

San Rafael City Schools

---

**SRCS**

**LCAP**

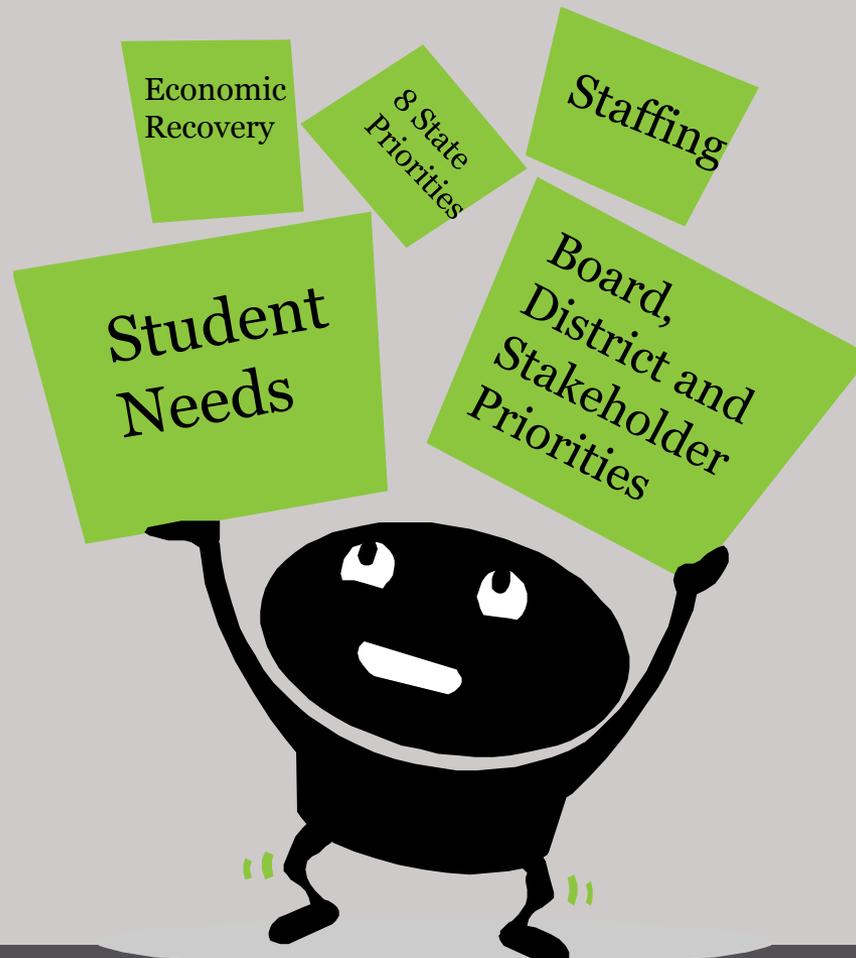
---

Local Control & Accountability Plan  
Elementary & High School Districts

**SAN RAFAEL CITY SCHOOLS  
PRESENTATION OF  
ESD & HSD LCAPS  
JUNE 26, 2017**

# Balance of Needs and Priorities

2





**REVIEW OF PLAN  
SUMMARY**

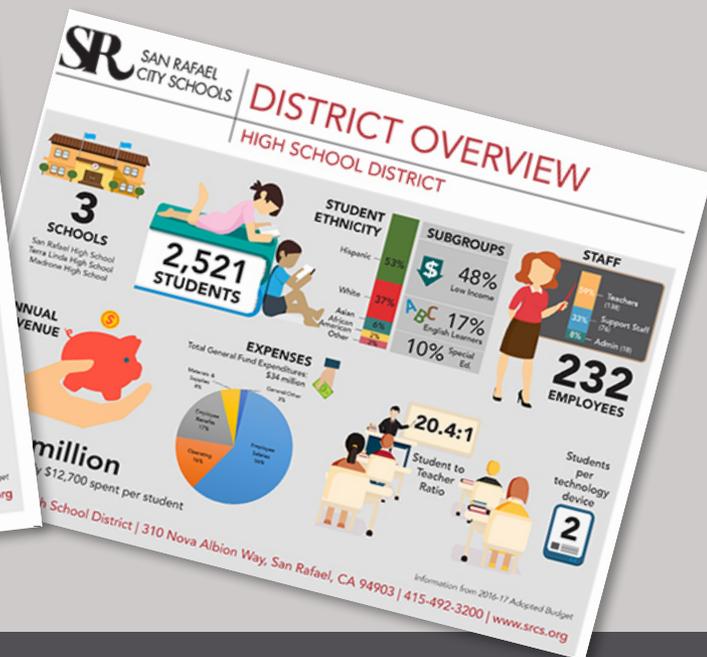
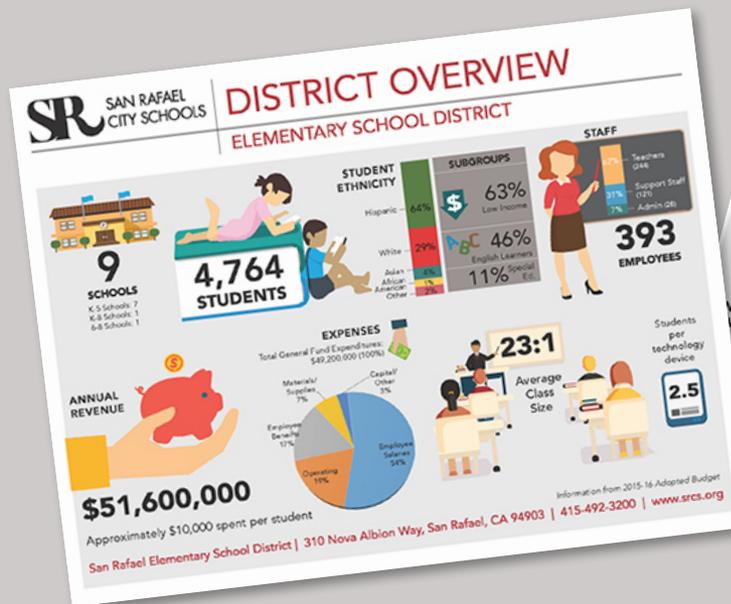
*From Draft*

