

A "High Performing" Charter Renewal

Santa Rosa Accelerated Charter School



Presented to the
Santa Rosa City
School Board

April 8, 2026

**Santa Rosa Accelerated
Charter School**

A “High Performing” Charter Renewal

Santa Rosa Accelerated Charter School

We are pleased to bring you a “High Performing” renewal with no fiscal, governance, disciplinary, or disenrollment concerns.

We are requesting a 7-year term for the renewal.

Per EC § 470607(2)(A), the chartering authority “shall not deny renewal” for a “High Performing” charter school.

Per EC § 470607(e), the chartering authority may deny renewal “due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend” only after the chartering authority provides due process, including a reasonable opportunity to cure.

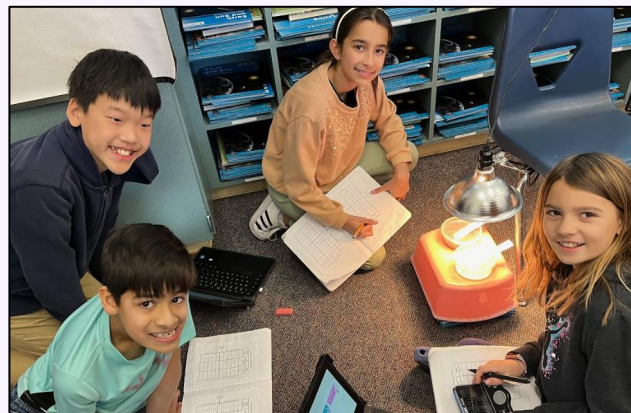
Overview of Presentation

- Mission
- History
- Outreach to Diversify
- Success Story:
 - Recognized Program
 - Accelerated Learning
 - Strong Community
- Questions



SRACS Mission

- Serve students with the **interest**, ability and promise of succeeding in an **academically challenging** program and specialized setting
- High interest, standards-based, **real world** learning
- At the level in which **growth proceeds most effectively** for the student
- **Technology** integration
- Making **connections across disciplines**
- Opportunities to become self-motivated, competent, **life-long learners**



History of Santa Rosa Accelerated Charter School

2002 - District driven process to develop a specialized program for Santa Rosa.

2004 - The charter school opened with two classrooms, one 5th and one 6th grade. A companion charter school is approved at that time at Comstock Middle School, but there is not enough interest to open that school.

2005 - A combination 5th/6th class is added. The school is at capacity with 96 students.

2006 - Because of high demand, another classroom is added. There are two 5th grades and two 6th grades.

Enrollment remains **at capacity, 128 students** since 2007.

Each year there is a **waiting list of at least 40%-50%** over capacity



Diversification Efforts - Results

Academic Year	Total Students	English Learners	Foster Youth	Homeless Youth	Migrant Education	Students with Disabilities	Socio-Economically Disadvantaged
2025-2026	128	4	0	-	0	6	32
2024-2025	128	2	0	2	0	5	19
2023-2024	129	2	0	1	0	6	13
2022-2023	128	0	0	0	0	6	13

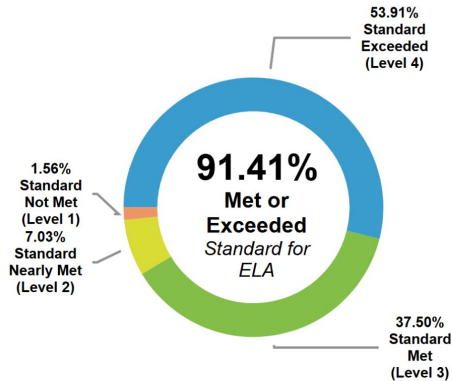
Source: Department of Education, DataQuest (2022-2025) and SRCS Aeries (2025 - 2026)

- Student population gradually changing in some sub groupings
- Fluctuation in seemingly unpredictable ways in certain sub groupings (See 10-year Enrollment Table, Page 56 of Charter or Appendix Slide)
- Socio-economically disadvantaged sub grouping recently trending up - perhaps due to revised Element H of the Charter with 4 to 1 draw, community economic factors
- Subgroup for “two or more races” has generally been trending upward when looking at the data from 2014 to 2024

