

Executive Summary LCAP 2018-2019

Santa Rosa City Schools (SRCS) is committed to providing our students with an educational experience that is safe, healthy, rigorous and meaningful. Our district has embraced the state's system of accountability, developing goals, actions, and services that meet the needs of our students and our community. As we look ahead to the 2018-19 school year, we are just past the halfway point in California's eight-year implementation of the Local Control Funding Formula (LCFF). The LCFF eliminated most "categorical" programs, restricted funds that could only be used for specific purposes. It gives Santa Rosa City Schools more flexibility to respond to the needs of our students, especially those who most need support. However, reduced enrollment and other budget issues have added to the challenges for the next school year.

The funding that is generated through the LCFF can be divided into three categories: base - funding for all students based on grade level; supplemental - additional funding for each student who is low-income, learning English and/or in foster care (also known as "unduplicated" students); and concentration - additional funding if a district has 55% or more unduplicated students.

Santa Rosa City Schools serves 16,248 students from Transitional Kindergarten through Grade 12, in two separate districts: the Santa Rosa Elementary School District and the Santa Rosa High School District. In the High School District, about 50% of students are English learners, low income, or foster youth. The High School District receives base and supplemental grant funding. In the Elementary School District, 67% of students are English learners, low income, or foster youth. Therefore, the Elementary District receives base, supplemental and concentration grants.

Funding generated through supplemental or concentration grants must be used to increase or improve services for students who are English learners, low income, or foster youth. The district can choose to provide those services: one-to-one or "targeted" at the English learners, low-income or foster youth; schoolwide for schools that have 100% unduplicated students, or on programs that primarily benefit those students; or district-wide for programs that aim to close the achievement gap for these higher-needs students. Districtwide programs that have proven effective in improving outcomes for unduplicated students also tend to benefit all students.

During the past three years, for example, SRCS has used this funding to:

- Increase social-emotional support services for students and families (for example, mental health counseling from Social Advocates for Youth counselors in each school).
- Create College and Career Centers with dedicated counselors in each high school.
- Hire SOLL (Supporting Our Language Learners) counselors to assist in reclassifying English learners in middle and high schools.
- Hire bilingual Family Engagement Facilitators to support families at each school.
- Roll out restorative practices in our schools, with trained facilitators, to help increase accountability and positive behavior, and decrease suspensions/expulsions.
- Add summer school opportunities, including the transition from middle to high school, maker camp, elementary English, and math program, and high school credit recovery.

- Start Saturday “Elevate Academy” to recover absences and provide enrichment.
- Provide professional development opportunities to teachers and staff.

The LCFF requires each district to think and plan differently than they did in years past, focusing on student outcomes: what students will do and/or be able to accomplish. Each district has its own Local Control Accountability Plan (LCAP), a three-year plan for using LCFF funding, based on those goals and outcomes. Our LCAP documents are 100+ pages and are updated each year, with input from parents, students, staff and community members. Each of our five dependent charter schools has its own LCAP.

The state requires every LCAP to focus on eight priority areas that help all students succeed: 1- Student Achievement, 2- Student Engagement, 3- Parent Involvement, 4- School Climate, 5- Common Core State Standards, 6- Access to a Broad Curriculum, 7- Basic Services, and 8- Other Student Outcomes. These eight priority areas reflect that many factors – both inside and outside the classroom – positively impact student success.

In alignment with those state priorities, SRCS has two LCAP goals:

1. Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students (State priorities 1, 3, 4, 6 and 7).
2. Increase student and family wellness and engagement in the full-service community school model. (State priorities 2, 4, 5 and 7).

As mentioned above, stakeholder engagement is a required element of LCAP decision-making. Within the context of the LCAP, stakeholders are students, parents, employees, and the community at large whose collective well-being and prosperity depend upon the success or failure of public schools. These stakeholders can all have a strong voice in the priorities and needs of our school district.

There are generally two stages of engagement within the context of the LCAP: consultation - public schools are required to consult teachers, principals, administrators, other school personnel, local bargaining units, parents, and students; and review and comment - public schools are required to present the LCAP for review and comment to the public, parent advisory groups, and to hold a public hearing prior to the adoption of the LCAP to receive input.

