

GOAL ONE

GOAL TWO

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Increase student and family wellness and engagement through the full service community school model.

Local Rubric

Stakeholder Engagement

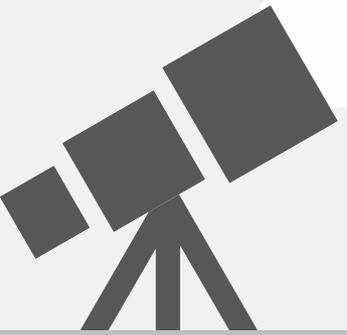
LCAP Update

Timeline



Sarah Cranke
Coordinator – State and Federal Programs
Santa Rosa City Schools

SRCS Timeline





CDE Timeline

Early November 2017

- LEA private preview begins
- Rolling weekly release of indicators



November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators



Week of November 27, 2017

- Tentative public launch of the Dashboard



LOCAL INDICATORS

Definition



Data is not collected at the state level. LEA's will measure and report on their progress through the Dashboard based on locally collected data.

Why



Reflects emphasis on 'local control' to measure priorities that are oriented more to implementation vs. summative outcome.

Measuring Progress



To demonstrate that the standard is met on a local indicator, the LEA must collect and report performance data.

Performance Standards



Measure

**Teachers, Instructional
Materials, Facilities**

**Implementation of
Academic Standards**

Parent Engagement

Local Climate Survey

Report

**Report the results
at a regularly
scheduled public
meeting of the
local governing
board.**

Upload

**Upload and
publicly report
results through
the California
Dashboard.**

LCAP & Specific Ties to the Dashboard

Plan Summary



- Greatest Progress
- Greatest Needs

Performance Gaps

Annual Update



Analysis

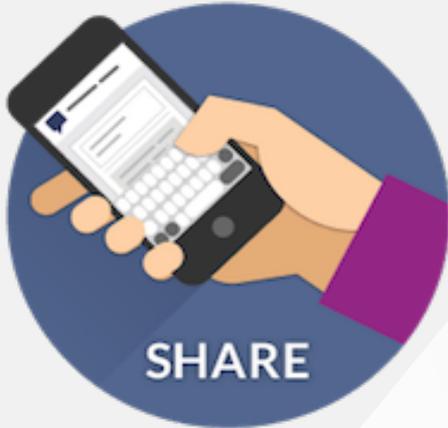
Goals, Actions, & Services



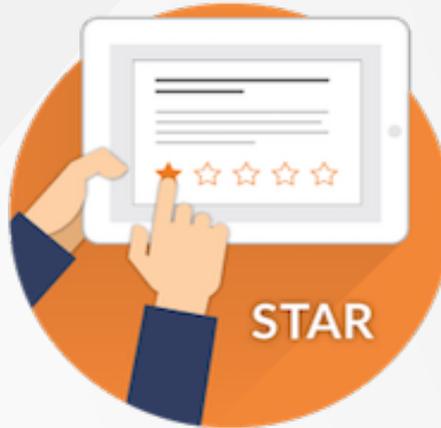
Identified Need

		Graduation Change				
Level		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Graduation Status	Very High 95% or greater				Asian	
	High 90% to less than 95%					
	Median 85% to less than 90%			White		
	Low 67% to less than 85%			Latino & All Students	African American	Two or more races
	Very Low Less than 67%					

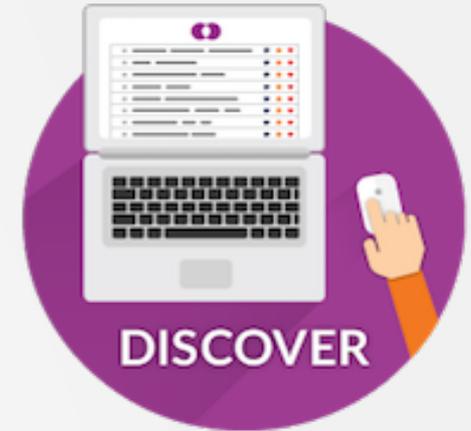
ThoughtExchange LCAP Survey



Participants share answers to open ended questions



Participants consider ideas from others and add stars to the ones they like best



Everyone discovers what is important to the group

January	Sites and district to provide more opportunities for survey outreach:  AutoDialer, Email, Flyers at Drop Off/Pick Up, Chromebooks at Events
March	Results aggregated and website charts updated.
March - May	Stakeholder feedback reviewed: DAC, SUN, Site



