

**Policy 0420.4: Charter School Authorization**

**Status:**  
ADOPTED

**Original Adopted Date:** 04/12/2017 | **Last Reviewed Date:** 04/12/2017

The Board of Education recognizes that charter schools may assist the district in offering diverse learning opportunities for district students. In considering any petition to establish a charter school within the district, the Board shall give careful consideration to the potential of the charter school to provide students with a high-quality education that enables them to achieve to their fullest potential.

One or more persons may submit a petition for a start-up charter school to be established within the district. In addition, an existing district school may be converted to a charter school when deemed beneficial by the district and community or when state or federal law requires restructuring of the school because of low performance.

Any petition for a start-up charter school or conversion charter school shall include all components and signatures required by law and shall be submitted to the Board.

The Superintendent or designee may work with charter school petitioners prior to the formal submission of the petition in order to ensure compliance of the petition with legal requirements. As needed, he/she also may meet with the petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district, and parents/guardians. (Education Code 47605)

Within 60 days of receiving a petition, or within 90 days with mutual consent of the petitioners and the Board, the Board shall either approve or deny the request to establish the charter school. (Education Code 47605)

The approval or denial of a charter petition shall not be controlled by collective bargaining agreements nor subject to review or regulation by the Public Employment Relations Board. (Education Code 47611.5)

## **Approval of Petition**

The Board shall approve the charter petition if doing so is consistent with sound educational practice. In granting charters, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education (CDE) under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

The Board shall ensure that any approved charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems, multiple measures for evaluating the educational program, and regular reports to the Board.

The district shall not require any district student to attend the charter school nor shall it require any district employee to work at the charter school. (Education Code 47605)

The Board may approve one or more memoranda of understanding to clarify the financial and operational agreements between the district and the charter school. Any such memorandum of understanding shall be annually reviewed by the Board and charter school governing body and amended as necessary.

It shall be the responsibility of the petitioners to provide written notice of the Board's approval and a copy of the charter to the County Superintendent of Schools, the CDE, and the State Board of Education (SBE). (Education Code 47605)

## **Denial of Petition**

The Board shall deny any petition to authorize the conversion of a private school to a charter school or that proposes to serve students in a grade level that is not served by the district, unless the petition proposes to serve students in all the grade levels served by the district. (Education Code 47602, 47605; 5 CCR 11965)

Any other charter petition shall be denied only if the Board presents written factual findings specific to the petition that one or more of the following conditions exist: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the number of signatures required.
4. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
5. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).

The Board shall not deny a petition based on the actual or potential costs of serving students with disabilities, nor shall it deny a petition solely because the charter school might enroll disabled students who reside outside the special education local plan area in which the district participates. (Education Code 47605.7, 47647)

If the Board denies a petition, the petitioners may choose to submit the petition to the County Board of Education and, if then denied by the County Board, to the SBE. (Education Code 47605)

**Out of District Charters**

*A charter school that established a site outside the boundaries of its authorizing school district, but within the boundaries of Santa Rosa City Schools, before January 1, 2020, may continue to operate that site until the charter school submits a request for the renewal of its charter petition. To continue operating the site, the charter school shall submit a request for the renewal of the charter petition pursuant to Ed. Code Section 47607 to Santa Rosa City Schools for consideration by the Board. The Board does not authorize approval of charter school renewal within its boundaries by any authorizer other than The Board. [Education Code 47605 (5)(A)]*

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

<b>State</b>	<b>Description</b>
5 CCR 11960-11969.10	Charter schools
Corp. Code 5110-6910	<a href="#">Nonprofit public benefit corporations</a>
Ed. Code 1240	<a href="#">County superintendent of schools: duties</a>

Ed. Code 17078.52-17078.66	<a href="#"><u>Charter schools facility funding; state bond proceeds</u></a>
Ed. Code 17280-17317	<a href="#"><u>Field Act; approval of plans and supervision of construction</u></a>
Ed. Code 17365-17374	<a href="#"><u>Field Act; fitness for occupancy; liability of board members</u></a>
Ed. Code 200	<a href="#"><u>Equal rights and opportunities in state educational institutions</u></a>
Ed. Code 220	<a href="#"><u>Prohibition of discrimination</u></a>
Ed. Code 32280-32289.5	<a href="#"><u>School safety plans</u></a>
Ed. Code 33126	<a href="#"><u>School accountability report card</u></a>
Ed. Code 41365	<a href="#"><u>Charter school revolving loan fund</u></a>
Ed. Code 42131	<a href="#"><u>Interim certification</u></a>
Ed. Code 42238.02-42238.52	<a href="#"><u>Funding for charter districts</u></a>
Ed. Code 44237	<a href="#"><u>Criminal record summary</u></a>
Ed. Code 44830.1	<a href="#"><u>Certificated employees; conviction of a violent or serious felony</u></a>
Ed. Code 45122.1	<a href="#"><u>Classified employees; conviction of a violent or serious felony</u></a>
Ed. Code 46201	<a href="#"><u>Instructional minutes</u></a>

Ed. Code 47600-47616.7	<a href="#">Charter Schools Act of 1992</a>
Ed. Code 47640-47647	<a href="#">Special education funding for charter schools</a>
Ed. Code 47650-47655	<a href="#">Funding of charter schools</a>
Ed. Code 49011	<a href="#">Student fees; definition</a>
Ed. Code 51744-51749.6	<a href="#">Independent study</a>
Ed. Code 51745	<a href="#">Independent study</a>
Ed. Code 52052	<a href="#">Accountability; numerically significant student subgroups</a>
Ed. Code 52060-52077	<a href="#">Local control and accountability plan</a>
Ed. Code 56026	<a href="#">Special education</a>
Ed. Code 56145-56146	<a href="#">Special education services in charter schools</a>
Gov. Code 1090-1099	<a href="#">Prohibitions applicable to specified officers</a>
Gov. Code 3540-3549.3	<a href="#">Educational Employment Relations Act</a>
Gov. Code 54950-54963	<a href="#">The Ralph M. Brown Act</a>
Gov. Code 7920.000-7930.215	<a href="#">California Public Records Act</a>
Gov. Code 81000-91014	<a href="#">Political Reform Act</a>
W&I Code 224.1	<a href="#">Indian child; definition</a>

**Federal**

20 USC 7221-7221j

**Description**

Charter schools

**Management Resources**

Attorney General Opinion

**Description**

101 Ops.Cal.Atty.Gen. 92 (2018)

Attorney General Opinion

78 Ops.Cal.Atty.Gen. 297 (1995)

Attorney General Opinion

89 Ops.Cal.Atty.Gen. 166 (2006)

Attorney General Opinion

80 Ops.Cal.Atty.Gen. 52 (1997)

California Charter Authorizing  
Professionals Pub.Memorandum of Understanding (MOU) Resource,  
September 2022

Court Decision

Napa Unified School District v. California State Board of  
Education, Case No. 34-2022-80004051

Court Decision

CSBA'S Education Legal Alliance v. California State Board  
of Education, Case No. 34-2018-80002834

Court Decision

Ridgecrest Charter School v. Sierra Sands Unified School  
District (2005) 130 Cal.App.4th 986

CSBA Publication

Uncharted Waters: Recommendations for Prioritizing  
Student Achievement and Effective Governance in  
California's Charter Schools, September 2018

