

# 2025-26 Local Performance Indicator Self-Reflection

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## Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024	24	24	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Santa Rosa Charter School for the Arts (SRCSA) employs a comprehensive suite of locally selected measures and tools to track progress in implementing the state academic standards adopted by the State Board of Education (SBE). These measures and tools were chosen to align with the unique focus of our arts-integrated curriculum and to provide a holistic view of student achievement across various disciplines. Our selected tools include:

**Standards-Based Report Cards:** These are used across all grades to provide detailed insights into student proficiency in English Language Arts (ELA), Mathematics, and other content areas.

**Benchmark Assessments:** Administered thrice yearly to monitor student progress in ELA and Mathematics, helping identify areas needing targeted intervention.

**Performance Tasks and Portfolios:** These assess students' application of knowledge and skills in real-world contexts, particularly in Visual and Performing Arts (VAPA).

**Teacher Created Assessments:** Tailored to our curriculum, these assessments allow for flexibility in evaluating student progress in subjects like History-Social Science and Next Generation Science Standards (NGSS).

**Student Surveys and Self-Assessments:** These tools gauge student engagement and self-perceived growth, particularly in Health Education and Physical Education.

**Classroom Observations and Walkthroughs:** Conducted regularly to ensure fidelity in the implementation of standards and to provide formative feedback to educators.

#### Progress in Implementing Academic Standards

**English Language Arts (ELA) and English Language Development (ELD):** SRCSA has fully integrated the Common Core State Standards (CCSS) for ELA and ELD into our curriculum. Benchmark assessments indicate a steady increase in reading and writing proficiency, with notable improvements in students' analytical and critical thinking skills. Our focus on differentiated instruction and targeted interventions for English learners has led to significant gains in language acquisition and fluency.

**Mathematics:** The CCSS for Mathematics are implemented through problem-based learning and hands-on activities that foster deep conceptual understanding. Benchmark data shows continuous growth in students' mathematical reasoning and problem-solving abilities. Teacher collaboration and professional development in math instruction have further enhanced our program's effectiveness.

**Next Generation Science Standards (NGSS):** Our science curriculum emphasizes inquiry-based learning and integration with the arts. Students engage in experiments, projects, and performances that demonstrate their

understanding of scientific concepts. Local assessments reveal that students are developing strong skills in scientific inquiry and application..

History-Social Science: Using a thematic and project-based approach, we align our history-social science instruction with state standards. Students explore historical events and social issues through research projects, presentations, and performances, fostering a deep connection to the material.

Health Education and Physical Education: Health and physical education standards are addressed through a curriculum that promotes overall well-being. Our programs emphasize physical fitness, healthy lifestyle choices, and social-emotional learning. Student surveys and fitness assessments indicate high levels of engagement and understanding in these areas.

Visual and Performing Arts (VAPA): As an arts charter school, we place a strong emphasis on VAPA standards. Students participate in a wide range of arts disciplines, including visual arts, music, dance, and theater. Performance tasks and portfolios show substantial growth in creativity, technical skills, and artistic expression.

Overall, SRCSA's commitment to integrating arts with core academic subjects has fostered a rich learning environment where students thrive academically, socially, and emotionally. Our ongoing assessment and data-driven decision-making ensure that we continuously improve and adapt our instructional practices to meet the diverse needs of our students.

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

## Other Adopted Academic Standards

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

## Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Santa Rosa Charter School for the Arts (SRCSA) is dedicated to providing a comprehensive and integrated educational experience that not only meets but exceeds the state academic standards adopted by the State Board of Education. Several key initiatives and strategies further illustrate our commitment to continuous improvement and student success:

Arts Integration Across Curriculum: Our unique approach to integrating arts into all areas of the curriculum enhances student engagement and deepens understanding. By incorporating visual and performing arts into subjects like ELA, Mathematics, Science, and Social Studies, we create a dynamic learning environment that fosters creativity, critical thinking, and collaboration.

**Professional Development:** We prioritize ongoing professional development for our teachers, focusing on best practices in arts integration, differentiated instruction, and formative assessment. This commitment to professional growth ensures that our educators are well-equipped to implement the standards effectively and adapt to the diverse needs of our students.

**Collaborative Learning Communities:** Teachers work collaboratively in Professional Learning Communities (PLCs) to analyze student data, share instructional strategies, and develop common assessments. This collaborative approach promotes consistency and rigor in the implementation of academic standards across all grade levels.

