

# A "High Performing" Charter Renewal

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## 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

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## 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

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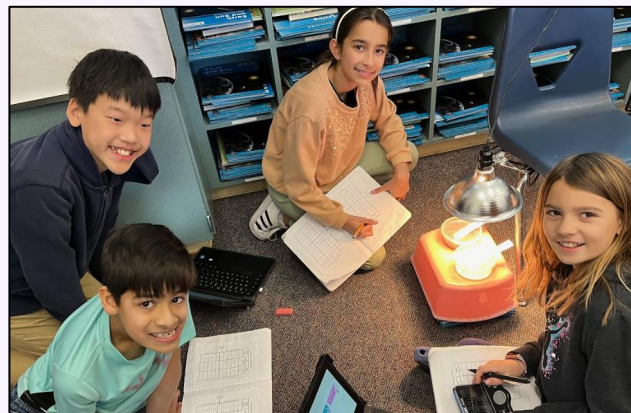
- Mission
- History
- Outreach to Diversify
- Success Story:
  - Recognized Program
  - Accelerated Learning
  - Strong Community
- Questions



# SRACS Mission

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- 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

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**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

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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

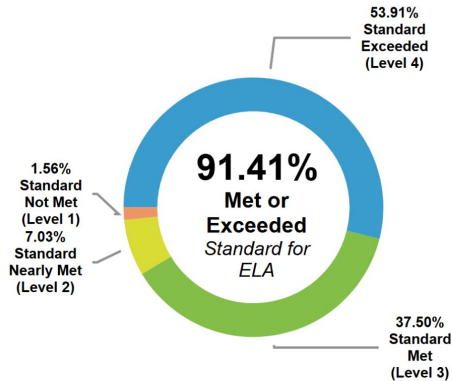
Source: Department of Education, DataQuest (2022-2025) and SRCS Aeries (2025 - 2026)

- 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

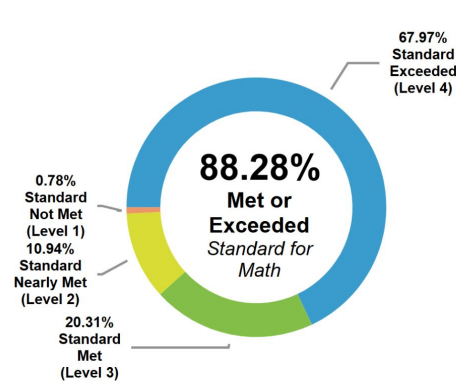
## ELA

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

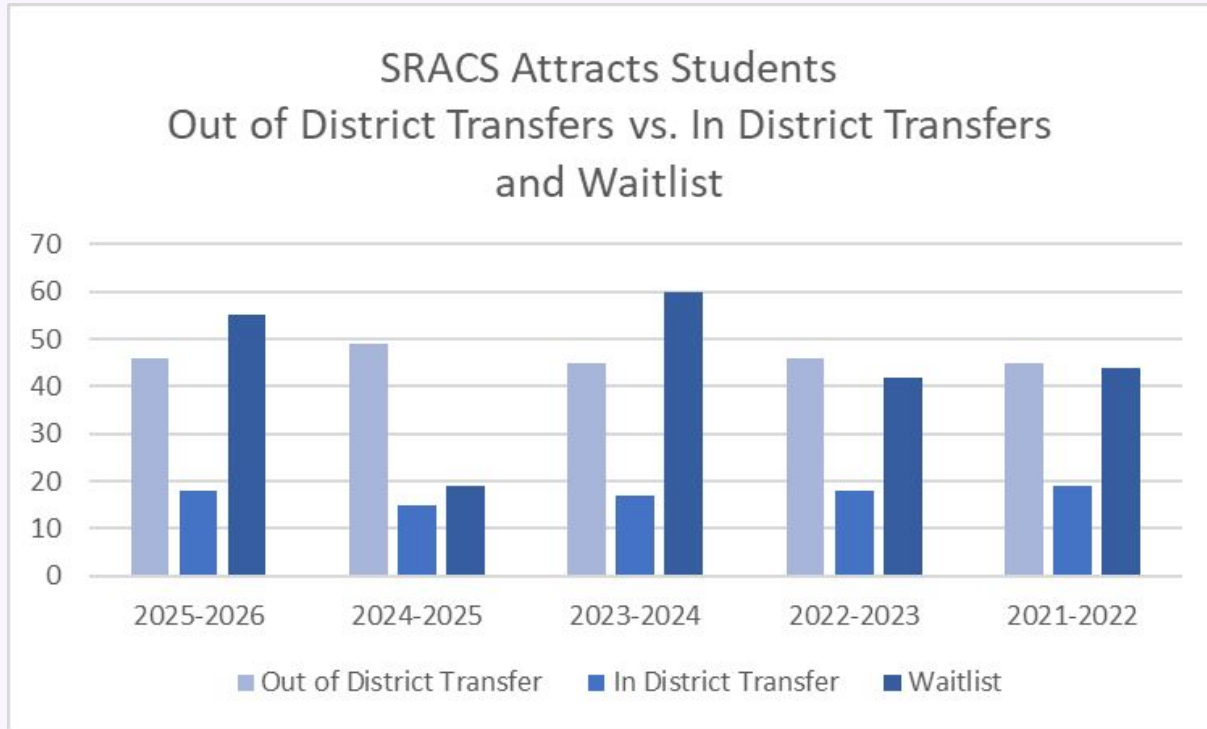
Academic Year	SRACS ELA SBAC Standard Exceeded	SRACS ELA SBAC Standard Met	SRACS ELA SBAC Standard Nearly Met	SRACS ELA SBAC Standard Not Met	SRACS ELA % Standard Met or Exceeded
2024-2025	53.91%	37.50%	7.03%	1.56%	91.41%
2023-2024	51.18%	29.92%	15.75%	3.15%	81.10%
2022-2023	41.27%	40.48%	13.49%	4.76%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

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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

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- 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

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- 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

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## 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.

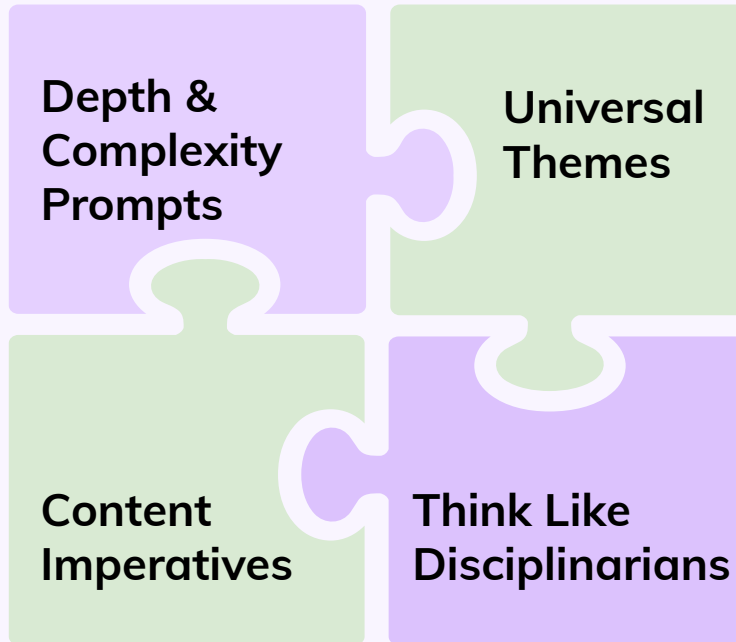


### NOVELTY

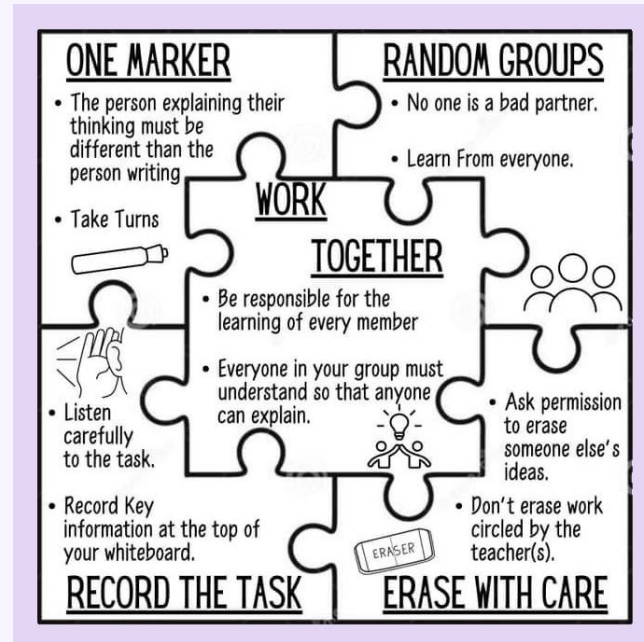
Students are asked to take intellectual risks, to struggle as they enter a system of learning that goes beyond the facts and the basics.

# 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
<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>
<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>
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
<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>
<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
<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>
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				
<b>LUNCH 12:10 - 12:40</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>
<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
<b>DISMISSAL 1:45</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>
	<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
	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>

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

# Conclusions - Recognized Program

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## 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

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## 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

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- 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

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- 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 wings are detailed with feather patterns, and the eagle's head is turned slightly to the left. The entire image is set against a solid light purple background.

# Questions?

[SRACS Charter Renewal March 2026](#)

# Appendix: 10-Year Enrollment by Ethnicity

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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.



**School District: Santa Rosa High School District**  
**SANTA ROSA ACCELERATED CHARTER SCHOOL**  
**4650 Badger Rd**  
**Santa Rosa, CA 95409**

**A National Blue Ribbon School 2016**



**Renewal Petition for a Seven-Year Term of the Charter**  
**(July 1, 2026 - July 1, 2033)**

The Santa Rosa Accelerated Charter School (SRACS) hereby respectfully submits to the Santa Rosa High School District’s Board of Education this Charter Renewal for consideration on March 25, 2026.

## ASSURANCES AND AFFIRMATIONS

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The Santa Rosa Accelerated Charter School (SRACS) shall:

- Be nonsectarian in its program, admission policies, employment practices, and all other operations. (Ref. Education Code Section EC 47605(e)(1).)
- Not charge tuition. (Ref. Education Code Section EC 47605 (e)(1).)
- Not discriminate on the basis of the characteristics listed in Education Code section 220 (e.g., actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, or association with an individual who has one or more of such actual or perceived characteristics). (Ref. Education Code Section EC 47605(e)(1).)
- Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of the student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). (Ref Education Code Section 47605(e)(2)(A)-(C).)
- Admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. (Ref Education Code Section 47605(e)(2)
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, Charter School shall notify the Superintendent of the District of the pupil's last known address within 30 days and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. (Ref. Education Code Section 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ref. Education Code Section 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the Charter School's educational program. (Ref. Education Code Section 47605(d)(2).)
- Encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ref. Education Code Section 47605(n).)

- Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law. (Ref. Education Code Section 49076.7.)
- Recognize Santa Rosa City Schools District as the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”).
- Meet the requirements of Government code 3540-3549.3 related to collective bargaining in public education employment. (Ref. Education Code Section 47611.5)
- Adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the American with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”).
- Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications, and adopt rules and regulations in the form of a written publications code that must include reasonable provisions for the time, place, and matter of conducting such activities. (Ref. Education Code Sections 48907 and 48950.)
- Update and reissue if requested, a former student's records to include the student’s updated legal name or gender, upon receipt of government-issued documentation of a change of name or gender or, if such documentation is not available, upon request in accordance with the procedure in Education Code 490070. (Ref. Education Code Sections 49062.5 and 49070.)
- Adopt a policy that is consistent with the model policy developed by the California Attorney General addressing the charter school’s response to immigration enforcement, notify parents/guardians of their children’s right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill the other requirements of Education Code 234.7 (Ref. Education Code Section 234.7.)
- Not bill, nor take any negative actions against a student or former student for a debt owed to the Charter School. The Charter School shall provide an itemized invoice for any amount owed by the parent/guardian on behalf of a student or former student before pursuing payment of the debt and shall provide a receipt to the parent/guardian for each payment made to the school. (Ref. Education Code Section 49014.)
- Meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. (Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C).)
- For each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)(D).
- Meet or exceed the legally required minimum number of school days. (Ref. Title 5 California Code of Regulations Section 11960.)

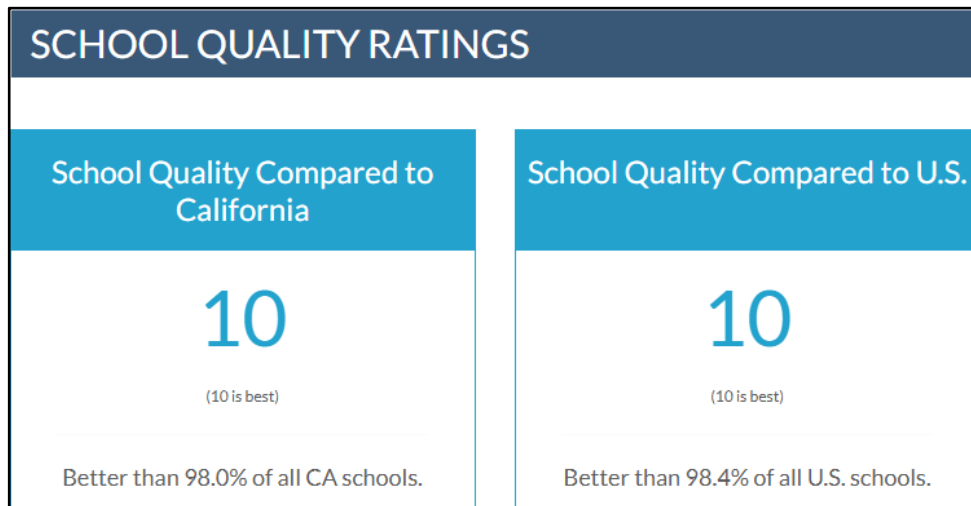
- Maintain accurate records and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection as required by law. (Ref. Education Code Section 47612.5(a)(2).)
- Comply with any jurisdictional limitations regarding the location of its facilities. (Ref. Education Code Sections 47605 and 47605.1.)
- Comply with all laws establishing the minimum and maximum age for public school enrollment. (Ref. Education Code Sections 47612(b), 47610.)
- Comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- Upon written request, not include the directory information of a student or the personal information of a parent/guardian, as defined in Education Code 49061, in the minutes of a meeting of the governing body. (Ref. Education Code Section 49073.2.).
- Comply with the California Public Records Act, Government Code Section 7920.000 et seq. (“CPRA”).
- Comply with Government Code Sections 1090 et seq., as set forth in Education Code Section 47604.1 (“Section 1090”).
- Comply with the Political Reform Act, Government Code Sections 81000, et seq. (“PRA”).
- Comply with the Ralph M Brown Act, Government Code Sections 54950, et seq. (“Brown Act”).
- Comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 DFR Part 99 (“FERPA”).

## EXECUTIVE SUMMARY

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The Santa Rosa Accelerated Charter School (SRACS or Charter School) hereby respectfully submits to the Santa Rosa High School District’s Board of Education this Charter Renewal for the term of July 1, 2026 - July 1, 2033. The outline below follows the sequence and content requirements of Board of Education Policy 0420.4.

The initial charter proposal for SRACS was presented to the Board of Education on December 11, 2002. The authorization granted by the Board was for a period of three years. Since that time the Santa Rosa Accelerated Charter has grown to 128 students and has consistently had a waiting list of about 40% - 50% of the total enrollment capacity of the school. The 2026-2027 lottery resulted in a waiting list of 64 5th and 6th grade students (50% of capacity). Based on 2024-2025 data, SRACS performed better than 98% of elementary schools in both California and the United States according to [Neighborhood Scout](#). Also of import, during the 2024-2025, 80% of applicants were from outside of SRCS elementary school district.



The Charter for the Santa Rosa Accelerated Charter School (SRACS) is set to expire on June 30, 2026. The Charter School complies with the legal requirements for renewal as set forth in Education Code Section 47607(c). SRACS has received the two highest performance levels schoolwide on all state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives its performance levels. (Ed. Code § 47607(c)(2)(A).) In accordance with the Charter Schools Act of 1992, SRACS hereby respectfully petitions Santa Rosa High School District (“the District”) to renew the charter for the Charter School for a seven-year period, from July 1, 2026 through June 30, 2033.

The Charter Schools Act of 1992 states that:

*It is the intent of the Legislature . . . to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the Charter School site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
- (f) Hold the Charter Schools established under this part accountable for meeting measurable pupil outcomes and provide the Charter Schools with a method to change from rule-based to performance-based accountability systems.*
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

EC 47601

SRACS has made, and will continue to make, important contributions to the legislative goals outlined above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act, while ensuring the continuity of a program designed to engage students who have an interest in or need for an accelerated education.

As the proposal details below, the SRACS concept was designed to serve fifth and sixth grade students who have the interest and motivation to succeed in an academically-accelerated educational environment.<sup>1</sup> The core academic program of SRACS is centered in two classrooms, one focused on math and science, the other focused on social science and English Language Arts. Locating on a middle school campus provides students with additional academic resources (e.g., middle school library, middle school enrichment such as MathCounts), as well as accelerated opportunities and secondary facilities for music and PE, which are not available in a typical elementary school setting. Recess and play periods will be planned and supervised to provide time and/or geographic separation from the general middle school student population.

Projected 2026/2027 enrollment at the SRACS site is 128. This enrollment figure of 128 (4 classes) has remained consistent since 2007.

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<sup>1</sup> The SRACS community has discussed expanding the program to serve students in fourth grade; however, SRACS acknowledges that if it decides to move forward with such an expansion, it must submit to the District a request for a material revision to its charter, and must be located within the boundaries of the Santa Rosa Elementary District.

Governance of SRACS will rest with the Board of Education of the Santa Rosa High School District, which shall comply with the requirements of Education Code section 47604.1 in matters pertaining to governance of the Charter School. Details concerning the Charter School Advisory Committee are included as part of Element D below.

In addition to the expertise of the Lead Applicant, the SRACS community, including administrators, staff, the SFPO parent group, involved community members at large, alumni and the SRACS Advisory Council, have extensive experience, credentials, and expertise to continue the operation of this highly successful charter school. Our program is based on extensive research, the experience of our founding team of teachers, and over 20 years of community input.

- Daryl Coryell, Advisory Committee Chairperson
- Kim Walls, Advisory Committee Vice Chairperson and Elementary School Lead Teacher
- Nancy Blair, Elementary School Lead Teacher
- Steve Williams, Community Member at Large and Retired Founding Teacher
- Kimberly Roper, 5th Grade Parent
- Kilee Willson, 6th Grade Parent
- Jessica Clifton, 6th Grade Parent
- Alyssa Keeney-Roe, 5th Grade Parent
- Ren Chandi, 5th Grade Parent

It is imperative that, should the District decide to recreate the SRACS program elsewhere in the District, the District know that the Teachers at SRACS are trained in the curriculum development, pedagogy, and methodology of the Gifted and Talented Education Framework and the Building Thinking Classrooms Framework as applied within the Common Core State Standards and the Next Generation Science Standards. SRACS teachers commit yearly to intensive and ongoing staff development and self-reflection. The teachers of SRACS have played an integral part in SRACS' conception, initiation, and ongoing success. Additionally, SRACS teachers have multiple credentials and/or Master's degrees in Education. These include the following:

- Kim Walls, Elementary School Lead Teacher
- Nancy Blair, Elementary School Lead Teacher
- Eric Brockway, Elementary School Teacher
- Kerah Hilkey, Elementary School Teacher

Funds generated by SRACS' average daily attendance will compensate the District for facilities use, custodial services, and maintenance of the classrooms utilized in any SRACS program. Classrooms will fully conform to all construction, maintenance and safety standards, which pertain to the non-charter schools of the District. As such, the Board of Education will

have assurance that the SRACS facilities will be safe, habitable and well suited for the education programs described in this charter. As noted above, facility maintenance of the SRACS classrooms will be accomplished through a fee-based arrangement with the District.

Funds generated by SRACS' average daily attendance will compensate the District for both the site-level and District level administrative services. On a continuing basis, the Superintendent will report to the Board of Education regarding services/fees for SRACS. These services/fees will be in accordance with services/fees given/charged to the other charter schools in the District. Basic administrative services for SRACS will be by agreement between SRACS Advisory Committee and the District. Additional services may be necessary and provided in a variety of ways. For example, SRACS relies on an Instructional Assistant that is shared among the 4 classrooms and is utilized in support of services such as Designated ELD, among other things. SRACS would benefit from an additional .5 FTE Administrator (Assistant Principal) to oversee the day-to-day operations of SRACS.

LCAP goals will be evaluated by the SRACS Advisory Committee using surveys of parents/guardians, students, teachers and administrators. On a yearly basis, the Advisory Committee will determine if changes need to be made to meet the LCAP goals and objectives of the charter. Proposals for changes will be presented to the district and submitted to the Board of Education for approval.

The operational budgets called for in Board Policy 0420.4 are included as Appendix B.

SRACS' budget will be constructed such that money not used for basic services accumulates in the charter school funds.

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Daryl Coryell, Principal and Lead Applicant

Date

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# Charter Renewal Criteria

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Pursuant to Education Code Section 47607, and the addition of Education Code Section 47607.2 by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and in some circumstances, the performance of the charter school on assessment deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

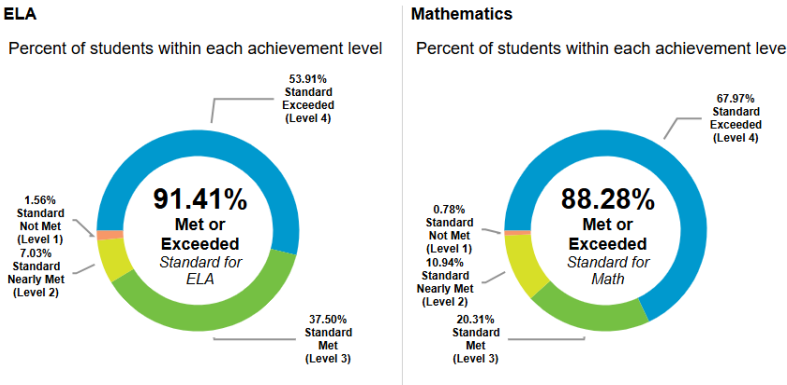
According to the Charter School Performance Category Data File most recently published by the California Department of Education, SRACS falls into the high-performing category. As clearly demonstrated by the evidence below, SRACS meets the criteria for charter renewal and is eligible for a renewal term of five to seven years.

## *California Assessment of Student Performance and Progress (CAASPP)*

2024-2025 California Standards Test data indicate that the students at SRACS are making above average student achievement. SRACS is accelerating the learning of their students. Annual summary analysis of student academic performance will continue to be measured through state assessments and the district benchmark tests. The state required annual assessments include the California Assessment of Student Performance and Progress (CAASPP), CELDT, and the English Language Proficiency Assessment for California (ELPAC). CAASPP, CELDT, ELPAC, and benchmark assessment results will be mailed home to parents/guardians/students annually.

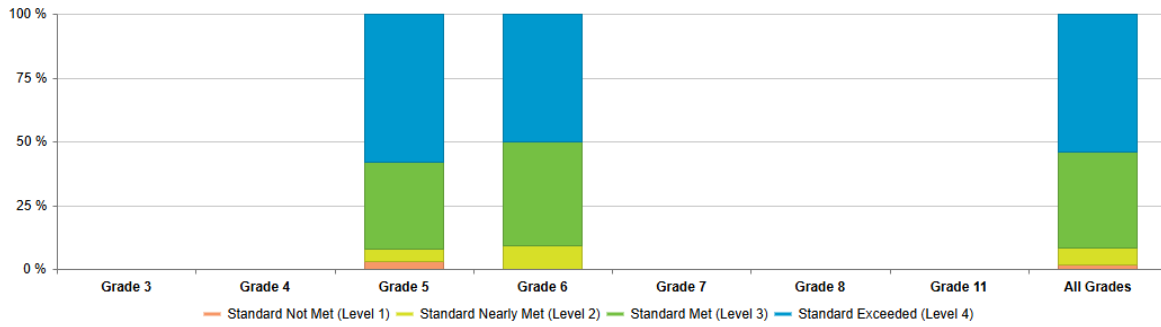
The charts and diagram provided below are from the [SRACS CAASPP](#) web page.

### SRACS 2024-25 Whole School Summary



## ELA Summary

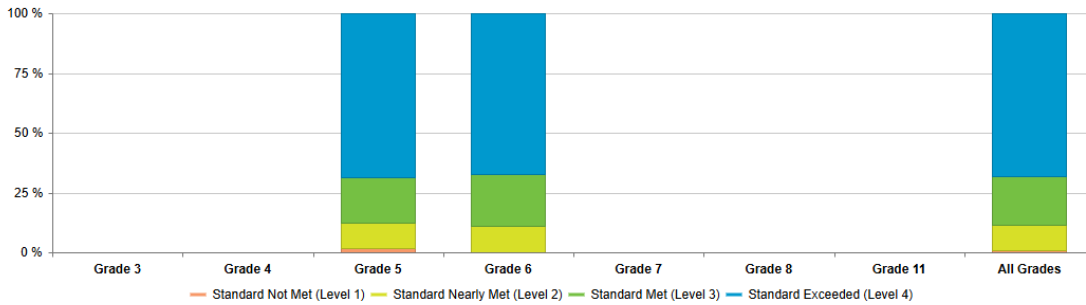
Achievement Level Distribution



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>1</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students Tested <sup>1</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students With Scores <sup>1</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Mean Scale Score	N/A	N/A	2588.4	2619.9	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4) <sup>1</sup> Percentage of students by grade for level	N/A	N/A	57.81 %	50.00 %	N/A	N/A	N/A	53.91 %
Standard Met (Level 3) <sup>1</sup> Percentage of students by grade for level	N/A	N/A	34.38 %	40.63 %	N/A	N/A	N/A	37.50 %
Standard Nearly Met (Level 2) <sup>1</sup> Percentage of students by grade for level	N/A	N/A	4.69 %	9.38 %	N/A	N/A	N/A	7.03 %
Standard Not Met (Level 1) <sup>1</sup> Percentage of students by grade for level	N/A	N/A	3.13 %	0.00 %	N/A	N/A	N/A	1.56 %





## Math Summary

Achievement Level Distribution



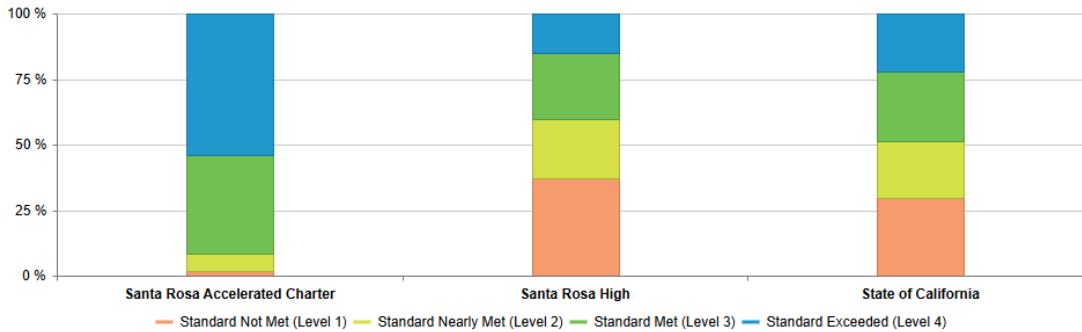
To protect student privacy, an asterisk (\*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Overall Achievement**

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>i</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students Tested <sup>i</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students With Scores <sup>i</sup>	N/A	N/A	64	64	N/A	N/A	N/A	128
Mean Scale Score	N/A	N/A	2596.8	2653.0	N/A	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	N/A	N/A	68.75 %	67.19 %	N/A	N/A	N/A	67.97 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	N/A	N/A	18.75 %	21.88 %	N/A	N/A	N/A	20.31 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	N/A	N/A	10.94 %	10.94 %	N/A	N/A	N/A	10.94 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	N/A	N/A	1.56 %	0.00 %	N/A	N/A	N/A	0.78 %

**Overall Achievement SRACS, District, and State Comparison ELA**





**2024–25 Achievement Level Distribution - All Grades**



To protect student privacy, an asterisk (\*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

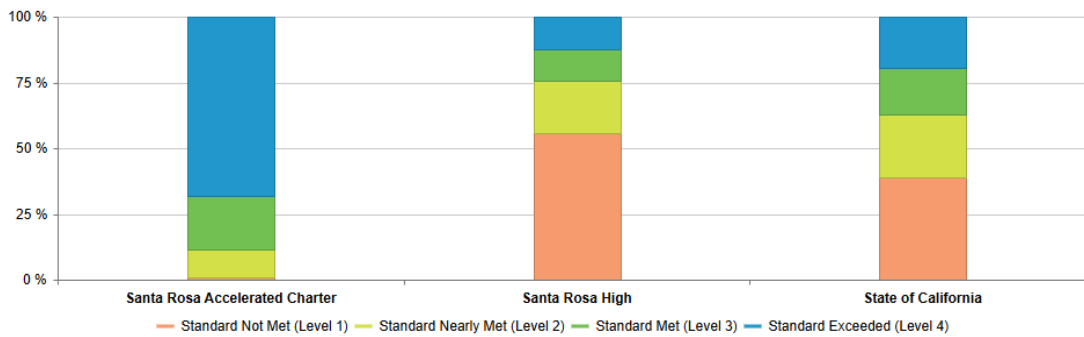
**Percentage of Students at Each Achievement Level**

**Overall Achievement**

Reporting Categories	Santa Rosa Accelerated Charter	Santa Rosa High	State of California
Mean Scale Score	N/A	N/A	N/A
 Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	53.91 %	14.94 %	22.29 %
 Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	37.50 %	25.21 %	26.53 %
 Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	7.03 %	22.66 %	21.76 %
 Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	1.56 %	37.18 %	29.43 %

## Overall Achievement SRACS, District, and State Comparison **Math**

### 2024–25 Achievement Level Distribution - All Grades



To protect student privacy, an asterisk (\*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

### Percentage of Students at Each Achievement Level

#### Overall Achievement

Reporting Categories	Santa Rosa Accelerated Charter	Santa Rosa High	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) <sup>i</sup> Percentage of students by grade for level	67.97 %	12.25 %	19.37 %
Standard Met (Level 3) <sup>i</sup> Percentage of students by grade for level	20.31 %	11.91 %	17.93 %
Standard Nearly Met (Level 2) <sup>i</sup> Percentage of students by grade for level	10.94 %	19.87 %	23.72 %
Standard Not Met (Level 1) <sup>i</sup> Percentage of students by grade for level	0.78 %	55.97 %	38.98 %

The following table demonstrates that SRACS is moving in the right direction in terms of accomplishing its desired student outcome in English Language Arts as measured by the SBAC. Over the past three years, SRACS has made good progress with an approximately 10% increase in students meeting or exceeding the grade level standards on the English Language Arts portion of the SBAC.

