

School Accountability Report Cards (SARC)

01/28/2026

California State School Board of Education

Priority 1: Basic Conditions of Learning

Priority 2: State Standards

Priority 3: Parental Involvement

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Other Pupil Outcomes

Accountability



Direction

Santa Rosa City Schools Board of Education

Priority 1: Academics and Enrichment

Priority 2: Safety and Security

Priority 3: Fiduciary Responsibility

Priority 4: Recruit, Retain, and Support Student-Centered Staff

Priority 5: Communication

SARC Data Points

- Demographic data
- School safety and climate for learning information
- Academic data
- School completion rates (graduation)
- Class sizes
- Teacher and staff information
- Curriculum and instruction descriptions
- Postsecondary preparation information
- Fiscal and expenditure data



SARC Sections

- A. Conditions of Learning
- Teacher preparation and placement
 - Teacher credentials and assignment
 - Class assignments
 - Availability of instructional materials
 - School facility conditions
- B. Pupil Achievement
- CAASPP results
 - CA fitness test

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/fg/qa/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://ds.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.

SARC Sections

C. Engagement

- Opportunities for involvement
- Chronic Absenteeism
- Suspensions and expulsions
- School safety plan

D. Other SARC information

- Class sizes
- Ratio of pupils to academic counselor
- Student support services staff
- Expenditures per pupil
- Teacher salaries
- Types of services funded
- Teacher and administrative salaries
- Professional development

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Big Takeaways – Elementary Schools

- **Unified Vision:** Across the 7 sites a shared emphasis on instructional strategies and student supports.
- **Math Redesign:** Transitioning to the New California Math Framework using "Building Thinking Classrooms" strategies and growth mindset.
- **Literacy and the Science of Reading:** Implementation of the 95 % Core Phonics Curriculum based in the Science of Reading using explicit instruction.
- **Data-Driven Intervention:** Implementation of new reading assessments (mClass) and i-Ready to track student growth and provide instruction based on real time data.
- **MTSS Implementation:** Strengthening Tier 1 (universal) instruction and providing targeted social-emotional interventions.
- **Support for Multilingual Learners:** Consistent priority to strengthen ELD and DELD instruction.
- **The Pyramid Model:** Specialized social-emotional support for our youngest learners (TK/K) to reduce behavioral challenges.
- **Enrichment Opportunities:** Outdoor education, athletics, family inclusion through family nights.
- **Safety Excellence:** Consistent application of the "Essential 5" safety protocols across all campuses.
- **Expanded Learning:** Enrichment and de-escalation training for after-school and summer program staff.
- **Instructional Coherence:** Bi-monthly administrator meetings to ensure "Tier 1" practices are consistent across all elementary sites.
- **Facility Maintenance:** All schools reported "Good" or "Exemplary" facility conditions, ensuring a safe learning environment.

Big Takeaways – Secondary Schools

- **Unified Vision:** All 10 sites (Senior/Junior High Schools and Middle Schools) ensure supportive and academically rigorous environments.
- **Core Strategic Pillars:**
 - Implementation of the New California Math Framework.
 - Expansion of Ethnic Studies (Levels 1.0–3.0) across secondary education.
 - Transition to Equitable Grading Practices to support academic growth and equity.
- **Staff Growth:** District-wide commitment to professional development for classified and certificated staff. All site administrators participate in professional development via the Instructional Leadership Team meetings.
- **Multilingual Learner Focus:** Ongoing collaborative training to support language acquisition across all content areas.
- **Restorative Practices:** Wellness and Engagement staff providing training in restorative justice and proactive school safety.
- **Data-Driven Instruction:** Use of "Instructional Rounds" and Principal Advisory Committees (PAC) to refine teaching practices based on real-time student data.
- **Literacy Initiative:** Specific focus at sites like Santa Rosa Middle School on Reading, Writing, Speaking, and Listening across all learning spaces.

Williams Settlement and the SARC

Reporting Element	SARC Section	Data Element Title
"Good repair" condition of school facilities	A. Conditions of Learning	<ul style="list-style-type: none"> School Facility Conditions and Planned Improvements School Facility Good Repair Status Overall Facility Rate
Number of teacher mis-assignments, including the misassignment of teachers of English Learners	A. Conditions of Learning	<ul style="list-style-type: none"> Teacher Preparation and Placement Teachers Without Credentials and Mis-assignments Credentialed Teachers Assigned Out-of-Field Class Assignments
Number of vacant teacher positions	A. Conditions of Learning	<ul style="list-style-type: none"> Teacher Without Credentials and Mis-assignments
Availability of sufficient textbooks and other instructional materials	A. Conditions of Learning	<ul style="list-style-type: none"> Quality, Currency, and Availability of Textbooks and Other Instructional Materials