

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 May 13, 2026.

ASSURANCES AND AFFIRMATIONS

The Santa Rosa Accelerated Charter School (SRACS) provides the following affirmations and assurances:

- The Charter School shall be non-sectarian in its program, admission policies, employment practices, and all other operations. (Ref. Education Code Section EC 47605(e)(1).)
- The Charter School shall not charge tuition. (Ref. Education Code Section EC 47605(e)(1).)
- The Charter School shall 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).)
- The Charter School shall admit all students 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. Except as required by Education Code Section 47605(e)(1), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B). 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)]
- The Charter School 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 (e)(2)(B)(iii). (Ref. California Education Code Section 47605(e)(4)(A).)

- The Charter School 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. (Ref. California Education Code Section 47605(e)(4)(B).)
- The Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another 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(e)(2)(B)(iii). This paragraph does not apply to actions taken by the Charter School pursuant to Education Code Section 47605(c)(5)(J). (Ref. California Education Code Section 47605(e)(4)(C).)
- The Charter School shall comply with Education Code Section 47605(e)(4)(D) by posting the notice developed by the California Department of Education on its website and providing a copy to a student, parent, or guardian, as required by law.
- 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).)
- The Charter School shall 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).)
- The Charter School shall consult, on a regular basis, with its parents, legal guardians, and teachers regarding the Charter School's educational program. (Ref. Education Code Section 47605(d)(2).)
- The Charter School may 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).)
- The Charter School shall 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.)
- Santa Rosa City Schools shall serve as the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA").

- The Charter School 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 American with Disabilities Act of 1990 (“ADA”) and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”).
- The Charter School shall 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.)
- The Charter School shall 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.)
- The Charter School shall 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).)
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required under Education Code Section 47605(l) or other applicable law. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as the governing board of a school district. (Ref. California Education Code Section 47605(l)(1).)
- The Charter School shall, 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).
- The Charter School shall meet or exceed the legally required minimum number of school days. (Ref. Title 5 California Code of Regulations Section 11960.
- The Charter School shall 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).)
- The Charter School shall comply with any jurisdictional limitations regarding the location of its facilities. (Ref. Education Code Sections 47605 and 47605.1.)

- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. (Ref. Education Code Sections 47612(b), 47610.)
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000 et seq. (“CPRA”); Government Code Sections 1090 et seq., as set forth in Education Code Section 47604.1 (“Section 1090”); the Political Reform Act, Government Code Sections 81000, et seq. (“PRA”); and the Ralph M. Brown Act, Government Code Sections 54950, et seq. (“Brown Act”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).

EXECUTIVE SUMMARY

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 petition 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.

SRACS is a dependent charter school authorized by the Santa Rosa High School District. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a “common administration district” and operate under one superintendent, governing board, and administration. Therefore, this renewal petition references “Santa Rosa City Schools” or “SRCS” (as well as the Board of Education of SRCS), or “District” in place of “Santa Rosa High School District” to reflect this governance structure. SRCS and its Board retain overall governance authority over SRACS and will provide all administrative services.

The initial charter proposal for SRACS was presented to the Board of Education on December 11, 2002. The authorization was granted by the Santa Rosa High School District for a period of three years. Since that time, SRACS has been reauthorized and has grown to 128 students and has consistently maintained 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](#).



The charter for SRACS is set to expire on June 30, 2026. SRACS 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 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.*

(Education Code § 47601.)

SRACS has made, and will continue to make, important contributions to the legislative goals outlined above. The granting of this renewal 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.¹ Projected student enrollment during the proposed renewal term at the SRACS site is 128, with a limit of 64 students at each grade level. This enrollment figure of 128 has remained consistent since 2007. 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

¹ 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 comply with any other requirements concerning the location of its 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.

As referenced above, governance and oversight of SRACS will rest with the Board of Education of SRCS, to which Santa Rosa High School District belongs, which shall comply with the requirements of Education Code section 47604.1 in matters pertaining to governance of SRACS. Details concerning SRACS' Advisory Committee are included as part of Element D below.

The SRACS community, including administrators, staff, the Student Faculty Parent Organization (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

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 ("NGSS"). 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.

Funds generated by SRACS' average daily attendance will compensate SRCS 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 SRCS. As such, SRCS 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 SRCS.

Funds generated by SRACS' average daily attendance will compensate SRCS for both the site-level and SRCS-level administrative services. On a continuing basis, the Superintendent will report to the SRCS 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 SRCS. Basic administrative services for SRACS will be by agreement between SRACS Advisory Committee and SRCS. 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 four classrooms at SRACS. 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 SRCS Board of Education for approval.

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

SRACS' budget will have a target reserve for economic uncertainties level of 5%.

Daryl Coryell, Principal and Lead Applicant

Date

Charter Renewal Criteria

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.