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	District ELA % Standard Met or Exceeded
2024-2025	53.91%	37.50%	7.03%	1.56%	91.41%	40%
2023-2024	51.18%	29.92%	15.75%	3.15%	81.10%	39%
2022-2023	41.27%	40.48%	13.49%	4.76%	81.75%	38%

The following table demonstrates that SRACS is moving in the right direction in terms of accomplishing its desired student outcomes in Math as measured by the SBAC. Over the past three years, SRACS has made good progress with an approximately 5% increase in students meeting or exceeding the grade level standards on the Math portion of the SBAC.

<b>Academic Year</b>	<b>SRACS Math SBAC Standard Exceeded</b>	<b>SRACS Math SBAC Standard Met</b>	<b>SRACS Math SBAC Standard Nearly Met</b>	<b>SRACS Math SBAC Standard Not Met</b>	<b>SRACS Math % Standard Met or Exceeded</b>	<b>District Math % Standard Met or Exceeded</b>
2024-2025	67.97%	20.31%	10.94%	0.78%	88.28%	24%
2023-2024	64.57%	19.69%	11.02%	4.72%	84.26%	25%
2022-2023	58.27%	25.20%	11.81%	4.72%	83.47%	24%

The following table demonstrates that SRACS is moving in the right direction in terms of accomplishing its desired student outcomes. Over the past three years, SRACS has made good progress with an approximately 8% increase in students meeting or exceeding the grade level standards on the CAST. SRACS did not meet its goal of 90% meeting or exceeding the grade level standards during the 2022 through 2025 academic years. Adjustments in the integration of Science into all of the core subject areas are in progress to address this. CAST results in 2025-2026 will be evaluated and will inform decision-making in the coming years with regard to the science program.

<b>Academic Year</b>	<b>SRACS CAST Standard Exceeded</b>	<b>SRACS CAST Standard Met</b>	<b>SRACS CAST Standard Nearly Met</b>	<b>SRACS CAST Standard Not Met</b>	<b>SRACS CAST % Standard Met or Exceeded</b>	<b>District CAST % Standard Met or Exceeded</b>
2024-2025	43.75%	37.50%	17.19%	1.56%	81.25%	26%
2023-2024	52.38%	30.16%	17.46%	0%	82.54%	25.17%
2022-2023	46.88%	26.56%	26.56%	0%	73.44%	24.05%

## **ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM**

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*"The educational program of the school, designed, among other things, to describe what the school intends to accomplish, to identify those whom the school is attempting to educate, what it means to be an 'educated person' in the 21<sup>st</sup> century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self motivated, competent and lifelong learners." From Education Code 47605(c)(5)(A)(i)*

### *Mission Statement*

The Santa Rosa Accelerated Charter School is an existing dependent charter school formed to serve students who show the interest in an academically challenging and specialized setting. Students will be provided high-interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines will be key elements of the educational experience. These experiences will provide students with opportunities to become self-motivated, competent and life-long learners.

### *Student Population to Be Served*

SRACS, a National Blue Ribbon School in 2016, is designed to serve students in a District-approved setting such that students can transition from a self-contained K-4th environment to thrive in a secondary setting. This intentional transitional program helps students develop independence, responsibility, task-commitment, and time management skills to set them up for success in middle school and high school. The Charter School will be open to all students in grades that the Charter School serves who live in California, subject to capacity. The intention is for SRACS to serve students who live in Santa Rosa and the surrounding areas. Our program attracts a very diverse student population with students who are interested in or actively working toward becoming bilingual or for whom languages other than English are spoken at home. In 2024-2025, SRACS students and parents spoke the following languages: Russian, Tagalog, Spanish, Korean, Hindi, Mandarin, Cantonese, Romanian, Portuguese, English. The teachers and curriculum actively cultivate a strong community that is culturally responsive to the evolving demographic of the families that are being served.

### *Vision*

The fundamental belief of SRACS is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas in which students have significant interest, passion, or talents. Therefore, SRACS provides a basic framework for a challenging standards-based core curriculum that infuses technology into its daily work. The lens through which students make meaning of that curriculum will be an area of focus that is determined by student needs and interests.

At SRACS, our goal is to provide each child with a rigorous and challenging curriculum in an environment that is safe and affirming. Students are asked to extend themselves as learners,

to take intellectual risks, to struggle sometimes as beginners as they enter an environment of abstract ideas and a system of learning that goes beyond the facts and the basics. Students are provided ample opportunities to collaborate and work with other students in teams. Students will use "Universal Themes" or overarching ideas that connect across the disciplines such as Power, Relationships, Change, Patterns, and Systems. Understanding and applying these concepts to the study of history, literature, math and science is the cornerstone of our unique curriculum.

In addition, the program emphasizes music, technology, art, and community involvement. Hands-on and real-world experiences are visible in all parts of the program, including indoor and outdoor science labs, offsite field studies, and a 3-day outdoor educational experience with NatureBridge at the Marin Headlands. We emphasize inquiry, modeling, designing solutions to problems, and communicating and reasoning with evidence. This framework allows children to form complex understandings of the subjects and provides a system to understand new content with depth and complexity.

As mentioned above, SRACS was designed to be housed on a middle school campus and that the power of the program comes from its use of depth, complexity, novelty, and differentiation for all students. Being housed on a middle school campus provides access to a breadth of curriculum options, access to a middle school library, and opportunities for after-school enrichment that are not available at a traditional elementary school campus.

In addition, students have the unique opportunity to experience a seamless educational transition to their 7<sup>th</sup> grade year, since students will slowly acculturate to the middle school through sharing resources and in participating in appropriate courses and co-curricular options throughout their charter school experience.

Students who enter the charter school will have the following transition options upon completing their 6<sup>th</sup> grade year with the charter:

- Remaining in the District program for that attendance area
- Returning to the District program of the student's attendance zone
- Applying for open enrollment, subject to the regulations defined within that process.

Finally, we have worked for over 20 years to create a partnership with our immediate community and the SRACS students' benefit from experiencing participation in a larger community including the neighboring pre-school, parks, creeks, regional library, local businesses, host middle school and high school that is walking distance away. SRACS endeavors to involve all stakeholders in meaningful participation and contribution to the community. SRACS provides parent training on how to support their students in addition to providing many ways for parents to volunteer. Parents, students, faculty, administration, and local community partners are engaged in the continuous process of improvement of the community as a whole in addition to the success of the school. Community members model for students engaged in citizenship in a variety of ways and students practice participation in the

process of community engagement and improvement. For example, students and parents write letters to board members. Students and parents both advise on the school's Advisory Committee. Students produce a newspaper. Alumni students mentor SRACS students and SRACS students mentor pre-school students.

### *What it means to be an educated person in the 21st century*

The 21st century will be characterized by an expanding, technology driven, complex and changing global community. Students will need to be at home with technology, be creative thinkers, and develop critical thinking and problem solving skills as well as flexibility and adaptability. Educating students in preparation for this complex world best occurs when students:

- work collaboratively,
- incorporate technology,
- generate their own questions
- learn with both depth and breadth,
- engage in self-reflection,
- enjoy challenging curriculum in a safe and affirming environment,
- engage in interactive projects,
- and explore many learning modalities.

After two years at SRACS, students make solid progress toward becoming “self-motivated, competent, and lifelong learners” that are prepared for the evolving world of the 21st century.

### *Challenges*

SRACS's pupil outcomes consistently compare favorably to comparable schools both in the district, in the state and nationally. SRACS accomplishes this success despite having the following challenges that appear annually in surveys of parents and staff. For the purposes of the Charter Renewal process, a town hall meeting was held that utilized a Strengths, Weaknesses, Opportunities, and Threats (SWOT) protocol to collect input from 2025-2026 families, alumni families, and the community at large. (See Appendix F.) Attendance was robust at the Town Hall, which was followed by the distribution of an online Google survey for the 2025-2026 families that could not attend in person. (See Appendix G.) There were 51 respondents to the Google survey.

The most common weakness cited in both sets of data was that the leadership that includes administration and lead teachers who handle the day to day operation of the school are in general “stretched thin.” Secondly, parents cited “Communication gaps / transparency issues” and “Staffing shortages and resource” shortages.

During most of the past 20 or so years, the school has needed a full time, dedicated administrator. This scenario has never been feasible for budget reasons. As such some aspects of the SRACS mission and vision cannot be fully realized. During some years, the

school has benefited from having a dedicated half-time (0.4 or 0.5 FTE) administrator. The school has certainly better accomplished its mission and fulfilled the vision of the charter in the years where a half time administrator is provided in the budget for the school in addition to the support of the host school's principal.

In conclusion, the community values SRACS's rigorous academic program, dedicated staff, and collaborative environment and seeks to preserve these core strengths. The feedback summarized in the reports will inform next steps with regard to facility needs, and resource planning. Continued engagement with staff, families, and district partners will be essential to ensuring that any changes align with SRACS's mission and maintain the high-quality educational experience that staff, families and students have come to expect.

### *Curriculum and Instruction*

SRACS's target population is those students who would benefit from a more challenging curriculum that asks them to think deeply about the standards that are being covered. SRACS is limited to 64 students at each grade level. As stated previously, the fundamental belief of SRACS is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas in which students have significant interest, passion, or talents. Therefore, SRACS provides a basic framework for a challenging standards-based core curriculum that infuses technology and teamwork into its daily work. The core content areas will be standards-based (Common Core and NGSS); thus students transitioning from the charter to the feeder middle school will receive similar content as their peers. The teachers see the grade level standards as the floor from which they build upon rather than as a ceiling which students need not surpass. Core teachers are specialists across strongly connected discipline areas: they are either focused on Math and Science (STEM) or they are focused on English Language Arts and History (the Humanities). Additionally, the teachers plan for integration and inquiry across their discipline areas and encourage students to "Think Like Disciplinarians" which is but one of the facets of the Depth and Complexity Framework. Units of study encourage each student's thinking, problem solving, and performance tasks toward the highest stages of Bloom's Taxonomy (synthesis, analysis, and evaluation).

Technology and making connections across disciplines are key elements of the educational experience. Students are engaged in high interest, standards-based, real-world experiences that promote individualized learning through depth and complexity. Students are challenged to grow in areas where they have weaknesses and push through the discomfort of uncertainty. We feel this opportunity is critical for some students to be able to grapple with the problems and complexities of our planet by helping them to understand our changing world and their place in it. We feel that it is this engagement with complexity and a willingness to explore possibilities and work in teams that makes for both a lifelong learner as well as a 21st century learner.

The uniqueness of SRACS is not only in the embedded use of technology in students' daily learning, but in the following ways in which the charter believes learning best occurs:

- The teaching and learning of core content standards will focus on breadth and depth of understanding of the overarching standards. Standards-based instruction will not simply be a "covering" of those standards on the part of the teacher, but of students working together to apply their conceptual understanding of those standards in various and meaningful ways.
- Students have the opportunity to choose the lens through which they explore and make meaning of the core curriculum. At SRACS, each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects. They are provided a system to understand new content with acceleration, depth, complexity and novelty.

### **Overview of The Frameworks**

At SRACS, the instructional design across the discipline areas is based on the work of Dr. Sandra Kaplan, Dr. Lynn Erickson, Dr. Carol Ann Tomlinson, and Dr. Joyce VanTassel-Baska. The staff refer to this instructional design as the Framework. For context, three school districts in California that also use the same instructional design framework are Oak Park Unified School District K-8, Long Beach Unified School District K-8, and Rosedale Union School District.

Each lesson is linked to an overarching big idea or concept. Concepts are explored using the work of Hilda Taba to help students make sense of the categories that exist within concepts. Lessons are varied with both inductive and deductive approaches. Problem based learning is incorporated where students are given open problems to solve with no one correct answer. The ideas of Acceleration, Depth, Complexity and Novelty as outlined below are key to our instruction. Thinking Like a Disciplinarian is also integrated into the units of study. Instructional design in math is additionally inspired by the work of Dr. Peter Liljedahl's Building Thinking Classrooms Framework (BTC) and Dr. Jo Boaler's Big Ideas Framework. Big ideas in math and creating a culture of thinking and collaboration with a community of mathematicians are key components.

Accomplishing the goals described in the mission, vision, and curriculum is most empowered with the support of an administrator who is highly collaborative, dedicated to the Frameworks described in the charter, interested in attending professional development related to the Frameworks, able to reach out to the community to build partnerships with the school, and experienced with coaching students who are adjusting to the challenges of the program both academically and in terms of social/emotional growth.

### **Acceleration**

- Acceleration encompasses more than simply moving gifted or high ability learners through the curriculum at a faster pace or providing a second grade student with fourth

grade work. Acceleration focuses on how we can orient a student towards “accelerated levels of thinking and levels of knowing” (California Association for the Gifted, 1994, 2005).

- Acceleration of thinking and knowing involves differentiating the core curriculum to provide challenge and opportunities above and beyond grade-level content. Instructional strategies to differentiate the core curriculum through acceleration include: (a) connections to Universal Concepts: POWER, CHANGE, PATTERNS, SYSTEMS, STRUCTURE, RELATIONSHIPS, CONFLICT, ORDER vs. CHAOS, and (b) the teaching of the disciplines or “Thinking Like a Disciplinarian” -- viewing the same topic from different disciplinary perspectives: economy, geography, linguistics, sociology, psychology to see the interdisciplinary connections of a single topic, theme, or event.

### **Depth**

- Differentiation using “depth” refers to approaching something or studying something from the following patterns to pursue the topic in greater detail and to a greater understanding: (a) from the concrete to the abstract and from the abstract to the concrete, (b) from the familiar to the unfamiliar and from the unfamiliar to the familiar, and (c) from the known to the unknown and from the unknown to the known.
- Delving deeper into content requires students to examine topics by determining the facts, concepts, generalizations, principles, and theories related to them. Key words such as: language of the discipline, patterns, details, trends, ethics, big ideas, unanswered questions, and rules represent the means by which students elaborate on their thinking and understanding of a topic. According to CAG (2005), depth is moving from patterns to trends; it proceeds from rules to structure to ethics, from simple “pragmatism to speculation.” As students move through the different patterns of thinking, they form large conceptual foundations of subject matter.

### **Complexity**

- Differentiation using “complexity” involves moving students beyond a surface level understanding, from an analysis of what is intended to what is inferential. Complex thinking requires students to view the implications of something NOW and something OVER TIME -- to see its connections and applications across the spectrum in a fluid rather than a static orientation.
- Differentiating the complexity of the core curriculum can be accomplished by extending the content to the study of issues, problems, and themes. Complexity involves making relationships between and among ideas, connecting to other concepts, and bridges to other disciplines. Key words of complexity consist of: overtime, multiple perspectives, and interdisciplinarity.
- The teacher’s challenge in differentiating the complexity of a task or subject matter is to assist the student in seeing the myriad of facets that the topic consists of: to see associations among diverse subjects, to find multiple solutions to the problem, and to analyze or evaluate those solutions from multiple points of view (CAG, 2005).

## **Novelty**

- Providing advanced learning with differentiation through novelty depends upon the students' perceptions and responses. Novelty means that teachers can stimulate students in the following ways: (a) the use of critical thinking, creative thinking, and problem solving skills, (b) encouraging students to seek original interpretations of existing information, and (c) encouraging the development of aptitude or interest-based learning experiences. Students can explore their own interests and passions through self-directed ancillary projects.
- According to CAG (California Association for Gifted- 2005), novelty complements depth and complexity by providing inquiry and exploration into seemingly disparate and incongruent topics that lead students to create new, original, and/or reorganized knowledge structures. Key words of novelty include: irony, paradox, origin, parallel, contribution and convergence. These higher level concepts can be used in conjunction with discipline specific concepts to help students engage in unique inquiries.

These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming true stewards of their own learning.

Furthermore, SRACS believes that learning in isolation is not a reflection of the society in which our students are contributing members. Therefore, program development will be based upon collaboration, metacognition, and connectivity. Collaboration will occur between and among teachers, students, parents/guardians, and community stakeholders. Students will be provided myriad opportunities for teamwork, self-reflection and assessment, through a curriculum that values the learning process equally to that of finished products. As a result, students will develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, the curriculum will be interdisciplinary and provide students with real-world application of their learning.

SRACS is located on a middle school campus, giving it access not only to facilities but also to staff trained in discipline-specific education. Students move between discipline-specific classrooms—usually one focused on ELA and History and another focused on Math and Science. This environment gives students:

- Daily music education from specialized secondary school music teachers
- Physical education taught by specialized teachers
- Access to a more robust middle school library
- Opportunities for vertical teaming for learning
- A seamless transition to secondary school
- Preparation to enter, and be ready for, the accelerated core classes in the next grades.
- Greater course offerings, clubs, and activities while at SRACS

SRACS also utilizes outdoor environments as part of their educational space. This

incorporation of the outdoors in the teaching at SRACS helps students to feel connected to the natural world.

The instructional approach at SRACS focuses on two key ideas.

- Not all students learn in the same way nor equally well from the same sources so there will be a use of differentiated curriculum in content, process and product.
- The school's educational program recognizes that children are variously gifted, and subscribes that there are many learning modalities, such as, linguistic, mathematical/ logical, intrapersonal (self), interpersonal (others), bodily-kinesthetic, spatial, and musical that all students should experience. With this in mind, all students engage regularly in not only the four core subject areas and physical education but also in art and music.

Therefore, at SRACS the lessons can be differentiated for each student based on readiness, novelty, learning style and/or interest. The goal of this framework for teaching will provide students with a ladder on which they can climb as high as they wish. Instruction will be provided by highly qualified staff that will employ a wide range of engaging instructional strategies that support attainment of high academic standards. All SRACS educators also embrace collaboration and ongoing professional development.

At SRACS we believe that struggle is part of the learning process; thus incorrect answers are seen as opportunities for growth. All students work to correct and revise work to a higher level. Struggling students are given multiple opportunities to show mastery of standards. This is accomplished through spiraling of the curriculum. Students are frequently given opportunities to work in small groups with peers and the teacher to help clarify and reinforce concepts. Digital communication is used consistently with parents. When the need arises, teachers use physical planners that are signed both at school and at home to help communicate with and work with parents/guardians to assist students struggling with academic and social skills. In addition to in class assistance, SRACS offers an intensive after school tutoring session known as "Academic Workshop" which supports both students who are achieving below grade level and students who are achieving above expectations or desire more challenge.

Adhering to the Frameworks for the differentiated instructional planning described above allows teachers to successfully meet the needs of all students in all subgroups: English Learners, Socio-Economically Disadvantaged, Special Education, Under-Achieving, Non-Proficient, and General Education.

### *Professional Development Plan*

Professional development planning is a high priority in our annual planning from self-reflection, the LCAP, budgets, fund raising, recruitment, and staff evaluation and collaboration. The staff and Advisory Committee analyze data (iReady, CAASSP, Panarama, YouthTruth, teacher selected surveys and/or observations), identify needs and brainstorm solutions to concerns,

and each SRACS teacher engages in professional development each year. The SRACS program has evolved over the years inspired by the approaches, philosophy, and curriculum associated with Dr Lynn Erickson, Dr. Carol Ann Tomlinson, Dr. Sandra Kaplan, Dr. Lucy Caulkins, Dr. Joe Renzulli, Dr. Jo Boaler and more recently Dr. Peter Liljedahl. As such, staff frequent professional development annually at events organized by the California Association for the Gifted, Stanford CSET, NSTA, California Mathematics Council, ASCD, and Sonoma County Office of Education. In 2024-2025 and 2025-2026, at least one teacher from each department and at least one teacher for each of the grade levels has attended the CAG Conference. In previous years, teachers received training through the SRCS and SCOE on Norman Webb’s Depth of Knowledge Framework, Carol Dweck’s Growth Mindset, Laurence Hall of Science BaySci, and Dr. Boaler’s Mathematical Mindsets, to name a few. Additionally, SRACS staff have a history of giving back to the District through providing professional development opportunities at District-organized professional development events, joining District curriculum design collaboratives, writing grants for professional development, and participating on a variety of program committees.

### *Bell Schedule and Instructional Calendar*

At SRACS students spend equal time in two core curriculum classrooms each day. Math and Science are taught by one specialized teacher in each grade and English Language Arts and History-Social Science are taught by another specialized teacher. Students also participate in daily music instruction. PE is taught 2-3 times a week. Students alternate the class in which they begin the day every other day.

Sample Student 10 Day		***RED - WEEK***		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>	<b>Warning Bell 8:15</b>
<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>	<b>PERIOD 1</b>
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
<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>	<b>BREAK 9:30 - 9:45</b>
<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
<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>	<b>PERIOD 2</b>
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
<b>P.E. Once every 4 Mondays</b>				
<b>LUNCH 12:10 - 12:40</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>	<b>LUNCH 12:15 - 12:50</b>
<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
<b>DISMISSAL 1:45</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>	<b>BREAK 1:40 - 1:55</b>
	<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
	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>	<b>DISMISSAL 2:45</b>

Sample Student 10 Day					***BLUE - WEEK***				
MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
<b>Warning Bell 8:15</b>		<b>Warning Bell 8:15</b>		<b>Warning Bell 8:15</b>		<b>Warning Bell 8:15</b>		<b>Warning Bell 8:15</b>	
<b>PERIOD 1</b>		<b>PERIOD 1</b>		<b>PERIOD 1</b>		<b>PERIOD 1</b>		<b>PERIOD 1</b>	
8:20 - 9:30		8:20 - 9:30		8:20 - 9:30		8:20 - 9:30		8:20 - 9:30	
Room 77		Room 1		Room 77		Room 1		Room 77	
Math/Science		English/Social Studies		Math/Science		English/Social Studies		Math/Science	
<b>BREAK 9:30 - 9:45</b>		<b>BREAK 9:30 - 9:45</b>		<b>BREAK 9:30 - 9:45</b>		<b>BREAK 9:30 - 9:45</b>		<b>BREAK 9:30 - 9:45</b>	
<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 77		Room 1		Room 77		Room 1		Room 77	
Math/Science		English/Social Studies		Math/Science		English/Social Studies		Math/Science	
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	
<b>PERIOD 2</b>		<b>PERIOD 2</b>		<b>PERIOD 2</b>		<b>PERIOD 2</b>		<b>PERIOD 2</b>	
11:30 - 12:10		11:30 - 12:15		11:30 - 12:15		11:30 - 12:15		11:30 - 12:15	
Room 1		Room 77		Physical Education		Physical Education		Room 1	
English/Social Studies		Math/Science						English/Social Studies	
P.E. Once every 4 Mondays									
<b>LUNCH 12:10 - 12:40</b>		<b>LUNCH 12:15 - 12:50</b>		<b>LUNCH 12:15 - 12:50</b>		<b>LUNCH 12:15 - 12:50</b>		<b>LUNCH 12:15 - 12:50</b>	
<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 - 1:45		12:55 - 1:40		12:55 - 1:40		12:55 - 1:40		12:55 - 1:40	
Room 1		Room 77		Room 85		Room 77		Room 1	
English/Social Studies		Math/Science		Art		Math/Science		Library	
<b>DISMISSAL 1:45</b>		<b>BREAK 1:40 - 1:55</b>		<b>BREAK 1:40 - 1:55</b>		<b>BREAK 1:40 - 1:55</b>		<b>BREAK 1:40 - 1:55</b>	
		<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 77		Room 1		Room 77		Room 1	
		Math/Science		English/Social Studies		Math/Science		English/Social Studies	
		<b>DISMISSAL 2:45</b>		<b>DISMISSAL 2:45</b>		<b>DISMISSAL 2:45</b>		<b>DISMISSAL 2:45</b>	

In order to accomplish its course objectives, SRACS has a unique, ten-day schedule (see the sample schedule above) that allows for equal instructional hours in each core curriculum subject in both morning and afternoon hours over the course of ten educational days. This schedule allows students opportunities to spend time in each core class when they are most ready to learn. It also provides students with additional novelty and variety in the school experience. SRACS meets or exceeds the required minutes of the State of California. The school day begins at 8:20 a.m. and ends at 2:45 p.m. On Mondays, there is an early release day with a 1:45 dismissal to allow for staff meetings and collaboration.

Monday	Tuesday- Friday	Minimum Day
Warning Bell: 8:15	Warning Bell: 8:15	Warning Bell: 8:15
Period 1: 8:20-9:30	Period 1: 8:20-9:30	Period 1: 8:20-9:30
Break: 9:30-9:45	Break: 9:30-9:45	Break: 9:30-10:00
Period 1 Continued: 9:45-11:30	Period 1 Continued: 9:45-11:30	Period 2: 10:00-12:00
Period 2: 11:30-12:10	Period 2: 11:30-12:15	Dismissal: 12:00
Lunch: 12:10-12:40	Lunch: 12:15-12:50	
Period 2 Continued: 12:40-1:45	Period 2 Continued: 12:50-1:40	
Dismissal: 1:45	Break: 1:40-1:55	
	Period 2 Continued: 1:55-2:45	
	Dismissal: 2:45	

As with other schools within Santa Rosa City High School District, the academic calendar is determined by agreement between the District and Santa Rosa Teachers Association (SRTA).

Daily student attendance shall be monitored and recorded in accordance with all requirements of the District’s attendance recording system. Students, parents and guardians understand that daily attendance is expected. SRACS staff and administration have set a goal of 98% overall average daily attendance. In the 2024-2025 academic school year, the average daily attendance was 96.73%. In rare instances of chronic absenteeism, letters are sent home, and parents and guardians will have a conference with the principal.

<b>Academic Year</b>	<b>Average Daily Attendance</b>
2024-2025	96.76%
2023-2024	96.16%
2022-2023	94.82%
<i>Source: SRCS Aeries</i>	

The SRCS 2025-2026 Instructional Calendar, on the next page, is an example of the annual instructional calendar. The instructional minutes guiding the charter school operation are in line with those required of other California schools, a minimum of 54,000 minutes per instructional year for grades 4 through 6.

