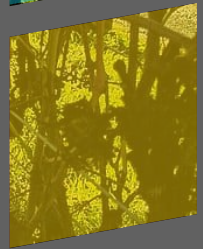
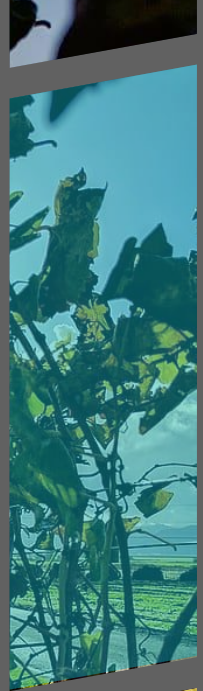
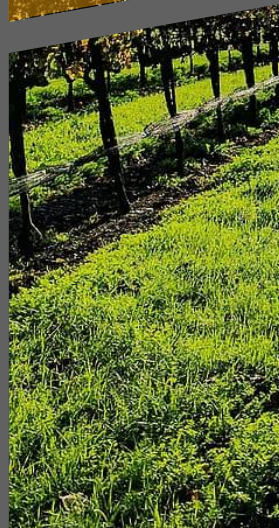
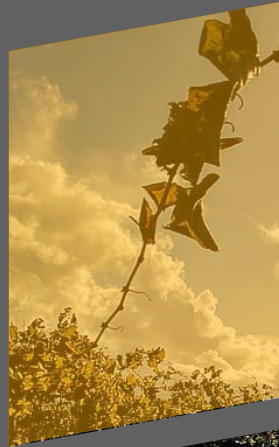


2024-2027 Local Control and Accountability Plan



Educational Services
Santa Rosa City Schools
June 12 & 26, 2024



A New Plan

- LCAP is best facilitated as an annual, community process
- LCAP is a key way to organize the services provided to our students and families
- SRCS had the opportunity to thoughtfully construct a new plan
 - continue to obtain robust and thorough public input
 - Remove actions, while replacing or eliminating less effective ones, accentuate the most important actions
 - revise the monetary amounts assigned in the LCAP in order to reflect new budgetary realities, as well as adjust for the impact of new or expanded actions
 - respond to the expressed need for increased personnel and staffing to support student wellness and campus supervision