**Intervention and Enrichment Programs:** To support all learners, we offer targeted intervention programs for students who need additional help in meeting standards, as well as enrichment opportunities for those who excel. Programs such as after-school tutoring, summer school, and specialized arts workshops help address individual learning needs and promote academic growth.

**Technology Integration:** We leverage technology to enhance teaching and learning, providing students with access to digital tools and resources that support mastery of the standards. Our use of educational technology includes interactive learning platforms, virtual labs, and digital portfolios that showcase student work and progress.

**Community and Family Engagement:** Engaging families and the community is a cornerstone of our approach. Regular communication through newsletters, parent-teacher conferences, and school events ensures that families are informed and involved in their children's education. We also collaborate with local arts organizations and community partners to enrich our programs and provide real-world learning experiences.

**Social-Emotional Learning (SEL):** Recognizing the importance of social-emotional development, we integrate SEL practices into our daily routines and curriculum. Programs such as Character Strong and restorative circles help students build essential skills like empathy, resilience, and conflict resolution, contributing to a positive school climate and better academic outcomes.

**Data-Driven Decision Making:** Our continuous use of data to inform instruction and improve student outcomes is a key component of our strategy. Regular analysis of benchmark assessments, student portfolios, and survey feedback allows us to identify trends, set goals, and adjust our practices to ensure all students are on track to meet the standards.

**Cultural Competence and Inclusivity:** We are committed to creating an inclusive environment that respects and celebrates diversity. Our curriculum and instructional practices are designed to be culturally responsive and to address the needs of all students, including those from marginalized communities.

Through these initiatives, SRCSA not only tracks progress in implementing the state academic standards but also ensures that our students receive a well-rounded, high-quality education that prepares them for success in college, career, and life. Our holistic approach to education, combined with our focus on continuous improvement, positions us well to meet the evolving needs of our students and community.

## **Parental Involvement and Family Engagement (LCFF Priority 3)**

### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## **Sections of the Self-Reflection Tool**

## Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Santa Rosa Charter School for the Arts (SRCSA) places a high priority on building strong, meaningful relationships between school staff and families. Our commitment to fostering a collaborative and inclusive school community is reflected in several key strengths and areas of progress:

#### 1. Consistent and Transparent Communication:

**Weekly Newsletters:** Our principal and teachers send out weekly newsletters that keep families informed about school events, important announcements, and classroom activities. This consistent communication helps build trust and keeps parents engaged in their children's education.

**Parent-Teacher Conferences:** Regularly scheduled conferences provide opportunities for personalized communication, allowing teachers and parents to discuss student progress, set goals, and address any concerns. These meetings are crucial for developing a partnership approach to student success.

#### 2. Active Parent Involvement:

**Parent Advisory Board (PAB) and School of the Arts Community Organization (SACO):** These organizations offer structured avenues for parent involvement in school decision-making processes. Parents collaborate with school staff to plan events, provide feedback on school policies, and support school initiatives.

**Volunteering Opportunities:** We encourage parents to volunteer in various capacities, from classroom assistance to organizing school events. This involvement not only supports the school but also strengthens the bond between families and the school community.

#### 3. Inclusive and Welcoming School Environment:

**Open House and Family Nights:** Events like Open House, arts showcases, and family nights create welcoming opportunities for families to visit the school, see their children's work, and interact with teachers and staff in a relaxed setting.

**Cultural Celebrations and Community Events:** We celebrate diverse cultures and organize community events such as Pride Day, which help create an inclusive atmosphere where all families feel valued and respected.

#### 4. Effective Use of Technology:

Digital Platforms: Platforms on ClassLink, Google Classroom, and ParentSquare facilitate real-time communication between teachers and parents. These tools allow for quick updates, sharing of student work, and seamless communication regarding assignments and school activities.

Virtual Meetings and Workshops: Virtual meetings and workshops have become part of a hybrid format in maintaining strong connections with families, providing flexibility and accessibility for all.

#### 5. Strong Support Systems:

Family Liaison and Counseling Services: Our dedicated family liaison helps bridge the gap between school and home, offering support to families in need and connecting them with resources. Counseling services are available to support the social-emotional well-being of students and families.

Student Success Teams (SST) and 504 Plans: These support structures involve parents in the planning and implementation of individualized support for students, ensuring that families are active participants in their child's education.