**SANTA ROSA CITY SCHOOLS**  
**2025-2026 INSTRUCTIONAL CALENDAR**  
 (Certificated and School Year (SY) Employees)  
**185 Workdays**

YEAR	M	T	W	Th	F		ELEMENTARY Days of Instruction	SECONDARY Days of Instruction	Non Instructional Days	Professional Development Days	Certificated & SY Employee Workdays
JULY 2025		1	2	3	4	7/4/2025 Independence Day Holiday	0	0	0	0	0
	7	8	9	10	11						
	14	15	16	17	18						
	21	22	23	24	25						
	28	29	30	31							
AUGUST					1	Aug. 11 Work Day Principal-Directed Non-Instructional (non-student)					
	4	5	6	7	8	Aug. 12 Work Day Staff-Directed Non-Instructional (non-student)					
	11	12	13	14	15	Aug. 13 School Opens/First Day of Instruction	3	3	2	0	5
	18	19	20	21	22		5	5	0	0	5
	25	26	27	28	29		5	5	0	0	5
SEPTEMBER	1	2	3	4	5	Sept. 1 Labor Day Holiday	4	4	0	0	4
	8	9	10	11	12	Sept. 4 Back to School Night-Elementary Schools	5	5	0	0	5
	15	16	17	18	19	Sept. 11 Back to School Night-Middle Schools	5	5	0	0	5
	22	23	24	25	26	Sept. 18 Back to School Night-High Schools	5	5	0	0	5
	29	30					2	2	0	0	2
OCTOBER			1	2	3	Oct. 10 Secondary Report Card Window Opens	2	2	0	1	3
	6	7	8	9	10	Oct. 17 Secondary End of First Quarter	5	5	0	0	5
	13	14	15	16	17	Oct. 21 Secondary Report Card Window Closes	5	5	0	0	5
	20	21	22	23	24	Oct. 24 Elementary Report Card Window Opens	5	5	0	0	5
	27	28	29	30	31	Oct. 31 Elementary First Trimester Ends	5	5	0	0	5
						Oct. 6 - Oct. 10 Elementary Conference Week					
NOVEMBER	3	4	5	6	7	Oct. 3 Professional Development Day (non-student)					
	10	11	12	13	14	Nov. 11 Veterans Day	5	5	0	0	5
	17	18	19	20	21	Nov. 10 Elementary Report Card Window Closes	4	4	0	0	4
	24	25	26	27	28	Nov. 24-25 Non-school; Workdays for 10, 11, 12 Month Employees	5	5	0	0	5
						Nov. 26 Local Holiday	0	0	0	0	0
DECEMBER	1	2	3	4	5	Nov. 27 Thanksgiving Day Holiday					
	8	9	10	11	12	Nov. 28 Local Holiday					
	15	16	17	18	19	Dec. 11 Secondary Report Card window opens	5	5	0	0	5
	22	23	24	25	26	Dec. 16-18 Minimum Days: Final Exams High School Only	5	5	0	0	5
	29	30	31			Dec. 18 Secondary End of second quarter and first semester	5	4	1	0	5
						Dec. 19 Teacher Workday/Pupil Holiday; Secondary only	0	0	0	0	0
JANUARY 2026				1	2	Dec. 22-31 Winter Recess	0	0	0	0	0
	5	6	7	8	9	Jan. 1 New Years Day Holiday	0	0	0	0	0
	12	13	14	15	16	Jan. 2 Local Holiday	5	5	0	0	5
	19	20	21	22	23	Jan 5 Secondary Report Card Window Closes	5	5	0	0	5
	26	27	28	29	30	Jan. 12 Emergency Closure Day (non-workday, non-student if not needed)	4	4	0	0	4
FEBRUARY	2	3	4	5	6	Jan. 19 Martin Luther King Jr. Holiday	4	4	0	0	5
	9	10	11	12	13	Feb. 6 Elementary Report Card Window Opens	5	5	0	0	5
	16	17	18	19	20	Feb. 9 Lincoln's Birthday Holiday	4	4	0	0	4
	23	24	25	26	27	Feb. 16 President's Day Holiday	4	4	0	0	4
						Feb. 20 Elementary 2nd Trimester Ends	5	5	0	0	5
MARCH	2	3	4	5	6	Mar. 2 Elementary Report Card Window Closes	5	5	0	0	5
	9	10	11	12	13	March 6 Secondary Report Card Window Opens	5	5	0	0	5
	16	17	18	19	20	Mar. 15 Secondary End of Third Quarter	0	0	0	0	0
	23	24	25	26	27	March 16 Local Holiday	5	5	0	0	5
	30	31				March 17-20 Spring Break	0	0	0	0	0
						March 24 Secondary Report Card Window Closes					
APRIL			1	2	3	March 30 Emergency Closure Day (non-workday, non-student if not needed)					
	6	7	8	9	10	March 31 Cesar Chavez Holiday					
	13	14	15	16	17		3	3			3
	20	21	22	23	24	April 24 Professional Development Day (non-student)	4	4		1	4
MAY	27	28	29	30			4	4			4
					1	May 14 Open House	1	1			1
	4	5	6	7	8	May 15 Elementary Report Card Window Opens	5	5			5
	11	12	13	14	15	May 15 Teacher Non-Work/Non Student Day	4	4			4
	18	19	20	21	22	May 22 Secondary Report Card Window Opens	5	5			5
JUNE	25	26	27	28	29	May 25 Memorial Day Holiday	4	4			4
	1	2	3	4	5	June 4 Elementary 3rd Trimester Ends	4	5	1		5
	8	9	10	11	12	June 4 Final Instructional Day: Elementary only					
	15	16	17	18	19	June 5 Teacher Workday/Pupil Holiday: Elementary only					
	22	23	24	25	26	June 3-5 Minimum Day: Final Exams Secondary Only					
TOTALS						June 5 Final Instructional Day: Secondary	180	180	3	2	185
						June 8 Elementary and Secondary Report Card Windows Close					

(2) Two days added for Emergency Closures 1/12 & 3/30 (non-workday for teachers and SY, non-student if not needed)

Ratified by: \_\_\_\_\_  
 SRTA: \_\_\_\_\_  
 CSEA: \_\_\_\_\_  
 Teamsters: \_\_\_\_\_  
 Board approved: 1/22/2025  
 Effective: July 1, 2025  
 Revision Board approved: 12/17/2025

2025-2026 Instructional Calendar mutually agreed on:  
 Date: 12/12/2025

  
 Santa Rosa City Schools

  
 Santa Rosa Teachers Association

## *Meeting the Needs of All Students: English Language Learners*

### **Identification**

A Home Language Survey (HLS) is used to identify potential English Language Learners (ELLs). ELLs are identified using the English Language Proficiency Assessments for California (ELPAC), which is administered by a designated Family Engagement Facilitator. SRACS utilizes the Initial ELPAC upon student entry (unless their CELDT or ELPAC record is available from their previous California public school) and annually, as required, using the Summative ELPAC. This process will enable the school to assess both the placement and the progress of English Learners. SRACS annually administers the ELPAC (English Language Proficiency Assessment for California) for ELLs to determine the language proficiency of English Language Learners and identify students who should be designated Reclassified Fluent English Proficient (RFEP). The Family Engagement Facilitator provides ongoing testing and monitoring of EL Learners. Following District policy, SRACS then provides appropriate language services and programs to meet the needs of individual students.

Students who achieve the State “English Proficient” standard (Level 4) for the ELPAC may be considered for reclassification according to criteria determined by the District and the California Department of Education that will include SBAC performance in ELA, teacher evaluations, and parent consultation. SRACS staff will adhere to District guidelines for reclassification. Students who are reclassified as RFEP will continue to be monitored for academic progress for at least four years to determine that they have not been prematurely exited, that any academic deficit they incurred as a result of participation in the EL program has been remedied, and that students are meaningfully participating in the standard instructional program comparable to their English Only (EO) peers.

At SRACS advanced learners who are ELLs are effectively served through performance based evaluation, nonverbal assignments and evaluations, and student conferencing. All students are given some choice in how they are evaluated allowing them to demonstrate their knowledge and understanding using their talents. Differentiating for our advanced ELLs will include a spectrum of social, emotional, artistic, cognitive, logical reasoning and linguistic factors. Inquiry approach and interdisciplinary curriculum will be available to our advanced ELLs.

### **Appropriately Qualified Staff**

All administrators and teaching personnel hold appropriate certifications, such as CLAD, BCLAD, or equivalent, to provide necessary instructional services to ELLs.

### **Services and Programs**

Because SRACS includes 5th and 6th grades, students who were identified at a younger age have often exited the program by the time they enter SRACS. If an EL student comes to SRACS needing support, SRACS is prepared to provide the required base program for ELs, the English Language Acceleration Program (ELAP). The ELAP instructional program focuses

on building disciplinary and general academic language. SRACS English language program delivers grade-level ELD instruction in Designated ELD and Integrated ELD. This ELD instruction is considered at the Tier 1 level under the MTSS system and is standard for all learners.

### **Designated ELD instruction**

All students study roots, prefixes, and suffixes to support the decoding of words and additionally utilize Membean, an individualized, adaptive, root-based language training software. In disciplines, students get direct instruction in vocabulary using graphic organizers such as word webs and Frayer models.

Our English language program reserves and protects the daily required minutes to comply with Designated ELD instruction. Our Certificated Teachers work with individual students to meet the daily required minutes. The teacher in collaboration with an Instructional Assistant will engage students with specific ELD lessons from our regular curriculum. This includes TCI social studies, FOSS science, Everyday Math, Common Lit, and CPM. These lessons incorporate vocabulary, reading, writing, speaking and listening.

### **Integrated ELD Instruction**

In addition to Designated ELD, grade-level English content is integrated into the core curriculum through daily EL teaching strategies. The SRACS ELD teachers will continue to attain professional development to improve their skills at delivering effective ELD strategies. SRACS will maintain the ELD program through purposeful planning, cooperative learning, appropriate scaffolding, and incorporating the principles of Universal Design for Learning, and by adhering to the California Common Core ELD standards. The joint effort and commitment between teachers and administration to monitor the progress of RFEP students and to reduce the number of LTELs (Long Term English Language Learners) is a priority.

## *Meeting the Needs of All Students: MTSS and General Education Student Support Services*

Students at SRACS in need of academic or behavioral support will enter into the MTSS process (Multi-Tiered System of Support). The MTSS process is first initiated by a SRACS certificated staff member who fills out an academic or behavioral referral form. A designated MTSS team then meets to review these referral forms and to advise what next steps need to be taken within the tiers of support. Areas of concern at this stage are under the general education branch. These areas are student-centered as we strive for: academic success (struggling learners, gifted learners, EL learners), behavioral success, and social-emotional success.

When necessary, a Student Study Team consisting of: principal, teachers, support staff, and parents/guardians will meet to design a Student Action Plan. This collaborative team meets to discuss student strengths and needs in order to determine and align high-quality, differentiated

interventions required to support the student in need. These determinations are then set into an Action Plan.

The Student Study Team also determines: the duration and frequency of the intervention, who is in charge of the intervention, how the intervention will be progress monitored, and how data will be collected and measured to gauge the validity or weakness of the intervention. The team will later review the collected data to either maintain or adjust the existing intervention.

Students who are substantially below grade level and not making adequate progress will be referred to a variety of support services including, but not limited to, Academic Workshop, which is an afterschool program designed to support students who need additional challenge, access to technology for adaptive practice with IXL, for example, or who need one-on-one reteaching.

If all three tiers are exhausted and the intervention has been unsuccessful, as shown by data, consultation with specialized services will be considered to determine next steps.

### **Specialized Student Needs: Special Education**

SRACS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and their implementing regulations, as well as state special education law and its implementing regulations. SRACS shall ensure that no student otherwise eligible to enroll in the Charter School shall be denied, directly or indirectly, admission or encouraged or counseled out of its program due to a disability or to SRACS' inability to provide necessary services. SRACS acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at SRACS.

SRACS understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. For students who are struggling academically, the following process is in place. The student's teachers will meet with the parents/guardians before requesting an SST meeting. An SST/MTSS referral form, describing student challenges and interventions already tried and/or in place, will be submitted to the Principal. A Student Study Team (SST) consisting of teachers, Principal, counselor or psychologist, parents/guardians and other concerned staff will convene to discuss student needs. A multi-tiered model of service delivery including interventions will be recommended by the team and then monitored by the team.

The assessment referral process shall include Student Study Team (SST) meetings to review prior interventions, accommodations and modifications, and to recommend further

interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, SRACS may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Additionally, upon a parent's request for assessment, the SRACS team will convene an SST meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for assessment. If SRACS determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If SRACS concludes that there are suspected disabilities, it must develop an assessment plan to assess in all areas of suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services.

After receiving parents/guardians' written consent, SRACS will conduct comprehensive assessments in all areas of suspected disability, which will include parent, teacher, and when appropriate, student input. Assessments will meet all legal requirements and be completed within legal timelines.

Following the conclusion of the assessment and within the required timeline, SRACS shall convene an individualized education program (IEP) team meeting that includes required team members, including parents/guardians, a SRACS administrator/representative, a general education teacher, a special education teacher or provider, and individuals who can interpret the assessments, within mandated timelines to discuss results, determine eligibility, and (if eligible) develop a written IEP. Eligibility shall be a decision made by the IEP team, which shall consider assessment data and determine whether a student meets the criteria for one or more of the eligibility categories under the IDEA and whether, as a result of the disability(ies), the student requires special education and related services to access the general education curriculum. The IEP team will consider data regarding Student's present levels of academic and functional performance and develop measurable annual goals—and if needed, short-term objectives. The IEP team will also consider and determine program and placement, and identify any accommodations, modifications, or other supports for the student, as well as related services. Parents must consent to an initial IEP for SRACS to begin implementation.

For students who qualify for special education and related services, SRACS will conduct an annual review of each student's IEP by convening an IEP team with all required team members and will conduct triennial reevaluations of students in accordance with the law. Additionally, SRACS will provide parents/guardians with progress reports in accordance with the IEP regarding student's progress towards meeting annual goals .

To exit a student from special education, the IEP team must consider recent assessment data and determine that the student no longer meets criteria under any of the eligibility categories or that the student no longer requires special education and related services to access the general education curriculum. .

Every attempt will be made to provide needed services at SRACS through the assistance of Special Services and/or other specialists such as a Speech and Language therapist. However, if the needs cannot be accommodated at the site, other alternatives, such as a contract with outside agencies, may be explored.

Students at SRACS in need of Special Education services are assured support. As a dependent District charter school, SRACS will be served by the SRCS Department of Special Services and Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education.<sup>2</sup> A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large, and will adhere to all requirements of federal law as found in Individuals with Disabilities Educational Act (IDEA). SRACS will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District. SRACS will maintain copies of assessments and IEP materials for District review. SRACS will submit to the District all required reports in a timely manner as necessary to comply with state and federal requirements. SRACS will participate in the state quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.) Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, an occupational therapist or a behavior specialist. A Resource teacher will be available at SRACS to deliver SAI (Specialized Academic Instruction) minutes.

Parents/guardians of students with IEPs at SRACS must be included in the decision-making process and development regarding their child's IEP. SRACS understands the requirement under the IDEA to follow procedures to provide access to due process and the protections conferred by the IDEA procedural safeguards and shall provide parents with such copy of procedural safeguards as required by law.

SRACS will follow District adopted policies and procedures for the investigation and resolution of and response to parental concerns or complaints related to special education services including alleged violation of federal or state laws governing educational programs. Parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of, or provision of a free and

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<sup>2</sup> The District is in the process of creating its own SELPA, after which it will withdraw from the Sonoma County SELPA.

appropriate public education to, their child. SRACS acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of the any alleged failure to provide FAPE to students enrolled in the SRACS.

### **Section 504**

SRACS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in SRACS. SRACS will ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program offered through SRACS. SRACS will meet the needs of students with disabling conditions under Section 504.

The principal or other designated site administrator shall assemble a 504 team, which shall include the parent/guardian, teacher(s), student (where appropriate), and other qualified persons knowledgeable about the student. The 504 team shall review the student's existing records, including academic, social and behavioral records, as well as any new information provided to the team, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The evaluation for eligibility for a Section 504 plan shall be carried out by the 504 team, which shall evaluate the nature of the student's disability and the impact upon the student's education.

This evaluation shall include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing. Written notice of such determination and a copy of procedural safeguards available must be provided to the parents/guardians of the student in their primary language.

If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education under the IDEA, a referral for assessment under the IDEA shall be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education (“FAPE”). In developing the 504 plans, the 504 team shall consider all relevant information utilized during the evaluation of the student. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents/guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have access to a copy of each student’s 504 plan. The principal shall ensure that substitutes have copies of students’ 504 plans. A copy of the 504 plans shall be maintained in the student’s cumulative file. Each student’s 504 plan shall be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

### *Meeting the Needs of All Students: SRACS Students Benefit from Community Involvement*

Parent and community volunteers provide valuable support for SRACS programs and activities. Parent volunteers coach sports and Odyssey of the Mind teams. Lego Robotics is a popular afterschool activity led by former teacher and SRACS founder, Steve Williams. Other clubs and art instruction are led by teachers and other community members. Students can also participate in Mathcounts in coordination with the middle school that shares its campus. Parents staff the Advisory Committee and Student Faculty Parent Organization and provide support in classrooms and as chaperones on field trips. Parents also organize schoolwide activities and fundraising opportunities.

SRACS students also benefit from many links to the broader community. Music mentors from Maria Carrillo High School come to campus to assist SRACS music students twice a week. Students hold music performances in the high school auditorium and hear high school ensembles play. The 6th grade students at SRACS mentor a preschool buddy from the nursery school across the street. SRACS students have also enjoyed participating in food drives for community organizations. Local businesses have an impact by supporting school activities, SFPO Dine and Donate fundraisers at local restaurants, and programs such as the Keysight Volunteering program.

### *Meeting the Needs of All Students: The Role of the Parents/Guardians*

This charter recognizes that students and schools are more successful when parents/guardians, staff, students, and the community work together to support and foster

learning for students. Therefore, at SRACS, the education of each child is a joint venture among the parent, student, community and school. To support this goal:

1. Parents/guardians, staff, and community partners will be elected to serve on the school's Advisory Committee. The Advisory Committee will meet 6-8 times per year and be responsible for how monies are spent from the budget, providing direction for the school, being a link between the teachers, administration and parents/guardians as well as advocating for the school's needs with SRCS district administration such that the vision and mission of the school continues to move into the future. One of the members will be a liaison to the SFPO (parent club) and make a report at the SFPO meeting.
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2. Parents/guardians are encouraged to volunteer their time. Any time that a parent can give to the school community is appreciated. However, parent/guardian involvement is not a condition of admission, enrollment, or a student's good standing. Parents/guardians are also encouraged to volunteer their area of expertise in both in-classroom and after-school activities (coaching, basketball, art, Odyssey of the Mind, Lego Robotics). Such service hours must be flexible and varied so as not to create barriers for a diverse student population. In addition, for parents/guardians who have difficulty with participation, creativity is encouraged, suggestions are welcome, and the school community strives to ignite the passions of all parents so that all students can observe their parents being actively engaged in the school community at some point during the year. Other options can include mentoring or community support. Varied service opportunities could include such things as classroom assistance, field trip transportation, event planning, fundraising support, advisory committee work, tutoring, helping with science labs, joining a judges panel, and reading with students.
3. Staff and the SFPO volunteer coordinator will provide outreach to students and their parents/guardians to create two way communication and will use a variety of methods to reach out to families including, but not limited to, ParentSquare weekly newsletters, announcements for monthly Advisory Committee and Parent Organization meetings, notes for the family in student planners, and fliers sent home with students according to the District policy for fliers. Opportunities for engagement as a community will be encouraged and might include:
  - Parent Education Nights
  - Family-Fun Nights or Trivia Night
  - Movie Nights
  - Pi Night
  - Whole School Halloween Party
  - Beginning of Year BBQ in the Park
  - End of Year Talent Show
  - End of Year Picnic in the Park

- Dine and Donate Events on and off Campus

## **ELEMENT B: MEASURABLE STUDENT OUTCOMES**

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*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

*Education Code Section 47605(c)(5)(B).*

### **Standardized Testing**

SRACS agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. SRACS shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. SRACS shall submit and maintain up-to-date and accurate school and student data used or required by the District. SRACS is committed to improving outcomes for students.

### **Measurable Goals**

The California Common Core Standards (CCSS) for ELA and Math, California ELD Standards, Next Generation Science Standards (NGSS) and the California State Standards for Social Studies-History (collectively, "Standards") provide the guide for measurable student outcomes in the core subject areas, and these Standards will be the basis for all teaching and learning at SRACS. Furthermore, SRACS sees the grade level Standards as the "floor" and not the "ceiling" in terms of learning outcomes.

The Standards serve as a benchmark or guide for what students at each grade level need to learn and they provide a guide for teachers, parents and students in terms of the specific, basic knowledge and skills the student must endeavor to master. From this foundation, at SRACS, we like to say that next, the students "will shoot for the stars." Cross curricular, hands-on, problem-based and inquiry activities built on the Depth and Complexity Framework and the Building Thinking Classrooms Framework and will meet or exceed the State Standards. This perspective on the state standards also applies to our work with PE, Art, and Music and is only made possible due to our strong integration with our middle school host site and the middle school teachers that we partner with. Our goal is to provide a challenging, 21st Century curriculum that will not only meet but also exceed the minimum thresholds established by the District and the State.

If students are going to be held to high standards, they need teachers who are experts in their subject areas and how to teach them using the most current approaches. For this reason, SRACS endeavors to attract and retain teachers who have multiple teaching credentials and/or Master's Degrees in Education. The program planning prioritizes on-going teacher professional development. Teachers will be proficient at evaluating student academic achievement through

a variety of comprehensive academic assessments. These include performance and technology-based academic assessments, computer adaptive assessments, projects, and extended performance task assessments.

The [SRACS 2024-2025 Local Control and Accountability Plan \(LCAP\)](#) outlines the eight state priorities and our commitment to meeting the goals outlined within the LCAP. The most recent LCAP is provided as an attachment to this charter renewal in Appendix E. Furthermore, SRACS acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with District policies and procedures, as may be amended from time to time.

In addition to the above discussion of The Standards, SRACS students are expected to develop the habits of mind (Scholarly Traits) and the skills and abilities listed in the following table:

Academic Goals	Benchmark
<p>Students will possess and apply essential knowledge in the core curriculum.</p>	<p>All pupils will demonstrate academic progress in core areas of a comprehensive curriculum including English Language Arts, mathematics, science, social studies, PE, and music during a calendar year as measured by classroom performance and standardized benchmark tests.</p>
<p>Students will be critical, creative, and complex thinkers.</p>	<p>Create presentations, dramas, portfolio exhibitions connected directly to the Common Core and Next Generation Science Standards.</p> <p>Utilize primary source information to produce a finished project, defend an opinion, develop an original idea, etc.</p> <p>Be able to reason quantitatively, evaluate and explore solutions to real world problems that require mathematical reasoning, apply knowledge, and make logical deductions and predictions</p> <p>Persevere with challenging problems in math and challenging assignments in all disciplines</p> <p>Be able to make personal judgments about the validity, usefulness, and the ethical nature of information.</p> <p>Produce a project that demonstrates analysis and synthesis of information, ideas, or problems.</p> <p>Develop the ability of self-assessment and peer-assessment</p> <p>Develop meta-cognitive skills and the ability of self-reflection</p>

<p>Students will be effective communicators.</p>	<p>Write, speak, and listen effectively</p> <p>Incorporate the language of the discipline and give concrete examples when writing and speaking</p> <p>Write in various genres, using correct grammar and mechanics, logical structures, and appropriate voice</p> <p>Demonstrate the ability to communicate knowledge, ideas, opinions, responses, feelings, or values.</p> <p>Give a presentation or performance in which the student reflects confidence, expression, and clear enunciation.</p> <p>Students will engage effectively in a range of collaborative scenarios (one-on-one, in groups, and teacher-led) with diverse partners building on other's ideas and expressing their own ideas clearly.</p>
<p>Students will function effectively in a technological environment.</p>	<p>Know how to use technological resources, both longstanding and newly developed</p> <p>Use technological resources to gather accurate and meaningful information</p> <p>Use technology to present information</p>
<p>Students will demonstrate respect for self and the diversity of others.</p>	<p>Adhere to district/school/class rules and policies</p> <p>Demonstrate respectful behavior in class and school activities</p> <p>Demonstrate an awareness of and respect for diverse cultures, lifestyles, racial and ethnic perspectives, and ideas</p>

	(rights, power, origin, function, governance, authority, etc.)
Students will demonstrate and accept responsibility for learning both individually and collaboratively.	<p>Engage in individual activities that require goal setting, research, planning, and self-assessment</p> <p>Develop organization skills for work and self</p> <p>Engage in activities that are designed to require group participation, presentation, and evaluation</p> <p>Demonstrate personal responsibility for learning by timely, thoughtful completion of products and assignments</p>
Students will conduct themselves with academic and personal integrity	<p>Exhibit character traits such as honesty, trustworthiness, responsibility, perseverance, courtesy, and patience</p> <p>Complete work that reflects original thinking</p> <p>Accept the responsibility for and understanding of the consequences of their decisions and actions</p>

## ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES

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*"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."*

*Education Code 47605(c)(5)(C)*

Students at SRACS are successful due to the program design. Because the program design values students' interests and real world connections, the program evolves to meet the needs of each class of students. Additionally, the teachers are always looking outwardly at innovation and new ideas in order to refine the program based on research. The program is successful because of the collaboration between the teachers and the community as well as because of the ongoing collaboration with each individual student.

SRACS affirms that its methods for measuring pupil outcomes shall be consistent with the way information is reported on the [SRACS School Accountability Report Card](#) ("SARC") in accordance with Education Code section 47605(c) and that SRACS is committed to improving outcomes for students. Additionally, the [SRACS 2024-2025 Local Control and Accountability Plan \(LCAP\)](#) outlines the state priorities and our commitment to meeting the goals outlined within the LCAP. The most recent LCAP is provided as an attachment to this charter renewal petition in Appendix E.

Students in SRACS are expected to demonstrate progress in meeting or exceeding the District's academic standards in English-language arts, mathematics, science, and social science. Student competence is measured by students "meeting or exceeding" grade level standards. The school's progress is measured by BP 0500 *District and School Performance Objectives* and the state's guidelines from *Public School Accountability Act 1999*.

In the development of lifelong learners, the charter values the learning process equally to content and product. Therefore, the assessment system at SRACS is a combination of formative and summative assessments to provide regular feedback to staff, students and parents/guardians regarding student progress. This varied feedback will include many of the following: daily work, homework, comprehensive classroom assessments, portfolios, presentations, district benchmark assessments, and state assessments.

In addition to informal and regular feedback, parents/guardians and students receive standards-based report cards three times each year that provide insight into the academic performance level of the student. SRACS currently utilizes a similar standards based report card used by Santa Rosa City Schools that the Charter School staff refined to better meet the needs of parents/guardians, students, and staff.

## *Standardized Testing*

SRACS agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments (CAASPP, CAST, ELPAC) as well as California Alternate Assessments for qualifying students with disabilities (“CAA”). This data is used at the beginning of the year to help teachers understand the baseline achievement of their students. SRACS shall submit complete, accurate, and up-to-date data in accordance with the requirements of California Code of Regulations, title 5, section 861 with the assistance of the District. SRACS will use the Interim Assessments to support teaching and learning and preparation for the CAASPP, monitoring progress throughout the year on the Common Core Standards.

SRACS endeavors to maintain overall scores on the Smarter Balanced Assessment that are in the top 10% and our goal is for all subgroups to exceed the rates of the District and State achievement percentages.

The SRACS overall school goal is to have 85% or greater of SRACS students scoring proficient or advanced in English Language Arts and Math. Fewer than 4% of students will score Standard Not Met in English Language Arts and Math. Additionally, SRACS will endeavor to have the 5th grade students who take the California Science Test achieve overall with 90% or greater of the students proficient or advanced. With regard to English Language Learners, SRACS’s goal is to have all students acquire English proficiency before leaving SRACS and continuing to middle school, as measured by the ELPAC.