CSBA Publication

Charter Schools: A Guide for Governance Teams, rev.  
February 2016

CSBA Publication

Charter Schools and Board Member Responsibilities,  
Education Insights Legal Update Webcast, March 2016

CSBA Publication	Charter Schools in Focus, Issue 1: Managing the Petition Review Process, Governance Brief, November 2016
U.S. Department of Education Publication	Charter Schools Program: Title V, Part B of the ESEA, Nonregulatory Guidance, January 2014
U.S. Department of Education Publication	Dear Colleague Letter: Guidance Regarding the Oversight of Charter Schools Program and Regulatory Requirements, August 2016
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">National Association of Charter School Authorizers</a>
Website	<a href="#">California Charter Schools Association</a>
Website	<a href="#">California Department of Education, Charter Schools</a>
Website	<a href="#">CSBA</a>
Website	<a href="#">U.S. Department of Education</a>

## Cross References

Code	Description
0420.41	<a href="#">Charter School Oversight</a>
0420.41-E PDF(1)	<a href="#">Charter School Oversight</a>
0420.42	<a href="#">Charter School Renewal</a>

0420.43	<a href="#"><u>Charter School Revocation</u></a>
0430	<a href="#"><u>Comprehensive Local Plan For Special Education</u></a>
0430	<a href="#"><u>Comprehensive Local Plan For Special Education</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0460	<a href="#"><u>Local Control And Accountability Plan</u></a>
0510	<a href="#"><u>School Accountability Report Card</u></a>
2230	<a href="#"><u>Representative And Deliberative Groups</u></a>
4116	<a href="#"><u>Probationary/Permanent Status</u></a>
4116	<a href="#"><u>Probationary/Permanent Status</u></a>
6146.3	<a href="#"><u>Reciprocity Of Academic Credit</u></a>
6146.3	<a href="#"><u>Reciprocity Of Academic Credit</u></a>
6158	<a href="#"><u>Independent Study</u></a>
6158	<a href="#"><u>Independent Study</u></a>
6162.51	<a href="#"><u>State Academic Achievement Tests</u></a>
6162.51	<a href="#"><u>State Academic Achievement Tests</u></a>
6178	<a href="#"><u>Career Technical Education</u></a>

6178 [Career Technical Education](#)

6184 [Continuation Education](#)

6184 [Continuation Education](#)

7160 [Charter School Facilities](#)

7160 [Charter School Facilities](#)

9320 [Meetings And Notices](#)





**Resolution No. 2024/25-29**

**Date: February 26, 2025**

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SANTA ROSA SCHOOL DISTRICT REGARDING  
REDUCTION OR DISCONTINUANCE OF CERTAIN PARTICULAR KINDS OF SERVICES (PKS) FOR THE  
2025-26 SCHOOL YEAR**

**WHEREAS**, the Board hereby finds that it is in the best interest of the SANTA ROSA CITY SCHOOLS that, as of the end of the 2024-25 school year, certain particular kinds of services now being provided by the District be reduced or discontinued as follows:

**Elementary Certificated**

1. Eliminate the equivalent of 4.0 Site TOSAs.
2. Eliminate the equivalent of 60.0 FTE Classroom Teachers.
3. Eliminate the equivalent of 1.5 FTE Elementary Counselors.
4. Eliminate the equivalent of 2.0 FTE Elementary Music Teachers.
5. Eliminate the equivalent of 1.0 Elementary Physical Education teacher.

**Secondary Certificated**

6. Eliminate the equivalent of 3.0 Site TOSAs
7. Eliminate the equivalent of 2.2 FTE Middle School English Language Arts
8. Eliminate the equivalent of 1.4 FTE Middle School Math
9. Eliminate the equivalent of 1.6 FTE Middle School Science
10. Eliminate the equivalent of 3.2 FTE Middle School Physical Education
11. Eliminate the equivalent of 2.0 FTE Middle School Social Science
12. Eliminate the equivalent of 0.6 FTE Middle School Theatre
13. Eliminate the equivalent of 1.4 FTE Middle School Music
14. Eliminate the equivalent of 1.6 FTE Middle School Fine Art
15. Eliminate the equivalent of 0.6 FTE Middle School Career Technical Education
16. Eliminate the equivalent of 0.6 FTE Middle School Spanish
17. Eliminate the equivalent of 2.6 FTE High School English Language Arts
18. Eliminate the equivalent of 1.0 FTE High School Math 2
19. Eliminate the equivalent of 2.4 FTE Higher Level High School Math
20. Eliminate the equivalent of 3.4 FTE High School Social Science
21. Eliminate the equivalent of 1.2 FTE Geosciences
22. Eliminate the equivalent of 1.8 FTE Life/Biological Sciences
23. Eliminate the equivalent of 0.8 FTE Chemistry
24. Eliminate the equivalent of 1.0 FTE Physics
25. Eliminate the equivalent of 3.0 FTE Spanish
26. Eliminate the equivalent of 1.4 FTE French
27. Eliminate the equivalent of 5.6 Career Technical Education
28. Eliminate the equivalent of 2.2 FTE High School Physical Education
29. Eliminate the equivalent of 1.4 FTE High School Band
30. Eliminate the equivalent of 0.8 FTE High School Dance
31. Eliminate the equivalent of 2.2 FTE High School Fine Arts
32. Eliminate the equivalent of 0.8 FTE High School Theatre
33. Eliminate the equivalent of 22.0 FTE Secondary Counselor

**Other Certificated**

34. Eliminate the equivalent of 6.0 FTE District EL Specialists.
35. Eliminate the equivalent of 1.0 FTE District EL TOSAs
36. Eliminate the equivalent of 3.0 FTE School Psychologists
37. Eliminate the equivalent of 1.0 FTE Nurse

**Elementary Administrative**

38. Eliminate the equivalent of 2.5 FTE.
  - Albert Biella Elementary School Principal
  - Brook Hill Elementary School Principal
  - Santa Rosa Accelerated Charter School Assistant Principal

**Secondary Administrative**

39. Eliminate the equivalent of 9.0 FTE.
  - Cesar Chavez Language Academy Assistant Principal
  - Hilliard Comstock Middle School Assistant Principal
  - Santa Rosa Middle School Assistant Principal
  - Santa Rosa Middle School Principal
  - Herbert Slater Middle School Assistant Principal
  - Herbert Slater Middle School Principal
  - Elsie Allen High School Assistant Principal
  - Piner High School Assistant Principal
  - Ridgway High School Assistant Principal

**Other Administrative**

40. Eliminate the equivalent of 3.0 FTE District Administrative.
  - 1.0 FTE Coordinator, State and Federal Programs
  - 2.0 FTE Director, Educational Services

**WHEREAS**, in the opinion of the Governing Board of this District it is necessary by reason of the aforementioned reduction and/or discontinuance of services to decrease the number of certificated employees by the equivalent of one hundred sixty-five and 8 tenths (165.8) full-time equivalent employees for the 2025-26 school year;


**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of SANTA ROSA CITY SCHOOLS that, as of the end of the 2024-25 school year the foregoing particular kinds of services now being provided by said District be and hereby are reduced or discontinued to the extent herein above set forth.

**BE IT FURTHER RESOLVED** that the District Superintendent or Superintendent's designee, be and hereby is authorized and directed to initiate and pursue procedures necessary not to reemploy the equivalent of one hundred sixty-five and 8 tenths (165.8) full-time equivalent certificated employees of this District pursuant to Education Code sections 44949 and 44955 because of said reduction and discontinuance of services.