#### 6. Educational Workshops and Resources:

Parent Education Workshops: We offer workshops on various topics such as supporting homework, understanding state standards, and promoting positive behavior at home. These workshops equip parents with the tools and knowledge to better support their children's learning.

Resource Centers: Our resource centers provide parents with materials and guidance to support their children's academic and social-emotional development.

#### Progress and Impact:

Our efforts have led to a high level of parental engagement and satisfaction, as evidenced by survey feedback and increased participation in school events. Parents express appreciation for the open lines of communication and the inclusive culture fostered at SRCSA. The collaborative relationships between staff and families have positively impacted student achievement, behavior, and overall well-being, creating a supportive environment where all students can thrive.

Moving forward, SRCSA remains committed to strengthening these relationships by continually seeking feedback from our educational partners and adapting our practices to better serve our school community. Our goal is to ensure that every family feels connected, supported, and integral to their child's educational journey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Community Partnerships: Strengthening our collaboration with community organizations can provide additional support and resources for our families. We aim to build more partnerships with local nonprofits, cultural organizations, and service providers to offer comprehensive support to our school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

#### Tailored Outreach and Communication:

Personalized Outreach: We will develop targeted outreach strategies to personally connect with underrepresented families. This includes phone calls, home visits, and personalized invitations to school events and meetings.

Community Liaisons: Appointing community liaisons from within these underrepresented groups can help bridge the communication gap. These liaisons can serve as trusted contacts who facilitate communication and engagement between the school and these families.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The Santa Rosa Charter School for the Arts has demonstrated significant strengths and progress in seeking input for decision-making through its comprehensive and inclusive approach. We have cultivated a robust system of regular engagement with our educational partners, including students, parents, staff, and community organizations such as the Parent Advisory Board (PAB) and the School of the Arts Community Organization (SACO). Our progress is evident in the diverse and frequent opportunities provided for stakeholders to share their insights and feedback, such as through monthly Character Strong assemblies, regular committee meetings, and ongoing communication via the Arts Charter Newsletter. This active participation has directly influenced the development and refinement of our Local Control and Accountability Plan (LCAP), ensuring that our initiatives align with the needs and aspirations of our school community. By fostering a culture of open dialogue and collaboration, we have made significant strides in enhancing our educational programs and supporting student success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, the Santa Rosa Charter School for the Arts has identified key focus areas for improvement in building partnerships for student outcomes. One primary area of focus is enhancing communication and collaboration between home and school to ensure a more cohesive support system for students. This involves increasing the frequency and variety of parent engagement activities, such as workshops and informational sessions on academic and social-emotional support strategies. Another area for improvement is strengthening the involvement of community organizations and local businesses in our educational programs, creating more opportunities for real-world learning experiences and mentorship for our students. Additionally, we aim to improve the accessibility of resources and support for all families, particularly those from underserved communities, by providing more targeted outreach and personalized support. By addressing these areas, we aim to build stronger, more effective partnerships that will drive improved student outcomes across all grade levels.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on the analysis of educational partner input and local data, the Santa Rosa Charter School for the Arts has developed a targeted plan to improve the engagement of underrepresented families in building partnerships for student outcomes. We recognize the importance of creating an inclusive and welcoming environment for all families, especially those who have been historically underrepresented. To achieve this, we will implement a multifaceted approach that includes increasing multilingual communication through translated materials and interpreters at meetings and events, ensuring that language is not a barrier to participation. We will also expand our outreach efforts by establishing stronger connections with community organizations that serve diverse populations, leveraging their networks to reach and engage more families. Additionally, we plan to offer flexible meeting times and virtual participation options to accommodate varying schedules and accessibility needs. By providing culturally responsive family workshops and creating dedicated spaces for underrepresented voices in decision-making processes, we aim to foster a more equitable and supportive school community where all families feel valued and empowered to contribute to their children's education.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Collaborative planning, designing, and evaluating family engagement activities with our stakeholders further enhances our inclusive approach. This dedication to open dialogue and alignment with community needs fosters a supportive environment and drives positive student outcomes.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the Santa Rosa Charter School for the Arts has identified the need to enhance the inclusivity and accessibility of our decision-making processes as a key focus area for improvement. While we have made significant strides in engaging a broad range of stakeholders, we recognize the need to further support and empower underrepresented groups to participate actively. This includes developing more targeted outreach strategies to ensure that all voices, particularly those from marginalized communities, are heard and considered. We aim to provide additional training and resources for these groups to build their capacity for effective engagement. Additionally, we plan to diversify our communication methods and platforms to reach a wider audience and ensure that input is collected in a manner that is convenient and accessible for all families. By focusing on these areas, we hope to foster a more equitable and inclusive environment that better reflects the diverse perspectives within our school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Based on the analysis of educational partner input and local data, the Santa Rosa Charter School for the Arts has developed a targeted plan to improve the engagement of underrepresented families in seeking input for decision-making. We will enhance multilingual communication by providing translated materials and interpreters at meetings and events to ensure language is not a barrier. Our outreach efforts will be expanded by strengthening connections with community organizations that serve diverse populations, leveraging their networks to reach and engage more families. Additionally, we will offer flexible meeting times and virtual participation options to accommodate varying schedules and accessibility needs. By providing culturally responsive workshops and creating dedicated spaces for underrepresented voices in decision-making processes, we aim to build a more inclusive and supportive school community where all families feel valued and empowered to contribute to their children's education.

