



Santa Rosa Middle School

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12/11/19

SRCS LCAP Goals

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action

If we improve the quality of practice through the continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.

Santa Rosa City Schools Strategic Plan

2019-2024

Vision: SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities

2019-2024

Priority 1- Life Ready Learners

Priority 2- Whole Person Focus

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding

School SPSA Goals

Goal 1: In preparation for high school and beyond, SRMS students will focus on critical thinking, communication skills, collaboration and problem solving. In addition, students will be coached in the skill of self-advocacy and utilizing available resources & personnel for their benefit and will have equitable access to a district and state standards based curriculum. Opportunities to experience and appreciate visual and performing arts, physical education, and STEAM (Science, Technology, Engineering, Art, and Mathematics) activities will be available to all students.

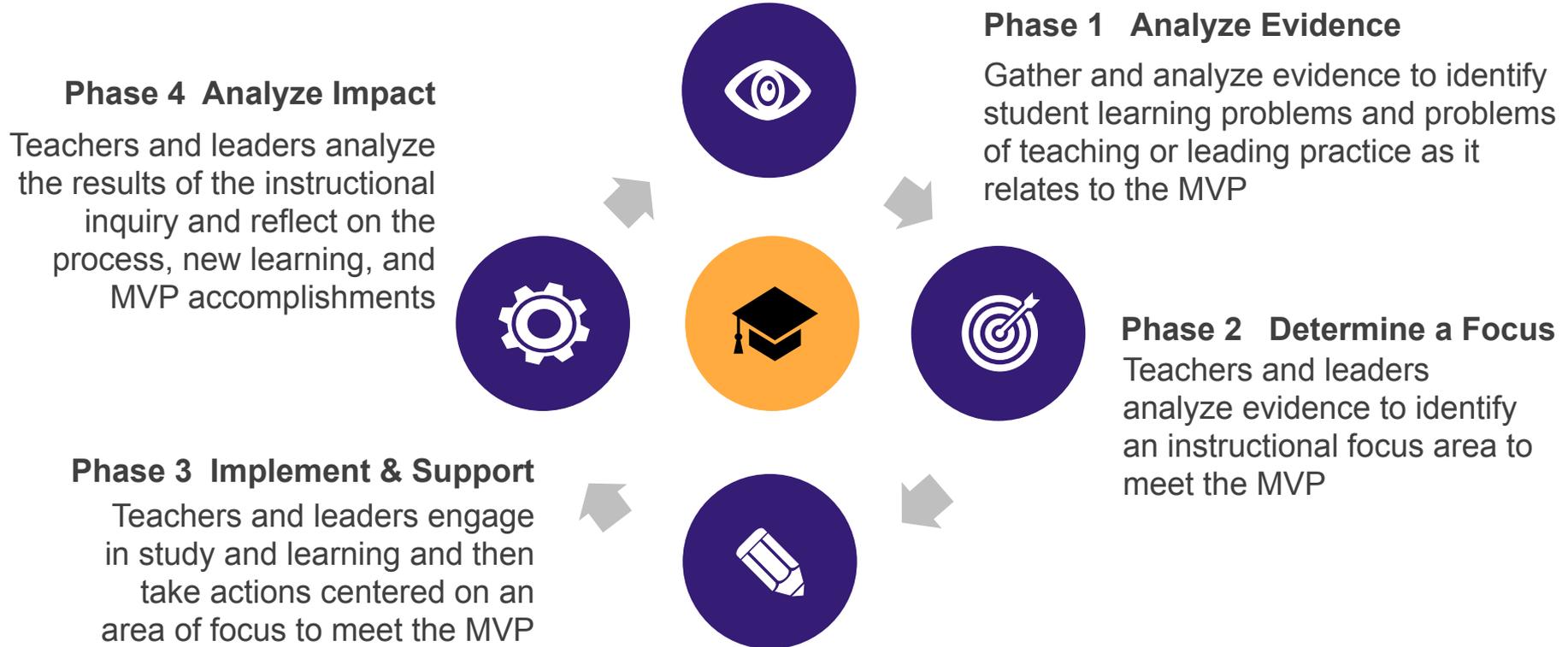
School SPSA Goals

Goal 2: Levels of support will be available to all SRMS students in the areas of academics, behavior, and attendance. Students will be supported by a multi-tiered system of academic and socioemotional support, particularly our at-risk and academically struggling students.

Cycle of Inquiry Focus: *How are we leveraging our new Schoolwide Title I status to benefit students and meet our goals?*

Inquiry Cycle

Instructional Leadership and the MVP



Phase 1: Analyze Evidence - School Overview

557 Students

50% Free & Reduced

2% Homeless/Foster

60% Latino

13% EL's

16% SPED

*SRMS is Schoolwide Title I



Phase 1: Analyze Evidence - Baseline Financials

2019-20 LCAP Funds: \$84,081

- All of the 2018-19 LCAP funds (\$84,340) were pre-allocated for counselor and teacher salaries.