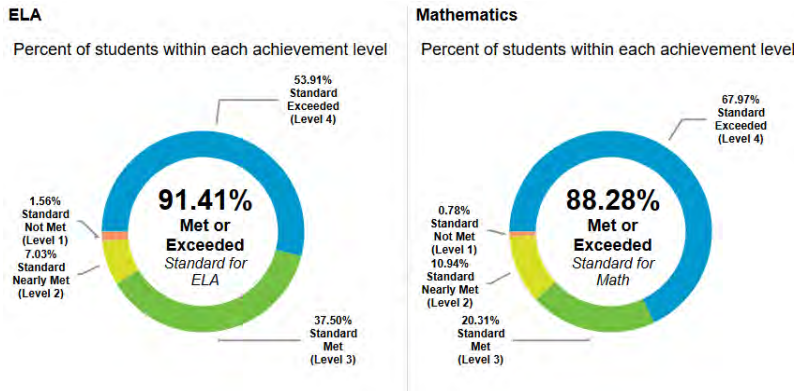
According to the Charter School Performance Category Data File most recently published by the California Department of Education, SRACS falls into the high-performing category. As clearly demonstrated by the evidence below, SRACS meets the criteria for charter renewal and is eligible for a renewal term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

State Assessments

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) and the English Language Proficiency Assessment for California (ELPAC). Fifth graders additionally take the California Science Test (CAST), CAASPP, ELPAC, CAST. Benchmark assessment results will be mailed home to parents/guardians/students annually.

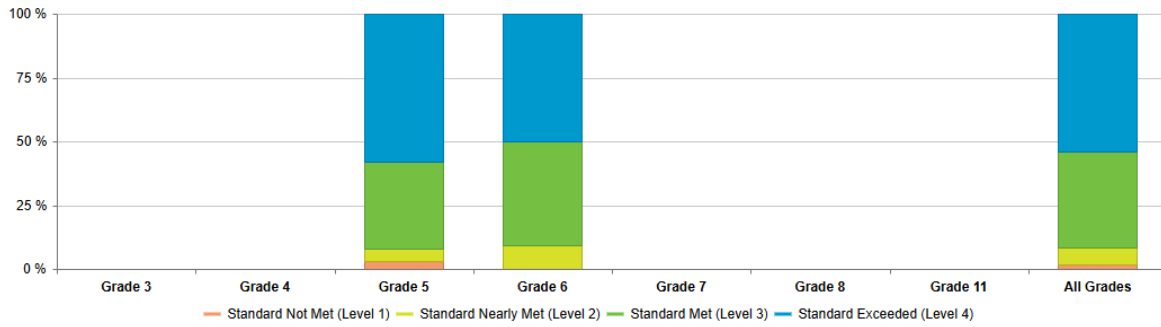
The charts and diagram provided below are from the [SRACS CAASPP](#) web page.

SRACS 2024-25 Whole School Summary



ELA Summary

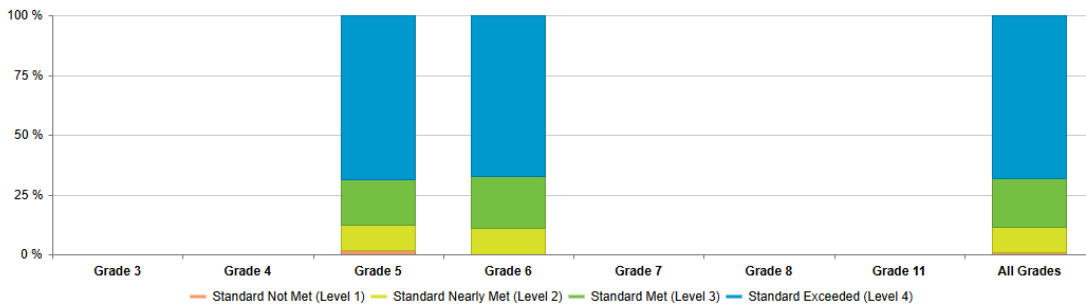
Achievement Level Distribution



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students Tested ¹	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students With Scores ¹	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) ¹ 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) ¹ 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) ¹ 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) ¹ 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