School Success Story, 2024 - 2025 Student Outcomes

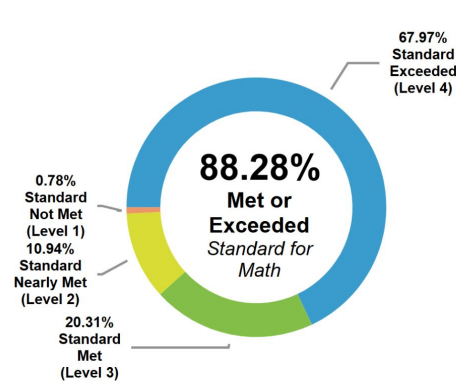
ELA

Percent of students within each achievement level



Mathematics

Percent of students within each achievement level



Exceeded our goals:

- **>85%** of students meeting or exceeding proficiency in ELA and Math
- **<4%** of students at Standard Not Met
- All subgroups exceeding State and District achievement levels

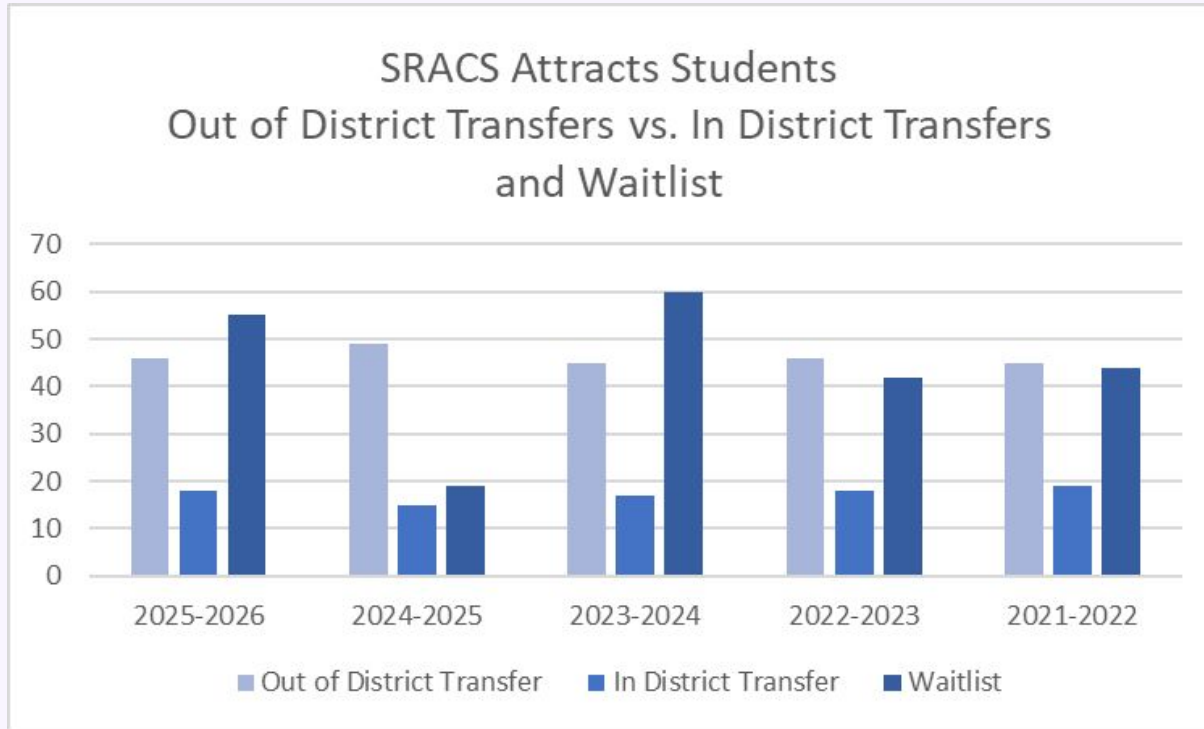
School Success Story, Whole School ELA and Math

Academic Year	SRACS ELA SBAC Standard Exceeded	SRACS ELA SBAC Standard Met	SRACS ELA SBAC Standard Nearly Met	SRACS ELA SBAC Standard Not Met	SRACS ELA % Standard Met or Exceeded
2024-2025	53.91%	37.50%	7.03%	1.56%	91.41%
2023-2024	51.18%	29.92%	15.75%	3.15%	81.10%
2022-2023	41.27%	40.48%	13.49%	4.76%	81.75%