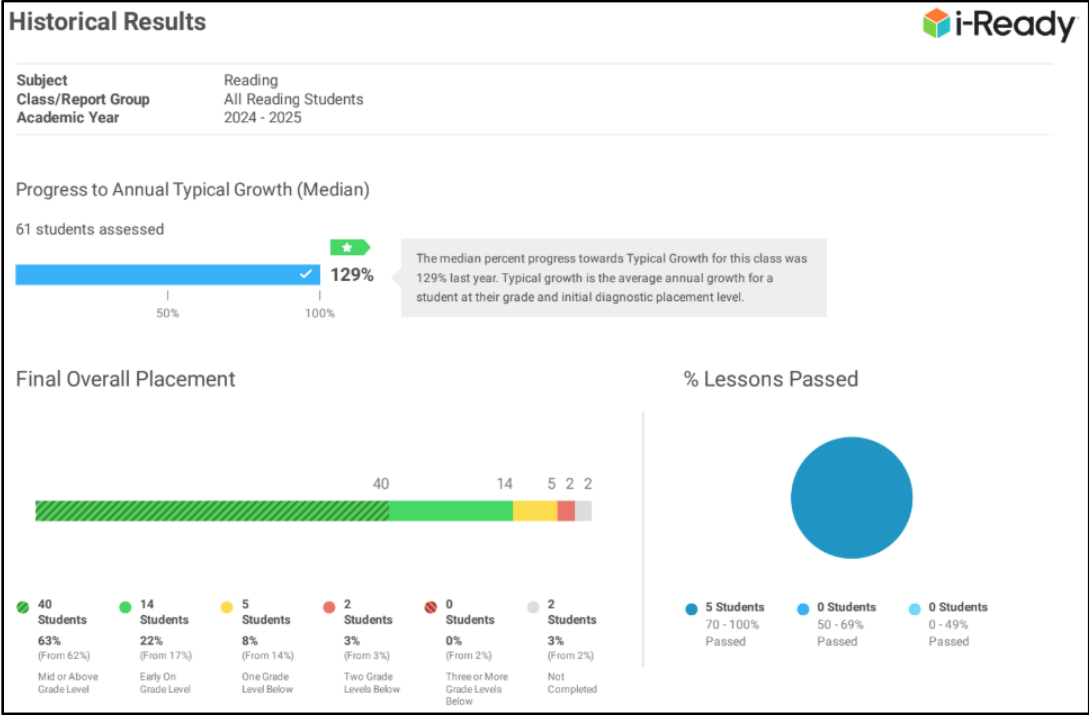
## *District Benchmark Assessments*

Santa Rosa City Schools utilizes the i-Ready computer adaptive assessment at three points during the school year. 2024-2025 was the first year for this benchmark in SRCS. SRACS will utilize i-Ready to communicate with families, to monitor progress, and identify students who need additional support.

Standardized tests, interim assessments, and district benchmark assessments like iReady give teachers a common measure of student performance as well as an indication of what may need to be reviewed. Students that are not making typical or expected progress with regard to the grade level standards can be provided additional support and participate in more frequent and shortened progress monitoring tasks in order to more frequently check to see if supports are successful. One example, students might retake quizzes and be offered alternative ways to show progress on specific standards that are more interest based or project oriented.

In general, SRACS teachers are looking for one year or more of growth in each student regardless of where each student is scoring when given the iReady assessments at the beginning of the year. As the report below demonstrates, the median growth of the 2024-2025 class of 5th grade students was 93% progress toward typical one year growth in reading and median growth of 78% progress toward typical one year growth in math. Staff are using this data for the first time during the 2025-2026 Academic Year in order to reflect on the program and make refinements in order to demonstrate progress toward this goal in the future. There will not be data for the 6th grade class until the completion of the 2025-2026 Academic Year.

**iReady Reading Growth for 5th Grade Class of 2024-2025**



**iReady Math Growth for 5th Grade Class of 2024-2025**

Google file not available- follow up.

*Measuring the SRACS Frameworks*

In addition to the above, the expectation is that students will develop the habits of mind (Scholarly Traits) and the skills and abilities, which are listed in the table above in Element B. SRACS will utilize specific measurable outcomes, assessment tools, in-class performance tasks and rubrics designed by or selected by the faculty to track students’ progress and provide data about the efficacy of the SRACS Depth and Complexity Framework and the Building Thinking Classrooms Framework. This data will be used to drive decisions about program and curriculum refinements, communicate with families about student progress, as well as inform ongoing professional development planning. These authentic assessments may include: portfolios of significant work, journals, in and out-of-class work samples, homework, teacher-created tests or quizzes, teacher observations, checklists, rubrics, presentations, products, and projects. These types of assessments allow for meaningful application of the

skills and knowledge on the part of the students as well as meaningful student samples for evaluating the SRACS program of teaching and learning by the staff. These authentic assessments and performance assessments in conjunction with standardized assessments and district benchmark assessments provide a more comprehensive view of a student's strengths and weaknesses for the parents.

SRACS teachers were members of two Santa Rosa City Schools district committees ([Collaborative Curriculum Design \(CCD\) Committee](#) and the [Advanced Learners Program and Services Committee](#)). Teachers worked collaboratively for many years as a professional learning community to design curriculum, formative assessments, performance projects and summative assessments that are available district-wide with a wide range of differentiation and assessment options embedded in the 5th and 6th grade units. Portions of the [CCD Units of Study](#) that utilize the Depth and Complexity Framework or are aligned well with our mission are utilized to measure students progress with regard to the Common Core Standards, Next Generation Science Standards, and the 21st Century Skills. Each teacher's goal is to select or design curriculum and learning opportunities that are engaging for all students, reveal novel ideas and experiences, expose important Big Ideas, and explore real-world problems while providing student-choice where possible. Teachers use assessment practices that are designed to inspire students to think, create, and learn with depth and complexity while demonstrating their growth in the areas listed in the chart in Element B.

### *Analyzing Student Outcome Data and Sharing Results with the Community*

SRACS values data-based decision making. SRACS endeavors to meet the needs of all students, monitor the school's overall progress, and establish future plans. Each teacher will be responsible for monitoring their students in their classes and the students' ongoing progress both academically as well as social/emotional development. Teachers will continually differentiate the teaching and learning to meet the needs of the students. District benchmark results and progress on the goals for the SRACS program described in Element B are communicated to parents at least three times during the academic year. When there are concerns observed by the teachers, they are communicated with parents and at Staff Meetings more frequently. The principal and teachers will analyze available data at least monthly including but not limited to behavior, academic performance, community engagement, benchmark assessments, and student surveys (Youth Truth, Panorama, Teacher Selected Interest Surveys and Academic Disposition Questionnaires). All such data will also be reviewed and analyzed at the SRACS Advisory Committee Meetings and shared with the entire school community and all interested educational partners.

## *Grading and Report Cards*

Teachers are accountable for assessing their students' achievements with regard to standards-based, grade-level work as well as skills for success on a district aligned triennial report card. The skills for success include:

- following rules, procedures, and directions
- accepts responsibility for actions
- contributes to group work
- perseveres through challenging tasks
- completes work on time

Additionally, SRACS uses a 4-point scoring system (See below) for the core subject areas that is defined specifically for our program by SRACS teachers and is slightly more rigorous than the one used in the District. This SRACS Grading Scale can be found in the school's Handbook. In particular, there are high expectations for students' progress in developing task commitment and building independence with regard to the Scholarly Traits. The Scholarly Traits are a part of the Depth and Complexity Framework and include the following: Intellectual Risk Taking, Use of Varied Resources, Save Ideas, Perseverance, Curiosity, Prepared, Academic Humility, Vision/Goals, Multiple Perspectives, Excellence, Ponder, Compassion.

### **SRACS Grading Scale**

#### *Standards-based Grade— 4 “Exceeding”*

Exceeds Trimester Expectations. The student is doing all assigned work, the quality of a student's work is consistently outstanding, and the student is mastering state and district standards for the grade level. Higher order thinking is evident, and students demonstrate in-depth knowledge and application that go beyond what was taught.

#### *Standards-based Grade—3 “Meeting”*

Meets Trimester Expectations. The student completes all assigned work. The quality of a student's work is frequently above average, and the student is mastering state and district standards for the grade level. Students are able to complete tasks independently, without teacher support.

#### *Standards-based Grade—2 “Approaching”*

Partially Meets Trimester Expectations. The student completes most assigned work. The quality of a student's work is generally satisfactory, and the student is mastering and/or making significant progress towards mastering state and district standards for the grade level. Students needed guidance or support in order to complete the task.

#### *Standards-based Grade—1 “Emerging”*

Does Not Meet Trimester Expectations. The quality of student's work is frequently below average, and the student is having difficulty mastering state and district standards for the

grade level. The student is not completing most assigned work. Students made minimal effort or little learning evident. Students were unable to complete tasks independently.

*N/A—Not Assessed at the time*

\*Note some work is graded using various point rubrics that do not necessarily align with these grade scales. In these cases, grades will be assigned separately.

**SRACS Grading Policy**

We will accept late work; however, there will be a grade penalty unless a student has an excused absence. With excused absences, students will receive as many days as they were gone to complete the work. All late assignments will be marked at 2 or below. Students who are absent will be provided a list of work which needs to be made up.

- It is the student’s responsibility to remember what assignments remain outstanding.
- If students are missing more than 3 assignments, they will be asked to complete missing work during the independent work time in the school day.
- All class work & homework is assigned to help students learn and practice the lessons taught. When homework is not completed, the students are behind for the next day’s lesson.

An example of a SRACS report card for fifth grade is provided below. The Common Core standards are slightly different for 6th grade.

**SRACS 5th Grade Report Card**

SRCS Trimester Benchmark	T1	T2	T3
Renaissance Reading			
Trimester Writing Benchmark			
Trimester Math Benchmark			

Visual Arts, Music, and Physical Education	T1	T2	T3
Visual Arts			
Music			
Physical Education			

Habits for Success (Humanities)	T1	T2	T3
Follows rules, procedures and directions			
Accepts responsibility for actions			
Contributes to group work			
Perseveres through challenging tasks			
Completes work on time			

Habits for Success (Math & Science)	T1	T2	T3
Follows rules, procedures and directions			
Accepts responsibility for actions			
Contributes to group work			
Perseveres through challenging tasks			
Completes work on time			

Language Arts & Literacy	T1	T2	T3
<b>Reading: Literature</b> <ul style="list-style-type: none"> <li>Determines a theme of a story, drama, or poem from details in the text</li> <li>Compares and contrasts two or more characters, settings, or events in a story or drama</li> </ul>			
<b>Reading: Informational Text</b> <ul style="list-style-type: none"> <li>Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs</li> <li>Describes the connections between a series of events, ideas, concepts, or steps within a text</li> </ul>			
<b>Reading: Foundational Skills</b> <ul style="list-style-type: none"> <li>Reads accurately and fluently to support comprehension</li> </ul>			
<b>Writing</b> <ul style="list-style-type: none"> <li>Writes opinion pieces that support a point of view with reasons and information</li> <li>Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly</li> <li>Writes narratives that use effective technique, descriptive details, and clear event sequences</li> </ul>			
<b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Participates collaboratively in discussions</li> <li>Listens, responds, and communicates clearly</li> <li>Plans and delivers oral presentations</li> </ul>			
<b>Language</b> <ul style="list-style-type: none"> <li>Uses knowledge of language and its conventions when writing, speaking, reading, or listening</li> </ul>			

Social Studies	T1	T2	T3
<b>Social Studies</b> <ul style="list-style-type: none"> <li>Demonstrates content knowledge in the following areas: <ul style="list-style-type: none"> <li>Geographic features that define regions within the U.S.</li> <li>Life among people of the United States: the pre-Columbian societies, early explorers, colonial America; key people, courses and consequences of the revolutionary period and events associated with development of the U.S. Constitution, colonization, immigration and settlement patterns of this time period.</li> <li>Knowledge of the location of the current 50 states and their capitals.</li> </ul> </li> </ul>			

Mathematics	T1	T2	T3
<b>Operations &amp; Algebraic Thinking</b> <ul style="list-style-type: none"> <li>Writes and interprets numerical expressions</li> <li>Analyzes patterns and relationships</li> <li>Utilizes the mathematical practices</li> </ul>			
<b>Numbers &amp; Operations</b> <ul style="list-style-type: none"> <li>Understands the Place Value System</li> <li>Performs operations with multi-digit whole numbers and decimals to the hundredths</li> <li>Uses equivalent fractions as a strategy to add and subtract fractions</li> <li>Multiplies fractions</li> <li>Solves real world problems using mathematical practices</li> <li>Utilizes the mathematical practices</li> </ul>			
<b>Measurement &amp; Data</b> <ul style="list-style-type: none"> <li>Converts measurement units within a given measurement system and uses conversions to solve real world problems</li> <li>Represents and interprets data</li> <li>Understands concepts of volume</li> <li>Utilizes mathematical practices</li> </ul>			
<b>Geometry</b> <ul style="list-style-type: none"> <li>Graphs points on a coordinate plane to solve problems</li> <li>Classifies two dimensional figures based on properties</li> <li>Utilizes mathematical practices</li> </ul>			

Science	T1	T2	T3
<b>Science</b> <ul style="list-style-type: none"> <li>Demonstrates content knowledge in the following areas: <ul style="list-style-type: none"> <li>Earth Science: There are patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.</li> <li>Physical Science: The structure and properties of matter, as well as chemical reactions, can be observed and measured.</li> <li>Life Science: Understanding relationships within ecosystems as well as the cycle of matter helps us determine what makes a healthy ecosystem.</li> </ul> </li> <li>Observes, researches, and develops models</li> </ul>			

## ELEMENT D - GOVERNANCE STRUCTURE

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*"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." Education Code 47605(c)(5)(D)*

The governance of SRACS will rest with the Board of Education of the Santa Rosa City High School District, which shall comply with the requirements of Education Code section 47604.1 in matters pertaining to governance of the Charter School. Except as specifically provided within the approved charter and applicable law, Board Policies and Administrative Regulations will govern the Charter School in the same manner as for non-charter schools of the District. The Board will develop, continuously review, and update policies and internal controls to prevent fiscal mismanagement and financial conflicts of interest in the governance and operations of SRACS.

Description of the type and frequency of Board trainings and workshops on the public transparency laws applicable to charter school governance.

Except as specifically provided within the approved charter and applicable law, all District procedures, including budget adoption by the Board of Education and allocation of discretionary funding to SRACS, will pertain to the Charter School in the same manner as for the non-charter schools of the District. As the governing entity of SRACS, the District's Board shall provide an adequate plan for insurance.

All employees and representatives of SRACS, including members of the SRACS local Advisory Committee, members of the school committees, and school administrators, shall comply with applicable federal and state laws, and District policies regarding ethics and conflicts of interest.

Parental and community involvement will be a strong component in SRACS. The parents/guardians of prospective students will be asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of a parent/guardian on the SRACS application form will signify commitment to the goals and program of the Charter School. However, parents/guardians shall be informed that parental involvement is not a requirement for admission or continued enrollment in SRACS by **[INSERT THE MEANS BY WHICH PARENTS WILL BE INFORMED.]**

The SRACS Advisory Committee operates under a set of bylaws approved by the committee. The role of the Advisory Committee is to make budgetary recommendations, report on the effectiveness and needs of SRACS and recommend changes to the Superintendent and the Board of Education. In addition, the Advisory Committee has the responsibility to make spending decisions utilizing funds allocated to SRACS, to monitor the Charter School's

operations for adherence to the approved charter as well as forming a link between the parents/guardians and the school administration.

The SRACS Advisory Committee meets six to eight times per school year on a scheduled basis to review, discuss, make recommendations and report on the budget, report cards, Advisory Committee bylaws, professional development, and school culture. The Advisory Committee includes at least two teachers, two parents/guardians selected by the total group of parents/guardians, as well as one member who functions as the community liaison. The District will endeavor to communicate through the Principal and the Advisory Committee timely and accessible communication with all families about all matters relevant to the governance of SRACS using both digital and alternative means when possible. The District will use ParentSquare to communicate additional information to the SRACS community.

The Student Faculty Parent Organization (SFPO) is the parent and community-based nonprofit organization that supports the mission and vision of SRACS through a coordinated and collaborative fundraising and volunteer effort. A member of the Advisory Committee will report to the SFPO on a regular basis about the minutes and related details of the Advisory Committee.

## *Bylaws for SRACS Advisory Committee*

### **ARTICLE I**

#### **Name of Committee**

The name of the Committee shall be the Santa Rosa Accelerated Charter School Advisory Committee.

### **ARTICLE II**

#### **Role of the Committee**

The role of this Committee shall be to:

1. Develop and recommend school improvements to the Board of Education.
2. Have ongoing responsibility to review with principal, teachers, other personnel, students, and parents the implementation of the school's charter and to assess periodically the effectiveness of the program.
3. Make spending decisions utilizing funds allocated to the SRACS and to monitor the Charter School operation for adherence to the approved charter.

### **ARTICLE III**

#### **Members**

##### **Section 1: Composition**

The needs and resources of the school require that membership should attempt to include a broad representation of parents, students, and staff, including socioeconomic and ethnic groups represented in the school attendance area. The minimum standards for representation of the Committee shall be: an administrator, two teacher representatives, and two parent

representatives of pupils attending the school selected by such parents. A community member may be asked to join the committee as needed and agreed upon by the other committee members. At least one non voting student representative will be asked to participate and report back to the student body. Each year the membership will be determined at the start of the school year and this will be used to determine a quorum.

### **Section 2: Term of Office**

All members of the Committee shall serve for a two-year term. However, in order to achieve staggered membership, one of the members (except the principal) shall serve for a one-year term only during the first year of the Committee's existence. After the first year of the Committee's existence, all terms shall be two years in length. A chance method shall be used to determine which members shall serve one-year terms. Election of Committee members will be held in September.

### **Section 3: Voting Rights**

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Committee. Absentee ballots shall not be permitted.. That vote will be for the designated meeting only.

### **Section 4: Termination of Membership**

A member shall no longer hold membership should he or she cease to meet the membership requirements under which they were selected. Membership may terminate for any member who is absent from regular meetings for a period of three consecutive meetings. The Committee, by an affirmative vote of two-thirds of all of the members, can suspend or expel a member.

### **Section 5: Transfer of Membership**

Membership in the School Advisory Committee is not transferable or assignable.

### **Section 6: Resignation**

Any member may resign by filing a written resignation with the School Advisory Committee.

### **Section 7: Vacancy**

Any vacancy of the Committee shall be filled for the remainder of the term by appointment of the Committee. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process.

## **ARTICLE IV**

### **Officers**

#### **Section 1: Officers**

The officers of the School Advisory Committee shall be a chairperson, vice-chairperson, secretary, and such other officers as the Committee may deem desirable.

## **Section 2: Election and Term of Office**

The officers of the School Advisory Committee shall be elected annually at the first fall meeting and shall serve for one year or until each successor has been elected.

## **Section 3: Removal**

Any officer may be removed by a two-thirds vote of all members sitting on the School Advisory Committee whenever, in the judgment of the Committee, the best interests of the Committee would be served thereby.

## **Section 4: Vacancy**

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise shall, by special election, be filled by the School Advisory Committee for the unexpired portion of the term.

## **Section 5: Chairperson**

The Principal shall be the designated chairperson. The chairperson shall preside at all meetings of the School Advisory Committee and may sign all letters, reports, and other communications of the School Advisory Committee. In addition, the chairperson shall perform all duties incident to the office of the chairperson and such other duties as may be prescribed by the School Advisory Committee from time to time.

## **Section 6: Vice-Chairperson**

The Vice-Chairperson will be appointed by the chairperson. The duties of the vice-chairperson shall be to represent the chairperson in assigned duties and to substitute for the chairperson during his or her absence, and the vice-chairperson shall perform such other duties as from time to time may be assigned by the chairperson or by the School Advisory Committee.

## **Section 7: Secretary**

The Secretary will be a voluntary position and selected at each meeting. The secretary shall keep the minutes of the meetings, both regular and special, of the governing board and shall promptly transmit to each of the members, to the school district, and to such other persons as the School Advisory Committee may deem, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be a custodian of the School Advisory Committee records; keep a register of the address and telephone number of each member of the School Advisory Committee which shall be furnished to the secretary by each member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairperson or by the School Advisory Committee. The minutes binder shall be kept in the school administrative office.

## **ARTICLE V**

### **Committees**

#### **Section 1: Standing and Special Committees**

The School Advisory Committee may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Advisory Committee.

### **Section 2: Term of Office**

Each member of a committee shall continue as such for the term of his or her appointment and until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

### **Section 3: Rules**

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the School Advisory Committee or with policies of the governing board.

### **Section 4: Quorum**

Unless otherwise provided in the decision of the School Advisory Committee designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

### **Section 5: Vacancy**

A vacancy in the membership of any committee may be filled by a majority vote of the Committee.

## **ARTICLE VI**

### **Meetings of the School Advisory Committee**

#### **Section 1: Regular Meetings**

School Advisory Committee shall meet at least monthly during the school year. Dates and time to be determined annually at the first fall meeting.

#### **Section 2: Special Meetings**

Special meetings may be called by the chairperson or by a majority vote of the School Advisory Committee.

#### **Section 3: Place of Meetings**

The School Advisory Committee shall hold its regular monthly meetings in a facility provided by the school and readily accessible by all members of the public, including handicapped persons.

#### **Section 4: Decisions of the School Advisory Committee**

All decisions of the School Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

#### **Section 5: Quorum**

The presence of 50% + 1 of the total membership shall be required in order to constitute a quorum necessary for the transaction of the business of the School Advisory Committee.

When a quorum is not present at an officially scheduled meeting of the Advisory Committee, those present may proceed with the normal business of that meeting, as prescribed by an adopted agenda, with the understanding that all business must first be ratified by the number of members necessary to form a quorum, and that these members shall be contacted by phone by the chairperson or his designee, either during or immediately following the adjournment of the meeting for any immediate action items, otherwise all items will be ratified by a quorum present at the next regularly scheduled meeting.

### **Section 6: Conduct of Meetings**

All regular and special meetings by the School Advisory Committee shall be conducted as modified by the Committee.

### **Section 7: Meetings Open to the Public**

All regular meetings of the School Advisory Committee shall be open at all times to the public.

## **ARTICLE VII**

### **Amendment**

These bylaws may be amended at any regular meeting by a two-thirds vote of the Advisory Committee membership.

Reviewed November 3, 2022

2022 - 2023 School year Members

Principal: Amy Schlueter

Teacher representatives: Leslie Loopstra, Kim Walls, Nancy Blair, Steve Williams

Parent representatives: 5th Grade - Ashley Tatman and Amy Lemyre

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## ELEMENT E: STAFF QUALIFICATIONS

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*"The qualifications to be met by individuals to be employed by the school."  
Education Code 47605(c)(5)(E)*

Staff members serving SRACS will be members of the District's respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives or applicable law, collectively bargained contracts will pertain to SRACS in the same manner as for the non-charter schools of the District.

The basic qualifications for teachers and other staff serving Charter School students in the core academic program will be identical to those required for non-charter schools in the District. Santa Rosa City High School District will serve as the chartering agency and the recruitment and selection of new staff will be done according to the District protocol as outlined in the contract with the Santa Rosa Teacher's Association. The teachers at SRACS will be assured of placement on the salary schedule, benefits, and seniority advantages of employment as if they were teaching in a regular district school. SRACS will ensure that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to teacher credentials.

The SRACS community works together to maintain the school vision, goals and objectives. The SRACS Principal is responsible for \_\_\_\_\_. The teaching staff plays an important role in selecting school curriculum and designing the educational program.

With an enrollment of 128, SRACS operates effectively with the following staff in addition to the host school Principal:

- (1) 0.5 FTE Assistant Principal
- (2) 1.0 FTE Humanities Teacher
- (2) 1.0 FTE Math/Science Teacher
- (1) 1.0 FTE ESOM
- (1) 0.2 FTE School Counselor
- (1) 0.4 FTE PE Teacher
- (2) 0.4 FTE Music Teacher
- (1) 0.2 FTE Art Teacher
- (1) 0.7 FTE Instructional Assistant/Yard Duty Aide
- (1) 0.2 FTE Yard Duty Aide

Staff and teachers will have some hours, units, and/or experience in Gifted Education, plus a commitment to continuing education. Teachers at SRACS are expected to engage in collaboration and ongoing professional development to support a program geared toward high academic standards for all students. Candidates need to have a demonstrated understanding or coursework in these areas in order to be able to:

- Work collaboratively on curriculum and assessments which support our charter curriculum guidelines.
- Refer potential students for GATE program identification including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Develop and use differentiated curriculum through the use of depth and complexity, compacting, acceleration, tiered assignments, and independent contracts.
- Set high expectations for all students to meet and exceed state content standards.
- Provide flexible grouping within the classroom or between classrooms to provide large and small collaborative learning opportunities with peers and with other students based on interests or abilities.
- Provide opportunities for independent study.
- Monitor, assess, and evaluate student progress and communicate progress with parents/guardians and students.
- Participate in ongoing professional development related to characteristics of Accelerated students, research and literature on best practices in ALPS goals for curriculum and pedagogy, including but not limited to CAG, ASCD, NSTA, Stanford CSET, CMC, Building Thinking Classrooms.
- Provide information and training for administrators, teachers, instructional assistants, counselors, and parents/guardians regarding the characteristics of gifted learners and twice exceptional students and their related social and emotional development.

The credentialed teachers to be employed at SRACS shall be appropriately qualified according to the directives of the law and shall hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. Credentialing documents shall be maintained on file at SRACS and are subject to periodic inspection by the District.

### *Equal Employment Opportunity*

SRACS acknowledges and agrees that all persons are entitled to equal employment opportunity. SRACS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunities shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### *Staffing*

SRACS shall comply with and implement all applicable state and federal laws and regulations, District policies, and District collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, including evaluations. SRACS shall be subject to all District decisions regarding reduction in

force, mandated furloughs, layoffs, and any other District decisions concerning salaries, classifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, SRACS will have autonomy in assigning positions to specific working bases.

### **Recruitment and Selection of SRACS Staff**

Selection of the principal shall remain within the purview of the District.

#### **Certificated Personnel**

Selection of certificated staff shall comply with current Education Code requirements, District policy, and applicable collective bargaining agreements. SRACS will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by Human Resources that may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions of each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

#### **Classified Personnel**

Selection of classified staff shall be in compliance with the current merit system provisions of the Education Code and applicable collective bargaining agreements. Unless valid reemployment lists exist, SRACS will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to SRACS; however, the District retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Classified personnel includes, but is not limited to, office personnel, library technician, instructional materials technician, noon-duty supervisors, classroom assistants, and custodial staff.

### *Professional Development*

The Santa Rosa Accelerated Charter School shall comply with and implement any District-mandated professional development. Otherwise, SRACS shall have full autonomy in the selection and implementation of professional development programs for SRACS employees to meet its site-specific needs. Any professional development required by the District for a newly adopted curriculum selected by SRACS will be funded by the District consistent with its

practice for other District schools.

## **ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF**

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*"The procedures that the school will follow to ensure the health and safety of pupils and staff These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. " Education Code 47605(b)(5)(F)*

SRACS shall comply with all federal and state laws and regulations, as well as District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time to time. SRACS shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff including, but not limited to, policies and procedures related to child abuse and neglect reporting and awareness training, and employee-to-student sexual abuse.

### *Comprehensive Health, Safety and Emergency Plan*

As a District-affiliated charter school, SRACS shall comply with and implement all District policies and procedures related to health, safety, and emergencies and shall be subject to inspection in the same manner as other District campuses. SRACS shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Comprehensive Safe School/Health, Safety, and Emergency Preparedness Plan. SRACS shall ensure that its staff receives annual training on Charter School's health, safety, and emergency procedures, including regarding blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures. SRACS shall annually review and update its Comprehensive Health, Safety and Emergency Plan by March 1 of every school year, and keep it readily available for use and review upon District request.

Because SRACS offers participation in an interscholastic athletic program, SRACS will acquire at least one automatic external defibrillator (AED) and shall ensure that such AED(s) is/are maintained and regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, or the American Red Cross, and according to any applicable rules and regulations set forth by the FDA and other applicable state/federal authorities. SRACS will further notify students and staff as to the location of all AEDs on campus annually. (Health and Safety Code §1797.196.)

SRACS will provide two nutritionally-adequate meals, free of charge and with adequate time to eat, each school day for any student that requests a meal, regardless of the student's eligibility for free or reduced-price meals.

### *Medication Administration*

SRACS shall adhere to Education Code 49423 regarding the administration of medication at school. SRACS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time. SRACS shall retain a copy of the written materials referenced in Education Code section 49414 and distribute the required information at least once a year to all staff.

### *Mandated Child Abuse Reporting*

SRACS shall provide all employees, and other persons working on behalf of SRACS who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code 44691, as amended by SB 848 (2025). SRACS shall also adopt written policies regarding appropriate student and staff contact and other topics as required by SB 848.

### *Mental Health and Cyberbullying*

SRACS will abide by the District's procedures for preventing acts of bullying, including cyberbullying. SRACS shall make available annually the online training module developed by the California Department of Education pursuant to Education Code Section 32283.5(a) to certificated employees and all other employees who have regular interaction with children.

