

Santa Rosa French-American Charter School (SRFACS)

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Santa Rosa French-American Charter School (SRFACS)
Street	500 E Street
City, State, Zip	Santa Rosa, CA 95404
Phone Number	(707) 890-3930
Principal	Evelyn Anderson
Email Address	eanderson@srcs.k12.ca.us
School Website	https://srfacs.srcschools.org
Grade Span	K-8
County-District-School (CDS) Code	49 709120125831

2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	www.srcschools.org

2025-26 School Description and Mission Statement

The French-American Charter School (SRFACS) is a French immersion, public, dependent charter school. SRFACS teaches students primarily in the French language and culture, secondarily in English, with the mission of educating multilingual global citizens.

SRFACS welcomed its first students on August 20, 2012, with 243 students in grades K-6 enrolled the first year. Current enrollment is 547 students in grades transitional kindergarten (TK) through eighth grade. Our school population is increasingly diverse with almost 40% of students in our unduplicated count. The ethnic diversity at SRFACS includes approximately 5% Black/African-American, 3% Asian, 13% more than one race, 25% Hispanic or Latino, and 54% white. Our white students speak

2025-26 School Description and Mission Statement

over 30 home languages.

SRFACS student outcomes reflect our commitment to a rigorous academic curriculum in French and English, with an emphasis on critical thinking. With this solid foundation, our students are well-positioned to thrive in the global community. By developing important life skills, including communication, collaboration and responsibility, SRFACS helps foster open-minded citizens prepared for the 21st century.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	40
Kindergarten	73
Grade 1	71
Grade 2	68
Grade 3	69
Grade 4	67
Grade 5	55
Grade 6	52
Grade 7	30
Grade 8	20
Total Enrollment	547

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	58.1
Male	41.7
Non-Binary	0.2
Asian	3
Black or African American	5.1
Filipino	0.2
Hispanic or Latino	24.8
Two or More Races	13
White	53.9
English Learners	11.6
Homeless	0.6
Socioeconomically Disadvantaged	34.1
Students with Disabilities	5.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.5	48.94	196.2	83.4	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.1	0.07	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12	51.06	17.8	7.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.4	1.05	11953.1	4.28
Unknown/Incomplete/NA	0	0	18.5	7.87	15831.9	5.67
Total Teaching Positions	23.5	100	235.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0	0	213.3	80.66	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.4	52.95	23.3	8.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.6	1	11746.9	4.23
Unknown/Incomplete/NA	11	47.01	21.5	8.14	14303.8	5.15
Total Teaching Positions	23.5	100	264.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.5	10.53	211.8	76.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	1.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	21	7.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.8	0.65	12112.8	4.34
Unknown/Incomplete/NA	22	89.43	37.9	13.66	13705.8	4.91
Total Teaching Positions	24.6	100	277.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	5.00	0	0
Misassignments	7.00	12.4	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	12.00	12.4	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.8	47.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.2	2.1	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: 2025 December

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.	0
Mathematics	French-Librairie Papeterie CUFAY Manuel de Mathematiques methode de Singapour College Preparatory Mathematics Course 1	0
Science	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.	0
History-Social Science	Pearson Scott Foresman History-Social Science for California, c. 2006 (grades Kindergarten-5 only) McMillan/McGraw Hill: California Vistas: Ancient Civilizations, c. 2007 (grade 6 only)	0

	Hatier: Histoire Geographie (6th grade)	
Foreign Language	French-Librairie Papeterie CUFAY	0
Health		0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in November 2025 and had an overall rating of "Good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report	November 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	60	66	31	33	47	48
Mathematics (grades 3-8 and 11)	50	53	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	264	99.62	0.38	66.29
Female	162	161	99.38	0.62	72.67
Male	103	103	100.00	0.00	56.31
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	53.33
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	56.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	27	96.43	3.57	81.48
White	153	153	100.00	0.00	67.32
English Learners	21	21	100.00	0.00	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	58.82
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	264	99.62	0.38	53.03
Female	162	161	99.38	0.62	49.07
Male	103	103	100.00	0.00	59.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	15	15	100.00	0.00	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	60	60	100.00	0.00	36.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	27	96.43	3.57	74.07
White	153	153	100.00	0.00	57.52
English Learners	21	21	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	35.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100.00	0.00	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	64.52	60.87	18.14	17.85	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	69	98.57	1.43	60.87
Female	52	51	98.08	1.92	60.78
Male	18	18	100.00	0.00	61.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	35.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	72.22
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.44	5.56	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.00%	100.00%	94.30%	100.00%	96.20%
Grade 7	90.50%	71.40%	95.20%	100.00%	71.40%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

SRFACS recognizes that students and schools are more successful when parents, guardians, staff, students, and the community work together to support and foster learning for all. Therefore, at SRFACS, the education of each child is a joint venture between the parent/guardian, student, community and school.