2019-20 Title I Funds: \$55,450

- Only \$21,730 of \$44,633 was spent in 2018-19*

*This money was very difficult to spend.

Phase 1: Analyze Evidence - Sub-Group Analysis

Group	ELA SBAC	Math SBAC	Chronic Abs. Disproportionality	Suspensions (as of 12/4/19)
Foster/ Homeless	33% met (33% = Level 1)	22% met (44% = Level 1)	0.00%	5 Suspensions (4 students)
EL	5% met (81% = Level 1)	0% met (82% = Level 1)	0.00%	3 Suspensions (3 students)
Latino	29% met (47% = Level 1)	16% met (58% Level 1)	0.00%	42 Suspensions (35 students)
Spec. Ed	9% met (79% = Level 1)	4% met (90% = Level 1)	10.80%	11 Suspensions (9 students)
Total	44% met (30% = Level 1)	27% Met (41% = Level 1)	17.48% (total)	62 Suspensions (49 students)

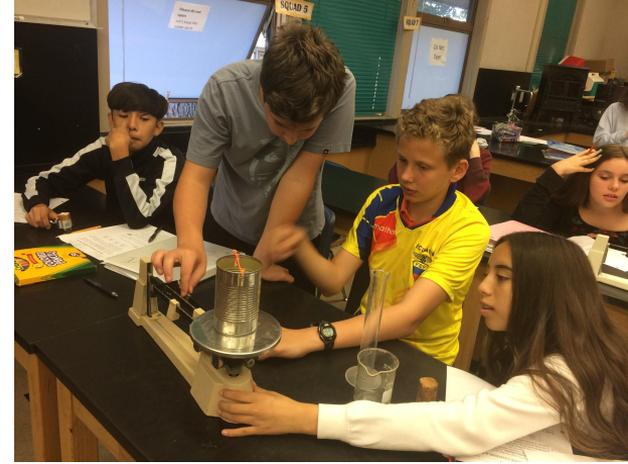
Phase 2 - Determine a Focus

Student Wellness:

- Counseling needs.
- Therapy needs.
- Restorative needs: individual, group, and classwide.

Student Achievement:

- Opportunities for teacher professional development.
- Improve technology and resources in classrooms.
- Increase parent engagement.



Phase 3: Implement and Support

2019-20 LCAP Funds: \$84,081

- Counselor .70 FTE = \$65,941
- Extended Day (includes tutoring) = \$4,820
- Teacher Release Time = \$4,820
- Materials, Technology, Conferences = \$8,498

2019-20 Title I Funds: \$55,450

- Additional day of SAY Counselor = \$20,000
- Additional day of Restorative Practitioner = \$9,943
- Extended Day (includes tutoring) = \$4,820
- Teacher Release Time = \$6,026
- Materials, Technology, Parent Engagement = \$14,660



Phase 4 - Analyze Impact

Student Advocate for Youth Therapist Data:

- Students seen: **24**
- Sessions conducted: **125**
- Students currently on the waitlist: **7**
- Waitlist: **3-4** students (lasting ~ 1 month)

Restorative Practitioner Data:

- Students seen: **150**; Student contacts: **250**
- Classroom circles: **31**
- After-school or Safe School Ambassador group meetings: **13**



Phase 4 - Analyze Impact . . .

Teacher Release Time & Extended Day usage:

- Co-planning, curriculum development
- Instructional Rounds
- Bay Area Writing Project Cohort
 - Site Council Funds request form

Parent Engagement

- Improved
- Room to grow



Reflection and Learning

- Advantages & disadvantages of spending supplemental funds on personnel.
- Importance of gathering input from all stakeholders regarding school's priorities and aligning funds.
- Importance of an organized, streamlined, flexible SPSA and responsive Site Council.
- Student wellness still precedes learning.
- Parent engagement efforts must be creative and continuous.

Next Steps and Next Focus Area

Driver: Disproportionality that we see in the data we have.

Need: Meaningful, real-time student achievement data.

Areas of Focus:

- Teacher PD (EL and SPED strategies).
- Student engagement - staff meeting presentations, Check In Check Out, Positive Attendance Program, Targeted Tutoring.
- Continued parent outreach (parent ed nights, conferences, Principal's messages & coffees, Positive Postcards, PFSO & ELAC).
- Extend College & Career Readiness Lab and its focus into all classrooms.

Next Steps and Next Focus Area

Ongoing:

- Continue to review financials with data side by side. Adjust allocations and SPSA as needed. Monitor enrollment #'s for next year.

Upcoming:

- Youth Truth Survey Results.