SRACS will notify students and parents/guardians no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community, or both, in the manner consistent with the requirements of Education Code section 49428.

### *Human Trafficking and Gun Violence*

The Board shall identify appropriate methods of informing parents/guardians of students in grade 6 of human trafficking prevention resources.

At the beginning of the first semester/quarter of the regular school term annually, SRACS will notify parents/guardians of California's child access prevention laws relating to safe storage of firearms, which shall be based upon the most updated California Department of Education model language pursuant to Education Code sections 48986(c) and 49392(a).

If an official at SRACS observes any threat or perceived threat, as defined in Education Code section 49390(e), that creates a reasonable suspicion that a student is preparing to commit a homicidal act related to school or a school activity, the official shall immediately report the threat or perceived threat to law enforcement and provide copies of any documentary or other evidence.

## *Family Educational Rights and Privacy Act (FERPA)*

SRACS including its administrators, other employees, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

## *Criminal Background Checks and Fingerprinting*

As a District-affiliated charter school, in order to guarantee the health and safety of pupils and staff, SRACS shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to fingerprinting and criminal background checks, including requiring each employee to furnish the charter school with a criminal record summary as described in Education Code section 44237.

## *Immunization and Health Screening Requirements*

*As a District-affiliated charter school, in order to guarantee the health and safety of pupils and staff, SRACS shall ensure that all employees and volunteers adhere to the policies and procedures of the District related to tuberculosis examination and clearance. SRACS shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including, but not limited to, the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis.*

## *Menstrual Products and All-Gender Restroom*

SRACS will stock the restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. SRACS shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

SRACS shall provide and maintain at least one all-gender restroom for voluntary student use at each school site that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. SRACS shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

## *Title IX*

SRACS will comply with the requirements of Education Code section 221.61 addressing the rights of a student and the public, and the responsibilities of the charter school under Title IX.

## ELEMENT G: STUDENT POPULATION BALANCE

*"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school District to which the charter petition is submitted." Education Code 47605(c)(5)(G)*

SRACS welcomes all applicants and does not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, favorite color, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.) [Ref. Education Code Section 47605 (d) (1).]

The SRACS program has an open enrollment policy and strives to achieve a balance of racial and ethnic, special education, and English Learner students among all enrolled students that is reflective of the general population within the District. The means by which this balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians in different community clusters, such as various industries in the region, and open houses to the community at large. Outreach includes parent information nights, school tours, flyers and participation in community events to promote the school. As a public charter school, we also comply with state laws governing admissions of charter schools.

The annual report submitted to the Board of Education will report on the progress toward achieving a balance of student groups that is reflective of the District. The following tables demonstrate changes in enrollment by subgroup and by ethnicity.

### *Enrollment by Subgroup*

<b>Academic Year</b>	<b>Total Students</b>	<b>English Learners</b>	<b>Foster Youth</b>	<b>Homeless Youth</b>	<b>Migrant Education</b>	<b>Students with Disabilities</b>	<b>Socio-Economically Disadvantaged</b>
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*

## *Enrollment by Ethnicity*

<b>Academic Year</b>	<b>Total</b>	<b>African American</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Pacific Islander</b>	<b>White</b>	<b>Two or More Races</b>	<b>Not Reported</b>
2024-25	128	0.0%	0.0%	14.8 %	2.3%	6.3%	0.0%	67.2 %	9.4%	0.0%
2023-24	129	0.0%	0.0%	17.1 %	2.3%	10.9%	0.0%	58.9 %	10.9%	0.0%
2022-23	128	0.0%	0.0%	17.2 %	1.6%	16.4%	0.8%	55.5 %	8.6%	0.0%
2021-22	128	0.0%	0.0%	15.6 %	1.6%	16.4%	0.8%	54.7 %	10.2%	0.8%
2020-21	127	0.0%	0.0%	16.5 %	2.4%	11.0%	0.0%	59.8 %	10.2%	0.0%
2019-20	129	1.6%	0.0%	18.6 %	2.3%	10.1%	0.0%	56.6 %	10.9%	0.0%
2018-19	128	1.6%	0.0%	24.2 %	0.8%	10.2%	0.0%	53.1 %	10.2%	0.0%
2017-18	128	1.6%	0.0%	17.2 %	0.0%	11.7%	0.0%	62.5 %	7.0%	0.0%
2016-17	127	2.4%	0.0%	11.8 %	1.6%	8.7%	0.0%	64.6 %	7.9%	3.1%

2015-16	128	0.8%	0.0%	18.0 %	2.3%	5.5%	0.0%	65.6 %	7.8%	0.0%
2014-15	128	0.8%	0.0%	24.2 %	0.0%	10.2%	0.0%	59.4 %	4.7%	0.8%

Source: Department of Education, DataQuest

### *Federal Program Compliance*

As part of the District, which is a recipient of federal funds, SRACS shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

## ELEMENT H: ADMISSION REQUIREMENTS

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*“Admission requirements, if applicable.” Education Code 47605(c)(5)(H)*

Admission shall be open to all pupils who wish to attend the school. Parents/guardians are encouraged to familiarize themselves with, and commit to, the educational program. Enrollment will be limited only by the capacity of the Charter School in any given year.

SRACS shall post a notice developed by the California Department of Education reflecting the following requirements on its website:

- SRACS shall not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(d)(2)(B)(iii) (e.g., students with disabilities, academically low-achieving students, etc.)
- SRACS shall not request a student’s records or require a parent/guardian or student to submit the student’s records to the charter school before enrollment.
- SRACS shall not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason.

SRACS shall also provide the parent/guardian with a copy of the notice when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. Each type of admission preference shall be approved by the District at a public hearing. Preferences shall be consistent with federal law, the California Constitution, and Education Code section 200. Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Education Code section 47605(c)(5)(H).)

Each year, SRACS shall set its maximum student admission cap. SRACS shall use the following admissions procedure to determine enrollment:

1. **Admission Requirements:** If fewer students than the maximum cap apply to enroll in SRACS by the deadline for submitting applications (“admissions deadline”), the Charter School shall admit all students who apply.
2. **Deadline Requirements:** SRACS shall only extend the admissions deadline should fewer than the maximum cap apply for admission before the deadline. The Charter School shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 5.

3. **Sibling Preferences:** If the Charter School receives applications exceeding the maximum cap prior to the closing of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:

All siblings of students enrolled at and attending the Charter School at the time of the lottery.

- a. If, after admitting all applicants under step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
  - b. In the event that, in the course of implementing step 3, there are a number of applicants who meet the sibling requirement set forth in step 3 that exceeds the maximum cap, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.
4. **Lottery Procedure:** The Charter School shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:

- a. The lottery shall be conducted by District personnel. The District and/or Charter School shall provide all applicants 72 hours written notice of the conduct of the lottery, and also post the time and place of the lottery at the Charter School and District Office. The lottery shall take place at a public facility at the District Office or charter school and shall be made open to the public.
- b. A slip of paper bearing the name of each applicant shall be placed into a sealed envelope. Each envelope shall be marked on the outside “Free and Reduced Eligible – in District,” “Child of current Charter School employee” and “District Resident.” Envelopes for applicants not falling into any of the above categories shall be marked “Other.”

Each envelope shall be numbered sequentially on the outside, along with the above-identified category, for tracking purposes. No other information, such as the students’ name, shall appear on the envelope.

In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program’s guidelines shall be designated “Free and Reduced Eligible.” Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts<sup>3</sup> shall be designated “District Resident.” Applicants not meeting any of these three criteria shall be designated as “Other.”

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<sup>3</sup> Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.

In the event that an applicant falls under more than one of the above-identified categories, they shall be designated only in the first category in the order in which they appear above in the first paragraph of Subsection 4(b).

- c. The District shall place the envelopes into separate containers labeled with each of the categories listed in Step 4(b). The District will then draw envelopes in the following sequential order, and shall repeat the sequence, until all envelopes are drawn:

**Draw No. 1**

- Free and Reduced Eligible in-District: draw 4 times
- District Resident: draw 1 time
- Child of current Charter School employee: draw 1 time

When all of the envelopes from categories (i) and (iii) are drawn, then, if there are remaining envelopes, then the lottery shall proceed to Draw No. 2.

**Draw No. 2**

- Other: Continue drawing 1 time until no envelopes remain.

- d. District personnel shall then open the envelopes and record in writing the students who have been admitted, and the order in which they were selected, with no reference to the category in which the student fell. District personnel shall then provide the list of the admitted students, in order of admission, to the District Office, with a signature certifying that the results of the lottery are accurate to the best of their knowledge.
- e. The District shall take the following steps to protect the confidentiality of all pupil information: 1) During the conduct of the lottery, student names shall not be announced at any time, but, upon selection, shall be immediately recorded on the written log pursuant to Step 4(d) ; 2) Once the lottery has been completed, the student name slips and envelopes created pursuant to Step 4(b) shall be destroyed, and the list of students in order of admission created pursuant to Step 4(d) shall be retained; and 3) by the end of the next business day following the lottery, the District shall post an alphabetized list of admitted students at the District Office and at the administrative offices of the Charter School, with no reference to the category in which the student fell or order of selection.

**5. Wait List:**

- a. In the event that the maximum cap is reached without use of the lottery, subsequent applications from unadmitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission).
- b. In the event that there are applicants remaining after the conduct of the lottery in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 4(c).

- c. District personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.
- d. To the extent that openings occur at the Charter School during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the wait list.

*5th Grade Enrollment and Waitlist*

<b>Academic Year</b>	<b>Out of District Transfer</b>	<b>In District Transfer</b>	<b>Waitlist</b>
2025-2026	46	18	55
2024-2025	49	15	19
2023-2024	45	17	60
2022-2023	46	18	42

*Source: SRACS Lottery Draw Data*

## **ELEMENT I: FINANCIAL AUDIT**

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*"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Education Code 47605(b)(5)(1)*

The financial audit(s) of SRACS(s) will be accomplished as part of the District's annual independent financial audit. The additional fees for audits of SRACS will be paid with funds generated by SRACS. Audit exceptions shall be resolved as part of the process for resolving such exceptions with respect to the District's audit process.

The District shall, as required by Education Code 47605(m), transmit a copy of the annual independent financial audit report for the preceding fiscal year to the Controller, the Sonoma County Superintendent of Schools, and the CDE by December 15 of each year.

## **ELEMENT J: PROCEDURES FOR SUSPENSION AND EXPULSION**

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*"The procedures by which pupils can be suspended or expelled."  
Education Code 47605(b)(5)(J)*

All District rules/processes concerning suspension or expulsion will pertain to SRACS in the same manner as for non-charter schools of the District. For more information, see the Santa Rosa City Schools Information Handbook on the Santa Rosa City School website. The SRACS Advisory Committee also discusses and develops written standards and expectations for student behavior and related consequences for violations of those expectations. Expectations for student behavior are contained in the student planner. To the extent any of the information detailed below differs from, conflicts with, or omits any District policies, procedures, or practices, the District's policies, procedures, and practices shall apply.

### *School Wide Rules and Expectations*

Our program is based on respect, responsibility, relationship-building and relationship-repairing. It focuses on mediation and agreement rather than punishment.

SRACS administration, staff, and the Advisory Committee will:

- Provide training for administrators, teachers, and counselors, in recognizing at-risk GATE students, and how to make referrals to appropriate school personnel and external agencies.
- Identify staff and program services that support the social and emotional development of all learners to facilitate healthy self-concepts and a supportive community.
- Develop a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies and provide intervention options for students in the school, at home, or in the community.
- Ensure that an intervention plan is developed for at-risk GATE students that includes counseling services and support so that students are not dropped from the program.
- Ensure that information and support are provided to parents/guardians regarding at-risk students.
- Provide students with awareness of career and college options and guidance consistent with their unique strengths, including mentoring and pre-college opportunities at the secondary level.

### **General Provisions**

As a District-affiliated charter school, SRACS shall comply with and implement all District policies and procedures related to student discipline and behavior.

SRACS shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including a fair and impartial hearing, rights of appeal, and post-expulsion

placement/rehabilitation plans and services as required by law.

SRACS shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, (e.g. truancy or excessive tardiness).

SRACS shall adopt the District's procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all the following:

- For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
- For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
  - Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
- Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Education Code § 47605(c)(5)(J).)

A student may be suspended or expelled for any of the acts enumerated in Education Code section 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving school
- During, or traveling to or from, a school-sponsored activity

## *Cause For Suspension and Expulsion - Enumerated Offenses*

After reviewing the lists of disciplinary offenses that apply to students attending non-charter public schools, the School has determined that the following lists of offenses, as well as the following disciplinary procedures, align with SRACS mission and vision and provide for the adequate safety of the SRACS community and serve the best interests of SRACS' students and parent/guardians:

### **Discretionary Suspension Offenses**

A student may be recommended for suspension for any of the following reasons:

- Willfully used force or violence upon the person of another, except in self-defense • Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity • Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code • Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m) •

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code

- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma • Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
- Intentionally engaged in harassment, threats or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both • Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil.

For a pupil subject to discipline under this section, SRACS's administrator designee may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5. Alternatives to suspension or expulsion shall be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. SRACS does not impose mandatory suspension. Rather, suspensions are discretionary. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Depending on the severity and seriousness of the offense and past conduct of the pupil, administration may recommend an expulsion instead of a suspension. That determination is within the professional discretion of administration for the following list of discretionary expellable offenses, as well as suspension offenses.

### **Discretionary Expulsion Offenses**

A student may be recommended for expulsion for any of the following reasons:

- Willfully used force or violence upon the person of another, except in self-defense • Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity • Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code • Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m) • Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both

- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
- Intentionally engaged in harassment, threats or intimidation directed against school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

### **Non-Discretionary Suspension Offenses**

Students must be suspended and will receive a mandatory recommendation for expulsion if it

is determined that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous

object, unless, in the case of possession of any object of this type, the student had obtained

written permission to possess the item from the administration.

- Brandished a knife at another person.

- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education

Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900

- Possessed an explosive

### **Non-Discretionary Expulsion Offenses**

- Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from the administration.
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive.

Students are subject to mandatory recommendation for expulsion from SRACS for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school or possessed a firearm at school. SRCS will refer to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school.

### *Process For Suspension And Expulsion*

#### **Step 1: Informal Conference**

Suspension shall be preceded by an informal conference conducted by administration, with the student and the student's parents. The conference may be omitted if administration determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

#### **Step 2: Notice to Parents**

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall immediately make a reasonable

effort to contact the parents by telephone, email or in person. Initial contact will be followed by a written notice within 24 hours of the suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

### **Step 3: Determination of Length of Suspension**

The length of the suspension will be determined by administration based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the SRACS administrator or designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by administration or designee upon either of the following determinations:

- the pupil's presence will be disruptive to the education process; or
- the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

### **Step 4: Recommendations for Expulsion**

If the SRACS administrator or designee recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by administration upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Co-Director finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about

proper conduct

- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

### **Step 5: Expulsion Hearing**

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel at the student's parents' discretion and expense
- The right to examine and acquire copies of all documents to be used at the hearing •

The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student. The hearing will be held within 30 days after the Co-Director determines that an act subject to expulsion has occurred. The hearing will be conducted by an ad hoc committee of the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days' prior to the hearing. A transcript of the hearing shall be prepared and maintained, including a statement of specific facts and documentation that Charter School's policies and procedures were followed.

Upon a decision to expel the student by the Board, written notice will be sent within 24 hours by administration to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SRCS.

In the event of a decision to expel a student, SRACS will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall also be communicated to the district/school to which the student matriculates. If the

decision is not to expel, the student will return to classes at SRACS.

The Board shall recommend a plan of rehabilitation for the student at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, counseling or other rehabilitative programs. Upon completion of the readmission process, SRACS may readmit the student, unless the Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of SRACS. A description of the readmission plan shall promptly be made available to the student and the student’s parent or guardian at the time the expulsion order is entered, including any related findings.

*Appeal Of Suspension Or Expulsion*

The expulsion decision shall not be subject to appeal.

The suspension of a student will be at the discretion of administration. A suspension appeal may be made to Student and Family Services (SAFE) within the term of the suspension (within three days of the suspension). Following due consideration, a decision by SAFE regarding the student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to Student and Family Services (SAFE). The student will be considered expelled until a meeting is conducted to consider the appeal (within 10 working days). The appeal will be considered by members of the Student and Family Services (SAFE), not including any of the same individuals or panel who suspended the student and recommended the expulsion. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date. The decision of the panel of representatives selected by the Board will be final. All District rules/processes concerning suspension or expulsion pertain to the Charter School in the same manner as for the non-charter schools of the District.

SRACS has implemented alternatives to suspension and expulsion. Such alternatives include, but are not limited to, the use of restorative practices and a social-emotional intervention. These measures allow SRACS to pursue peaceful resolution of conflicts and help create accountability and allow students to realize how others were impacted by a behavior.

*Suspension and Expulsion Data*

Academic Year	Expulsions	Suspension
2024-2025	0	0
2023-2024	0	2

2022-2023	0	8
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Source: Department of Education, DataQuest

### *Students With Disabilities*

The Santa Rosa Accelerated Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, SRACS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the District’s Special Education Unit.

In the case of a student who has an IEP or a 504 Plan, SRACS shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504. As set forth in the MOU regarding special education between the District and SRACS, a 504 or IEP team, including a District representative, will meet to conduct a manifestation determination utilizing the District’s Special Education Policies and Procedures Manual. At the meeting, the team will answer the following two questions:

- Was the misconduct caused by, or directly and substantially related to, the student’s disability?
- Was the misconduct a direct result of the SRACS’ failure to implement the Section 504 plan/IEP?

### *Notification of Student’s District of Residence*

Upon the expulsion of any student, if the student is a resident of a school district other than the District, SRACS must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, SRACS shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

### *Outcome Data*

SRACS shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District’s Student Information System and shall make such outcome data readily available to the District upon request.

### *Readmission*

SRACS shall comply with all District policies and procedures related to requests for readmission by students expelled from the school.

## **ELEMENT K: RETIREMENT SYSTEMS FOR STAFF MEMBERS**

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*"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Education Code 47605(b)(5)(K)*

Retirement systems for SRACS employees will be identical to those systems applicable to employees in non-charter schools of the District. The District shall be responsible for arranging coverage and providing the necessary reports.

## **ELEMENT L: PUBLIC SCHOOL ALTERNATIVES**

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*"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Education Code 47605(b)(5)(L)*

Enrollment in the SRACS program will be based upon the student admissions process referenced above. Parents and guardians of each student enrolled at SRACS shall be informed that the student has no right to admission in a particular school of any local education agency (LEA) or program of any LEA as a consequence of enrolling at SRACS, except to the extent that such a right is extended by the LEA. No student will otherwise be assigned to the Charter School. District resident students choosing not to enroll in SRACS may enroll in District schools. Establishment of the SRACS will not affect the public school alternatives for other students.

## **ELEMENT M: EMPLOYEE RIGHTS**

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*"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." Education Code 47605(b)(5)(M)*

Except as otherwise agreed to by the exclusive representatives, transfer and assignment provisions of the collectively bargained contracts with Santa Rosa City Schools will pertain to the Charter School in the same manner as for the non-charter schools of the District. No staff member will be assigned to the Charter School except by his/her request for a transfer and/or through a formal application process.

## **ELEMENT N: DISPUTE RESOLUTION**

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*"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Education Code 47605(b)(5)(N)*

General dispute resolution procedures between the District and SRACS will pertain to SRACS in the same manner as for the non-charter schools of the District. The District shall have no obligation to follow the dispute resolution procedures outlined in the charter to the extent that any dispute/issue concerns facts or circumstances could lead to revocation of the charter.

In the event of a dispute concerning the provisions of the approved charter, the individual(s) bringing the dispute will meet with the Superintendent or designee. A written report of the meeting will be submitted to the Board of Education. The Board will retain the final decision rights concerning any such dispute.

SRACS shall adopt a set of procedures for resolving internal disputes or complaints (e.g., staff, student, parent). SRACS will follow the District's Uniform Complaint Procedure and will make the information available to staff, parents/guardians, and the public.

## **ELEMENT O: PROCEDURES FOR CLOSING**

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*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Education Code 47605(c)(5)(P)*

Should SRACS close, all remaining assets and liabilities of the organization will be disposed of by the school’s Advisory Committee to the District or other appropriate entity or returned to the state in accordance with, District policy or applicable law. Administrative staff will be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility.

Student records and cumulative files will be forwarded to the schools to which the students transfer or, depending upon the circumstances, will be turned over to the District Office. Personnel records also shall be transferred to the District Office. All other student and school records shall be disposed of in a way that will ensure the confidentiality of the records. It shall be the responsibility of the Advisory Committee to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCS will ensure that the financial audit of the school’s assets and liabilities is performed within six months of closure and will complete any annual reports required by law. At the time of its closure, SRACS will also send notice of its closure to parents/guardians of students, the Sonoma County Office of Education, the special education local plan area (SELPA) and the California Department of Education.

### *Closure Action*

To close SRACS, the District’s Board of Education must take a “Closure Action.” A Closure Action shall be deemed to have been automatically taken when any of the following occur: the District Board of Education revokes or denies renewal of the Charter; the District Board of Education takes specific Board action to close SRACS pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the Board of Education approves a request by the Charter School to revert to a District traditional school.

The District Board may close SRACS voluntarily at any time.

## *OPERATIONAL AND OTHER POTENTIAL EFFECTS*

### *District Impact Statement*

*“The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of The Charter School, including, but not limited to, the facilities to be utilized by The Charter School, the manner in which administrative services of The Charter School are to be provided, and potential civil liability effects, if any, upon The Charter School and upon The Charter School district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.” - California Education Code Section 47605(g)*

### *Facility Location*

The Charter School intends to continue operating at its current location at 4650 Badger Rd, Santa Rosa, CA 945409, a property owned by the District. The property is in full compliance with health and safety codes, building codes and the American with Disabilities Act of 1990.

SRACS will adhere to all applicable district, state, and federal laws, policies and regulations regarding facilities, including the Americans with Disabilities Act (“ADA”) access requirements, and any other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance. SRACS has developed, or will develop, an asbestos management plan in accordance with the Asbestos Hazard Emergency Response Act.

Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School High School District.

# APPENDIX A: LOTTERY ENROLLMENT

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SRACS often has a large waitlist. Families are drawn to its rigorous curriculum, strong reputation, consistent outcomes, and maximizing readiness for advanced learning. For students, enrollment offers access to high expectations, motivated peers, and a culture that values achievement. For families it represents a trusted path toward long-term academic success. As demand for this recognized program continues to exceed the limited number of available seats, waitlists are expected to grow, reflecting both community confidence in SRACS and the strong desire for youth to be included in a respected educational environment.

## *Enrollment and Waitlist*

Academic Year	Out of District Transfer	In District Transfer	Waitlist
2025-2026	46	18	55
2024-2025	49	15	19
2023-2024	45	17	60
2022-2023	46	18	42

Source: SRACS Lottery Draw Data

# APPENDIX B: BUDGET

Santa Rosa Accelerated Charter 2025-26 Budget			
	<b>Unrestricted</b>	<b>Restricted</b>	<b>Summary</b>
	(Basic day-to-day operations that are discretionary - instructional, support, administrative operations, and Local Control Accountability Plan (LCAP))	Revenues and expenditures that have legally enforceable constraints on their use. <u>SRACS Restricted Programs:</u> -Expanded Learning Opp Program -Student Support & PD BG -Educator Effectiveness Grant -Lottery Inst Matls -Special Education -Arts & Music in Schools -Learning Recovery Block Grant -Resig -Accelerated Site Defined	Combined Unrestricted and Restricted
	<b>2025-26 Budget</b>	<b>2025-26 Budget</b>	<b>2025-26 Budget</b>
<b>A. Revenue Detail</b>			
<b>LCFF Revenue Sources</b>			
Revenue Limit St Aid-curr Year	\$ 85,486		\$ 85,486
Education Protection Account	\$ 24,832		\$ 24,832
Charter School In-lieu	\$ 1,250,563		\$ 1,250,563
<b>Total LCFF Revenue Sources</b>	<b>\$ 1,360,881</b>	<b>\$ -</b>	<b>\$ 1,360,881</b>
<b>Other State Revenues</b>			
Mandated Cost Reimbursements	\$ 2,536		\$ 2,536
State Lottery Revenue	\$ 20,672	\$ 4,636	\$ 25,308
All Other State Revenues		\$ 107,816	\$ 107,816
<b>Total Other State Revenues</b>	<b>\$ 23,208</b>	<b>\$ 112,452</b>	<b>\$ 135,660</b>
<b>Other Local Revenue</b>			
Interest	\$ 52,045		\$ 52,045
All Other Local Revenues		\$ 3,891	\$ 3,891
<b>Total Other Local Revenue</b>	<b>\$ 52,045</b>	<b>\$ 3,891</b>	<b>\$ 55,936</b>
<b>A. Total Year To Date Revenues</b>	<b>\$ 1,436,134</b>	<b>\$ 116,343</b>	<b>\$ 1,552,477</b>
<b>B. Expenditure Detail</b>			
<b>Certificated Salaries</b>			
Teacher - Regular	\$ 510,679	\$ 29,489	\$ 540,168
Teacher Extra Day/year (hrly)	\$ 43,205	\$ 3,165	\$ 46,370
Teacher Extra Duty (stipend)	\$ 7,615		\$ 7,615
Teacher - Over Class Size	\$ 5,250		\$ 5,250
Teacher Sub - Illness	\$ 3,400		\$ 3,400
Sub Teacher/Recruitment	\$ 300		\$ 300

Teacher Sub - Other Absence	\$ 800		\$ 800
Teacher Sub Release Time		\$ 1,582	\$ 1,582
Nurses Regular	\$ 14,508		\$ 14,508
Certif. Administrators/Subs	\$ 2,338		\$ 2,338
Cert Other Ext Day/Yr	\$ 152		\$ 152
<b>Total Certificated Salaries</b>	<b>\$ 588,247</b>	<b>\$ 34,236</b>	<b>\$ 622,483</b>
<b>Classified Salaries</b>			
Instructional Aides Regular	\$ 16,410		\$ 16,410
Clerical & Office Salaries	\$ 70,622		\$ 70,622
Noon Supervisors	\$ 7,036		\$ 7,036
<b>Total Classified Salaries</b>	<b>\$ 94,068</b>	<b>\$ -</b>	<b>\$ 94,068</b>
<b>Employee Benefits</b>			
STRS Certificated	\$ 106,363	\$ 5,633	\$ 111,996
PERS Classified	\$ 23,897		\$ 23,897
SSI Certificated	\$ 905		\$ 905
SSI Classified	\$ 5,804		\$ 5,804
Medicare Certificated	\$ 8,221	\$ 423	\$ 8,644
Medicare Classified	\$ 1,357		\$ 1,357
Certificated Health - CalPers	\$ 58,890	.02-	\$ 58,890
Classified Health - CVT	\$ 13,962		\$ 13,962
Certificated - Dental	\$ 6,556	.02-	\$ 6,556
Classified - Dental	\$ 1,478		\$ 1,478
Classified - Vision	\$ 179		\$ 179
Certificated - Life	\$ 273	\$ 14	\$ 287
Classified - Life	\$ 62		\$ 62
Unemployment Insur Certificated	\$ 283	\$ 15	\$ 297
Unemployment Insur Classified	\$ 47		\$ 47
Workers Comp Certificated	\$ 9,706	\$ 489	\$ 10,195
Workers Comp Classified	\$ 1,557		\$ 1,557
Current Retiree Benefits-Cert	\$ 8,472	\$ 471	\$ 8,943
Opeb, Active Employees-Class	\$ 1,533		\$ 1,533
<b>Total Employee Benefits</b>	<b>\$ 249,545</b>	<b>\$ 7,045</b>	<b>\$ 256,590</b>
<b>Books and Supplies</b>			
Textbooks		\$ 1,811	\$ 1,811
Books Other Than Textbooks	\$ 1,305	\$ 1,582	\$ 2,887
Materials & Supplies	\$ 6,325	\$ 11,827	\$ 18,152
Instructional Supply Classroom	\$ 311		\$ 311
Technology-under \$500	\$ 505		\$ 505
<b>Total Books and Supplies</b>	<b>\$ 8,446</b>	<b>\$ 15,220</b>	<b>\$ 23,666</b>
<b>Services and Other Operating Expenditures</b>			