Academic Year	SRACS Math SBAC Standard Exceeded	SRACS Math SBAC Standard Met	SRACS Math SBAC Standard Nearly Met	SRACS Math SBAC Standard Not Met	SRACS Math % Standard Met or Exceeded
2024-2025	67.97%	20.31%	10.94%	0.78%	88.28%
2023-2024	64.57%	19.69%	11.02%	4.72%	84.26%
2022-2023	58.27%	25.20%	11.81%	4.72%	83.47%

- Students are thriving after post-COVID learning loss
- Approximately 10% increase in students meeting or exceeding grade level standards in ELA over the past three years
- Approximately, 4.5% increase in students meeting or exceeding grade level standards in Math over the past three years

Success Story, Student Lottery and Enrollment



In 2024-2025, enrollment was **76% from out of district**

School Success Story, High Performing Charter School

Year over Year Attendance

Academic Year	Average Daily Attendance
2024-2025	96.76%
2023-2024	96.16%
2022-2023	94.82%

Source: SRCS Aeries

- Strong student retention and high attendance rates.
- Attendance goal: 98% average daily attendance.
- Short term independent study and parent education to help reach goal.





School Success Story, How Santa Rosa Benefits

- **Attracts students from outside of SRCS boundaries**
- **Builds community, academic excellence, student driven enrichment, and cultivating curiosity and a love for learning**
- Models a Conceptual Curriculum Design Program and Thinking Framework that supports Academic Excellence
- Supporting students who speak 10 different languages in their homes
- Contributes to district improvement programs such as the Curriculum Collaborative Design team and district Professional Development committees.
- **Provides a valued alternative program for students who are not successful in more traditional schools due to learning differences (2e students, disabilities, hyper-fixation or intense cognitive focus in specific areas of interest)**
- High rate of alumni return, working as SRCS teachers, at Keysight, business owners, contributing to Santa Rosa music culture, programs, and events
- **Raises funds that help to reduce the cost of operating a school in Santa Rosa (for example, playground paid for by parent fundraising)**





School Success Story, What Works and Why

What Works	Why
Departmentalized/Specialized Staff - Humanities, STEM, Music, PE, and Art Teaching Specialists	Better supports differentiation with depth, complexity, novelty, and acceleration of students
High Expectation for Staff PD - built into the Charter and LCAP	Critical for achieving the mission of the school - conceptual, thinking courses based on novelty, student interest, and acceleration
Unique 10-Day Schedule - students have humanities and STEM in both morning blocks and afternoon blocks in an alternating 10 Day schedule	Student-centered and responsive to the varied cognitive needs of students to suit times of day when learning best occurs
Daily Music Instruction in either Band or Orchestra Ensembles	Supports self-efficacy, small group collaboration, language and pattern acquisition, student choice, increase in neuroplasticity, and deeper understanding of music
Student-driven clubs (Newspaper Club, D&D Club, Gardening Club)	Students initiate and implement club ideas that vary according to the interest of each year's student body
Charter School Structure	Allows for evolution/adaptation to the needs of each class Attractive to teachers and parents who are passionate about learning and academic rigor



School Success Story, Foundational Daily Music Instruction

- Daily music instruction by exceptional secondary-level music educators:
 - Roxanne Boulais, RVMS Band and Orchestra; Matt Bringedahl, MCHS Band and Orchestra
- One of the most valued and distinguishing features of the SRACS program in parent surveys. **Often cited as a reason for school selection.**
- Adolescents with music training have better cognitive skills, school grades and are more conscientious, open and ambitious. **These effects do not differ by socio-economic status.** ([How learning a musical instrument affects the development of skills](#))
- This unique and successful aspect of SRACS is made possible by the school's close partnership and proximity to Rincon Valley Middle School and Maria Carrillo High School.
- Enhanced maturity reflects an **increase in neuroplasticity** – a physiological change in the brain in response to its environment – in this case, exposure to music and music instruction. ([Music training strengthens children's brains, decision-making network](#))

“The arts can help students become tenacious, team-oriented problem-solvers who are confident and able to think creatively. These qualities can be especially important in improving learning among students from economically disadvantaged circumstances.”

— Arne Duncan, U.S. Secretary of Education, Harvard Graduate, Appointed by President Barack Obama

School Success Story, High Priority on Staff PD

- Each teacher has a **secondary teaching credential** and/or **Masters Degree** in Education in order to support students who seek work beyond their grade level.
- Each core teacher is specialized in either Math and Science (STEM) or English Language Arts and Social Studies (Humanities). This fosters more rigorous engagement with each subject.
- SRACS teachers through the use of Conceptual Curriculum Design, Depth and Complexity Framework, and the BTC Framework adapt to accommodate the specific needs of each class of students.
- SRACS teachers attend professional development focused on meeting the unique needs of twice exceptional students who are often failed in traditional school environments.
- SRACS teachers seek out training in order to provide social emotional coaching to students.