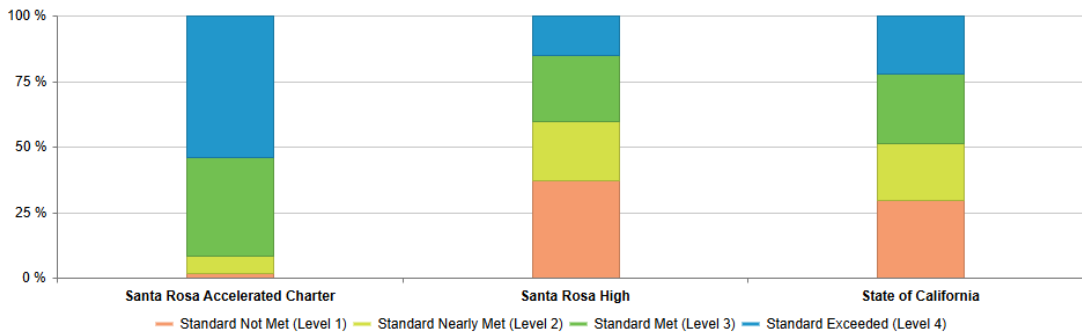
To protect student privacy, an asterisk (*) will be displayed for total enrolled counts and total tested counts of fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⁱ	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students Tested ⁱ	N/A	N/A	64	64	N/A	N/A	N/A	128
Number of Students With Scores ⁱ	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) ⁱ 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) ⁱ 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) ⁱ 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) ⁱ 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



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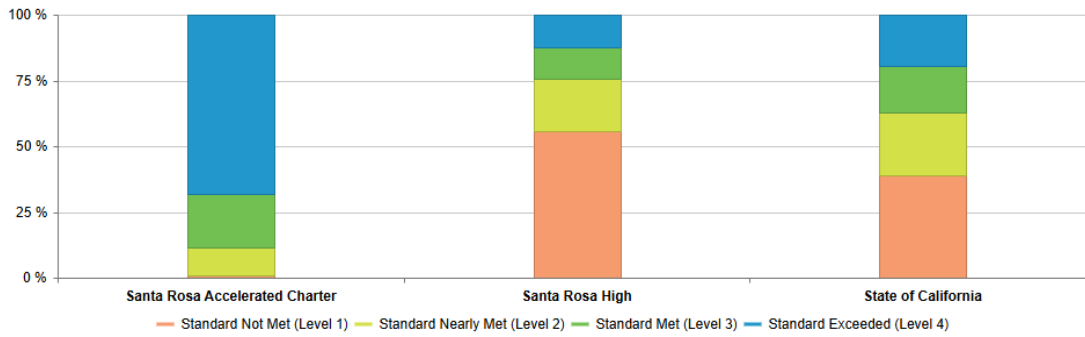
Percentage of Students at Each Achievement Level

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) ⁱ Percentage of students by grade for level	53.91 %	14.94 %	22.29 %
 Standard Met (Level 3) ⁱ Percentage of students by grade for level	37.50 %	25.21 %	26.53 %
 Standard Nearly Met (Level 2) ⁱ Percentage of students by grade for level	7.03 %	22.66 %	21.76 %
 Standard Not Met (Level 1) ⁱ 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



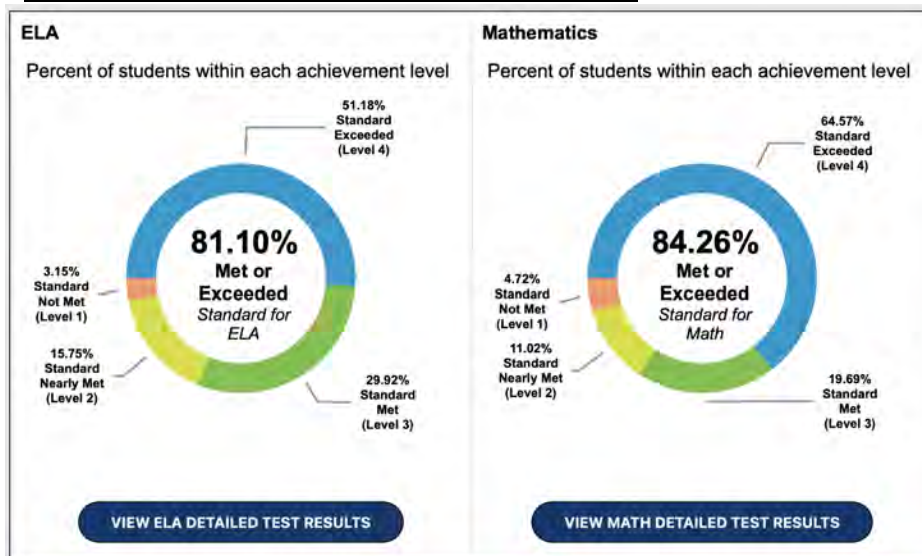
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Percentage of Students at Each Achievement Level