**PASSED AND ADOPTED** this date, February 26, 2025, by the Board of Education of the Santa Rosa City Schools of the County of Sonoma, State of California, by the following vote:

AYES: 5 NOES: 0 ABSENT: 2

This is to certify that this is a true and correct copy of the resolution as adopted and approved at a regular meeting of the Board of Education of the Santa Rosa City Schools.



\_\_\_\_\_  
Jeremy De La Torre, Clerk, Board of Education



**Resolution No. 2024/25-44**

**Date: February 26, 2025**

In the Matter of the Layoff of )  
Classified Employees Due to a )  
Lack of Work and/or Funds for the )  
2025-2026 School Year )  
\_\_\_\_\_ )

**WHEREAS**, Education Code sections 45114, 45117, 45298 and 45308 permit the Governing Board to reduce or discontinue classified services and terminate the employment of affected classified employees not later than the beginning of the following school year due to lack of work and/or lack of funds; and

**WHEREAS**, the Governing Board of the Santa Rosa City School District (“District”) has determined that it shall be necessary to reduce or discontinue the classified services of the District as described herein no later than the beginning of the 2025-2026 school year due to a lack of work and/or lack of funds; and

**WHEREAS**, it shall be necessary at the end of the 2024-2025 school year to terminate the employment of certain classified employees of the District as a result of this reduction or discontinuance in classified services; and

**WHEREAS**, it is the opinion of the Board that it is in the best interest of the District, including the welfare of the District’s schools and pupils, to reduce or discontinue the classified services and as a result terminate the number of classified employees of the District as hereinafter set forth.

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of the Santa Rosa City School District as follows:



1. That the foregoing recitals are true and incorporated herein by this reference.
  
2. That the following classified services be reduced or eliminated as indicated commencing with the 2025-2026 school year:

<b>Classification</b>	<b>Position Control Number</b>	<b>FTE</b>
Data Management Analyst	3653	1.00
Maintenance and Transportation Manager	3696	1.00
Custodian IV	1600	1.00
Custodian IV	1595	1.00
Custodian V	1611	1.00
Custodian V	1608	1.00
Site Based Therapist/Social Worker	4108	1.0
Site Based Therapist/Social Worker	4160	1.0
Site Based Therapist/Social Worker	4161	1.0
Site Based Therapist/Social Worker	4216	1.0
Site Based Therapist/Social Worker	4372	1.0
Administrative Assistant- MS	1307	1.0
Administrative Assistant- MS	1340	1.0
Budget Technician	4067	1.0
Campus Supervisor	1372	1.0



Campus Supervisor	1416	1.0
Child Care Assistant II	1187	0.125
Child Care Assistant II	1137	0.125
Child Care Assistant II	1138	0.125
Child Care Assistant II	2163	0.125
Child Care Assistant II	2731	0.10
Child Care Assistant II	1139	0.125
Child Care Assistant II	3007	0.125
Custodian II-Night	1516	1.00
Custodian II-Night	1530	1.00
Custodian II-Night	1532	1.00
Custodian II-Night	1510	1.00
Custodian II-Night	1538	1.00
Custodian II-Night	1539	1.00
District Assessment Data Specialist	1477	1.00
Elementary School Technician II	1141	.75
Elementary School Technician II	1189	.75
Elementary School Office Manager	1140	1.00
Elementary School Office Manager	1188	1.00
Family Engagement Facilitator	4086	1.00
Family Engagement Facilitator	4085	1.00



Family Engagement Facilitator	4082	1.00
Family Engagement Facilitator	2842	1.00
Family Engagement Facilitator	4158	1.00
Family Engagement Facilitator	2640	1.00
Family Engagement Facilitator	4081	1.00
Family Engagement Facilitator	2473	1.00
Family Engagement Facilitator	2472	1.00
Family Engagement Facilitator	4083	1.00
Family Engagement Facilitator	3888	1.00
Family Engagement Facilitator	4079	1.00
Family Engagement Facilitator	2462	1.00
Family Engagement Facilitator	2464	1.00
Family Engagement Facilitator	2471	1.00
Family Engagement Facilitator	2466	1.00
Family Engagement Facilitator	4080	1.00
Family Engagement Facilitator	2660	1.00
Family Engagement Facilitator	2845	1.00
Family Engagement Facilitator	4084	1.00
Family Engagement Facilitator	3544	0.25
Grounds Worker	1573	1.00
Grounds Worker	1575	1.00



HR Technician III	3084	1.00
HR Technician III	3579	1.00
Instructional Assistant I	2938	.75
Instructional Assistant I	3782	.75
Instructional Assistant I	4261	.375
Instructional Assistant I	3291	.75
Lead Noon/Yard Duty Aide	2480	.40625
Lead Noon/Yard Duty Aide	2331	.4375
Library Technician	1145	.225
Library Technician	1192	.225
Library Technician II	1144	.4375
Library Technician II	1191	.6875
Library Technician II	1294	.5
Library Technician II	1295	.5
Library Technician II	1331	1.00
Maintenance Technician- Locksmith	1580	1.00
Maintenance Technician	1587	1.00
Maintenance Technician	1590	1.00
Middle School Technician	1296	1.00
Middle School Technician	1297	1.00
Middle School Technician	1298	1.00



Middle School Technician	1332	1.00
Middle School Technician	1334	1.00
Middle School Technician	1335	1.00
Middle School Counseling Secty/Registrar	1333	1.00
Middle School Counseling Secty/Registrar	1299	1.0
Noon/Yard Duty Aide	2314	0.375
Noon/Yard Duty Aide	2322	0.1875
Noon/Yard Duty Aide	2342	0.375
Noon/Yard Duty Aide	2343	0.375
Noon/Yard Duty Aide	2499	0.375
Noon/Yard Duty Aide	3951	0.25
Noon/Yard Duty Aide	2503	0.125
Noon/Yard Duty Aide	2508	0.3125
Noon/Yard Duty Aide	2542	0.4375
Noon/Yard Duty Aide	2505	0.125
Noon/Yard Duty Aide	2507	0.125
Noon/Yard Duty Aide	2311	0.6875
Noon/Yard Duty Aide	2313	0.4375
Noon/Yard Duty Aide	2317	0.125
Noon/Yard Duty Aide	2858	0.22606
Payroll Technician	1130	1.0



Program Acct. Tech I	1272	1.0
Restorative Response Specialist	4159	1.0
Restorative Response Specialist	4154	1.0
Restorative Response Specialist	4139	1.0
Restorative Response Specialist	4093	1.0
Restorative Response Specialist	4091	1.0
Restorative Response Specialist	4089	1.0
Restorative Response Specialist	4088	1.0
Restorative Response Specialist	4087	1.0
Restorative Response Specialist	3863	1.0
Restorative Response Specialist	3861	1.0
Restorative Response Specialist	3860	1.0
Restorative Response Specialist	3739	1.0
Restorative Response Specialist	3675	1.0
Restorative Response Specialist	3674	1.0
Restorative Response Specialist	2862	1.0
Restorative Response Specialist	2861	1.0
Restorative Response Specialist	2860	1.0
Restorative Response Specialist	2859	1.0
Restorative Response Specialist	2628	1.0
Restorative Response Specialist	2461	1.0