To support this goal:

1. Parents/guardians, staff, and community partners are elected to serve on the School Advisory Board (SAB).
2. Parents and guardians who enroll their children in the school share responsibility for their children's education. Therefore, they are encouraged to:
 - Discuss regularly with their child the importance of education and school.
 - Keep in regular contact with their child's teacher(s) regarding student progress.
 - Attend school-sponsored parent meetings regarding the school's program.
 - Consistently support their child in completion of school work and preparation for assessments.
 - Help their child foster an interest in the French language and French culture.
3. Parents and guardians are strongly encouraged to participate in the life of the school. Volunteer service hours are flexible and varied so as to eliminate barriers for a diverse student population. Varied service opportunities may include such actions as classroom support, chaperoning a field trip, fundraising support, and ELAC, Parent Association and School Advisory Board participation, tutoring, reading, cooking with students, volunteering at meals, and supporting French-related activities.

2025-26 Opportunities for Parental Involvement

4. Staff will provide outreach to students and their parents to create two-way communication and participation. Ways to meet this goal may include:

- Parent Education Nights
- Family/School/Community Events
- Regular phone calls home and email and/or Parent Square messages to share student performance
- Explanation of rubrics and other feedback tools and written feedback regarding assessments, both formative and summative
- Parent-teacher conferences
- Parent resources for French language and homework help

5. Parent satisfaction in the SRFACS program is measured, in part, through annual parent surveys, attendance rates, and retention rates. SRFACS target attendance rate is 98%. Retention rates are also an indicator of parent/student satisfaction.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	534	532	47	8.8
Female	311	310	26	8.4
Male	222	221	21	9.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	29	28	2	7.1
Filipino	--	--	--	--
Hispanic or Latino	131	131	14	10.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	68	68	5	7.4
White	288	287	25	8.7
English Learners	69	69	9	13.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	202	201	25	12.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	33	5	15.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	3.66	4.29	3.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 2024-2025 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

The comprehensive safety plan is updated annually. The review update and approval were completed in May 2025. The review process included presentation and discussion with the Parent Association, School Advisory Board and ELAC. The entire staff and student body participate in monthly safety, evacuation, and disaster drills in conjunction with local emergency services. The entire staff spent a day in November 2024 reviewing protocols and emergency roles. District maintenance staff and site custodial staff inspect equipment regularly. Staff members supervise the playground before school. Noon duty supervisors work during morning recess and lunchtime recess. Students are trained as Safe School Ambassadors to assist anti-bullying efforts including against exclusion. Teachers on duty after school help students leave campus safely.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	46	0	0	4
1	44	0	0	3
2	45	0	0	3
3	38	0	0	3
4	77	0	0	2
5	100	0	0	2
6	108	0	0	1
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	0
1	23	0	3	0
2	22	0	3	0
3	21	1	2	0
4	29	0	2	0
5	24	0	2	0
6	21	1	1	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		3	
2	23	1	2	
3	24		3	
4	29		2	
5	27		2	
6	24		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	1170

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,910.89	\$1,775.74	\$11,135.15	\$98,299.50
District	N/A	N/A	\$6,489.50	\$91,442.90
Percent Difference - School Site and District	N/A	N/A	52.7	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	3.3	

Fiscal Year 2024-25 Types of Services Funded

SRFACS embraces the opportunity to support student success by addressing their needs including social-emotion, behavioral and physical needs. We firmly believe that students must feel safe and welcome in an inclusive environment in order to learn to their potential.

Student support staff includes an Elementary School Counselor, Student Safety Advisor, Restorative Specialist, Site Based Therapist, School Psychologist, and Speech and Language Specialist.

For students with IEPs or 504 plans that include an aide, aides are provided through an outside agency. SRFACS shares a Behavioral Specialist and School Nurse with other schools in SRCS.

The SRFACS ELOP supports unduplicated count students by providing before and after school supports. Students are provided a safe and comfortable environment to complete homework or work on projects for an hour before school and 90 minutes after school. These opportunities give students access to the internet and a safe space to work. Small group intervention is provided to students who have been identified as needing additional academic support. In addition, ELOP funds provide 30 days of academic, social, creative, and physical programs beyond each school year. Ongoing classes include

Fiscal Year 2024-25 Types of Services Funded

computer coding and robotics as well as magic and art in French. During the summer, students work in the school's organic garden. After school enrichment classes include various sports in French, arts and crafts, and dance. SRFACS provides a "Jump Start" program during the two to three weeks before school starts to help unduplicated count students to adjust to being back on schedule and to refresh communication in French and English in order to help them be ready for the start of the school year.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The LEA provides various professional development opportunities for staff:

Grade-Level Collaboration: Grade-level teams meet district-wide twice a year to align instructional practices. Site teams meet weekly during collaboration and planning time.

Monthly Curriculum Support: Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction. The Site-based Teacher on Special Assignment supports teachers with the harmonized curriculum.

Math Training: Staff participated in additional math sessions emphasizing engaging practices from the new math framework. Individual teachers are encouraged to pursue their passion for math instruction.

Support for Multilingual Learners: Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

Professional development in French math standards and curriculum is provided by the French Ministry of Education through the AEFÉ.

TK and Kindergarten teachers are provided professional development in the Pyramid Model.

Specialized Programs:

Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

District-Wide Professional Development:

Annual professional development days are provided for certificated and classified staff. This year's focus is on Quality First Instruction.

Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0, and 3.0.

Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

Math Redesign:

Professional Development

Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler's strategies for fostering a growth mindset and positive math identity.

Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	10	10