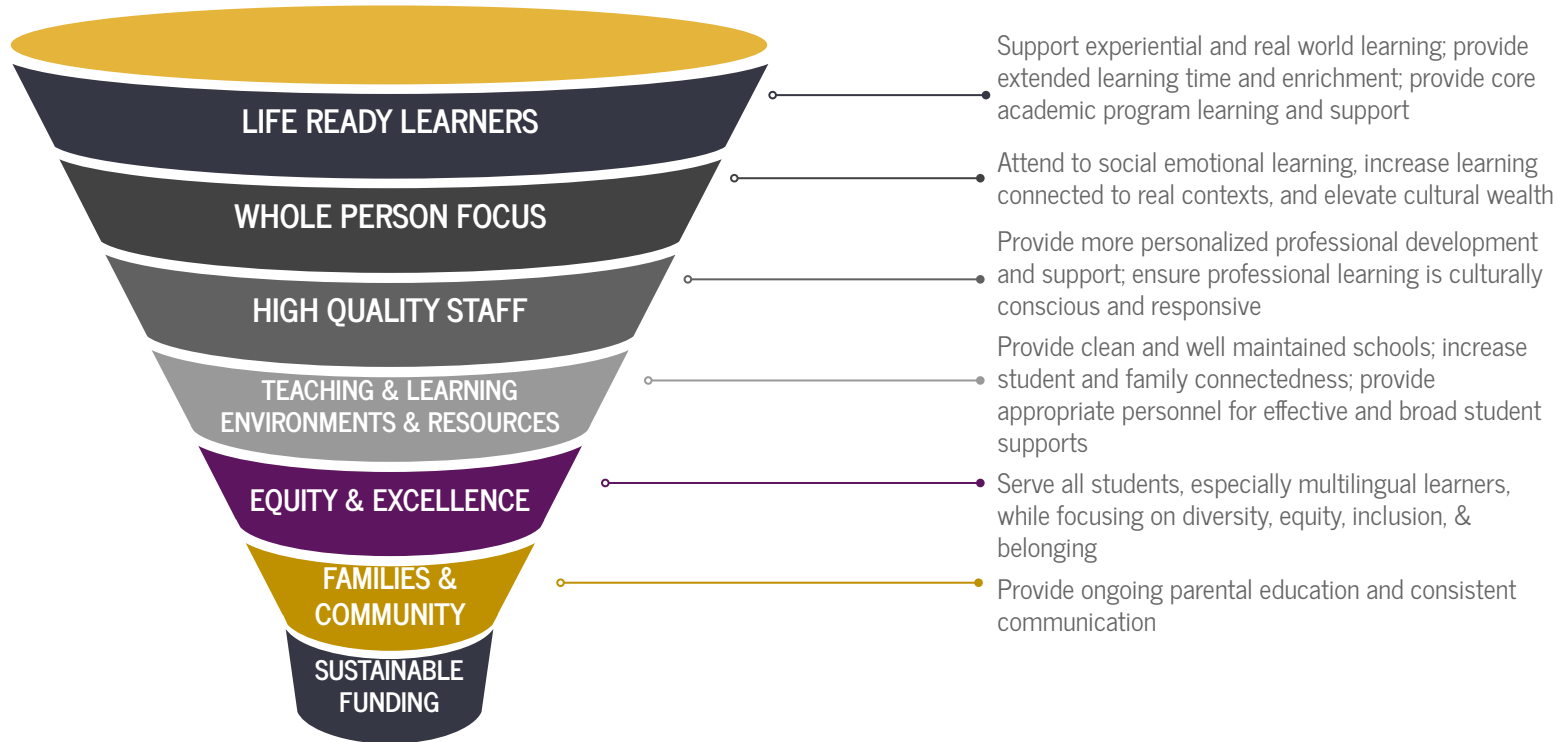
Process is Part of the Product

SRCS engaged in the voluntary revision of the LCAP by:

- holding multiple series of input meetings in 2023 and 2024, LCAP/Budget Roadshow, LCAP Stakeholder Engagement on dates such as 2/15, 2/16, 2/20, 2/21, 2/22, 2/28, 2/29 (more dates in LCAP)
- providing the opportunity for input via surveys
- collaborating across district departments & with our bargaining partners to ensure deep understanding of the goals, actions, and metrics
- reviewing and evaluating previous actions, implementation, and impact
- analyzing the budget line-by-line and making adjustments based on actual expenditures and anticipated need



Big Themes Emerging from Community & Staff Feedback & Input



LCAP Goals

Goals provide the destination for any institution:

- 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.**
QUALIFIER- By aligning quality first instruction for all students (Tier 1 Instruction), to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes. This will include a focus on specific student groups, particularly in the areas of English Language Arts and Math, and guiding our students toward promising postsecondary pathways.
- 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.**
QUALIFIER - We are committed to cultivating a deep level of parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff. Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families. We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.
- 3. SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement.**
QUALIFIER - We aim to empower our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities. Through professional learning and collaboration, SRCS will create a robust environment for professional development. Additionally, we are dedicated to supporting parent agency and learning to enhance overall community engagement and student success.

Removals

- K-12 Supplemental Curriculum & Instructional Materials (1.4)
- K-12 Visual and Performing Arts Education VAPA TOSA (1.10)
- AVID growth (1.13) (sites will be required to cover the site cost beginning with the 2025-2026 SY)
- Multilingual Learners Supporting Our Language Learners Counselors (1.14)
- Elementary prevention and intervention systems/models (1.17)
- Teachers on Special assignment (TOSA) (1.19)
- Advanced Learner Program & Services Plan (1.23)
- Structured Literacy Tier 1&2 Intervention curriculum (1.29)
- Target support for elementary school students (1.35)
- Programs at Secondary schools (1.36)
- Offer of voluntary high level, confidential response to conflict between staff (3.14)
- Alternative Education Leadership (3.18)
- Provide training and professional development for credentialed staff (3.21)

Significant Reductions

- Collaborative curriculum design TK-6 (1.3)
- Ethnic Studies and Culturally Responsive, Sustaining and Humanizing (CRSH) Education (1.7)*
- Career Technical Education (1.9)*
- Extended learning opportunities (1.11)*
- Math Redesign (1.12)*
- Licensed Child Care/Preschool (1.26)*
- Data Reporting Systems and tools grade 7-12 (1.27)
- Provide professional development for classified staff (3.2)*
- Orton-Gillingham Training and the Science of Reading; Tier 1, 2, & 3 supports (3.10/3.20)
- Ethnic Studies & Culturally Responsive, Sustaining & Humanizing Education (3.12)*
- Secondary Department Collaboration (3.17)*
- Elementary grade level collaboration (3.19)

New

- **Assessment System Secondary**
- **1-6 Music Program**
- **Behavior Specialist**
- **Bilingual Psychologist**
- **College & Career Readiness Coordinator**
- **College & Career Readiness, Integrated Pathways, work based learning, early college credit, and student supports**
- **College & Career Readiness Senior Secretary**
- **Teacher Training and Collaboration to develop and implement effective strategies for differentiating instruction and align mathematical practices.**
- **Administrative Trainings**
- **Safety protocols and strategies**
- **Alternative Education Development**
- **Alternative Education Professional Development**

Important Metrics to Track:

For the 2024-2027 SRCS LCAP, SRCS will carefully track a diverse range of metrics. **SRCS will track 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:

- Increased English Language Proficiency Assessment data
- Increased reclassification rates of English Learners
- Increased Seal of Biliteracy completion
- Increased Ethnic Studies offerings, enrollment, and completion
- Increased ELA and math achievement data
- Increased A-G completion data
- Increased Dual enrollment data
- Increased students completing a CTE pathway
- Increased successful completion of A-G requirements
- Increased graduation rates
- Increased staff participation in relevant and supportive professional development
- Increased self reported teacher efficacy rate
- Improved Social Emotional Learning survey data results, especially in climate, wellness, and safety
- Reduction of expulsions and out of school suspensions
- Reduction of chronic absenteeism

Thank You

Any questions?