*ESD & HSD LCAPs*

*(LCAPs available at  
<http://bit.ly/SRCS-LCAPs>)*

# The Story

- Overview information about each district
- Mission Statement, Vision Statement and Principles
- Infographics



# LCAP Highlights



*One overall theme throughout is our goal to manage our resources responsibly, transparently and in alignment with District goals and priorities so that we are able to focus our efforts to move the needle for student success. Key features of this year's LCAP:*

<b>ESD</b>	<b>HSD</b>
<ul style="list-style-type: none"><li>• Expanding SEAL</li><li>• Restructuring the IC Role</li><li>• Training on Intervention</li></ul>	<ul style="list-style-type: none"><li>• Implementing Canvas</li><li>• Enhancing Student Voice</li></ul>
<ul style="list-style-type: none"><li>• Increasing Parent Engagement</li><li>• Building More Inclusive Schools</li></ul>	

# Review of Performance: Greatest Progress



ESD	HSD
<ul style="list-style-type: none"><li>• Direct services to newcomers</li><li>• Allocation of funding to sites for site-specific interventions</li><li>• Coaches impact on teacher effectiveness and implementation of initiatives</li><li>• Middle School Taskforce expand access to electives</li></ul>	<ul style="list-style-type: none"><li>• Use of interim assessments improved performance on the SBAC</li><li>• Greater implementation of AVID strategies</li><li>• New course sequence to increase newcomers access to core classes</li><li>• Teacher-driven PD model</li></ul>
<ul style="list-style-type: none"><li>• Translation &amp; interpreting support; parent leadership classes; communication</li><li>• Counseling and health programs</li><li>• Staff trained in positive behavioral approaches</li></ul>	

# Review of Performance: Greatest Needs



*Identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category*

ESD	HSD
<ul style="list-style-type: none"><li>• Suspension Rate<ul style="list-style-type: none"><li>○ Students with Disabilities</li><li>○ African American</li></ul></li> <li>• English Language Arts (3-8)<ul style="list-style-type: none"><li>○ Students with Disabilities</li></ul></li> <li>• Mathematics (3-8)<ul style="list-style-type: none"><li>○ Students with Disabilities</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Suspension Rate<ul style="list-style-type: none"><li>○ Students with Disabilities</li><li>○ African American</li></ul></li> <li>• English Learner Progress</li> <li>• Graduation Rate<ul style="list-style-type: none"><li>○ All Students (9-12) &amp; several subgroups</li></ul></li></ul>

# Review of Performance: Performance Gaps



*Identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance*

ESD	HSD
<ul style="list-style-type: none"><li>• Suspension Rates<ul style="list-style-type: none"><li>• Students with Disabilities</li><li>• African American</li></ul></li><li>• English Language Arts &amp; Math<ul style="list-style-type: none"><li>• Students with Disabilities</li></ul></li><li>• <i>*English Language Arts:</i><ul style="list-style-type: none"><li>• <i>EL, Hispanic &amp; socioeconomically disadvantaged</i></li></ul></li></ul>	<ul style="list-style-type: none"><li>• Graduation Rate:<ul style="list-style-type: none"><li>○ English Learner</li><li>○ Socioeconomically disadvantaged</li></ul></li><li>• Suspension Rate<ul style="list-style-type: none"><li>○ Students with Disabilities</li><li>○ African American</li></ul></li></ul>

# Review of Performance: Increased / Improved Services



*Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth*

<b>ESD</b>	<b>HSD</b>
<ul style="list-style-type: none"><li>• ICs to provide PD and demonstration lessons</li><li>• Newcomer program to provide intensive English immersion experience</li><li>• Increase summer school newcomer classes</li><li>• Instructional materials, assessment systems and intervention kits</li></ul>	<ul style="list-style-type: none"><li>• Transitional Youth Plan</li><li>• Continue 3-year plan to provide newcomers an opportunity for graduation through courses</li><li>• ILLTs to meet monthly to focus on data &amp; pay specific attention to subgroups</li><li>• Monitor A-G completion rates using transcript evaluation services</li></ul>

# QUESTIONS?



**LCAPs available at <http://bit.ly/SRCS-LCAPs>**

**Timeline:**

- Final adoption of the LCAP – June 28 Board Meeting

**We encourage any stakeholder to contact us with questions or feedback:**

- Email [superintendent@srcs.org](mailto:superintendent@srcs.org)
- Call 415-492-3233