Senior Secretary	1120	1.0
Senior Secretary	3622	1.0
Senior Secretary	1124	1.0
Student Advisor	1318	1.0
Student Advisor	1390	1.0
Student Advisor	1413	1.0
Student Engagement Activity Worker	2446	1.0
Student Engagement Activity Worker	2447	1.0
Student Engagement Activity Worker	2448	1.0
Student Engagement Activity Worker	2450	1.0
Student Engagement Activity Worker	2631	1.0
Student Engagement Activity Worker	3379	1.0
Student Engagement Activity Worker	3921	1.0
Transition Kindergarten Instructional Assistant	3916	0.625
Transition Kindergarten Instructional Assistant	4262	0.75
Transition Kindergarten Instructional Assistant	3901	0.625
Typist Clerk IV	1508	1.0
Typist Clerk IV	1509	1.0
Typist Clerk IV	2371	1.0
Typist Clerk IV	3328	1.0



3. That due to the reduction or elimination of classified services set forth herein, the number of classified employees of the District be reduced pursuant to Education Code section 45117.
4. That the District Superintendent or designee is directed to send appropriate notices to all employees whose services shall be terminated by virtue of this action pursuant to Education Code sections 45117, 45298, and 45308.

The foregoing Resolution was PASSED and ADOPTED at a regular meeting of the Board of Education of the Santa Rosa City School District on the 26th day of February 2025, by the following vote:

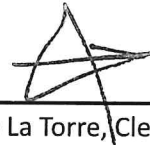
AYES: 4 NOES: 1 ABSENT: 2 ABSTAIN: 0

Dated: February 26, 2025

A handwritten signature in black ink, appearing to read "Roxanne McNally", is written over a horizontal line.

Roxanne McNally, President, Board of  
Trustees Santa Rosa City School  
District  
Sonoma County, California

Certified a True Copy:



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Jeremy De La Torre, Clerk, Board of  
Trustees Santa Rosa City School  
District

Sonoma County, California

# Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Accelerated Charter School	Daryl Coryell Principal	dcoryell@srcs.k12.ca.us 707-890-3860 ext 33105

# Goal 1

**Goal Description**  
 Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	CAASPP ELA, CAASPP Math, and CAST	CAASPP ELA 2022-2023 41.27% Standard Exceeded 40.48% Standard Met 13.49% Standard Nearly Met 4.76% Standard Not Met  CAASPP Math 2022-2023 58.27% Standard Exceeded 25.20% Standard Met 11.81% Standard Nearly Met 4.72% Standard Not Met  CAST Science 2022-2023 46.88% Standard Exceeded 26.56% Standard Met 26.56% Standard Nearly Met 0% Standard Not Met			CAASPP to be taken in April 2025	The average score for all students including subgroups will be at or above grade level standards.
1.2	LGL ADAM	LGL ADAM SCORES 2023-2024  5th Grade (8/14/2023-11/1/2023) Above: 3.2% Proficient: 60.3%			Using iReady (district adopted assessment platform)	The average score for all students including subgroups will be at or above "Proficient".

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Emergent: 36.5%  5th Grade (11/2/2023-3/1/2024) Above: 23.4% Proficient: 68.8% Emergent: 7.8%  6th Grade (8/14/2023-11/1/2023) Above: 18.0% Proficient: 37.7% Emergent: 44.3%  6th Grade (11/2/2023-3/1/2024) Above: 38.1% Proficient: 36.5% Emergent: 25.4%				
1.3	Renaissance Star Reading	RENAISSANCE STAR READING SCORES SPRING 2024  5th Grade Average GE (Grade Equivalent): 8.5  6th Grade Average GE (Grade Equivalent): 8.3			Using iReady (district adopted assessment platform)	All students will score at or above grade level on their Renaissance Star Reading test.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Implementation of Robust Curriculum</b> <ul style="list-style-type: none"> <li>Students will experience tiered activities to provide challenge</li> </ul>	Yes	Ongoing Implementation	Staff members have been reviewing data and will discuss curriculum purchases once		\$3,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>at their individual level, including both advanced and at risk groups.</p> <ul style="list-style-type: none"> <li>The curriculum of depth, complexity, and novelty will be present in all classrooms.</li> <li>Students will be engaged in critical thinking, and complex tasks.</li> <li>Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program.</li> </ul> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."</p>			they return from CAG conference.			
1.2	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Students will have a personal Chromebook.</li> <li>Students will have a personal gmail account, and access to assignments through google classroom, and access to other applications in the Google suite.</li> <li>Students will have access to other online learning programs to support individualized progress on content standards.</li> </ul>	Yes	Fully Implemented	Purchased online learning programs (Membean, Edpuzzle, GoGuardian, IXL)		\$3,000.00	\$4711.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.3	<p><b>"Real World Experiences"</b></p> <ul style="list-style-type: none"> <li>Students will participate in field trips and excursions in the community and surrounding areas</li> <li>6th graders will attend Science Camp</li> <li>Guest Speakers will be invited to present to the students on areas of expertise and experiences</li> </ul>	Yes	Planned	Field Trip Busses		\$1,610.00	
1.4	<p><b>Assessments</b></p> <ul style="list-style-type: none"> <li>Teachers will use multiple assessment tools to gage student progress and to inform instruction.</li> </ul> <p>Renaissance Assessment - Star Reading LGL ADAM for Math CAASPP Testing</p> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Use data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning."</p>	Yes	Partially Implemented	Using iReady and moving away from LGL, used funds in 1.2 to cover Renaissance		\$7,901.26	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	<p><b>Student Academic Support and Enrichment</b></p> <ul style="list-style-type: none"> <li>Academic support will be provided for struggling students.</li> <li>Enrichment opportunities will also be provided</li> </ul> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels."</p>	Yes	Fully Implemented	After school programs including Academic Workshop and Math Counts		\$3,882.30	\$4425.03
1.6	<p><b>Professional Development Collaboration Time</b></p> <ul style="list-style-type: none"> <li>Professional development to support every staff member in CC, GATE, and NGSS.</li> <li>Teachers will attend Professional Conferences (CAG)and trainings during the school year</li> <li>Teachers will engage in ongoing professional development beginning in the summer EEF Grant</li> </ul> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."</p>	Yes	Ongoing Implementation	Teachers are attending CAG Conference in March		\$2,588.20	\$1190.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 2