School Success Story, Curriculum Guiding Principles

Conceptual Curriculum Program Design



DEPTH

Instruction will examine the why's and how's of topics. Allowing students to work together to apply their understanding of the standards in various and meaningful ways.



COMPLEXITY

Students will use overarching concepts such as Power, Relationships, Change, and Systems to connect across the disciplines.

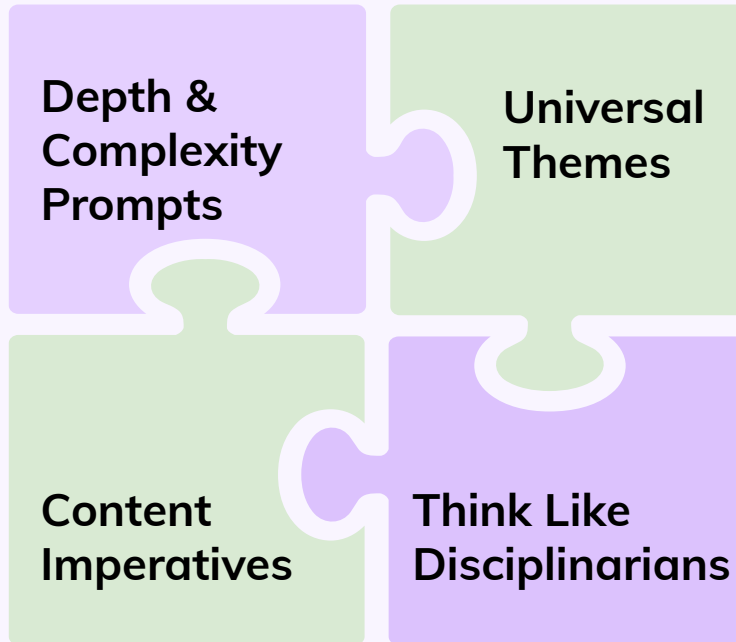


NOVELTY

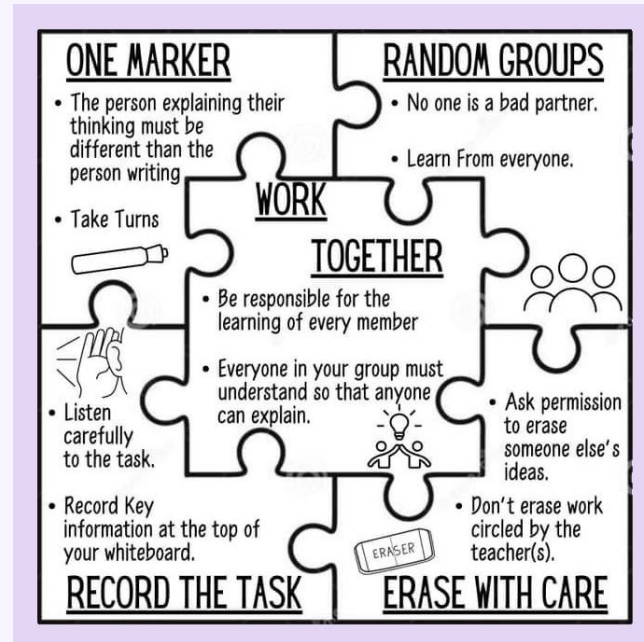
Students are asked to take intellectual risks, to struggle as they enter a system of learning that goes beyond the facts and the basics.

School Success Story, Curriculum Guiding Principles

Focus on Thinking, Inquiry, and Problem Approach



Depth and Complexity Framework



Building Thinking Classrooms Framework

School Success Story, Unique Instructional Schedule

- Student schedules alternate every other day:
Humanities in the AM and STEM in the PM, then
STEM in the AM and Humanities in the PM.
- Alternating for 10 days to create a looping
schedule.
- Responsive to the differing cognitive needs of
students as relates to time of day when learning
best occurs
- Music classes are held **daily** with a secondary
music teacher from RVMS or Maria Carrillo.
- PE class 2-3 days per week, 45 minutes
- Art class 1 day per week, 45 minutes
- Students benefit from daily morning and
afternoon recess.

