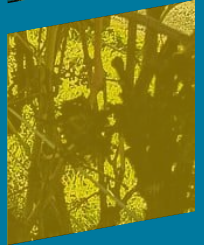
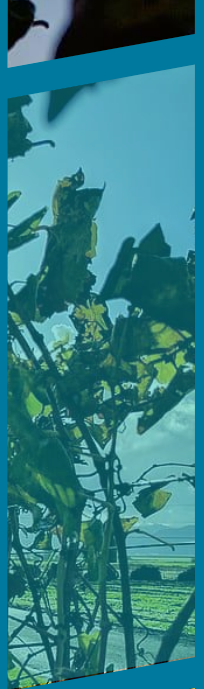


# 2022-23 Local Control and Accountability Plan



Educational Services  
Santa Rosa City Schools  
June 8, 2022



# Why Revise the LCAP?

- ▶ LCAP revision is an annual, community process
- ▶ Return to in-person school in Spring 2021 raised unique issues at the same time as LCAP was being developed, requiring both to be balanced and planned for
- ▶ LCAP is a key way to organize the services provided to our students and families
- ▶ SRCS made the voluntary choice to revise the 3-year LCAP, which is at the end of Year 1 of the 3-year cycle in order to:
  - ▶ obtain more robust and thorough public input
  - ▶ make the goals more accessible by the public and more explicit for SRCS employees
  - ▶ accentuate the most important actions, while replacing or eliminating less effective ones
  - ▶ revise the monetary amounts assigned in the LCAP in order to reflect that some items will now be covered by the Elementary & Secondary School Emergency Relief Funds (ESSERS)



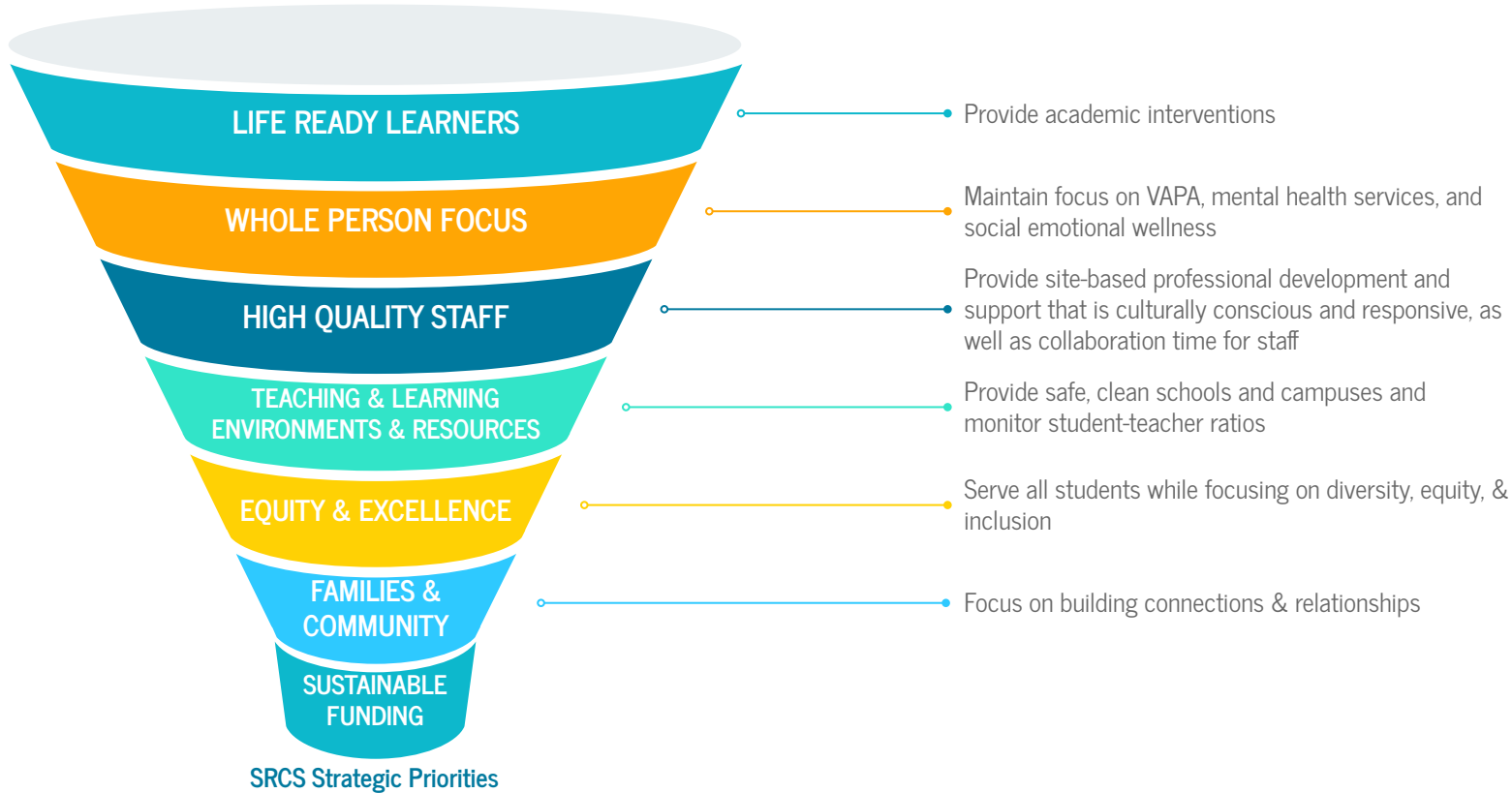
# Process is Part of the Product

SRCS engaged in the voluntary revision of the LCAP by:

- ▶ holding multiple public input meetings in 2022 on Mar. 31, Apr. 14, Apr. 21, Apr. 26, Apr. 28, and May 5
- ▶ providing the opportunity for input via survey
- ▶ collaborating across district departments to ensure deep understanding of the goals, actions, and metrics
- ▶ reviewing and evaluating each action, its implementation, and its 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



# Clarifying 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.
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.
3. SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.



# Important Changes to Actions



## Now Covered by Other Funds

- ▶ Summer programs
- ▶ Teachers on Special Assignment (TOSAs)
- ▶ Data and reporting systems
- ▶ School-based Therapists



## No Longer Apply or Removed to Increase Efficiency

- ▶ Reduction of the Bridge Program
- ▶ Redundant PD opportunities
- ▶ Attendance incentives managed at district level
- ▶ Assessment tools only related to learning loss
- ▶ Resources only targeted towards distance learning



## Added in Response to Input and Feedback

- ▶ KA-6 Music continued support
- ▶ Increased Multilingual Learner support, including dual immersion
- ▶ Additional support for elementary students
- ▶ Increased support for grade level and department collaboration



# Refining Metrics

Important changes to note:

- Some metrics refined or restated for clarity:
  - CTE pathway completers to include all completers, not just Seniors
  - Let's Go Learn DORA and ADAM data changed to be the CAASPP predictive to more closely align with state testing
- Duplicative metrics, those not using quantitative data, or those not clearly contributing to student outcome analysis, were removed:
  - Access to a broad course of study
  - Completing A-G or CTE requirements
  - Decrease middle school dropouts



*The priority was to ensure metrics are both quantifiable and readily available, providing key information needed to effectively evaluate programs and services and inform SRCS decision-making processes.*

# Thank You

Any questions?