### Goal Description

Santa Rosa Accelerated Charter School will provide a safe, welcoming, and inclusive climate for all students and their families.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Attendance Data	During the 23-24 school year, SRACS had a 96.32% daily attendance rate.			Our daily attendance rate is 96.63% so far this school year.	98% ADA
2.2	Incidents of Discipline	23-24 School Year We have had two students suspended, each for a half day.			Zero suspensions so far this school year.	0 suspensions- The goal is for Restorative Processes to address all disciplinary needs resulting in zero suspensions.
2.3	Parent Participation Data	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members			Majority of our SFPO positions are filled. SFPO meets monthly.	100% parent participation in some form (volunteering, donation, field trip chaperon, etc.)
2.4	Youth Truth Survey Data	January 2024  Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much  Student Scores: Engagement 2.80 Academic Challenge 2.33 Instructional Methods 2.51 Culture 2.31 Belonging 2.44 Relationships 2.56  Family Scale (1-5): 1= Strongly disagree			YouthTruth Data not yet available.	Continue to improve our YouthTruth Survey scores by addressing areas of concern.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>3= Neither agree nor disagree 5= Strongly agree</p> <p>Family Scores: Engagement 4.02 Relationships 4.25 Culture 4.45 Communication &amp; Feedback 3.44 Resources 4.29 School Safety 4.24</p> <p>Staff Survey No Data for January 2024</p>				
2.5	Panorama Survey Data	<p>Spring 23/24 Responses</p> <p>87% of students responded favorably about Supportive Relationships (1% higher than the SRCS average)</p> <p>80% of students responded favorably about Classroom Effort (8% higher than the SRCS average)</p> <p>72% of students responded favorably about Challenging Feelings (16% higher than the SRCS average)</p> <p>65% of students responded favorably about Self-Efficacy (14% higher than the SRCS average)</p>			<p>Fall 2024 Responses</p> <p>90% of students responded favorably about Supportive Relationships</p> <p>83% of students responded favorably about Classroom Effort</p> <p>73% of students responded favorably about Challenging Feelings</p> <p>60% of students responded favorably about Self-Efficacy</p> <p>68% of students responded favorably about Positive Feelings</p>	Continue to provide Social Emotional Education and support programs to address student concerns and "red flags" addressed in the Panorama Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		61% of students responded favorably about Positive Feelings (3% higher than the SRCS average)			87% of students responded favorably about School Safety	

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Personnel to support SEL of students</b> <ul style="list-style-type: none"> <li>SRACS will contract with SRCS to supply counseling support.</li> <li>SRACS will contract with other counseling services as needed.</li> <li>SRACS will contract with SRCS for a case manager for students w/ IEPs &amp; 504s</li> <li>A lead teacher will be designated</li> </ul>	Yes	Partially Implemented	We no longer have a counseling consult for 504s (AP has taken on these responsibilities). Case manager from RVMS handles IEPs. School based therapist and psychologist shared with RVMS.		\$1,294.10	
2.2	<b>Programs to support SEL of students</b> <ul style="list-style-type: none"> <li>SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior.</li> <li>Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others.</li> <li>Staff will work proactively to ensure every student</li> </ul>	Yes	Fully Implemented	Staff has implemented SEL tools as planned.		\$0.00	

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>feels welcome and safe.</p> <ul style="list-style-type: none"> <li>Classroom activities will support a safe school climate.</li> </ul> <p>Purchase of SEL programs Training for staff in SEL programs Assemblies</p>						
2.3	<p><b>Communication to encourage family engagement and community involvement</b></p> <p>School wide: SRACS will engage in regular communication with all educational partners including</p> <ul style="list-style-type: none"> <li>Weekly update of school website</li> <li>Weekly Parent Newsletter</li> <li>Weekly update of Staff Bulletin</li> <li>Monthly meetings with SFPO, AC, and staff.</li> </ul> <p>Classroom: Teachers will keep parents informed of important events and updates as needed.</p>	Yes	Fully Implemented	Regular communication is happening as planned.		\$0.00	
2.4							

### Goal 3

#### Goal Description

The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Number of vacancies with the goal to be fully staffed	SRACS was without an art teacher for the 23-24 school year. All other positions have been filled. We have two new teachers who replaced two who retired.			All positions at SRACS have been filled, including the art teacher position.	All positions fully staffed with no vacancies
3.2	Fully furnished classrooms with teaching technology	All four homeroom classrooms are fully furnished. New desks were purchased last year for one of our classrooms.			All four homeroom classrooms are fully furnished.	Replace aging furniture and teaching technology on a rotating schedule
3.3	FIT Report	23/24 Overall Rating School Rating was Good			24/25 Overall Rating School Rating was Good.	To Maintain a 90% or above in all categories
3.4	Student Technology	All students have a personal Chromebook.			All students have a personal Chromebook.	Maintain the 1:1 program with fully functioning student devices

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Staffing of teachers and support staff</b> <ul style="list-style-type: none"> <li>Recruit and retain quality staff.</li> <li>Instructional aide who supports all four classrooms.</li> </ul>	Yes	Ongoing Implementation	Funds are being used to pay for instructional aide position		\$4,557.15	\$1649.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	<p><b>Classroom Technology/Equipment</b></p> <ul style="list-style-type: none"> <li>Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer.</li> <li>Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment.</li> </ul>	Yes	Ongoing Implementation	Classroom technology/equipment is being purchased/replaced as needed. Used funds to purchase speaker for hybrid meetings (SFPO and AC) to increase parent access.		\$1,000.00	\$104.70
3.3	<p><b>Student technology</b></p> <ul style="list-style-type: none"> <li>All students will have a functional personal device/ Each classroom will have devices for student use.</li> </ul>	Yes	Fully Implemented	Students have personal devices as planned.		\$0.00	

# Goal 4

Goal Description

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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# Goal 5

<b>Goal Description</b>

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$1,300,580	\$1,301,251
LCFF Supplemental/Concentration Grants	\$29,758	\$24,530

**Santa Rosa City Schools  
2024 California School Dashboard  
& LCAP Mid-Cycle Report**

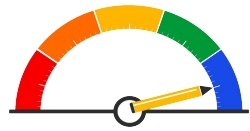
February 26, 2025



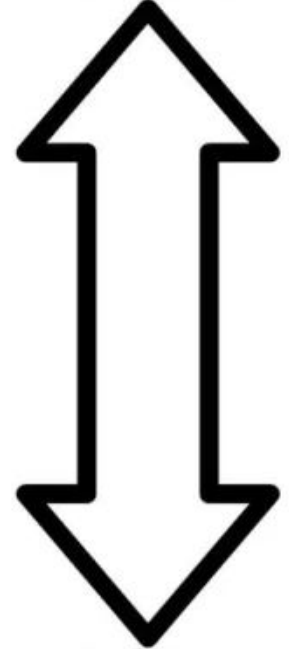
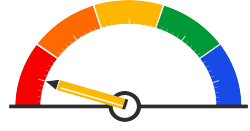
*Embrace · Engage · Empower*

# LCAP Mid-Year Update with California Dashboard Data

$$\begin{aligned} &\text{Growth} \\ &+ \\ &\text{Proficiency} \\ &= \\ &\text{Performance Level} \end{aligned}$$



Highest Performance

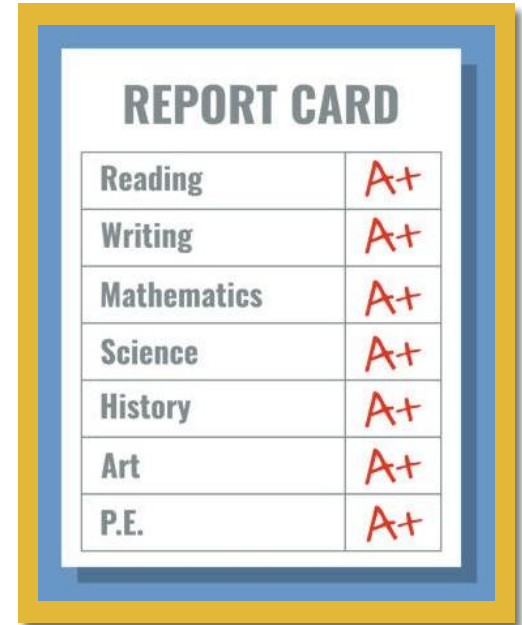


Lowest Performance

# Why is the California School Dashboard important?

## The Dashboard is like a report card for our schools and districts:

- Communicates how schools and districts are doing
- Establishes common standards and expectations for all schools and districts
- Identifies student groups, schools, and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes



REPORT CARD	
Reading	A+
Writing	A+
Mathematics	A+
Science	A+
History	A+
Art	A+
P.E.	A+

# Eleven Measures of School Success

## Six State Measures

- Academic Performance- English Language Arts and Math
- English Learner Progress (ELPI)
- College/Career Indicator - High School only
- Chronic Absenteeism - K through 8 only
- Graduation Rate - High school only
- Suspension Rate

- ❖ The performance levels are determined using current year and prior year data (change) and are represented by a color ranging from red to blue.