Sample Student 10 Day		***RED - WEEK***		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15
PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1
8:20 - 9:30	8:20 - 9:30	8:20 - 9:30	8:20 - 9:30	8:20 - 9:30
Room 1	Room 77	Room 1	Room 77	Room 1
English/Social Studies	Math/Science	English/Social Studies	Math/Science	English/Social Studies
BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45
<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>
9:45 - 10:55	9:45 - 10:55	9:45 - 10:55	9:45 - 10:55	9:45 - 10:55
Room 1	Room 77	Room 1	Room 77	Room 1
English/Social Studies	Math/Science	English/Social Studies	Math/Science	English/Social Studies
11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band
PERIOD 2	PERIOD 2	PERIOD 2	PERIOD 2	PERIOD 2
11:30 - 12:10	11:30 - 12:15	11:30 - 12:15	11:30 - 12:15	11:30 - 12:15
Room 77	Room 1	Physical Education	Physical Education	Room 77
Math/Science	English/Social Studies			Math/Science
P.E. Once every 4 Mondays				
LUNCH 12:10 - 12:40	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50
<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>
12:45 - 1:15	12:55 - 1:40	12:55 - 1:40	12:55 - 1:40	12:55 - 1:40
Room 77	Room 1	Room 77	Room 1	Room 77
Math/Science	English/Social Studies	Art	English/Social Studies	Math/Science
DISMISSAL 1:45	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55
	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>
	1:55 - 2:45	1:55 - 2:45	1:55 - 2:45	1:55 - 2:45
	Room 1	Room 77	Room 1	Room 77
	English/Social Studies	Math/Science	English/Social Studies	Math/Science
	DISMISSAL 2:45	DISMISSAL 2:45	DISMISSAL 2:45	DISMISSAL 2:45

- **Daily movement between classrooms prepares students for middle school.**

Conclusions - Recognized Program

2016 National Blue Ribbon Designation

- In **2016**, SRACS was one of 329 schools in the United States designated a **National Blue Ribbon School** after being invited to apply and complete a rigorous application process.
- Fifty of the schools that were honored were private schools and 279 were public schools.
- As of 2026 approximately, 9000 schools in the United States have received this honor from the Department of Education over the 42 year history of the award



Pre-school mentoring program pictured

Conclusions - Accelerated Learning Through

Campus Integration for 21 Years

- **Unique Campus Access:** SRACS students benefit from resources at Rincon Valley Middle School, including access to a middle school library with higher-level reading and research materials.
- **Integrated Music Pathway (5–12):** Students receive daily music instruction from secondary music educators from Rincon Valley Middle School and Maria Carrillo High School, creating a continuous program from elementary through high school.
- **Middle and High School Mentorship:** Student mentors from RVMS and MCHS help inspire younger scholars, mathematicians, engineers, and musicians, and strengthen the culture of academic excellence, music, and performance.
- **Efficient Use of District Resources:** Colocation allows specialized teachers and facilities to serve multiple grade levels while creating a smooth transition into Rincon Valley Middle School.

Conclusions - Strong Community

- SRACS families actively support the school through the Student Parent Faculty Organization (SFPO)
- SFPO assists with fundraising, planning and providing supplies for community events, field studies, extracurricular/club activities, and technology
- One example: SRACS campus lacked a playground and the SFPO saw the need, provided the funds, and installed a playground
- Motivated by the desire to benefit the students of SRACS daily during recess and the neighborhood community at large





Conclusions - Recommend a 7-year Renewal

- A “High Performing” charter renewal
 - Legal standard = “shall not deny”
- Seeking a **7-year term**:
 - Strong student success
 - Consistent fiscal & operational soundness
 - Many **benefits to the community and the school district**
- Many unknowns for Santa Rosa City Schools
 - This **model school** is a consistent asset
 - We can and will **adapt** successfully to what lies ahead in Santa Rosa City Schools



A large, stylized eagle with its wings spread wide, rendered in a light purple color. The eagle is the central focus of the background. The text is overlaid on the eagle's chest area.

Questions?