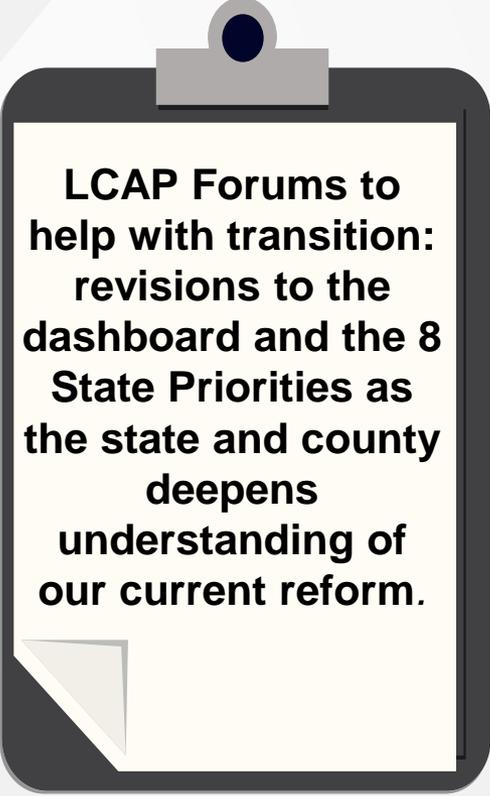
Continuous Improvement

State of California



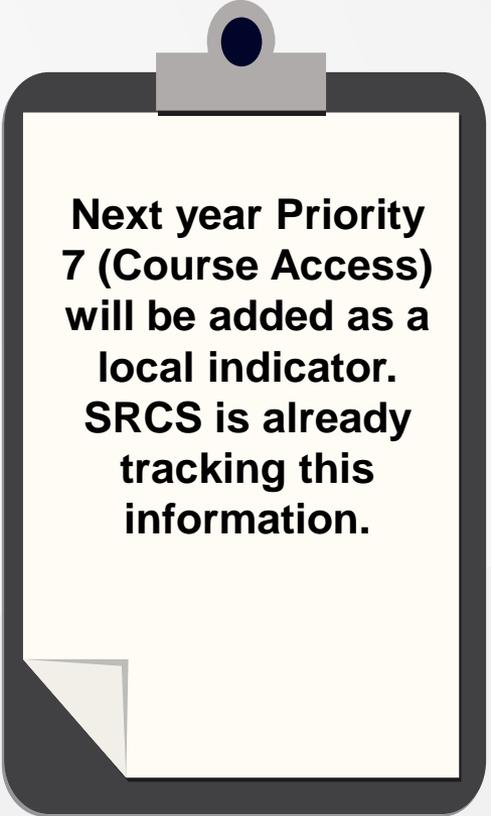
State Board of Education has embraced the continuous improvement process.

Sonoma County Office of Education

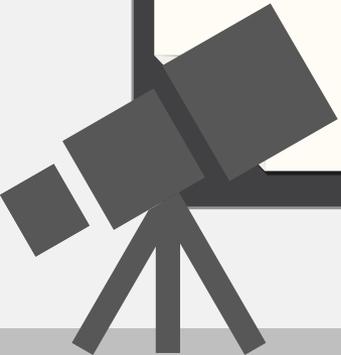


LCAP Forums to help with transition: revisions to the dashboard and the 8 State Priorities as the state and county deepens understanding of our current reform.