Overall Achievement

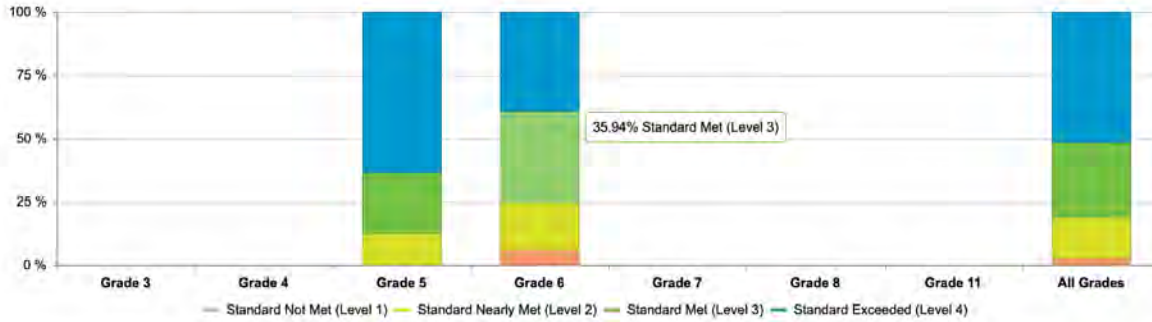
Reporting Categories	Santa Rosa Accelerated Charter	Santa Rosa High	State of California
Mean Scale Score	N/A	N/A	N/A
Standard Exceeded (Level 4) ⁱ Percentage of students by grade for level	67.97 %	12.25 %	19.37 %
Standard Met (Level 3) ⁱ Percentage of students by grade for level	20.31 %	11.91 %	17.93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

SRACS 2023-24 Whole School Summary



▼ Data Detail—All Students (accessible data)

Achievement Level Distribution



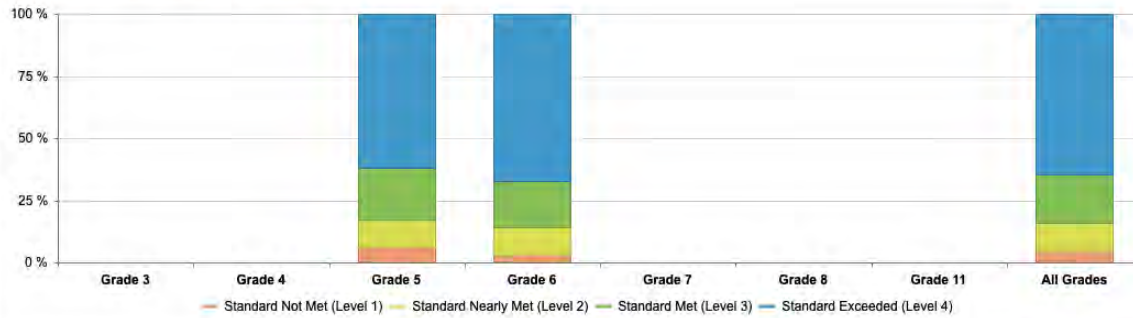
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Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ¹	N/A	N/A	63	64	N/A	N/A	N/A	127
Number of Students Tested ¹	N/A	N/A	63	64	N/A	N/A	N/A	127
Number of Students With Scores ¹	N/A	N/A	63	64	N/A	N/A	N/A	127
Mean Scale Score	N/A	N/A	2607.9	2588.2	N/A	N/A	N/A	N/A
Standard Exceeded (Level 4) ¹ Percentage of students by grade for level	N/A	N/A	63.49 %	39.06 %	N/A	N/A	N/A	51.18 %
Standard Met (Level 3) ¹ Percentage of students by grade for level	N/A	N/A	23.81 %	35.94 %	N/A	N/A	N/A	29.92 %
Standard Nearly Met (Level 2) ¹ Percentage of students by grade for level	N/A	N/A	12.70 %	18.75 %	N/A	N/A	N/A	15.75 %
Standard Not Met (Level 1) ¹ Percentage of students by grade for level	N/A	N/A	0.00 %	6.25 %	N/A	N/A	N/A	3.15 %

▼ **Data Detail—All Students (accessible data)**

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.

[Mathematics Achievement Level Descriptors](#)
[Mathematics Scale Score Ranges](#)

▼ **Overall Achievement**

Percentage of Students at Each Achievement Level

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Gra
Number of Students Enrolled	N/A	N/A	63	64	N/A	N/A	N/A	127
Number of Students Tested	N/A	N/A	63	64	N/A	N/A	N/A	127
Number of Students With Scores	N/A	N/A	63	64	N/A	N/A	N/A	127
Mean Scale Score	N/A	N/A	2595.1	2638.1	N/A	N/A	N/A	N/A
■ Standard Exceeded (Level 4) Percentage of students by grade for level	N/A	N/A	61.90 %	67.19 %	N/A	N/A	N/A	64.57
■ Standard Met (Level 3) Percentage of students by grade for level	N/A	N/A	20.63 %	18.75 %	N/A	N/A	N/A	19.69
■ Standard Nearly Met (Level 2) Percentage of students by grade for level	N/A	N/A	11.11 %	10.94 %	N/A	N/A	N/A	11.02
■ Standard Not Met (Level 1) Percentage of students by grade for level	N/A	N/A	6.35 %	3.13 %	N/A	N/A	N/A	4.72

The following table demonstrates that SRACS is moving in the right direction in terms of accomplishing its desired student outcomes 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.