## Five Local Indicators

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parent Involvement and Family Engagement
- Access to Courses

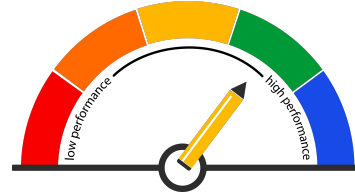
- ❖ Data is self-reported by districts to CDE
- ❖ Ratings include “Met”, “Not Met” or “Not Met For Two Or More Years”

STANDARD MET

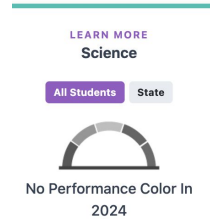
# What's New or Different for 2024?



**College and Career Indicator**  
Color Performance Indicator Returns



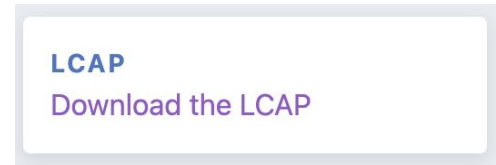
**Science**  
No Color Performance this year as we will need 2 years of data



**New Student Demographic Group Added**  
Long Term English Learners (LTELs)



**LCAP**  
All LEAs are required to have their LCAP linked to the Dashboard



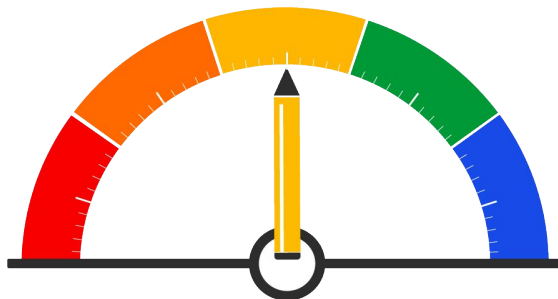
# California School Dashboard Annual Results



# Dashboard Priority 4: English Language Arts

**Santa Rosa City  
Schools  
45.8 Points  
Below Standard**

Increased 8 points from 2023



**YELLOW**

**California  
13.2 Points  
Below Standard**

**RED**

NONE

**ORANGE**

- American Indian
- English Learners
- Foster Youth
- Hispanic
- Homeless
- Long Term English Learners
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

**YELLOW**

- African American
- Two or More Races

**GREEN**

- Asian
- Filipino
- White

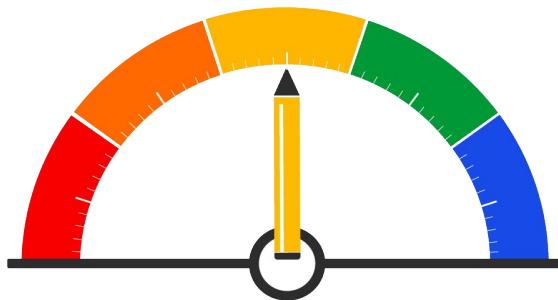
**BLUE**

NONE

# Dashboard Priority 4: Mathematics

**Santa Rosa City  
Schools  
89.1 Points  
Below Standard**

Increased 13.5 points from 2023



**YELLOW**

**California  
47.6 Points  
Below Standard**

**RED**

**NONE**

**ORANGE**

- African American
- American Indian
- English Learners
- Filipino
- Foster Youth
- Hispanic
- Homeless
- Long Term English Learners
- Pacific Islander
- Socioeconomically Disadvantaged
- Students with Disabilities

**YELLOW**

- Two or More Races
- White

**GREEN**

**NONE**

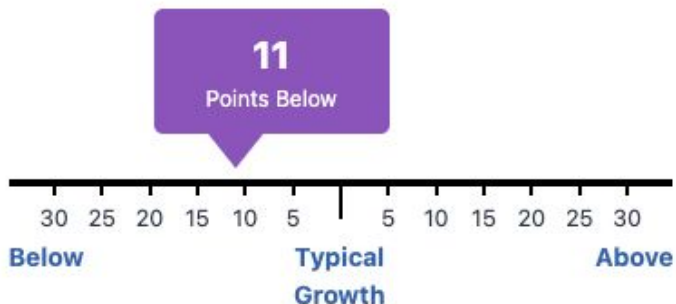
**BLUE**

- Asian

# Dashboard Priority 4: Student Growth Models

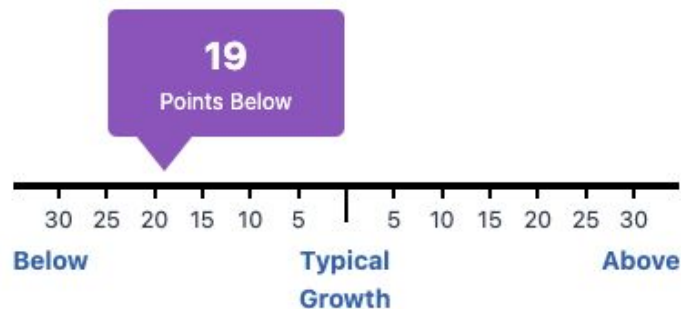
## Mathematics

All Students



## English Language Arts

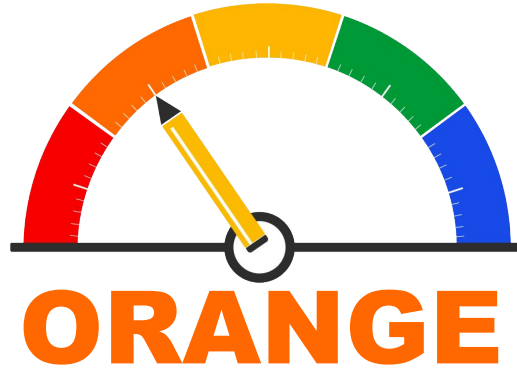
All Students



# Dashboard Priority 4: English Learning Progress Indicator

**Santa Rosa City  
Schools**  
**39.7% Made Progress  
Toward Proficiency**

Decreased 3.6% from 2023



**California**  
**45.7% Making  
Progress**

**Which students are included in this Indicator?**

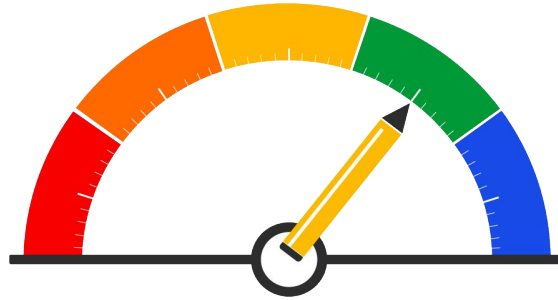
**Only students in grades 1 - 12 who are English Learners and have 2 years of ELPAC scores; there are scores for EL and Long-Term English Learners student groups on this indicator.**