During consultation this year, SRCS continued to utilize the survey tool Thought Exchange, which led to our aggregated results of 2,330 responses regarding thoughts and priorities from our stakeholders. During this survey, parents, staff, and secondary students shared 3,144 thoughts about SRCS schools. These thoughts were then viewed by our stakeholders again as they prioritized the results that mattered to them the most.

These consultations with stakeholders led to the following additions, budget solutions, and reductions to the LCAP:

Additions

- Counseling positions
- Bilingual aides
- Smaller class sizes to support a-g implementation
- Social and emotional supports, e.g., counselors, additional SAY hours

- College and Career Center extended hours
- EL Specialists
- Summer Boost program in ELA and Math
- Common Core a-g support

Budget Solutions and Reductions

- 35% reduction in consulting contracts
- Move Family Engagement Specialists to Title 1
- Move some base-funded positions to LCAP funding
- Eliminate State and Federal Coordinator position

The district also has a dedicated email address for LCAP feedback (LCAP@srcs.k12.ca.us), and a link to that email address was available on the homepage of the SRCS website. Feedback and data were also gathered at numerous meetings of district-level committees (District Advisory Council, District English Learner Advisory Council, Stakeholder Unity Network) and school site-level committees (English Learner Advisory Committees and School Site Councils). For review and comment, the draft LCAP was presented to the Board of Education and the district advisory committees and reviewed at a public hearing during a Board of Education meeting.

Santa Rosa City Schools continues to recover from the devastation of October 2017, in which the district lost an elementary school and a high school farm to deadly wildfires that swept through Northern California. The fires destroyed the homes of 800 students and 90 staff members. This devastating loss will shape the needs of our community for years to come. Our staff and families have joined together to support each other. After 160 years, Santa Rosa City Schools continues to value its position in this community, entrusted with providing our next generation the tools they need, both to recover and to lead us into the future.

Santa Rosa City Elementary Schools

2018-2019 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2018-19 Total LCFF Funding



\$7,718,935.

\$29,880,135.

Base S & C

OVERVIEW



Communities Served: Santa Rosa City
5,246 Students 9 Schools

Student Groups

40% English Learners 52.7% Low Income .5% Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2018-19 LCAP AT-A-GLANCE



2 LCAP Goals



27 LCAP Actions & Services



LCAP Measures



28,202,812 LCAP Budget

LCAP Goals

- 1 Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
- 2 Increase student and family wellness and engagement through the full service community school model.

Funding for LCAP Goals

Additions to LCAP

Counseling Positions
Bilingual Aides
Smaller class sizes to support a-g in Math
Social and Emotional Support
College and Career Extended Hours
EL Specialists
Summer Boost program in ELA and Math
Common Core a-g Support

Budget Solutions and Reductions

35% Reduction in Consulting Contracts
Move Family Engagement Specialists to Title 1
Move some Base funded position to LCAP
Eliminate State and Federal Coordinator Position

Goal 1 is supported by \$25,153,957.18 in total funding

Goal 2 is supported by \$3,048,854.88 in total funding

Santa Rosa City Secondary Schools

2018-2019 LCAP OVERVIEW

Local Control Funding Formula (LCFF)



8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2018-19 Total LCFF Funding



OVERVIEW



Communities Served: Santa Rosa City
11,186 Students 11 Schools

Student Groups

14% English Learners 52% Low Income .5% Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2018-19 LCAP AT-A-GLANCE



2 LCAP Goals



26 LCAP Actions & Services



LCAP Measures



55,050,819 LCAP Budget

LCAP Goals

- 1 Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.
- 2 Increase student and family wellness and engagement through the full service community school model.

Funding for LCAP Goals

Additions to LCAP

- Counseling Positions
- Bilingual Aides
- Smaller class sizes to support a-g in Math
- Social and Emotional Support
- College and Career Extended Hours
- EL Specialists
- Summer Boost program in ELA and Math
- Common Core a-g Support

Budget Solutions and Reductions

- 35% Reduction in Consulting Contracts
- Move Family Engagement Specialists to Title 1
- Move some Base funded position to LCAP
- Eliminate State and Federal Coordinator Position
- Goal 1 is supported by \$51,699,775.60 in total funding**
- Goal 2 is supported by \$3,351,043.84 in total funding**