 continuation high school, 4 dependent charter schools, and 1 Learning House.

Our 2019-2024 Strategic Plan defines and guides all of our work in SRCS, as expressed in our Mission, Vision, and Priorities. We value the whole student and endeavor to send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives. We strive to serve all students by providing equitable access to a transformative educational experience grounded in the assets of our students, staff, and community.

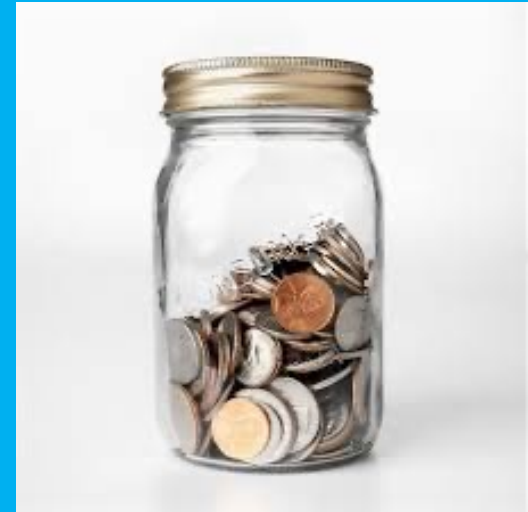
California LCAP Funding



Base

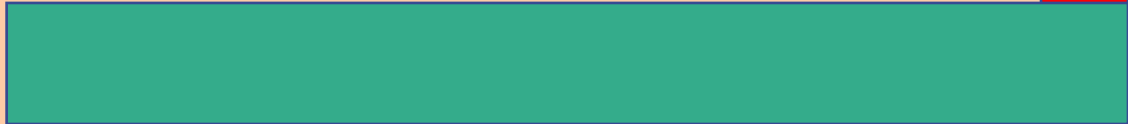


Supplemental



Concentration

SRCS ADDITIONAL FUNDING SOURCES TO SUPPORT GOALS



2021-2024 LCAP Funding Priorities

- Actions and services that directly benefit student preventions and interventions
- Increased or improved services for Foster Youth, English Learners, Students with Disabilities and Low-Income Students, including decentralization of funds to sites
- Recruitment, retention, and training of high-quality classified staff, certificated staff, and administrators



Let's Talk Real Next Steps



01

June 23, 2021

Final draft 2021-2024
LCAP presented to
SRCS Board of
Education for approval



02

August 2021

Include 2021-2024
LCAP goals & plan in
SRCS welcome back
sessions for parents
and staff



03

2021 – 2022

District-wide community
meetings to include regular
LCAP discussions; regular
Board updates



04

Spring 2022

Annual LCAP review
and report for SRCS
Board and community



Questions