# Dashboard Priority 5: Graduation Rate

## Santa Rosa City Schools

86.5% Graduated

Increased 3.8% from 2023



**GREEN**

California  
87.6% Graduated

**RED**

NONE

**ORANGE**

NONE

**YELLOW**

- English Learners
- Homeless
- Long Term English Learners
- Students with Disabilities

**GREEN**

- African American
- Foster Youth
- Hispanic
- Two or More Races
- Socioeconomically Disadvantaged
- White

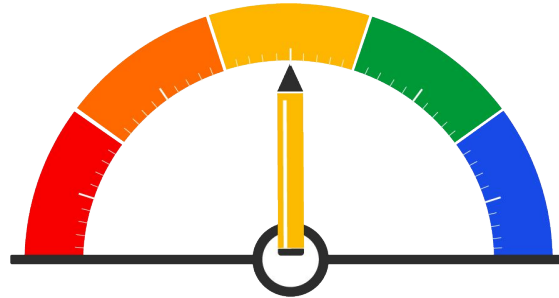
**BLUE**

- Asian

# Dashboard Priority 5: Chronic Absenteeism

**Santa Rosa City  
Schools  
26.2% Chronically  
Absent**

Decreased 9.4% from 2023



**YELLOW**

**California  
18.6% Chronically  
Absent**

**RED**

**NONE**

**ORANGE**

- African American
- American Indian
- Foster Youth
- Pacific Islander

**YELLOW**

- Asian
- English Learners
- Hispanic
- Homeless
- Long Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

**GREEN**

- Filipino

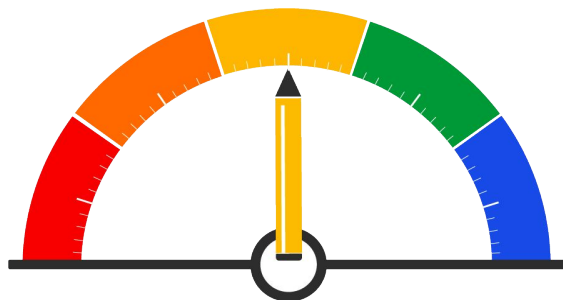
**BLUE**

**NONE**

# Dashboard Priority 5: Suspension Rate

**Santa Rosa City  
Schools**  
**6.4% Suspended at  
Least One Day**

Decreased 1.8% from 2023



**YELLOW**

**California**  
**3.2% Suspended  
for at least one day**

**RED**

- Foster Youth

**ORANGE**

- American Indian
- Asian
- Two or More Races
- Pacific Islander

**YELLOW**

- African American
- English Learners
- Filipino
- Hispanic
- Homeless
- Long Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

**GREEN**

**NONE**

**BLUE**

**NONE**

# Dashboard Priority 8: College and Career Indicator

Graduates classified as **Prepared** on this state measure must meet *at least one* of the criteria in the **Prepared** level in various combinations of the indicators below. For a more complete description of the requirements of each level, click [HERE](#).

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

<b>1</b> CAASPP	<b>2</b> Advanced Placement (AP) Exams	<b>3</b> International Baccalaureate (IB) Exams	<b>4</b> College Credit Courses	<b>5</b> State Seal of Biliteracy	<b>6</b> Leadership/ Military Service
<b>7</b> Career Technical Education (CTE) Pathway Plus one of the Additional Criteria below: <ul style="list-style-type: none"><li>• SBAC</li><li>• College Credit Courses</li></ul>			<b>8</b> University of California (UC) and California State University (CSU) a-g requirements <b>PLUS</b> one of the Additional Criteria below: <ul style="list-style-type: none"><li>• SBAC</li><li>• College Credit Courses</li><li>• AP or IB exams</li><li>• Completion of CTE Pathway</li></ul>		

# Dashboard Priority 8: College and Career Indicator

Graduates classified as **Prepared** on this state measure must meet *at least one* of the criteria in the **Prepared** level in various combinations of the indicators below. For a more complete description of the requirements of each level, click [HERE](#).

$$\text{CCI} = \frac{\text{\# of Students Who Graduated Prepared}}{\text{\# of Students Who Graduated}}$$

## Prepared for College

**SBAC /  
CAASPP**

**College  
Credits**

**State Seal of  
Biliteracy**

**A-G  
Completion**

**AP**

**IB**

## Prepared for Career

**Military  
Leadership**

**CTE Pathway**

**Pre-Registered  
Apprenticeship**

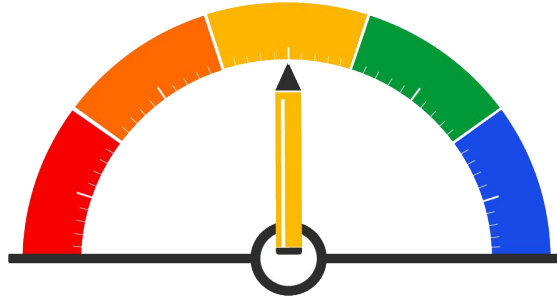
**Job Program**

**Transition  
Classroom**

# Dashboard Priority 8: College and Career Indicator

**Santa Rosa City Schools**  
**29.5% were prepared**

Increased 2.2% from 2023



**California**  
**45.3% Prepared**

**YELLOW**

**RED**

- English Learners
- Homeless
- Long Term English Learners
- Students with Disabilities

**ORANGE**

- African American
- Two or More Races

**YELLOW**

- Asian
- Foster Youth
- Hispanic
- Socioeconomically Disadvantaged

**GREEN**

- White

**BLUE**

**NONE**

# District Eligibility for Differentiated Assistance

For 2024, a district can become eligible using one of the four methods:

**Method 1 (State Indicators Only):** One student group meets the criteria in at least two priority areas (e.g., Hispanic student group is Red for Chronic Absenteeism and Suspension—priority areas 5 and 6).

**Method 2 (Local Indicators Only):** An LEA has “Not Met for Two or More Years” on a Local Indicator in at least two priority areas (e.g., priority areas 1 and 2).

**Method 3 (A combination of State and Local Indicators):** One student group(s) meets(s) the criteria in one priority area (e.g., Students with disabilities receives Red for graduation rate—5), and the LEA or COE has “Not Met for Two or More Years” (e.g., Parent Engagement—3)

**Method 4 (CALPADS Submission of Data):** LEAs who do not submit accurate CALPADS data on time will become eligible for DA

# District Eligibility for Differentiated Assistance (cont)

Priority Number	Priority Area	Eligibility in 2023	2024 Update
4	Pupil Achievement - ELA	<p><b>Red (Very Low)</b></p> <ul style="list-style-type: none"> <li>American Indian</li> <li>English Learners</li> <li>Homeless</li> <li>Students with Disabilities</li> </ul> <p><b>Orange (Low)</b></p> <ul style="list-style-type: none"> <li>African American</li> <li>Foster Youth</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>Socioeconomically Disadvantaged</li> </ul>	<p><b>Red (Very Low)</b></p> <p>No student groups</p>
	Pupil Achievement - Math	<p><b>Red (Very Low)</b></p> <ul style="list-style-type: none"> <li>African American</li> <li>English Learners</li> <li>Homeless</li> <li>Socioeconomically Disadvantaged</li> </ul> <p><b>Orange (Low)</b></p> <ul style="list-style-type: none"> <li>American Indian</li> <li>Foster Youth</li> <li>Hispanic</li> <li>Pacific Islander</li> <li>Students with Disabilities</li> </ul>	<p><b>Red (Very Low)</b></p> <p>No student groups</p>