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	District Math % Standard Met or Exceeded
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.

Academic Year	SRACS CAST Standard Exceeded	SRACS CAST Standard Met	SRACS CAST Standard Nearly Met	SRACS CAST Standard Not Met	SRACS CAST % Standard Met or Exceeded	District CAST % Standard Met or Exceeded
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

"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 21st 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

SRACS is an existing dependent charter school formed to serve students who show 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

A National Blue Ribbon School in 2016, SRACS is designed to serve students in a SRCS-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. SRACS will be open to all students in grades that SRACS 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 the power of its 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 sense of middle school prior to their 7th grade year, since students will slowly acculturate to the middle school setting through sharing resources and participating in appropriate courses and co-curricular options throughout their SRACS experience.

Finally, we have worked for over 20 years to create a partnership with our immediate community. SRACS students benefit from participation in the larger community, including the neighboring pre-school, parks, creeks, regional library, local businesses, host middle school and a local high school within walking distance. 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 offering many ways for parents to volunteer, if they are so inclined. 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 SRACS' 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” who are prepared for the evolving world of the 21st century.

Challenges

SRACS’ pupil outcomes consistently compare favorably to comparable schools in the district, 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. 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.

Overall, the community values SRACS’ 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 regarding facility needs, and resource planning. Continued engagement with staff, families, and district partners will be essential to ensure that any changes align with SRACS’ mission and maintain the high-quality educational experience that staff, families and students have come to expect.

Curriculum and Instruction

SRACS’ target population includes those students who would benefit from a more challenging curriculum that asks them to think deeply about the standards that are being covered. 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 (California

Common Core State Standards and Next Generation Science Standards); thus, students transitioning from SRACS to middle school will receive similar core instructional 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 SRACS 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 subject-specific education. Students move between classrooms focused on certain academic disciplines—one classroom typically focuses on ELA and History and another focuses 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 its 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 or 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, Non-Proficient.

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 (SCOE).

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 SRCS-organized professional development events, joining SRCS 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					
Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15	Warning Bell 8:15					
PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1	PERIOD 1					
8:20 - 9:30	8:20 - 9:30	8:20 - 9:30	8:20 - 9:30	8:20 - 9:30					
Room 1	Room 77	Room 1	Room 77	Room 1					
English/Social Studies	Math/Science	English/Social Studies	Math/Science	English/Social Studies					
BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45	BREAK 9:30 - 9:45					
<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>	<i>PERIOD 1 (Cont'd)</i>					
9:45 - 10:55	9:45 - 10:55	9:45 - 10:55	9:45 - 10:55	9:45 - 10:55					
Room 1	Room 77	Room 1	Room 77	Room 1					
English/Social Studies	Math/Science	English/Social Studies	Math/Science	English/Social Studies					
11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band	11:00-11:30 6th Orch/Band					
PERIOD 2	PERIOD 2	PERIOD 2	PERIOD 2	PERIOD 2					
11:30 - 12:10	11:30 - 12:15	11:30 - 12:15	11:30 - 12:15	11:30 - 12:15					
Room 77	Room 1	Physical Education	Physical Education	Room 77					
Math/Science	English/Social Studies			Math/Science					
P.E. Once every 4 Mondays									
LUNCH 12:10 - 12:40	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50	LUNCH 12:15 - 12:50					
<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>					
12:45 - 1:15	12:55 - 1:40	12:55 - 1:40	12:55 - 1:40	12:55 - 1:40					
Room 77	Room 1	Room 77	Room 1	Room 77					
Math/Science	English/Social Studies	Art	English/Social Studies	Math/Science					
DISMISSAL 1:45	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55	BREAK 1:40 - 1:55					
	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>	<i>PERIOD 2 (Cont'd)</i>					
	1:55 - 2:45	1:55 - 2:45	1:55 - 2:45	1:55 - 2:45					
	Room 1	Room 77	Room 1	Room 77					
	English/Social Studies	Math/Science	English/Social Studies	Math/Science					
	DISMISSAL 2:45	DISMISSAL 2:45	DISMISSAL 2:45	DISMISSAL 2:45					

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

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 SRCS, the academic calendar is determined by agreement between SRCS and Santa Rosa Teachers Association (SRTA). Daily student attendance shall be monitored and recorded in accordance with all requirements of the SRCS’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.