Sub-agreements		\$ 29,995	\$ 29,995
Travel & Conference	\$ 4,641	\$ 6,329	\$ 10,970
Rentals, Leases & Repairs	\$ 103,044	\$ 145,397	\$ 248,441
Other Svcs & Oper Expenditures	\$ 4,050	\$ 3,645	\$ 7,695
On-line Comput Sv/Software Li	\$ 5,800	\$ 2,111	\$ 7,911
Field Trip Transportation	\$ 3,071		\$ 3,071
<b>Total Services and Other Operating Expenditures</b>	<b>\$ 120,606</b>	<b>\$ 187,478</b>	<b>\$ 308,084</b>
<b>Transfers of Indirect/direct support costs</b>			
Indirect Cost Between Funds	\$ 55,967		\$ 55,967
<b>Total Transfers of Indirect/direct support costs</b>	<b>\$ 55,967</b>	<b>\$ -</b>	<b>\$ 55,967</b>
<b>B. Total Year To Date Expenditures</b>	<b>\$ 1,116,879</b>	<b>\$ 243,979</b>	<b>\$ 1,360,858</b>
<b>C. Other Financing Sources and Uses</b>			
Contribution To Spec Ed	\$ (36,534)	\$ 36,534	\$ -
Other Auth Infrnd Trnsfrs Out	\$ 89,033		\$ 89,033
<b>C. Total Year To Date Other Financing Sources and Uses</b>	<b>\$ 125,567</b>	<b>\$ 36,534</b>	<b>\$ 89,033</b>
<b>Revenues, Expenditures, and Changes in Fund Balance</b>			
A. Revenues	\$ 1,436,134	\$ 116,343	\$ 1,552,477
B. Expenditures	\$ 1,116,879	\$ 243,979	\$ 1,360,858
Subtotal (Revenue LESS Expense)	\$ 319,255	\$ (127,636)	\$ 191,620
C. Other Financing Sources and Uses	\$ 125,567	\$ 36,534	\$ 162,101
Net Change in Fund Balance	\$ 444,822	\$ (91,102)	\$ 353,720
Beginning Balance	\$ 109,746	\$ 109,746	\$ 219,493
<b>Ending Balance</b>	<b>\$ 554,568</b>	<b>\$ 18,645</b>	<b>\$ 573,213</b>

#### Accelerated Charter 2025/26 Multi Year Projection (MYP)

	2025-26	2026-27	2027-28
<b>REVENUES</b>			
LCFF Sources	\$ 1,360,881	\$ 1,413,175	\$ 1,468,637
Federal Revenue			
Other State Revenue	\$ 135,660	\$ 95,335	\$ 95,335
Other Local Revenue	\$ 55,936	\$ 55,936	\$ 55,936
Other Financing Sources			
<b>TOTAL REVENUES</b>	<b>\$ 1,552,477</b>	<b>\$ 1,564,446</b>	<b>\$ 1,619,908</b>
<b>EXPENDITURES</b>			
Certificated Salaries	\$ 622,483	\$ 641,157	\$ 660,392
Classified Salaries	\$ 94,068	\$ 96,890	\$ 99,797
Employee Benefits	\$ 256,590	\$ 264,288	\$ 272,216
Books and Supplies	\$ 23,666	\$ 24,376	\$ 25,108
Services and Other Operating Expenditures	\$ 308,084	\$ 317,326	\$ 326,846
Capital Outlay			

Other Outgo	\$ 145,000	\$ 149,350	\$ 153,831
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,449,891</b>	<b>\$ 1,493,388</b>	<b>\$ 1,538,189</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ 102,587</b>	<b>\$ 71,059</b>	<b>\$ 81,719</b>
<b>FUND BALANCE, RESERVES</b>			
Beginning Fund Balance	\$ 470,832	\$ 573,419	\$ 644,477
<b>Ending Balance</b>	<b>\$ 573,419</b>	<b>\$ 644,477</b>	<b>\$ 726,197</b>

#### Budget Assumptions:

	2025-26	2026-27	2027-28
Enrollment	128	128	128
Average Daily Attendance	124.16	124.16	124.16
Unduplicated Pupil Count (used for LCAP)	32	32	32
Supplemental & Concentration (used for LCAP)	\$ 45,656	\$ 58,964	\$ 68,859
Cost of Living Adjustment - COLA	2.30%	3.02%	3.42%
California CPI (CPI%)	2.92%	2.70%	2.70%
CalSTRS Employer Rate	19.10%	19.10%	19.10%
CalPERS Employer Rate	26.81%	26.90%	27.80%

# APPENDIX C - STUDENT DEMOGRAPHIC INFORMATION

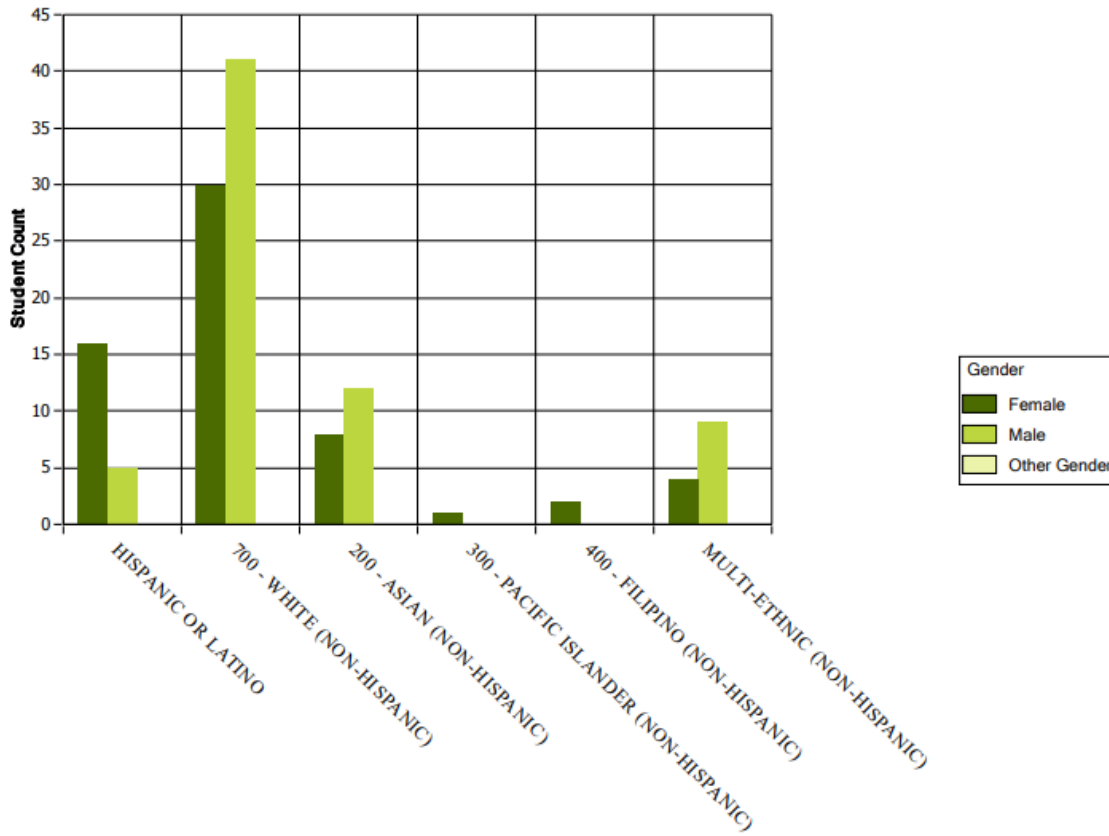
## Santa Rosa Accelerated Charter School

11/14/2022

2022-2023

### Student Distribution By Ethnic Code

Page 1



Ethnic Codes	Female	Male	Other Gender	Total	Percent
HISPANIC OR LATINO	16	5	0	21	16.41%
700 - WHITE (NON-HISPANIC)	30	41	0	71	55.47%
200 - ASIAN (NON-HISPANIC)	8	12	0	20	15.63%
300 - PACIFIC ISLANDER (NON-HISPANIC)	1	0	0	1	0.78%
400 - FILIPINO (NON-HISPANIC)	2	0	0	2	1.56%
MULTI-ETHNIC (NON-HISPANIC)	4	9	0	13	10.16%

Note: Totals include special programs.

**Totals:** 61 67 0 128

# APPENDIX D: LCAP 2025-2026

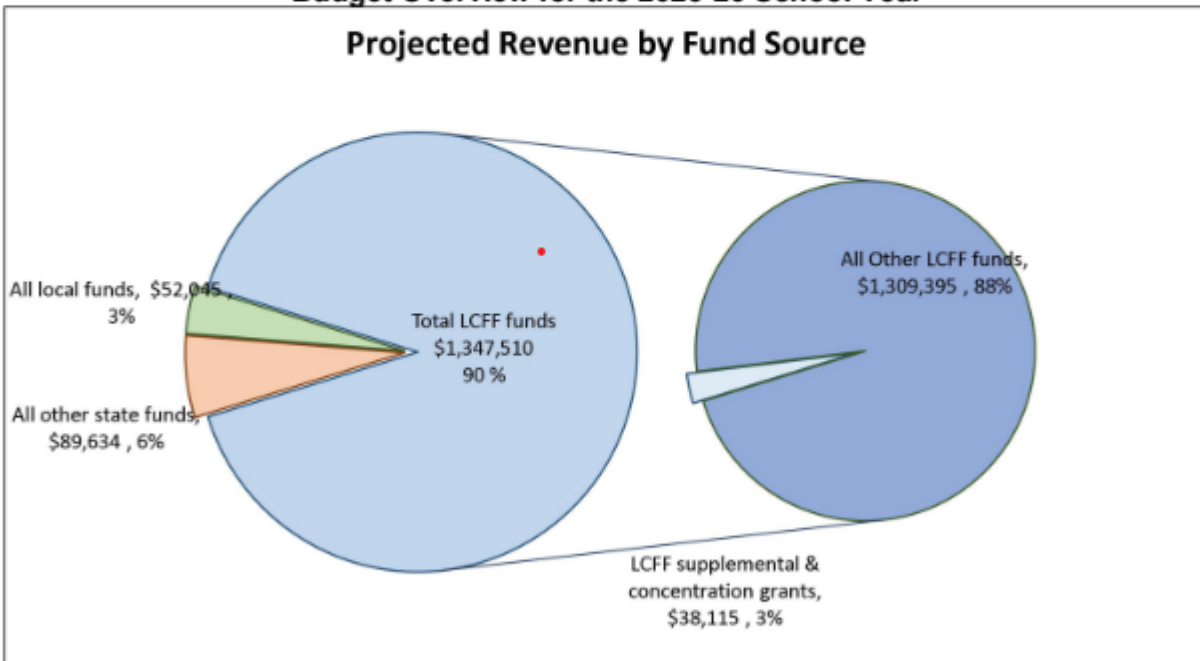
## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools  
 CDS Code: 49709200102533  
 School Year: 2025-26  
 LEA contact information:  
 Daryl Coryell  
 Principal  
 707-890-3860 ext 33105

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2025-26 School Year

#### Projected Revenue by Fund Source

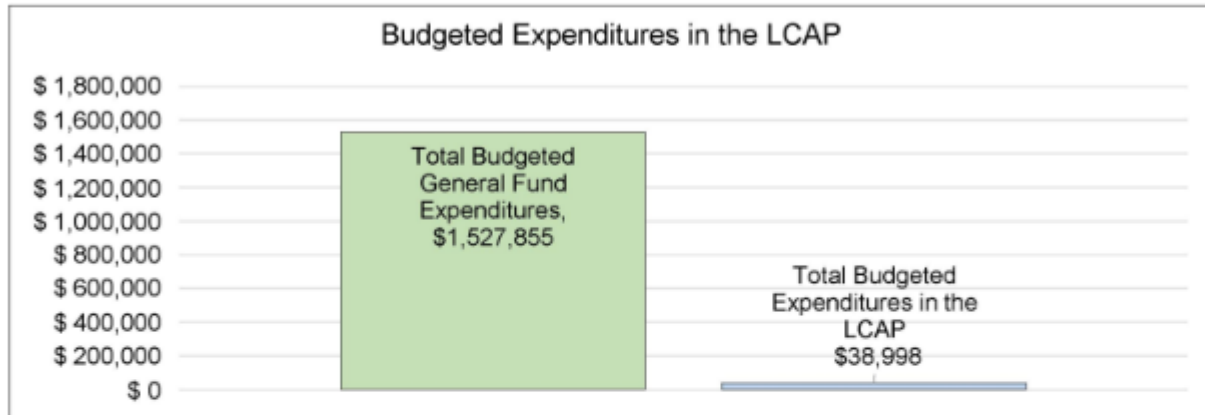


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is \$1,489,189, of which \$1,347,510 is Local Control Funding Formula (LCFF), \$89,634 is other state funds, \$52,045 is local funds, and \$0 is federal funds. Of the \$1,347,510 in LCFF Funds, \$38,115 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Rosa City Schools plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa City Schools plans to spend \$1,527,855 for the 2025-26 school year. Of that amount, \$38,998 is tied to actions/services in the LCAP and \$1,488,857 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

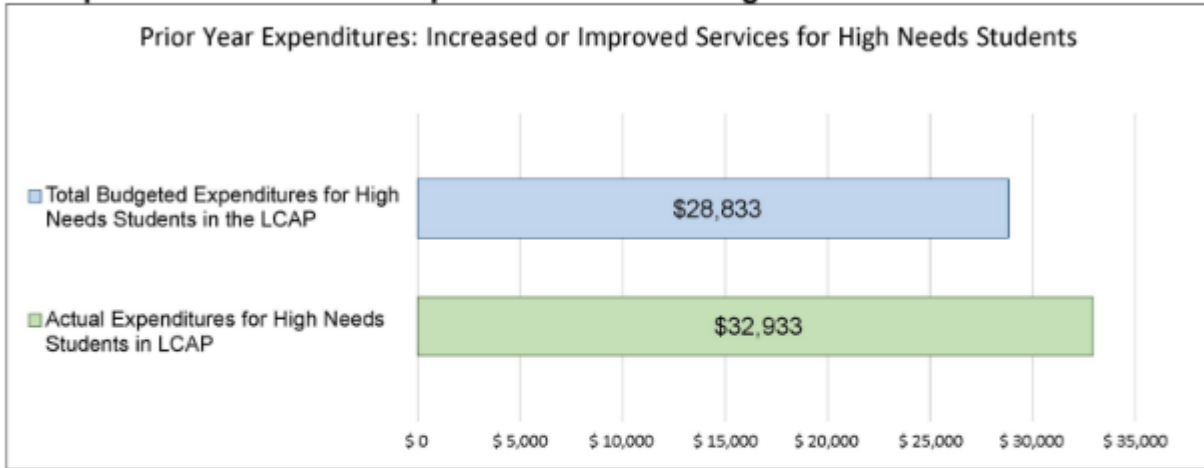
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

### Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa City Schools is projecting it will receive \$38,115 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa City Schools plans to spend \$38,998 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Santa Rosa City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa City Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Santa Rosa City Schools's LCAP budgeted \$28,833 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent \$32,933 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$4,100 had the following impact on Santa Rosa City Schools's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2025-26]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Santa Rosa Accelerated Charter School serves students who show the interest, ability, and promise of succeeding in an academically challenging and specialized setting. Students are provided high-interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines are key elements of the educational experience. These experiences provide students with opportunities to become intrinsically motivated, competent, and life-long learners.

SRACS students are admitted through the Charter School Lottery Process. SRACS students come from a wide variety of schools and districts around Sonoma County. Of the current 128 students, 17 are designated GATE. 4 students have IEPs and 5 have 504 plans. SRACS had one English Language Learner this school year, but he was reclassified Spring of 2025. Since SRACS is an intermediate program, most of the English Learners have been reclassified by 5th grade. SRACS is quite diverse with over 11 languages

spoken in the home and over 20 ethnicities represented in the student body.

SRACS is located in Northern California where the community has been greatly impacted by fires and the pandemic. The social and emotional well-being of the whole community (students, families, and staff) is a primary focus. SRACS is supported by an involved and active parent group (SFPO). Community involvement is an important part of the program. Students engage in frequent excursions and host guest speakers from the community to engage in real-world experiences.

The SRACS Curriculum revolves around investigating the standards with Depth and Complexity. This approach is based on the work by Sandra Kaplan, USC. Students work together to apply their conceptual understanding of the standards in various and meaningful ways. The lens through which students make meaning of curriculum is an area of focus that is determined by student needs and interests. At SRACS,

each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects and giving them a system to understand new content with depth and complexity. These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming stewards of their own learning. Program development is based on collaboration, metacognition, and connectivity. Students are provided many opportunities for self-reflection and assessment through the curriculum that values the learning process equally to that of the finished products. As a result, students develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, the curriculum is interdisciplinary and provides students with real-world applications of their learning.

### **Reflections: Annual Performance**

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

According to the California School Dashboard, Santa Rosa Accelerated Charter School has scored "Very High (Blue)" for both ELA and Math for the 2024 school year. Our Chronic Absenteeism score is Green and our Suspension Rate is Blue. Our CAASPP scores remain the highest in Santa Rosa City Schools district.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Santa Rosa City Schools District held many district, state, and federal coordinator work meetings during the 2024-2025 school year to support site administrators in their development of the LCAP.



# Site Safety Plan

2025-2026 (Reviewed Annually)

Rincon Valley Middle School  
Santa Rosa Accelerated Charter School  
4650 Badger Road Santa Rosa, CA 95409  
(707) 890-3870

## **Table of Contents**

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## Instructions and Drill Schedules: 2025-2026 (preliminary)

Listed below are the dates and the periods for safety drills for the 2025-2026 school year. Please note the following:

- Familiarize yourself and your students with the evacuation routes, and the basketball hoop assembly area where you and your students will report, by room number, in the event of an emergency.
- Train your student T.A. or another trustworthy and responsible student on the location of the RED EMERGENCY BAG and emergency procedures so they can assist a substitute teacher in the event of your absence. The RED EMERGENCY BAG and your walkie-talkie always accompany your class to the evacuation location.
- Please keep ample supplies and attendance taking materials in this bag. You may decide to highlight the evacuation route from your room to the designated assembly area on the map provided in this packet.
- Please keep a current copy of your rosters in your emergency bag.
- In the event that the designated assembly area is unavailable, the alternative assembly area is the Rincon Valley Community Park. 7th and 8th grade students will be separated on two different fields and will stay with their supervisor.

### Updated Drill Schedule 2025-2026 (10/14/2025)

August 27 (Wed.)	Period 1	8:35 am	Fire Drill / Evac
September 26 (Fri)	Period 2	9:20 am	Shelter in Place
October 22 (Wed)	Period 3	10:15 am	Emergency Evac / Phase 2
November 20 (Thurs)	Period 4	10:15 am	Lockdown
December (skip)			
January 28 (Wed)	Period 5	1:00 pm	Shelter in Place
February 27 (Fri)	Period 6	1:00 pm	Lockdown
March 24 (Tues)	Period 2	9:20 am	Fire Evac
April 22 (Wed)	Period 1	8:35 am	Emergency Evac / Phase 2
May 21 (Thurs)	Period 4	10:15 am	Shelter in Place

# EOC Incident Command Process: Lockdown / Shelter in Place Need new info

## Lockdown:

### Administration Roles:

- Communicate Lockdown to staff/students as quickly as possible
- Call 911 / SRPD immediately and notify District Office
- Get everyone inside as quickly as possible
- Once inside, initiate Lockdown procedures

### Teacher Roles:

- Lock doors & windows, turn off lights, close blinds, get on the ground
- Take roll / Account for student/staff presence
- Do not open the door for anyone or peek out windows until "All Clear" signal is given
- Remain calm, be vigilant, report anything suspicious
- Staff communicate using email or internal radio system (walkie-talkies)
- Sit tight! When law enforcement arrives on campus they will give us instructions
- Group Leader notify Admin/Director of Safety for any missing individuals

## Shelter in Place:

### Administration Roles

- Communicate Shelter in Place to everyone
- Get everyone inside a building
- Lock all doors
- Orders to shut down air circulation may occur, if necessary

### Teacher Roles:

- Lock doors & windows, close blinds
- May need to seal doors and vents, if ordered to do so with duct tape
- Take roll / Account for student/staff presence
- Typical school activities can resume once everyone is indoors
- All activities must remain indoors until all clear is given
- Be alert, if you see something suspicious, report it
- Staff communicate using email or internal radio system (walkie-talkies)
- Can continue with work inside

# EMERGENCY RESPONSE ACTIONS



## 1. SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife.

- Close doors & windows
- Monitor communications
- Students/Staff remain in room & continue class as "normal"
- Call office/campus supervisors if assistance is needed
- No Students IN/OUT of class unless essential & safe (\*supervision required)
- Shut off air conditioner/heater if warranted



## 2. DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect occupants from flying and falling debris.

- Drop to the ground
- Take cover under a sturdy desk or table
- Hold on until shaking stops
- If no cover available, protect your your head and neck with your arms
- Stay away from windows and objects that could fall
- Evacuate when safe, if there is damage to the building



### 3. SECURE THE CAMPUS

Initiate for a potential threat of danger in the surrounding community.

- Lock Doors/Windows/Halls/Gates
- Windows covered at staff discretion
- Remain in classroom and continue class as "normal"
- No students IN/OUT of class unless essential & safe (\*supervision required)
- Monitor communications
- Students remain in class until "ALL CLEAR"



### 4. LOCKDOWN/BARRICADE

Initiate for an immediate threat of danger to occupants of a campus or school building.

- Lock Doors/Windows & Halls/Gates if safe
- Do not open the door for anyone
- Close Blinds/Cover Windows/Lights Off
- Hide & Protect. No people In/Out of Class (not even for the restroom)
- Silence electronics & phones, may text parent/guardian location & status
- Monitor communications
- If immediate threat- Run to safety if able to escape & keep hands visible



### 5. EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

- Take account of unique needs of individuals with access and functional needs
- If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building
- Follow evacuation route & procedure for safe exit
- Report to pre-assigned gathering location
- Take roll and report missing students, student injury, or surplus students/staff to administrator
- Run, Hide, Fight if necessary

## EOC Phase 1 - Evacuation Roles and Responsibilities

### PHASE 1 Administration:

1. Sets up EOC/Incident Command
2. Meets with EOC Coordinators
3. Determine if Phase II is Necessary

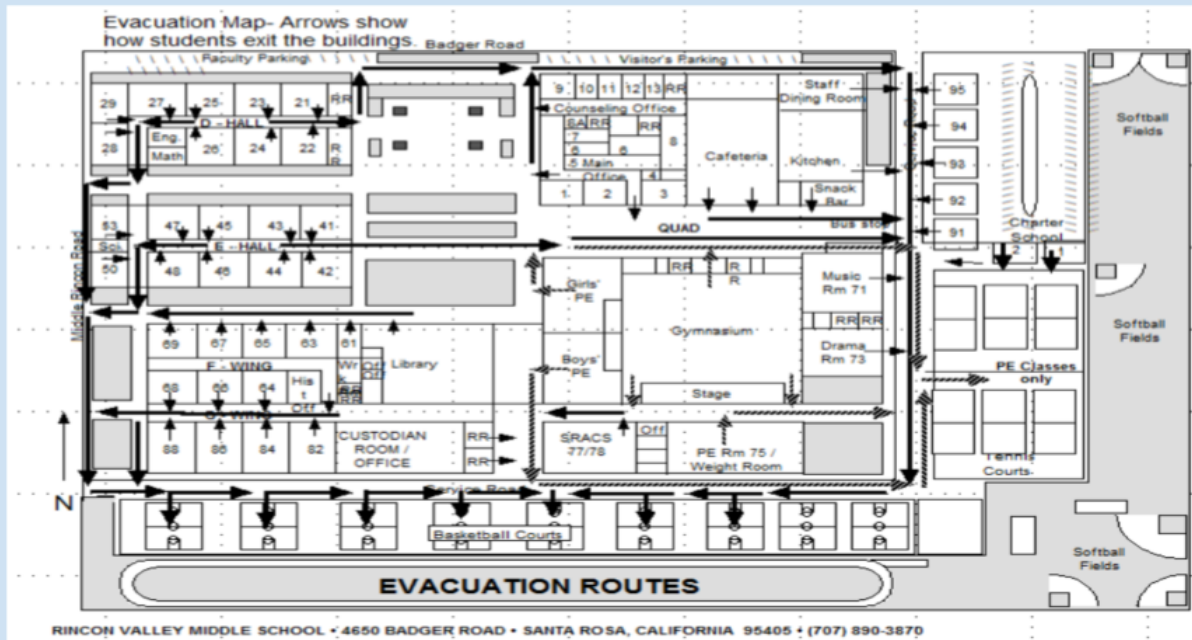
### PHASE 1 Search and Rescue Teams

1. Meets in front of room 2 and waits for notification from the EOC to begin searching.

### PHASE 1 Teachers/Staff

1. Staff Closes the Perimeter
2. Teachers Lead Students to the Basketball Courts
3. Attendance Taken
4. EOC Coordinators and Search and Rescue Team Release Students to Support Teachers and Report to EOC
5. EOC Coordinators Meet with Incident Commander (Principal) to Determine if Phase II is Necessary
6. First Aid Meets at the EOC and Awaits Instructions

# Map: Evacuation Routes



Classroom / Basketball Hoop Evacuation Map: Note that not all hoops have numbers on them - the correct numbers are on the foul lines on the blacktop.

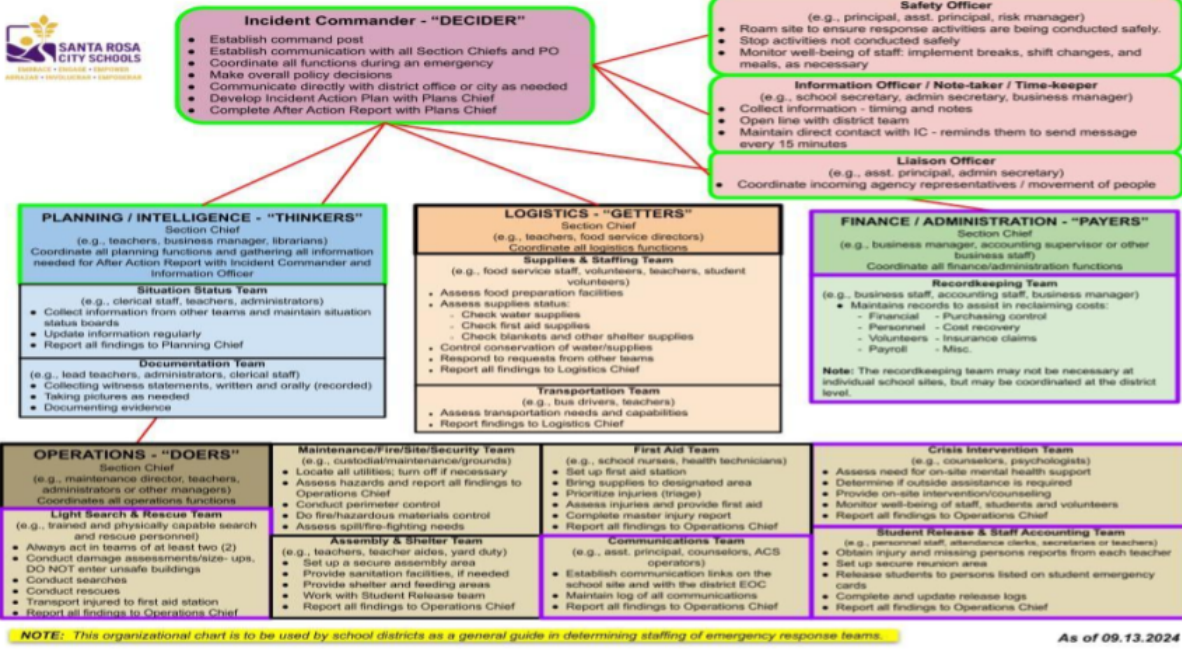
Track							
#1 SRACS 77, 78	#2 84, 86, 88	#3 PE	#4 PE	#5 64, 65, 66	#6 46, 47, 48	#7 28, 29, 41	#8 23, 24
SRACS 1, 2	91, 92, 95	71, 73, 82	67, 68, 69	50, 53, 63	42, 43, 44	21, 22	25, 26, 27
#9	#10	#11	#12	#13	#14	#15	#16

## **EOC Phase 2 Process - Incident Command**

1. Directs an individual with a megaphone to make "Phase II" announcements to the Basketball courts
2. Directs Coordinators to Phase 2
3. Directs Search and Rescue to Begin Sweeps of Designated Buildings
4. Establishes Communication:
  - EOC Team Leaders Contact their Team Leads:
    - Operations Lead (Assigned Annually)
    - Planning Lead (Assigned Annually)
5. Coordinate locations for Phase II station set up
6. Incident Commander Allocates Additional Resources as Necessary
7. Incident Commander or designate in Charge of all Communication to Outside

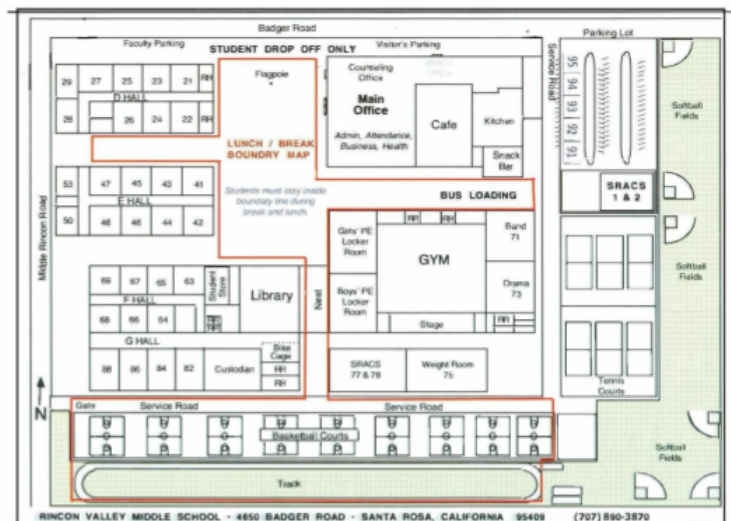
## **EOC Phase 2 Process: Team Leads, Teachers and Staff**

1. EOC Team Leaders report to Command Center
2. Relay Directions to Their Teams
3. EOC Teams Release Their Students to Supervision Team
4. Search & Rescue Team Leaders Divide Available Search and Rescue staff into Teams and Begin Search and Rescue (S&R) -Results of Initial S&R Communicated to Incident Commander. -After Search & Rescue operations are complete, team members will report to designated locations to secure perimeter of campus.
5. All EOC Teams Set Up Stations Per Established Procedure- \*Includes Retrieving Supplies from Cargo Container:
  - First Aid
  - Student Release
  - Student Supervision
  - Planning/Situation/Finance
  - Maintenance & Fire
6. Light S&R Injured Treated -Walking Wounded Escorted to First Aid. -Stretcher Teams Collect Non-Walking Injuries & Transport to First Aid.
7. All Teams Communicate to Incident Commander Through Team Leaders!!