[SRACS Charter Renewal March 2026](#)

Appendix: 10-Year Enrollment by Ethnicity

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2024-25	128	0.00%	0.00%	14.80%	2.30%	6.30%	0.00%	67.20%	9.40%	0.00%
2023-24	129	0.00%	0.00%	17.10%	2.30%	10.90%	0.00%	58.90%	10.90%	0.00%
2022-23	128	0.00%	0.00%	17.20%	1.60%	16.40%	0.80%	55.50%	8.60%	0.00%
2021-22	128	0.00%	0.00%	15.60%	1.60%	16.40%	0.80%	54.70%	10.20%	0.80%
2020-21	127	0.00%	0.00%	16.50%	2.40%	11.00%	0.00%	59.80%	10.20%	0.00%
2019-20	129	1.60%	0.00%	18.60%	2.30%	10.10%	0.00%	56.60%	10.90%	0.00%
2018-19	128	1.60%	0.00%	24.20%	0.80%	10.20%	0.00%	53.10%	10.20%	0.00%
2017-18	128	1.60%	0.00%	17.20%	0.00%	11.70%	0.00%	62.50%	7.00%	0.00%
2016-17	127	2.40%	0.00%	11.80%	1.60%	8.70%	0.00%	64.60%	7.90%	3.10%
2015-16	128	0.80%	0.00%	18.00%	2.30%	5.50%	0.00%	65.60%	7.80%	0.00%
2014-15	128	0.80%	0.00%	24.20%	0.00%	10.20%	0.00%	59.40%	4.70%	0.80%

Source: Department of Education, DataQuest

Appendix: Grade 5 ELA and Math

Academic Year	SRACS 5th Grade ELA SBAC Standard Exceeded	SRACS 5th Grade ELA SBAC Standard Met	SRACS 5th Grade ELA SBAC Standard Nearly Met	SRACS 5th Grade ELA SBAC Standard Not Met	SRACS 5th Grade ELA % Standard Met or Exceeded	SRCS Elem 5th Grade ELA % Standard Met or Exceeded
2024-2025	57.81%	34.38%	4.69%	3.13%	92.19%	32.75%
2023-2024	63.49%	23.81%	12.70%	0%	87.3%	39.12%
2022-2023	42.86%	41.27%	11.11%	4.76%	84.13%	31.31%
Academic Year	SRACS 5th Grade Math SBAC Standard Exceeded	SRACS 5th Grade Math SBAC Standard Met	SRACS 5th Grade Math SBAC Standard Nearly Met	SRACS 5th Grade Math SBAC Standard Not Met	SRACS 5th Grade Math % Standard Met or Exceeded	SRCS Elem 5th Grade Math % Standard Met or Exceeded
2024-2025	68.75%	18.75%	10.94%	1.56%	87.5%	20.58%
2023-2024	61.9%	20.63%	11.11%	6.35%	82.53%	25.82%
2022-2023	62.5%	25%	7.81%	4.69%	87.5%	20.33%

- SRACS is unusual as it is authorized in the High School District.
- The SRACS Dashboard compares SRACS to the High School District and the State.
- This chart shows the 5th grade at SRACS compared to the 5th grade in SRCS Elementary School District.

Appendix: Grade 6 ELA and Math

Academic Year	SRACS 6th Grade ELA SBAC Standard Exceeded	SRACS 6th Grade ELA SBAC Standard Met	SRACS 6th Grade ELA SBAC Standard Nearly Met	SRACS 6th Grade ELA SBAC Standard Not Met	SRACS 6th Grade ELA % Standard Met or Exceeded	SRCS Elem 6th Grade ELA % Standard Met or Exceeded
2024-2025	50%	40.63%	9.38%	0%	90.63%	39.66%
2023-2024	39.06%	35.94%	18.75%	6.25%	75%	33.34%
2022-2023	39.68%	39.68%	15.87%	4.76%	79.36%	35.38%
Academic Year	SRACS 6th Grade Math SBAC Standard Exceeded	SRACS 6th Grade Math SBAC Standard Met	SRACS 6th Grade Math SBAC Standard Nearly Met	SRACS 6th Grade Math SBAC Standard Not Met	SRACS 6th Grade Math % Standard Met or Exceeded	SRCS Elem 6th Grade Math % Standard Met or Exceeded
2024-2025	67.19%	21.88%	10.94%	0%	89.07%	27.69%
2023-2024	67.19%	18.75%	10.94%	3.13%	85.94%	21.24%
2022-2023	53.97%	25.4%	15.87%	4.76%	79.37%	28.1%

- SRACS is unusual as it is authorized in the High School District.
- The SRACS Dashboard compares SRACS to the High School District and the State.
- This chart shows the 6th grade at SRACS compared to the 6th grade in SRCS Elementary School District.