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

The SRCS 2026-2027 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
2026-2027 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 2026			1	2	3						
	6	7	8	9	10		0	0	0	0	0
	13	14	15	16	17						
	20	21	22	23	24						
	27	28	29	30	31						
AUGUST	3	4	5	6	7	Aug. 11-12					
	10	11	12	13	14	Aug. 13	0	0	2	2	4
	17	18	19	20	21	Aug. 14	5	5	0	0	5
	24	25	26	27	28	Aug. 17	5	5	0	0	5
	31						1	1	0	0	1
SEPTEMBER		1	2	3	4	Sept. 7	4	4	0	0	4
	7	8	9	10	11	Sept. 10	4	4	0	0	4
	14	15	16	17	18	Sept. 17	5	5	0	0	5
	21	22	23	24	25	Sept. 24	5	5	0	0	5
	28	29	30				3	3	0	0	3
OCTOBER			1	2		Oct. 5-9	2	2	0	0	2
	5	6	7	8	9	Oct. 9	5	5	0	0	5
	12	13	14	15	16	Oct. 16	5	5	0	0	5
	19	20	21	22	23	Oct. 19	5	5	0	0	5
	26	27	28	29	30		5	5	0	0	5
NOVEMBER	2	3	4	5	6	Nov. 2	5	5	0	0	5
	9	10	11	12	13	Nov. 11	4	4	0	0	4
	16	17	18	19	20	Nov. 13	5	5	0	0	5
	23	24	25	26	27	Nov. 23-25	0	0	0	0	0
	30					Nov. 26	1	1	0	0	1
DECEMBER		1	2	3	4	Dec. 11	4	4	0	0	4
	7	8	9	10	11	Dec. 15-17	5	5	0	0	5
	14	15	16	17	18	Dec. 17	5	4	1	0	5
	21	22	23	24	25	Dec. 18	0	0	0	0	0
	28	29	30	31		Dec. 21- Dec 31	0	0	0	0	0
JANUARY 2027				1		Jan. 1	0	0	0	0	0
	4	5	6	7	8	Jan. 4	5	5	0	0	5
	11	12	13	14	15	Jan. 18	5	5	0	0	5
	18	19	20	21	22		4	4	0	0	4
	25	26	27	28	29		5	5	0	0	5
FEBRUARY	1	2	3	4	5		5	5	0	0	5
	8	9	10	11	12	Feb. 8	4	4	0	0	4
	15	16	17	18	19	Feb. 15	4	4	0	0	4
	22	23	24	25	26	Feb. 22	5	5	0	0	5
MARCH	1	2	3	4	5	March 5	5	5	0	0	5
	8	9	10	11	12	March 5	5	5	0	0	5
	15	16	17	18	19	March 12	5	5	0	0	5
	22	23	24	25	26	March 15	0	0	0	0	0
	29	30	31			March 15	2	2	0	0	2
APRIL			1	2			2	2	0	0	2
	5	6	7	8	9		5	5	0	0	5
	12	13	14	15	16		5	5	0	0	5
	19	20	21	22	23		5	5	0	0	5
	26	27	28	29	30	April 30	4	4	0	0	4
MAY	3	4	5	6	7	May 13	5	5	0	0	5
	10	11	12	13	14	May 17	5	5	0	0	5
	17	18	19	20	21	May 27	5	5	0	0	5
	24	25	26	27	28	May 28	4	4	0	0	4
	31					May 31	0	0	0	0	0
JUNE		1	2	3	4	June 2-4	3	4	1	0	4
	7	8	9	10	11	June 3	0	0	2	0	0
	14	15	16	17	18	June 3					
	21	22	23	24	25	June 4					
	28	29	30			June 4					
TOTALS							180	180	4	2	185

(2) Two days added for Emergency Closures 4/30 & 5/28 (non-workday for teachers and SY, non-student if not needed)

Ratified: 2026-2027 Instructional Calendar mutually agreed on:

SRTA: Date: 4/17/2026

CSEA:

Teamsters:

Board approved: April 22, 2026

Effective: July 1, 2026

Santa Rosa City Schools

Santa Rosa Teachers Association

Classified School Employee Association

Teamsters Local 665

Meeting the Needs of All Students: English Learners

SRACS is committed to fully implementing all federal and state legal requirements for the identification, placement, instruction, reclassification, and monitoring of English Learners (ELs) in alignment with California Department of Education guidelines and SRCS policies.

Identification

A Home Language Survey (HLS) is used to identify potential ELs. ELs 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 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 to ELs to determine their language proficiency 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 provides appropriate language services and programs to meet the needs of individual EL students.

At SRACS, advanced learners who are ELs 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 ELs 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 ELs.

Appropriately Qualified Staff

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

Services and Programs

Because SRACS includes 5th and 6th grades, students who were identified as ELs at a younger age have often exited the program by the time they enter SRACS. If an EL student comes to SRACS, 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 ELAP delivers grade-level English Language Development (ELD) instruction through Designated ELD and Integrated ELD. This ELD instruction is considered at the Tier 1 level under the Multi-Tiered System of Support (MTSS) and is standard for all ELs.