## Phase 2 Team Set-up Areas

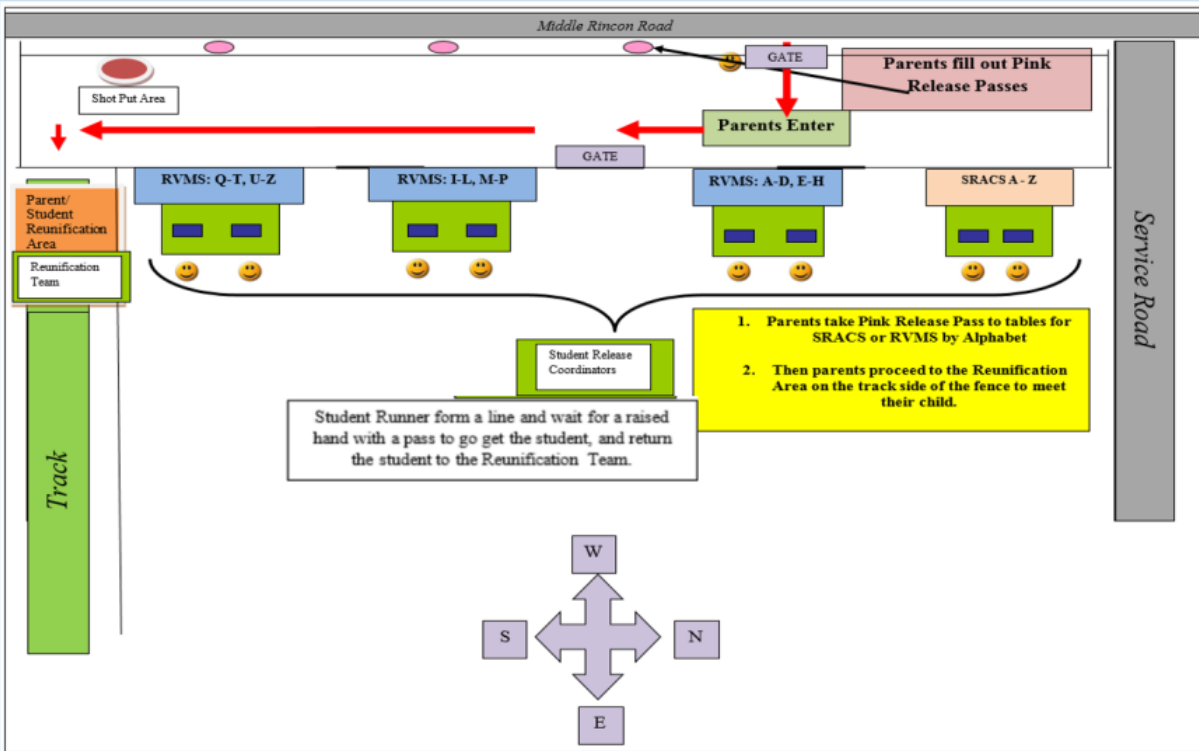
- EOC / Planning & Intelligence meets in Weight Room
- Site Security meets in front of Storage Shed
- Search and Rescue meets in front of SRACS
- First Aid meets in Cafeteria
- Crisis Intervention meets in Cafeteria and Staff Workroom
- Student Release meets at the end of the basketball courts on Middle Rincon
- Assembly & Shelter meets on fire road outside of Drama Room (if necessary)



# Phase 2 Student Release Process and Procedures

## Student Release Station:

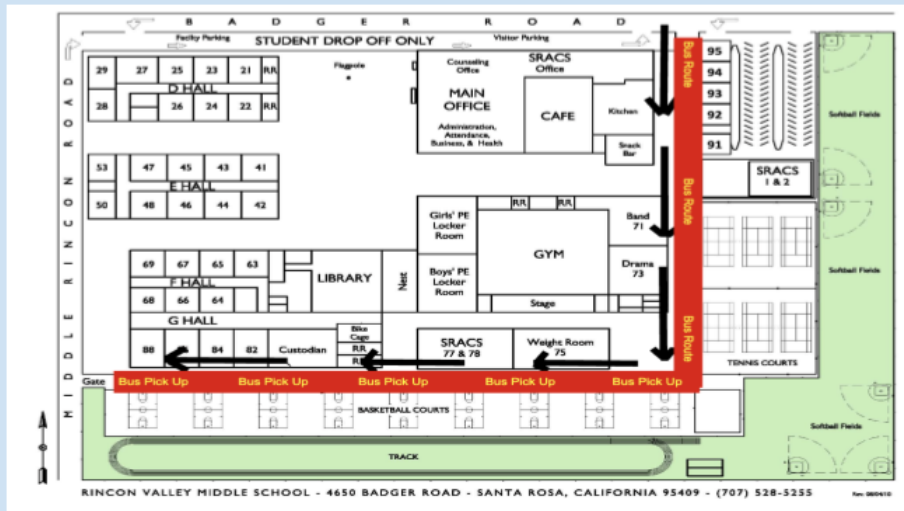
1. Parent/person on the emergency card fills out **Pink** Release Pass located on clipboards attached to the Middle Rincon fence.
  2. Parent/person on the emergency card gives **Pink** Release Pass to appropriate SRACS and/or RVMS release tables by alphabet.
  3. Staff member verifies name of the parent/person on the Emergency Card.
  4. Staff member writes the name of the person along with date/time on the back of the emergency card.
  5. Staff member directs Parent/Person verified to the Student Release area- to corner of the chain link fence near SRACS line up.
  6. Staff member signs and writes room # on the **Pink** slip and gives it to the Student Runner.
  7. The "student runner" finds the classroom number on the basketball backboard and then locates the student on the blacktop area. Then the student runner will bring the student down the blacktop area to the parent at the reunification area.
  8. **Pink** slip collected by Reunification Staff and filed in either the 7th or 8th grade accordion folder.
- Accounting Team Coordinator will contact the EOC for counselor locations- (for parents of injured students).
  - If necessary, a radio call to the EOC will be made if counselors are needed.



# If Required to leave premises: Reunification Map



## RVMS Bus Pick Up



648-6/9289576.1

# BP 5131.8

# Cell Phone Policy Presentation

---

April 8, 2026

# Purpose

## **AB 3216:**

adopt policies that restrict or prohibit student use of smartphones

- minimize in-class distractions,
- improve student focus and academic performance, and
- address student mental health concerns exacerbated by cell phones
- Policy only specifies smartphones, our community may have an interest in smart devices as well.

Updated 4/7/26

# Community Engagement

## Students

Panorama Surveys: Spring 2025, Fall 2025

Discussions with Student Advisory Council

## Staff

Panorama Surveys: Spring 2025

Policy Options Survey: Fall, 2025

## Parents

Youth Truth Survey, January 2025

SART: Fall, 2025

# Pilot Programs

## Santa Rosa HS, 2426

### 7th–8th

#### **Instructional Time and Lunch:**

All phones off and stored away

#### **Before and After School**

Phones allowed

#### **Progressive Consequences**

- Warnings
- Parent meetings
- Loss of phone privileges

### 9th - 12th

At Teacher's Discretion

## Montgomery HS, 24-26

### 7th–8th

#### **Instructional Time and Lunch:**

Phones only before and after school, brunch and lunch. Policy includes earbuds/headphones

#### **Progressive Consequences**

- Warnings
- Parent meetings
- Loss of phone privileges

### 9th - 12th

Phones only before and after school, brunch and lunch.  
Policy includes earbuds/headphones

## Lessons learned

### Montgomery HS, 24-26

#### Lessons Learned

**Having all teachers on board creates a more effective implementation**

### Santa Rosa HS, 24-26

#### Lessons Learned:

**A consistent policy district wide will assist with site-based implementation and allow schools to balance the gap between individual student need and the needs of the campus.**

# Student Perspective on Current Cell Phone Policies

The relationship between cell phones and safety is complicated: they serve as a powerful lifeline during emergencies, but also introduce conflicts in social media realms.

The rules seem fine about **phones** , the only **problem** is keeping **students** engaged so that they do not feel bored and go on their **phones**.

I believe that this can help me not get tempted to use my **phone** in the middle of **class** , although there are some **classes** that are more lenient with this **rule** . I find that **teachers** who enforce the no **phone rule** in their **class** are the **classes** I am most successful at and the most proficient.

Most of the **time** it **helps** me, but it can get distracting from **time** to **time** .

puedes ayudar ,  
en ciertas cosas  
pero tambien  
perjudican

## New Policy Permits Use:

- Emergency, threat or danger
- Teacher/Staff permission
- Well being of student per doctor
- By direction in the IEP, 504, or health plans



# Options

# Option 1

**Use only during non-  
instructional time**

# Option 2

**No use at school**

---

# Option 3

## Transitional Option

### 25-26 School year

**Secondary: Use only at non-instructional time**

**Elementary: No use at school**

### 26-27 School year

**All Students shall not use phones or devices while at school**

# Questions?

# Appendix

# Student Survey

## impact of cellphones at school

secondary respondents:

47% of students felt that student cellphones help their learning;  
57% of students felt that student cell phones help school safety; and  
54% felt that student cell phones help friendships in school.

elementary respondents:

25% of students felt that student cellphones help their learning;  
31% of students felt that student cell phones help school safety; and  
27% felt that student cell phones help friendships in school.

# Student Survey

## Policy Implementation

In secondary respondents:

52% of students felt that school rules about student cell phones are clear;  
26% of students felt that students follow the school rules about cell phones; and  
58% of students felt that adults are likely to enforce cell phones policies.

From elementary respondents:

64% of students felt that school rules about student cell phones are clear;  
41% of students felt that students follow the school rules about cell phones; and  
67% of students felt that adults are likely to enforce cell phones policies.

# Staff Survey

## **impact of cellphones at school**

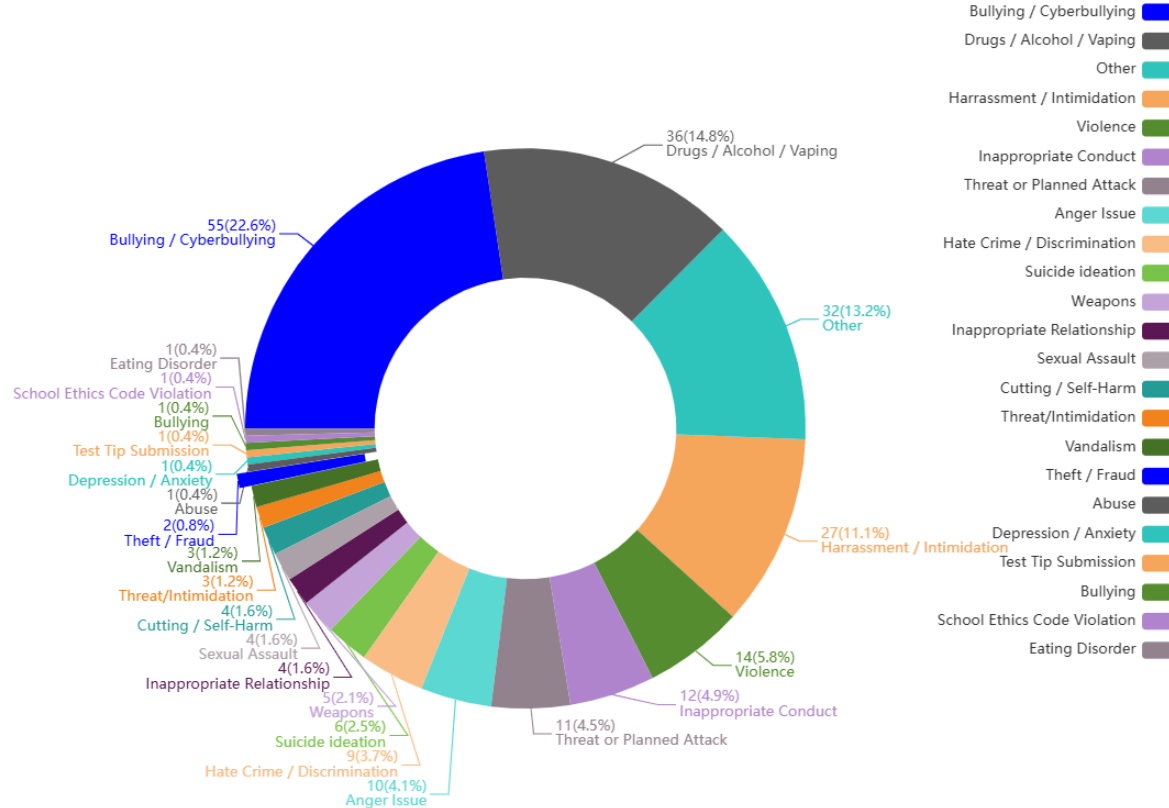
4% of staff who responded felt that student cellphones help their learning;  
6% of staff who responded felt that student cell phones help school safety; and  
6% of staff who responded felt that student cell phones help friendships in school.

## **Policy Implementation**

67% of staff who responded felt that school rules about student cell phones are clear;  
44% of staff who responded felt that students follow the school rules about cell phones; and  
54% of staff who responded felt that adults are likely to enforce cell phones policies.

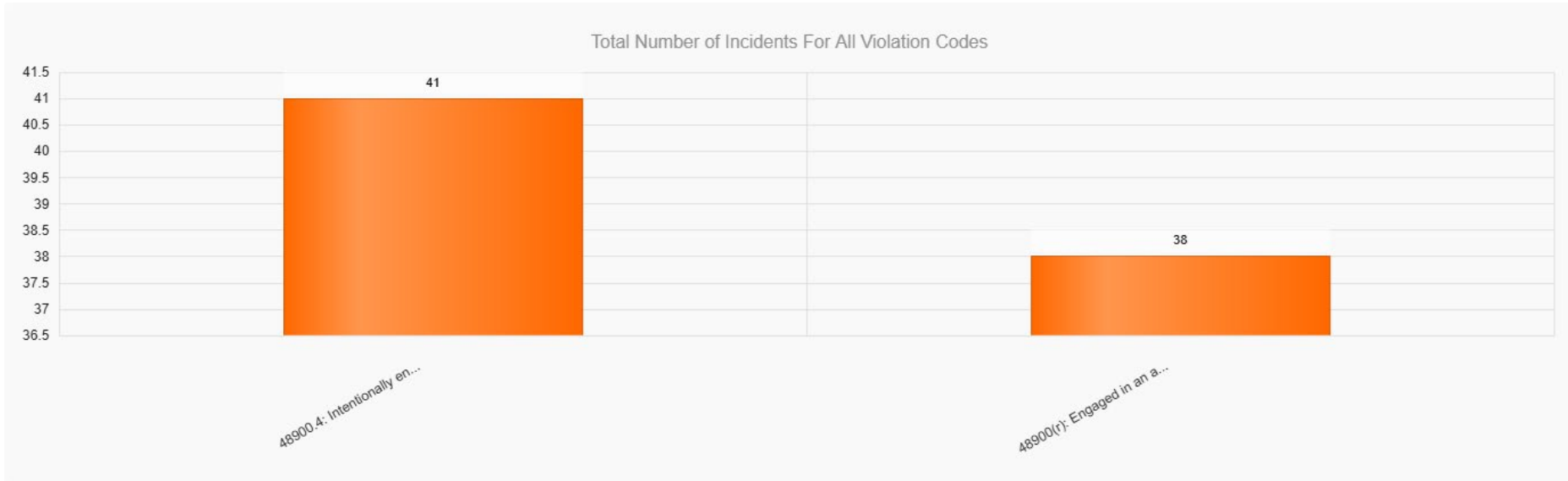
# StopIt

## Incident By Type



# Cyber/Bullying Incidents

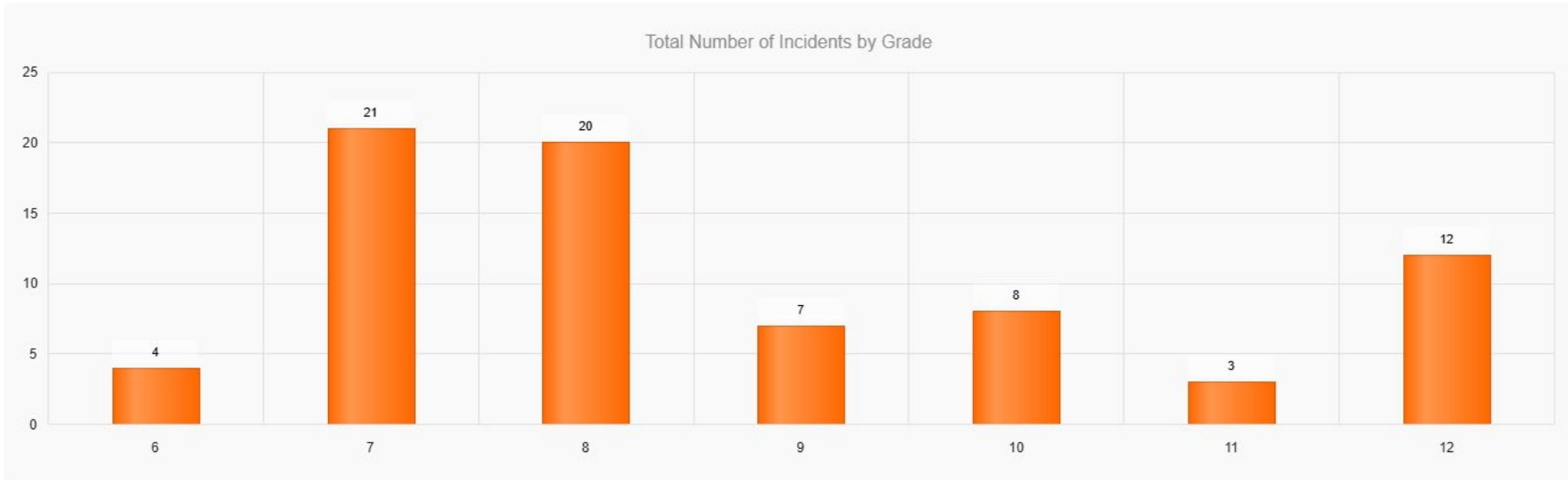
Note: data reflects both in -person and cyber acts and cannot be parsed out



## Cyber/Bullying and Harassment Incidents by grade

# Cyber/Bullying Incidents

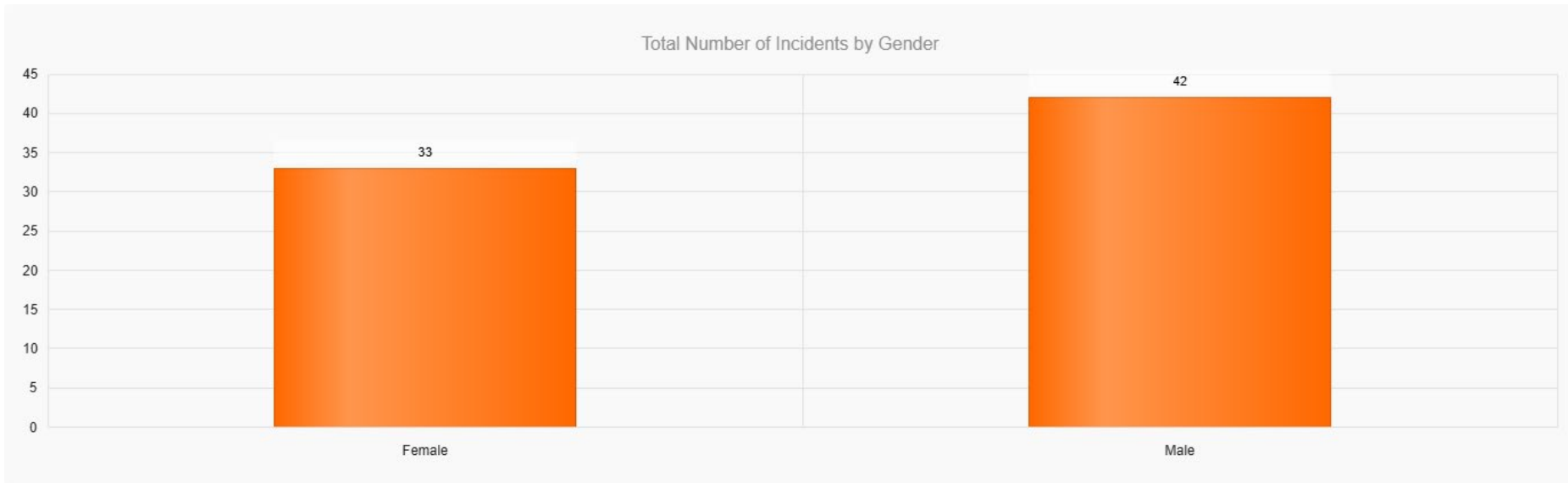
Note: data reflects both in -person and cyber acts and cannot be parsed out



Cyber/Bullying and Harassment Incidents by grade

# Cyber/Bullying Incidents

Note: data reflects both in -person and cyber acts and cannot be parsed out



Cyber/Bullying and Harassment Incidents by gender

# Cyber/Bullying Incidents

Elementary: Has someone bullied you at school in the last year?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	46%	28%	17%	10%
Jan, 2025	43%	30%	17%	11%
Jan, 2024	43%	29%	18%	10%

Updated 4/7/26

Cyber/Bullying Trends -Youth Truth, 2026



# Cyber/Bullying Incidents

**Elementary:** When you were bullied did someone post something mean about you online?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	70%	12%	19%	
Jan, 2025	87%	13%		
Jan, 2024	81%	19%		

Updated 4/7/26

**Cyber/Bullying Trends -Youth Truth, 2026**



# Cyber/Bullying Incidents

Middle: Has someone bullied you at school in the last year?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	56%	19%	16%	9%
Jan, 2025	63%	23%	14%	
Jan, 2024	65%	22%	13%	

Updated 4/7/26

Cyber/Bullying Trends -Youth Truth, 2026



# Cyber/Bullying Incidents

**Middle:** In the past year, were you bullied through cyberbullying (for example, someone sent you mean text messages or emails; someone spread rumors about you over email or on social media sites; someone posted mean pictures or created a fake profile of you)?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	55%	31%	13%	
Jan, 2025	57%	43%		
Jan, 2024	59%	41%		

Updated 4/7/26

Cyber/Bullying Trends -Youth Truth, 2026



# Cyber/Bullying Incidents

High: Has someone bullied you at school in the last year?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	74%	11%	11%	5%
Jan, 2025	79%	12%	9%	
Jan, 2024	77%	14%	9%	

Updated 4/7/26

Cyber/Bullying Trends -Youth Truth, 2026



# Cyber/Bullying Incidents

**High:** In the past year, were you bullied through cyberbullying (for example, someone sent you mean text messages or emails; someone spread rumors about you over email or on social media sites; someone posted mean pictures or created a fake profile of you)?

<b>Year</b>	<b>No</b>	<b>Yes</b>	<b>Unsure</b>	<b>Decline to Answer</b>
Jan, 2026	52%	36%	12%	
Jan, 2025	58%	42%		
Jan, 2024	60%	40%		

Updated 4/7/26

Cyber/Bullying Trends -Youth Truth, 2026



**Policy 5131.8: Mobile Communication Devices**

**Status:** ADOPTED

**Original Adopted Date:** 04/08/2026 | **Last Reviewed Date:** 04/08/2026

The Governing Board recognizes that student use of smartphones and other mobile communication, digital, and entertainment devices on campus may be beneficial to student learning and well-being, and could be harmful and disruptive of the instructional program in some circumstances. When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices only as permitted under this policy.

Students shall not use smartphones and other mobile communication, digital, and entertainment devices while at a school site or under the supervision and control of a district employee.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program or by the student's 504 plan.

The Superintendent or designee may undertake measures or strategies in accordance with law to limit student access to smartphones and other mobile communication, digital, and entertainment devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication, digital, and entertainment devices shall not be used in any manner that infringes on the privacy rights of any other person.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined, and the district employee may temporarily confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device, which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

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

<b>State</b>	<b>Description</b>
5 CCR 300-307	<a href="#">Duties of students</a>
Civ. Code 1714.1	<a href="#">Liability of parent/guardian for act of willful misconduct by a minor</a>
Ed. Code 200-262.4	<a href="#">Prohibition of discrimination</a>
Ed. Code 32280-32289.5	<a href="#">School safety plans</a>
Ed. Code 35181	<a href="#">Governing board authority to set policy on responsibilities of students</a>
Ed. Code 35291-35291.5	<a href="#">Rules</a>
Ed. Code 44807	<a href="#">Teachers' duty concerning conduct of students</a>
Ed. Code 48900-48925	<a href="#">Suspension and expulsion</a>
Ed. Code 48901.5	<a href="#">Prohibition of electronic signaling devices</a>
Ed. Code 48901.7	<a href="#">Limitation or prohibition of student use of smartphones</a>
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	<a href="#">Prohibited use of electronic listening or recording device</a>
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	<a href="#">Harmful matter with intent to seduce</a>
Pen. Code 313	<a href="#">Harmful matter</a>
Pen. Code 647	<a href="#">Use of camera or other instrument to invade person's privacy; misdemeanor</a>
Pen. Code 653.2	<a href="#">Electronic communication devices; threats to safety</a>
Veh. Code 23123-23124	<a href="#">Prohibitions against use of electronic devices while driving</a>
<b>Federal</b>	<b>Description</b>
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
<b>Management Resources</b>	<b>Description</b>
California Department of Education Publication	<a href="#">Bullying at School, 2003</a>
Court Decision	Safford Unified School District V. Redding (2009) 557 US 364
Court Decision	Mahanoy Area School District v. B.L. (2021) 594 U.S. 180
Court Decision	<a href="#">J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094</a>
Court Decision	<a href="#">New Jersey v. T.L.O. (1985) 469 U.S. 325</a>
Court Decision	<a href="#">Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503</a>
CSBA Publication	<a href="#">Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010</a>
CSBA Publication	<a href="#">Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011</a>
U.S. Department of Education Publication	<a href="#">Planning Together: A Playbook for Student Personal Device Policies, December 2024</a>
Website	<a href="#">CSBA District and County Office of Education Legal Services</a>
Website	<a href="#">National School Safety Center</a>
Website	<a href="#">Center for Safe and Responsible Internet Use</a>

**Management Resources**

Website

**Description**

[California Department of Education, Safe Schools](#)

Website

[CSBA](#)

Website

[U.S. Department of Education](#)

**Cross References****Description**

0450

[Comprehensive Safety Plan](#)

0450

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**SELPA**

**Fiscal Year**

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

SELPA Santa Rosa City SELPA

Fiscal Year 2025-26

**B. Governance and Administration**

California *Education Code (EC)* sections 56195 et seq. and 56205

**Participating Local Educational Agencies**

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

**Special Education Local Plan Area—Local Plan Requirements**

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Santa Rosa City SELPA is a multi-district SELPA comprised of the City of Santa Rosa High School District and the City of Santa Rosa Elementary School District. Santa Rosa City SELPA serves all students in grades 7-12 within the SELPA's geographic area, as well as children from birth to grade 6 who reside within the geographic boundaries of the City of Santa Rosa Elementary School District.