# District Eligibility for Differentiated Assistance (cont)

	Pupil Achievement - ELPI	Red (Very Low) Not applicable	Red (Very Low) No student groups
5	Pupil Engagement - Chronic Absenteeism	Red (Very High) <ul style="list-style-type: none"> <li>African American</li> <li>Pacific Islander</li> </ul>	Red (Very High) No student groups
	Pupil Engagement - Graduation Rate	Red (Very Low) <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Homeless</li> <li>Students with Disabilities</li> </ul>	Red (Very Low) No student groups
6	School Climate— Suspension	Red (Very High) <ul style="list-style-type: none"> <li>African American</li> <li>American Indian</li> <li>English Learners</li> <li>Foster Youth</li> <li>Hispanic</li> <li>Homeless</li> <li>Pacific Islander</li> <li>Socioeconomically Disadvantaged</li> <li>Students with Disabilities</li> </ul>	Red (Very High) Foster Youth
7	Access to a Broad Course of Study	Standard met	Standard met
8	College/Career Readiness	Very Low (no dashboard color) <ul style="list-style-type: none"> <li>English Learners</li> <li>Foster Youth</li> <li>Homeless</li> <li>Students with Disabilities</li> </ul>	Red (Very Low) <ul style="list-style-type: none"> <li>English Learners</li> <li>Homeless</li> <li>Long-Term English Learners</li> <li>Students with Disabilities</li> </ul>

# ESSA Designations

## School Accountability Designations

**ATSI (Additional Targeted Support and Improvement)** – Schools with **one or more student groups performing at the same level as the lowest-performing schools in the state**. Requires targeted interventions.

**TSI (Targeted Support and Improvement)** – Schools with **consistently underperforming student groups** based on state indicators. Requires **focused improvement efforts** to address disparities.

**CSI (Comprehensive Support and Improvement)** – Schools in the **bottom 5% statewide or with graduation rates below 67%**. Requires district-led **comprehensive interventions** and support.

# ESSA Designations

## 2022-2023

- ATSI - 17 schools
- CSI - 3 schools

## 2023-2024

- ATSI - 6 schools
- CSI - 4 schools

## 2024-2025

- ATSI - 2 schools
- TSI 1 school
- CSI - 0 schools

# LCAP Mid Year Update



# GOAL 1

## *Highlights*

**Goal 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.**

### **Celebrations TK - 6th**

- Implementation of foundational skills reading program K-5
- Implementation of 95 Core Phonics Curriculum
- Math Redesign
  - Expanded to TK-3
  - Training to support teachers in ensuring students have access and success with the new math framework.
- Implementation of iReady diagnostic assessment
  - Celebrating Growth
  - Personalize Learning Plan
- Tier 1 Implementation to meet student student needs
- Revisions of Collaborative Curriculum Design Units
  - DELD units being built into CCD Units
  - EL Specialists
- Increased options and opportunities via Expanded Learning Programs ELOP (after-school, intersession, night school & summer school).

# GOAL 1

## *Highlights*

**Goal 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.

### **Celebrations Secondary**

- Math Redesign
- Expanding student early college credit opportunities
- Increased options and opportunities for CTE and Work-based Learning
- Co-taught class teachers have been attending conferences specific to co-teach. Teachers are co-planning through extra hourly work or through a common prep.
- EL Specialists support sites with “push-in” and with LARC meetings

### **Celebrations TK-12**

- Tier 1 Implementation to meet student student needs
- Continuous site focus on Multilingual learners through LARC meetings.
- Supported data use by administrators through strategic Instructional Leadership Teams.



**Revised Slide**

Now Includes Mid-Year Expenditures in Action  
1.3 Expanded Learning Opportunities Program  
from Fund 12 Child Development Fund

# GOAL 1

## Expenditure Status

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Assessment Systems TK-12	\$751,139	\$681,702
1.2	Curriculum Supports and College and Career Readiness	\$1,463,158	\$576,832
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	\$3,790,012	<del>\$176,278</del> \$1,984,247.44
1.4	School Based Support for SPSA Actions and Implementation	\$2,300,768	\$941,736
1.5	Multilingual Learners Site and Staff and Student Support	\$1,085,613	\$618,734
1.6	Comprehensive and Collaborative Supports for Students	\$1,512,964	\$612,862
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	\$1,140,171	\$555,980
1.8	New School Model Support	\$933,531	\$630,858
1.9	Supports for Increased Inclusive practices	\$300,000	\$252,710

# GOAL 2

## *Highlights*

**Goal 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.

### **Celebrations:**

- Increased opportunities for students to access athletics.
- Increased focus on family engagement and supports through use of the Community Schools model, Dual-Capacity Building Framework for Family School Partnership.
- Most schools passed the district goal of more than 70% student participation in the fall 2024 Panorama survey.
- All but 2 schools far surpassed the expected goal of 20% parent participation in the Youth Truth survey..
- Our School-Based Therapist Team is fully staffed. Mental health services are being offered throughout the district with the addition of a third bilingual bicultural therapist.
- Elementary Counselors are supporting students in Tier 1 preventions, and Tier 2 & 3 interventions at each school.
- High School wellness centers have begun to open



# GOAL 2

## *Expenditure Status*

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
2.1	Panorama wellness survey and Youth Truth survey	\$51,770	\$45,420
2.2	Mental Health Supports	\$1,327,030	\$679,722
2.3	SEL and Anti Bullying Materials and Curriculum	\$20,600	\$1,087
2.4	Increased Campus Student Engagement staffing	\$3,668,661	\$2,347,248
2.5	Promoting Positive Attendance	\$145,000	\$142,888
2.6	Elementary Counselors	\$1,453,386	\$700,525
2.7	Wellness & Engagement administration	\$389,875	\$199,585
2.8	Family Engagement Facilitators and Multilingual Community Engagement	\$2,014,725	\$1,318,326
2.9	Extracurricular Wellness & Engagement	\$95,000	\$66,131

# GOAL 3

## *Highlights*

**Goal 3:** SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement.

### **Celebrations:**

- Staff participated in the November Professional Development day on Safety
- Staff presented and participated in the Jan. 31 Professional Development day
- Grade level release days TK-6
  - Focusing on
    - Data to drive instruction,
    - Math
    - Supporting our multilingual learners
- 75 teachers are attending PD in Ethnic Studies. Additional support is provided to continue our commitment to Ethnic Studies.
- We have increased access to alternative programs.



# GOAL 3

## *Expenditure Status*

Action #	Action Title	Total Funds Budgeted	Mid-Year Expenditures
3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	\$55,000	\$3,282
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	\$240,000	\$100,842
3.3	Alternative Education Development and Programmatic Implementation	\$315,000	\$19,875
3.4	Provide professional development for Staff	\$1,900,778	\$1,900,778
3.5	Maintain four Director positions at district level	\$589,840	\$359,267
3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	\$35,000	\$10,070
3.7	Ethnic Studies Interdisciplinary Programs	\$200,000	\$93,886
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	\$14,000	\$9,048



Questions??