Designated ELD instruction

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 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. Students get direct instruction in vocabulary across the academic disciplines using graphic organizers such as word webs and Frayer models. 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 State standards in ELD. 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.

Reclassification Procedures

Students who achieve the State “English Proficient” standard (Level 4) for the ELPAC may be considered for reclassification according to criteria determined by SRCS and the California Department of Education which includes 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.

Students who are reclassified will be monitored for four years to ensure continued academic success. Students who do not demonstrate continued parity may receive additional academic support and interventions.

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. 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 for all students, behavioral success, and social-emotional success.

When necessary, a Student Study Team (SST) 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 SST 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, the Academic Workshop, which is an afterschool program designed to support students who need additional challenge, or one-on-one reteaching.

If all three MTSS tiers are exhausted and the intervention has been unsuccessful, as shown by data, consultation with specialized services will be considered to determine next steps. 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 SRACS 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 with engaging in their education, whether academically or otherwise, 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. An 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 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 the student 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.

Specialized Student Needs: Students with Disabilities

Serving Students with Disabilities

SRACS shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act ("ADA"), and any other applicable civil rights laws enforced by the U.S. Department of Education Office for Civil Rights ("OCR").

For purposes of special education and related services, SRACS is a dependent charter school and shall function as a public school of Santa Rosa High School District/Santa Rosa City Schools pursuant to Education Code section 47641(b). SRCS shall remain the local educational agency responsible for ensuring that eligible students enrolled in SRACS are provided a FAPE consistent with state and federal law, the policies and procedures of SRCS' SELPA, and the student's Individualized Education Program ("IEP").

SRACS shall work cooperatively with SRCS to identify, assess, and serve students with disabilities. SRACS shall not deny admission, discourage enrollment, counsel out, or otherwise discriminate against any student on the basis of disability, suspected disability, the nature or severity of a disability, or the student's need for special education, related services, accommodations, or supports.

Section 504 of the Rehabilitation Act

SRACS recognizes its responsibility to ensure that no qualified student with a disability shall, on the basis of disability, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any program of SRACS.

A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment may be eligible for protections under Section 504.

SRACS shall follow SRCS Section 504 policies and procedures. A 504 team shall be assembled by the principal, site administrator, or other SRACS-designated administrator and shall include the parent/guardian, teacher(s), the student when appropriate, and other qualified individuals knowledgeable about the student, the meaning of evaluation data, and the placement or service options available.

The 504 team shall review relevant information, which may include academic, behavioral, health, attendance, social-emotional, and other educational records, as well as parent/guardian input and teacher observations, to determine whether an evaluation for Section 504 eligibility is appropriate. If the student has been evaluated under the IDEA and found ineligible for special education and related services, those evaluations may be considered as part of the Section 504 eligibility process.

If the 504 team determines that the student is eligible under Section 504, the team shall determine what accommodations, supports, or services are necessary to ensure the student receives FAPE under Section 504. The 504 Plan shall identify the student's disability-related needs and describe the accommodations, supports, or services to be implemented.

The site administrator or designee shall ensure that staff responsible for implementing the 504 Plan have access to the plan and understand their implementation responsibilities. A copy of the 504 Plan shall be maintained consistent with SRCS procedures and applicable confidentiality requirements. Each student's 504 Plan shall be reviewed at least annually, or more frequently if needed, to determine continued eligibility and the appropriateness of the plan.

If, during the Section 504 process, the team obtains information suggesting that the student may be eligible for special education and related services under the IDEA, the team shall make a referral for special education assessment consistent with SRCS procedures.

Services for Students Under the IDEA

SRACS recognizes its responsibility to enroll and support students with disabilities and shall work cooperatively with SRCS and SELPA to ensure that FAPE is provided to all eligible students with disabilities.

As a dependent charter school, SRACS shall function as a school of SRCS for purposes of the provision of special education and related services pursuant to Education Code section 47641(b). SRACS, in coordination with SRCS, shall be responsible for ensuring the provision of special education and related services to eligible students enrolled in SRACS, and SRACS shall cooperate with SRCS in implementing all applicable District and SELPA policies and procedures.

SRACS shall follow SRCS policies and procedures and shall utilize appropriate SRCS forms when identifying, referring, assessing, serving, and supporting students who may qualify for special education and related services. SRACS shall also follow SRCS procedures for responding to record requests, parent/guardian concerns, compliance matters, and confidentiality requirements.

SRACS agrees to promptly respond to SRCS inquiries, comply with reasonable SRCS and SELPA directives, and allow SRCS and SELPA access to students, staff, facilities, equipment, and records as required by law.

Notification and Coordination

SRACS shall coordinate with SRCS regarding the implementation of special education services and shall follow SRCS and SELPA policies and procedures related to special education referrals, assessments, IEP meetings, service delivery, progress reporting, dispute resolution, and compliance.