Collectively, Santa Rosa City Schools comprise the largest geographic school district area in Sonoma County, located about one hour north of San Francisco. SRCS presently serves approximately 2,500 students from both the elementary and high school districts with disabilities from birth to 22 years old, offering the full continuum of services necessary for all 13 IDEA disability categories.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The City of Santa Rosa Elementary School District and the City of Santa Rosa High School District join together pursuant to California Education Code section 56195(b) to adopt a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Santa Rosa City Special Education Local Plan Area (Santa Rosa City SELPA).

On April 26, 1983, the two districts' Board of Education approved Resolutions E-439 and H-578 which combined the City of Santa Rosa Elementary School District and the City of Santa Rosa High School District (together, "Santa Rosa City Schools") for certain purposes under Education Code sections 35110 *et seq.* Pursuant to this authority, SRCS is governed by a common Board of Education and one Superintendent. However, the Santa Rosa Elementary District and the Santa Rosa High School District function as individual agencies for certain purposes, including but not limited to fiscal management and data recording.

**Governing Body of SELPA**

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The Santa Rosa City Schools Board of Education is the governing body of the SRC SELPA. The Board, Superintendent, or SELPA Administrator may convene additional advisory committees as needed.

The Superintendent and SELPA Administrator, as the Superintendent's designee, are responsible for the coordination of the SELPA and implementation of the local plan.

The Superintendent and SELPA Administrator, as the Superintendent's designee, are responsible to the Board of Education.

**SELPA Administration**

The Superintendent and SELPA Administrator, as the Superintendent's designee, shall administer the local plan. The SRCS Executive Director, Special Services or equivalent administrator selected and hired by the Superintendent shall act as SELPA Administrator. The SELPA Administrator shall oversee the staffing and operations of the SELPA office.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The Superintendent and SELPA Administrator are responsible for ensuring the SELPA has policies and procedures necessary to coordinate and implement the local plan. They are responsible to the Board of Education.

In its role as governing body of the SRC SELPA, the Board's policy-making responsibilities shall include, but are not limited to:

1. Take action to approve or deny amendments to the local plan, including SELPA membership.
2. Review, approve, and monitor all budgets assigned to SELPA accounts.
3. Approve revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs.
4. Take action to approve or deny annual service and budget plans and revisions to those plans.
5. Establish and appoint members to a Community Advisory Committee (CAC).
6. Review and consider comments from the CAC.
7. Take action to approve or deny requests for program transfers.
8. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of

special education programs and services within the SELPA, as requested by staff.

9. Provide direction to the Superintendent and SELPA Administrator for regionalized and program specialist services.

**Amendments to the Local Plan**

The SELPA Administrator shall be responsible for coordinating the development of any proposed amendments to the local plan for submission to the Board of Education for approval or denial. Amendments to the permanent portion of the local plan (Part B) may be considered at any time. The Superintendent may conditionally approve changes to the local plan (Part B) on an interim basis, not to exceed one fiscal year. Amendments will be provided to the Community Advisory Committee for input and review and require the approval of the Board of Education. Following approval by the Board of Education, the SELPA Administrator will submit the local plan (Part B) to the Sonoma County Superintendent of Schools and California Department of Special Education for approval or denial.

**New SELPA Membership**

Any LEA may request to join the SELPA by submitting a letter of request for membership to the SELPA no later than January 15 of any school year for membership in the following fiscal year. LEAs may be required to join a Joint Powers Agreement (JPA) for purposes of membership and funding per action of the Board of Education.

The letter of request for membership must specify: Name of LEA, contact person with contact information; total enrollment (actual or projected); type of special education services currently offered; plan for delivery of special education services; and background information about the LEA.

The Board of Education shall review the membership request letter and supporting documentation. As necessary and appropriate, the Board of Education or designee may request additional information, including interview with representatives of the LEA. SELPA staff will conduct a special education review of the LEA, including, as appropriate, review of previous compliance reviews. Results of the review, including the willingness and ability of the LEA to resolve any non-compliance, shall be reported to the Board of Education.

A final decision shall be made by the SRCS Board of Education regarding membership and the projected start date.

The Board of Education may approve or deny any request for membership based on a review of fiscal and programmatic issues. Priority for approval shall be for requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

New members of the SELPA shall provide:

1. Agreement and adoption of all sections of the Local Plan by the new LEA's governance body, including policies, agreements, and the fiscal allocation plan approved by the SELPA governance structure. In addition, the member must adopt local policies and administrative regulations or

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procedures sufficient to support the Local Plan and in compliance with state or federal review.

- 2. Agreement of approved actions of the Board of Education in its role as the governing body of the SELPA, as contained in approved Board of Education minutes.
- 3. Agreement that the new member LEA/charter maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation and legal costs attendant to mediation, due process/or compliance processing and other costs associated with the provision of special education and related services.
- 4. Agreement to participate in the SELPA approved information management system (Special Education Information System (SEIS) or similar) by providing hardware and staff consistent with required specifications.

Failure to comply with the criteria listed above will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

- 4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The local plan is submitted to the Sonoma County Superintendent of Schools for approval or denial in accordance with Education Code section 56140.

In accordance with Education Code sections 56195.1(e) and 56195.5, the Sonoma County Office of Education ("SCOE") may contractually provide education and services to SRC SELPA students with disabilities via SCOE-operated specialized programs for students with disabilities, as requested. SCOE also provides administrative supports to LEAs in the County including but not limited to, staff development, legal and fiscal guidance, and child find support.

- 5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

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6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The Community Advisory Committee (CAC) for the Santa Rosa City SELPA has been established pursuant to EC 56190. The CAC is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs in accordance with Education Code section 56195.9.

The CAC shall have regularly scheduled meetings not less than two times per year.

The SELPA Administrator will present the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC. CAC procedures shall be outlined in the Community Advisory Committee Bylaws for the Santa Rosa City Schools SELPA.

The CAC shall act in an advisory capacity. The recommendations of the CAC will be directed to the Executive Director of Special Services/SELPA and the District Superintendent. The responsibility for action on any recommendation shall rest with the CAC voting members. The Executive Director of Special Services/SELPA shall provide each CAC member with a copy of the currently-approved Local Plan and shall continue to provide each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

The Community Advisory Committee shall have the authority and fulfill the responsibilities that are defined in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the CAC.
- Recommending annual priorities to be addressed by the plan.
- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

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- Encouraging community involvement in the development and review of the local plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting parent awareness of the importance of regular school attendance.
- Supporting community involvement in the parent advisory committee.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The Santa Rosa City SELPA Local Plan is developed with input from the following groups:

- The SELPA Administrator and SELPA Program Managers take the lead roles in coordination of activities to solicit regular collaboration on the Local Plan. The SELPA actively participates in revisions through committee and by reviewing proposed changes in regular meetings.
- General and special education administrators are selected by the Superintendent or his/her designee.
- Parent representatives who have been selected by the CAC may be nominated by the members of the CAC and referred to the Governing Board to be appointed CAC members (Education Code 56140, 56195, 56195.1, 56195.3, 56195.5)

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Santa Rosa City Schools shall act as the responsible local agency/administrative unit (RLA/AU) of SRC SELPA to perform functions such as the receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the plan.

The responsibilities of the RLA/AU include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Develop and approve policies and procedures for special education programs and ~~and~~ according to the Local Plan and the Board of Education's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the

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Education Code.

- Upon the recommendation of the Superintendent, the Board of Education, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the district budget process.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Santa Rosa City SELPA ensures a full continuum of services are available to its students, and has determined that:

- The majority of special education programs and services, to the maximum extent appropriate to student’s needs, shall be provided on general education campuses located throughout the Santa Rosa City SELPA. Children with disabilities will be served in their home school whenever the needs identified on the individualized education program can be met within the home school or nearest school of the district.
- However, it is recognized that some students have unique educational needs that cannot be met in their home school or district of residence. When a scarcity of population, staff, or other factors prevent the Santa Rosa City SELPA from directly providing a required placement or service for its students, the Board of Education may contractually provide for the education of individual pupils in special education programs maintained by neighboring districts or SELPAs, the County Office of Education, or by nonpublic schools or nonpublic agencies certified by the California Department of Education.
- SRCS SELPA acknowledges pursuant to Education Code section 56195.5(b): "Any county or district governing board may provide for the education of individual pupils in special education programs maintained by other districts or counties, and may include within the special education programs pupils who reside in other districts or counties. Section 46600 shall apply to inter-district attendance agreements for programs conducted pursuant to this part."
- In adopting the local plan, it is the intention of the SRC SELPA to cooperate to the maximum extent possible with other districts and agencies in Sonoma County who seek to contractually serve individuals with disabilities who cannot be served in the programs maintained by their home district or charter school of residence, and who seek to contractually place a student in a program operated by SRC SELPA pursuant to an interdistrict placement agreement. Such cooperation ensures that a range of program options is available throughout the County.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The Santa Rosa City Schools Board of Education shall approve the participation of the City of Santa Rosa Elementary and High School Districts in the SRC SELPA Local Plan for special education.

As the local governing Board of Education of SRCS, the Board's responsibilities include, but are not limited to:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by SRCS.
2. Approval of the local plan.
3. Adoption of policies and procedures for special education programs and services within the districts.
4. LEA compliance with all elements of the local plan.
5. Provide input on SELPA policies and procedures through the Superintendent.
6. Appointment of individuals to the CAC.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

The Superintendent of Santa Rosa City Schools shall be responsible for special education programs operated by SRCS consistent with the Local Plan. The Superintendent or designee shall ensure SRCS's compliance with federal and state laws and regulations, as they pertain to individuals with disabilities, special education services, and the provision of due process. The Superintendent provides overall oversight and accountability for the administrative regulations that govern Santa Rosa City Schools Elementary and High School Districts.

The Superintendent shall assist in the identification of special education program and service needs for the SELPA in collaboration with the SELPA Administrator, and shall communicate SELPA information to the Board of Education

Although not a participating member of SRC SELPA, the Sonoma COE has the authority, among other things, to approve or deny all local plans in the County in accordance with Education Code section 56140; to assure the compatibility of all local plans in the County, including the local control and accountability plans adopted for the District and the County Board of Education, and any county plan

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of a contiguous county in accordance with Education Code section 56195.3; and, to maintain its own programs and personnel providing services to multiple SELPAs in the County, in accordance with Education Code section 56195.5.

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

The Executive Director, Special Services of SRCS is responsible for coordinating the administration of the local plan as the SELPA Administrator, including coordination of local agreements with the Sonoma COE administrator of special education and other agencies consistent with the local plan.

As special education administrator of SRCS, the Executive Director/Special Services is responsible for the coordination of special education services and programs within SRCS and for ensuring the implementation of all sections of the local plan, including ensuring adherence to all approved SELPA policies and procedures.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The Superintendent shall hire, supervise, evaluate, and discipline the SELPA Administrator. All other SELPA office staff employed by the RLA/AU in support of the local plan shall be evaluated and supervised by the SELPA Administrator or designee.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

The Board of Education has agreed that students with disabilities will be provided with appropriate special education services. The Board of Education shall determine the distribution of all federal and state special education funds in order for SRCS to carry out their responsibilities. Special education funds received by the RLA/AU shall be distributed between the Elementary and High School Districts as part of the SRCS budget adopted each year. All state and federal monies designated for special education are accrued and spent in accordance with the adopted annual budget and service plans and applicable state and federal requirements.

The RLA/AU shall be responsible for the distribution of the funds according to the SRCS Special Education budget. The Board of Education shall make any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan/budget.

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c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The SELPA Administrator carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

The Superintendent and Executive Director, Special Services/SELPA Administrator maintain responsibility for the oversight and operations of special education programs operated within SRCS.

Specific duties of the Superintendent and Executive Director, Special Services/SELPA include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
4. Identifying and serving students in medical, foster or licensed children's institution facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Ensuring staff utilize the management information system, forms, procedures and guidelines adopted by the SELPA.
9. Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.
10. Disseminating and supporting CAC events and activities.

Additional duties of the Executive Director, Special Services/SELPA Administrator include, but are not limited to:

1. Coordinate implementation of all components of the local plan.
2. Prepare and submit approved annual budget and service plans.
3. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Board action related to the distribution of state and federal funds among the

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LEAs.

5. Meet with CAC and LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
7. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
8. Ensure appropriate use of federal, state, and local funds allocated for special education.
9. Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
10. Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures and alternative dispute resolution systems.
11. Adopt and implement a management information system.
12. Inform Cabinet of the status of the special education programs.
13. Serve as the liaison between the CAC and the Superintendent.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The Chief Business Official and the Executive Director, Special Services/SELPA or designee are responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services to students with disabilities and are part of the district annual audit process.

SRC SELPA acknowledges the obligation to maintain the level of general fund contribution toward the provision of special education services at a level equal to or greater than that of the prior year (aka "Maintenance of Effort" or "MOE"), in compliance with state and federal mandates. Funds received under Part B of the Individuals with Disabilities Education Act (IDEA) shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities on an aggregate or per capita basis, made by an LEA from state and local funds below the level of those expenditures for the preceding fiscal year made from the same sources.

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SRC SELPA shall comply with Maintenance of Effort regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education. (Title 34 Code of Federal Regulations sections 300.203-300.205).

The AU, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Department of Education the required MOE information. The LEAs within the SELPA shall annually compile and submit to the SELPA budget and expenditure information including SEMA and SEMB comparisons as adopted and defined by the California Department of Education. The two comparison tests are as follows:

- First Comparison - Grant Year Budget versus Prior Actual Expenditures
- Second Comparison - Prior Year Actuals versus Second Prior Year Actuals

For the purpose of Maintenance of Effort, the RLA/AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deafness, visual impairment, orthopedic impairment, and deaf-blindness. The funds are administered through the SELPA as specified in SELPA procedures that include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

Each student's Individualized Education Program (IEP) team determines and identifies the school placement which provides the student with a free and appropriate public education in the least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided in the placement.

**Policies, Procedures, and Programs**

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable);

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the document title; and the physical location where the policy can be found.

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**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

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Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

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**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as

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stated:

Yes  No

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

---

**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

---

**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

---

**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

---

**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

---

Section B: Governance and Administration

SELPA

Fiscal Year

**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

---

**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

---

**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is

Section B: Governance and Administration

SELPA

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adopted by the SELPA as stated:

Yes  No

---

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

---

**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

---

**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of

Section B: Governance and Administration

SELPA

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children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

---

**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

---

**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

---

**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by

Section B: Governance and Administration

SELPA

Fiscal Year

the SELPA as stated:

Yes  No

---

**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

---

**Administration of Regionalized Operations and Services**

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

3. Coordinated system of procedural safeguards:

Document Title:   
Document Location:   
Description:

4. Coordinated system of staff development and parent and guardian education:

Document Title:   
Document Location:   
Description:

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:   
Document Location:   
Description:

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:   
Document Location:   
Description:

7. Coordinated system of data collection and management:

Document Title:   
Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

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SELPA

Fiscal Year

Document Title:

Document Location:

Description:

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Description:

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:   
Document Location:   
Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:   
Document Location:   
Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:   
Document Location:   
Description:

# Santa Rosa City Schools New SELPA Formation

SRCS Board of Education Presentation

April 8, 2026

# Why Form SRC SELPA?

Direct local control over funding and decisions

Align resources to SRCS student needs

Increase transparency in data and outcomes

Reduce administrative layers of a 44-LEA system

Build and refine programs responsively over time

**School  
District  
VS  
SELPA**

**SRCS**

*Directly responsible  
for serving students*

- Develop IEPs
- Provide services
- Conduct assessments
- Ensure FAPE

**SELPA**

*Provides structure and  
coordination*

- Allocates funding
- Maintains Local Plan
- Coordinates systems, reports
- Supports compliance

# Different Scale, Same Responsibilities

## SRCS

- 2 districts
- Local Board governance
- Direct accountability
- Streamlined structure

## County SELPA

- 44 LEAs
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# Summary and Recommendation: Approval of the Local Plan

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Staff followed statutory requirements and consulted with CDE on formation process

# Santa Rosa City SELPA Formation Roadmap (2026–2027)

**SPRING 2026 –**  
Initiation &  
Commitment



**April 8, 2026:**  
Board Approval  
of SRC SELPA Local  
Plan – Section B  
(Governance)



**April 9, 2026:**  
Notice to CDE &  
County SELPA of  
intent to form  
new SELPA  
(effective  
July 1, 2027)



**Spring 2026:**  
Board Appointment  
of CAC

**SUMMER /  
FALL 2026 –**  
Governance  
Development



CAC develops  
bylaws



Local Plan  
Committee  
convenes to  
review and  
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**SUMMER / FALL 2026 –**  
Governance Development

**FALL / WINTER  
2026–2027 –**  
Plan Development  
& Review



Draft Local Plan  
submitted to  
CAC



CAC conducts  
30-day review  
period

**WINTER 2027 –**  
Board Review &  
Public Process



**By January 31,  
2027:** Board First  
Read of Local  
Plan revisions  
(Part 8, C, D, E)



**15 days prior  
to hearing:**  
Public Hearing  
Notice posted at  
school sites

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**FEBRUARY 2027**  
– Final Board  
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**By February  
28, 2027:**  
Public Hearing  
and Board  
Approval of  
Local Plan

**SPRING 2027 –**  
County Review



Submit Local  
Plan to County  
Superintendent



45-Day County  
Review Period

**JUNE 2027 –**  
State  
Submission



**By June 1,  
2027:**  
Local Plan  
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CDE

**JUNE 2027 –**  
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**JULY 1, 2027 –**  
LAUNCH



Santa Rosa  
City SELPA  
Officially  
Begins  
Operations



## **AUTHORIZATION OF PERSONNEL TO SIGN ORDERS ON DISTRICT FUNDS**

**WHEREAS**, Education Code Section 42632 authorizes the Governing Board to delegate to officers and employees of Santa Rosa City Schools the authority to sign orders drawn on the funds of the school district; and

**WHEREAS**, the Governing Board finds it necessary to update the authorized signers for the following district accounts:

- Child Care Revolving Cash Account (XXXXXX9938)
- District Clearing Account (XXXXXX3017)
- District Revolving Cash Account (XXXXXX6392)
- District Cafeteria Account (XXXXXX7530)

**NOW, THEREFORE, BE IT RESOLVED**, that in accordance with Education Code Section 42632, effective immediately, the following individuals are hereby removed from and added to the authorized signer list for the accounts below:

### **Removal of Existing Signers**

The following individuals are no longer authorized to sign on behalf of Santa Rosa City Schools for the accounts listed:

- Simona Hoyos (from FSA Account)
- Helen Miller (from all accounts)
- Daisy Morales (from all accounts)
- Stephen Mizera (from Child Care Revolving Cash Account)
- Rosemarie Gueretta (from Child Care Revolving Cash Account)
- Mary T Pappas (from Child Care Revolving Cash Account)

---

### **Addition of New Signers**

The following individuals are hereby authorized and empowered as new signers for the designated accounts:

- **New Signer 1:** Yessica Santana Peralta, District Accountant
- **New Signer 2:** Michael Reimer, Director

---

### **Complete List of Current Authorized Signers**

The complete and final list of all individuals who are authorized to sign for these accounts after the above changes have been processed is as follows:



- **Child Care Revolving Cash Account (XXXXXX9938)**
  - Joel Dontos
  - Gabriela Mathiesen
  - **Yessica Santana Peralta, District Accountant**
  - **Michael Reimer, Director**
  
- **District Clearing Account (XXXXXX3017)**
  - Joel Dontos
  - **Yessica Santana Peralta, District Accountant**
  - Lisa August
  
- **District Revolving Cash Account (XXXXXX6392)**
  - Joel Dontos
  - **Yessica Santana Peralta, District Accountant**
  - Lisa August
  
- **District Cafeteria Account (XXXXXX7530)**
  - Joel Dontos
  - Edward Burke
  - Lisa August
  
- **FSA Account (XXXXXX4681)**
  - Joel Dontos
  - **Yessica Santana Peralta, District Accountant**
  - Lisa August

For withdrawals from any of these accounts, two authorized signatures are required.

**BE IT FURTHER RESOLVED** that all such orders shall be on forms prescribed by the District and approved by the Governing Board.

**Authorized Signature:**

Yessica Santana Peralta, District Accountant

Michael Reimer, Director

**PASSED AND ADOPTED** this date, **April 8, 2026**, by the Board of Education of the Santa Rosa City Schools of the County of Sonoma, State of California.

AYES: 6 NOES: 0 ABSENT: 0 ABSTAIN: 0



**Resolution No. 2025/26-47**

**Date: April 8, 2026**

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

A handwritten signature in blue ink, appearing to be "S. J. ...", written above a horizontal line.

Clerk, Board of Education

A handwritten signature in blue ink, appearing to be "D. ...", written above a horizontal line.

President, Board of Education

# Santa Rosa City Schools New SELPA Formation

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April 8, 2026

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LAUNCH



Santa Rosa  
City SELPA  
Officially  
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Operations

	<b>POSITION DESCRIPTION</b>
<b>Title: Executive Director, SELPA and Special Services</b>	
<b>Department:</b> Special Services	<b>FLSA Classification:</b> Exempt; considered Essential Staff/Disaster Service Worker during any emergency or crisis
<b>Bargaining Unit:</b> None	<b>Work Year:</b> <del>223 days</del> 221 days (Certificated)
<b>Reports to:</b> Superintendent and/or Designee	<b>Board Approval Date:</b> <b>April 8, 2026</b>

**Salary Grade: Scheduled Management Salary Schedule** (Range 21: ~~\$128,770 – \$147,678~~  
\$156,846-179,183)

**PRIMARY FUNCTION:**

~~The Director will be responsible for the comprehensive planning, development, implementation, and evaluation of all special education and related services programs, ensuring full compliance with federal (IDEA), state (CGR Title 5), and local regulations, while promoting equitable outcomes and inclusive practices across the district.~~

The Executive Director of SELPA and Special Services is responsible for the strategic direction, governance, and operational integrity of special education and related services across the District and its multi-district SELPA (comprised of two districts under a shared administrative structure).

This position ensures full compliance with federal law, including the **Individuals with Disabilities Education Act (IDEA)**, and California statutes and regulations, including **Education Code §56000 et seq.** and **CCR Title 5**, while advancing a unified system that delivers equitable, inclusive, and outcomes-driven services for students with disabilities in the **least restrictive environment (LRE)**.

The Executive Director aligns policies, practices, and resources across both districts to function as a single, coherent system of service delivery under the SELPA Local Plan.

**ESSENTIAL JOB FUNCTIONS**

**Executive Leadership and System Coherence**

- Serve as a member of the Superintendent’s leadership team(s), advising on policy, strategy, and resource allocation related to special education and student services across both districts.
- Lead the development and implementation of a **coherent, cross-district system** of special education services aligned to shared priorities, ensuring consistency in practice, access, and outcomes.
- Integrate special education within broader district initiatives, including instructional improvement, equity

strategies, and **Multi-Tiered System of Supports (MTSS)**.

### **SELPA Governance and Regional Leadership**

- Serve as **SELPA Executive Director** for the two-district SELPA, ensuring implementation and continuous improvement of the **SELPA Local Plan** in accordance with Education Code requirements.
- Advise and support the SELPA governance structure (e.g., Superintendents' Council, governance board) to ensure clear decision-making, role clarity, and alignment across districts.
- Lead joint policy development, administrative regulations, and procedural consistency across both districts.
- Facilitate cross-district collaboration to maximize efficiency, reduce duplication, and expand access to specialized programs and services.

### **Legal Compliance and Risk Management**

- Ensure system-wide compliance with IDEA, procedural safeguards, timelines, and requirements for **Free Appropriate Public Education (FAPE)**.
- Oversee dispute resolution processes, including due process hearings, mediations, and complaint investigations, managing legal risk in coordination with counsel.
- Direct internal monitoring systems and oversee state compliance reviews (e.g., CDE monitoring, SPP/APR indicators), ensuring timely corrective actions and sustained compliance.

### **Fiscal Stewardship and Resource Alignment**

- Provide oversight of **SELPA and special education funding**, including AB 602, low-incidence funds, and other state and federal resources.
- Align fiscal strategies across both districts to ensure sustainability, efficiency, and compliance with **maintenance of effort (MOE)** and excess cost requirements.
- Collaborate with business services leadership to develop unified budget assumptions, cost-sharing structures, and long-term financial planning.

### **Program and Service Delivery Oversight**

- Ensure a **continuum of services and placements** across both districts that is equitable, legally compliant, and aligned to LRE requirements.
- Oversee cross-district coordination of **regionalized programs, nonpublic placements (NPS/NPA), and specialized services**, ensuring quality and fiscal responsibility.
- Promote inclusive practices and access to core instruction, enrichment, and postsecondary pathways for students with disabilities.

### **Organizational Leadership and Capacity Building**

- Assist in the recruitment, selection, and assignment of Special Education personnel.
- Provide supervision and evaluation of special education leadership staff across both districts.
- Build leadership capacity among site and district administrators to ensure consistent implementation of legal requirements and instructional practices.
- Lead coordinated professional learning systems across both districts aligned to SELPA priorities and compliance expectations.

### **Family, Community, and Interagency Engagement**

- Ensure meaningful family engagement consistent with IDEA, including oversight of IEP systems and support for the **Community Advisory Committee (CAC)**.

- Represent the SELPA and districts in collaboration with external agencies, including the California Department of Education, county agencies, and regional partners.
- Maintain proactive communication with stakeholders to build trust and transparency.

### **Continuous Improvement and Accountability**

- Establish and monitor **cross-district performance metrics**, including student outcomes, compliance indicators, and service delivery effectiveness.
- Use data to drive continuous improvement, inform strategic decisions, and ensure accountability to both districts and the SELPA governance structure.

### **Other Duties**

- Perform related duties as assigned.

## **KNOWLEDGE AND ABILITIES**

### **Knowledge of:**

- Federal and state special education law, including IDEA (20 U.S.C. §1400 et seq.; 34 CFR Part 300), California Education Code, and CCR Title 5.
- SELPA governance, Local Plan requirements, and multi-district service delivery models.
- Special education finance, including AB 602, MOE, and excess cost requirements.
- Systems-level leadership, organizational alignment, and continuous improvement frameworks.

### **Ability to:**

- Lead complex, cross-district systems with clarity, coherence, and strategic focus.
- Align policy, practice, and resources across multiple entities under a shared governance model.
- Anticipate and mitigate legal and fiscal risk.
- Communicate effectively with governing boards, executive leadership, and community stakeholders.
- Analyze data and translate findings into actionable system improvements.
- Build trust and maintain strong collaborative relationships across districts and agencies.

## **MINIMUM QUALIFICATIONS**

### **Education and Experience:**

- Minimum of five (5) years of increasingly responsible leadership experience in special education, including district-level administration.
- Demonstrated experience in **system-level leadership**, preferably within a SELPA or multi-district structure.
- Master's degree from an accredited college or university (Doctorate preferred).

### **Licenses and Credentials:**

- Valid California Education Specialist or related services credential.
- Valid California Administrative Services Credential.
- Valid California driver's license.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Sufficient vision to read copious printed and electronic material.
- Sufficient hearing to conduct in person, telephone, and online platform conversations.
- Sufficient volume, tone, and diction in conversation, on the telephone, and in addressing groups.
- Sufficient physical mobility, and dexterity of hands and fingers to operate technology and other devices.
- Sit for prolonged periods of time.
- Lift and/or carry up to 25 lbs., at waist height for short distances.

**WORKING CONDITIONS:**

The work environment characteristics described here are representative of those an employee may encounter while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Office environment, as well as school sites and classrooms.
- Travel to school sites.
- Hours may vary to meet district and student needs.
- Local and out-of-county travel may be required for the purpose of meetings, events, and other activities.