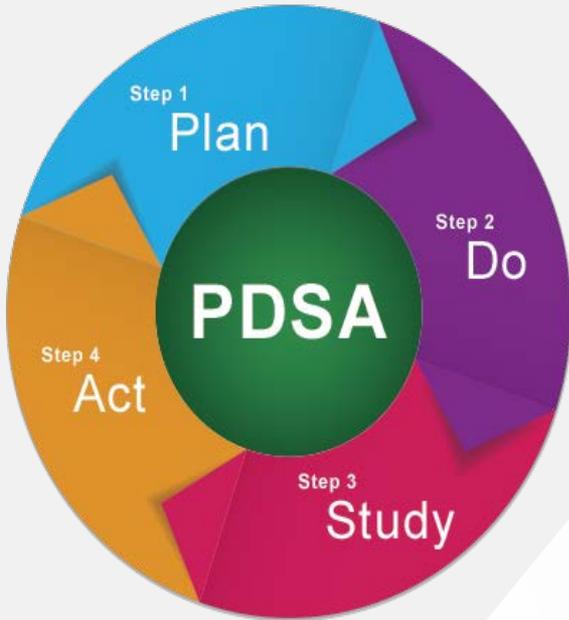
Santa Rosa City Schools

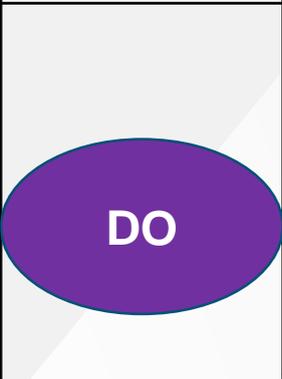
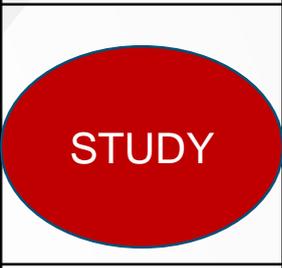


Next year Priority 7 (Course Access) will be added as a local indicator. SRCS is already tracking this information.

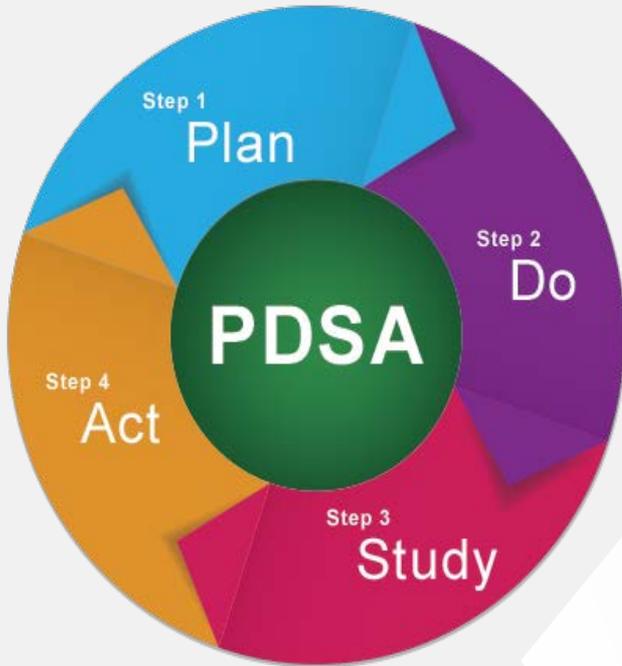


Continuous Improvement



	<p>LCAP Goal #1: Graduate College and Career Ready Students</p>
	<p>10,000 Degrees staff worked closely with site administrators and College and Career Counselors. The campaign focused on:</p> <ul style="list-style-type: none"> + Increasing financial aid awareness + Providing support to students and families with completing the Free Application for Federal Student AID (FAFSA) or CA Dream Act
	<p>The result was a 19 percent increase in the FAFSA and CA Dream Act application completion rate for 2016-2017 school year.</p>
	<p>LCAP funding for the College and Career Centers as they continue with this campaign again in 2017-2018.</p>

Continuous Improvement



 <p>PLAN</p>	<p>LCAP Goal #2: Ensure all foster youth, English Learners, and low-income students have individual learning plans to support school connectedness and academic achievement.</p>
 <p>DO</p>	<p>5 LCAP SOLL Counselors focused their efforts on 400 Students EL Monitoring, Education on Proficiency, Course Placement, Credit Recovery, Academic Counseling</p>
 <p>STUDY</p>	<p>SOLL counselors helped to reclassify 595 ELL students to proficiency in 2016-2017. This was an increase of 210 students from the previous year.</p>
 <p>ACT</p>	<p>Continue to fund the SOLL counselors in 2017-2018 and expand their focus to include foster and homeless youth.</p>

“To sustain our progress in changing mindsets, we must ensure that parents, students, and educators at *every* school and district are well-informed on our multiple-measures data system, their role in the LCAP cycle, and the resources available to address disparities.”

Tom Torlakson

Tom Torlakson
State Superintendent of Public Instruction
California Department of Education

Thank You