## **School Climate (LCFF Priority 6)**

### **Introduction**

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### **Introduction**

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

California Healthy Kids Survey (CHKS):

**Overall Score:** The overall school climate score for SRCSA, as measured by the Panorama and Youth Truth surveys, indicates a generally positive perception among students. The score reflects students' feelings of safety, connectedness, and overall satisfaction with the school environment.

**Grade Levels:** Data shows slight variations across different grade levels, with middle school students reporting slightly lower scores in school connectedness and safety compared to elementary students.

**Ethnic/Racial Groups:** Students from different ethnic/racial backgrounds generally report positive school experiences, though some disparities exist.

**Socioeconomic Status:** Students from low-income families report higher levels of support and resources but also indicate challenges related to stress and academic pressure.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The analysis of data from the Panorama and Youth Truth survey for Santa Rosa Charter School for the Arts (SRCSA) reveals key learnings about the school climate and areas for improvement. Overall, the survey indicates a generally positive perception among students, reflecting strong feelings of safety, connectedness, and satisfaction with the school environment. However, there are slight variations in these perceptions across different grade levels. Middle school students report lower scores in school connectedness and safety compared to their elementary counterparts, suggesting a need for targeted interventions to enhance the middle school experience. Furthermore, while students from various ethnic and racial backgrounds generally report positive school experiences, there are some disparities that need to be addressed to ensure equity and inclusivity. Another important finding is related to socioeconomic status; students from low-income families report higher levels of support and resources available to them but also face challenges related to stress and academic pressure. This indicates a strength in the support system provided to these students but highlights a need to further address the stress and pressures they experience. These insights underscore the importance of focusing on middle school engagement, equity among diverse student groups, and additional support for low-income students to improve their overall well-being and academic success.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the Panorama and YouthTruth Survey, the Santa Rosa Charter School for the Arts (SRCSA) will implement several changes to address identified needs and ensure continuous improvement. To enhance middle school engagement, SRCSA will develop more extracurricular activities, mentorship programs, and increase counselor support. To promote equity and inclusivity, the school will provide cultural competency training for staff, create inclusive curricula, and establish forums for underrepresented students. To support low-income students, SRCSA will expand access to mental health resources, academic tutoring, and necessary materials. Regular feedback mechanisms, including surveys and focus groups, will be established to monitor and adjust these initiatives, ensuring a more supportive and engaging environment for all students.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Santa Rosa Charter School for the Arts (SRCSA) utilizes a combination of locally selected measures and tools to ensure that all students have access to and are enrolled in a broad course of study. These measures encompass tracking across grade spans, unduplicated student groups, and individuals with exceptional needs. Here are the key tools and methods used:

**Master Schedule Reviews:** Regular reviews of the master schedule ensure that a diverse array of courses, including core academic subjects, arts, physical education, and electives, are available to all students.

**Individual Education Plans (IEPs):** For students with exceptional needs, IEPs detail the specific courses and supports required. These plans are reviewed regularly to ensure compliance and appropriate course placement.

**504 Plans and Student Success Teams (SSTs):** These plans track the accommodations and modifications needed for students with exceptional needs, ensuring they have access to the full curriculum.

**Student and Parent Surveys:** Regular surveys gather feedback on course availability and satisfaction, helping us identify areas for improvement.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of our students have access to and are enrolled in a VAPA program either through art integration, an elective, or a prep teacher's specialty.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

n/a

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Recess and intervention schedule has been reworked to meet the needs of more students for intervention time slots.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					