SRACS shall designate a site administrator or designee to serve as the primary site contact for special education coordination. This individual shall work with SRCS Special Services staff to support timely communication, ensure appropriate staff participation in meetings, assist with implementation of IEPs and 504 Plans, and address concerns as they arise.

Identification and Referral

SRACS shall identify and refer students who have, or may have, disabilities that require special education and related services. SRACS shall implement SRCS child-find procedures to ensure timely identification and referral of students who may require assessment.

A student may be referred for special education assessment when the student is suspected of having a disability and may be eligible for special education and related services. General education supports and interventions may be considered and implemented when appropriate; however, such interventions shall not be used to delay or deny a timely special education assessment when a disability is suspected.

In supporting child find and referral, SRACS may review existing data, including but not limited to teacher observations, grades, attendance, behavior data, intervention data, parent/guardian input, health information, and other relevant educational records. SRACS shall work with SRCS to ensure referrals are processed in accordance with legal timelines and SRCS procedures.

Assessments

The term “assessment” shall have the same meaning as “evaluation” under the IDEA. SRCS, in coordination with SRACS, shall determine what assessments, if any, are necessary for referred or eligible students in accordance with applicable law and SRCS procedures.

SRACS, in coordination with SRCS, shall arrange for assessments to be conducted by qualified personnel and shall obtain parent/guardian consent prior to assessment, as required by law. SRACS shall cooperate with SRCS by providing relevant records, data, teacher input, access to staff, and access to the student as necessary to complete the assessment process.

Parents/guardians shall be informed that special education and related services are provided at no cost to them.

Development and Implementation of the IEP

Upon completion of assessments, an IEP team shall be assembled to review assessment results and determine the student’s eligibility for special education and related services. Every student assessed for special education shall have an IEP team meeting that documents assessment results and eligibility determination.

SRCS, in coordination with SRACS, shall arrange and notice necessary IEP meetings. IEP team membership shall comply with applicable law and shall include required SRCS and SRACS representatives, including an SRCS-designated administrator or representative with appropriate authority, the student’s special education teacher or service provider, at least one general education teacher if the student is or may be participating in the general education environment, the parent/guardian, the student when appropriate, and others with knowledge or special expertise regarding the student.

SRACS shall ensure that appropriate site staff participate in IEP meetings and provide relevant information regarding the student’s access to and progress in SRACS’s educational program. SRACS, in coordination with SRCS, shall arrange for the attendance or participation of other necessary personnel, which may include, but is not limited to, a school psychologist, speech-language pathologist, occupational therapist, behavior specialist, nurse, counselor, administrator, education specialist, or other related service provider.

All decisions concerning special education eligibility, goals, services, supports, accommodations, placement, and exit from special education shall be made by the IEP team through the IEP process. IEPs shall contain all information required by applicable law. Programs, services, and placements shall be provided to eligible SRACS students in accordance with the IEP, SRCS policies and procedures, and state and federal law.

SRCS shall be responsible for ensuring the provision of special education and related services. SRACS shall be responsible for school-site implementation of the portions of the IEP for which SRACS staff is responsible, including classroom accommodations, supports, access to the general education program, staff communication, progress data collection, and participation in progress reporting as appropriate.

Students with IEPs shall be educated in the least restrictive environment to the maximum extent appropriate. SRACS shall work with SRCS to ensure students with disabilities have access to SRACS' educational program and are not excluded from participation on the basis of disability.

IEP Review and Progress Reporting

Each student with an IEP shall have an IEP team responsible for reviewing the student's IEP, progress, services, and educational needs. The IEP team shall review the student's IEP at least annually, or more frequently when required by law or when requested by the parent/guardian or SRCS.

Unless otherwise specified in the student's IEP, parents/guardians shall be informed of the student's progress toward annual goals at least as frequently as progress is reported for students without disabilities. SRACS shall cooperate with SRCS staff in collecting data and providing information needed for IEP progress reporting.

The IEP team shall conduct a reevaluation at least once every three years, unless the parent/guardian and SRCS agree that a reevaluation is unnecessary, and shall conduct additional assessments when required by law or determined necessary by the IEP team.

Interim and Initial Placement of New Charter School Students

SRACS shall work with SRCS to comply with Education Code section 56325 and applicable SRCS procedures for students who enroll with an existing IEP.

For a student who transfers into SRACS from another California school district operating under a different SELPA during the same academic year, SRCS, in coordination with SRACS, shall provide a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty days. Within that

period, SRACS shall either adopt the previously approved IEP or develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into SRACS from a district operating under the same SELPA during the same academic year, SRACS, in coordination with SRCS, shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and SRCS agree to develop, adopt, and implement a new IEP consistent with state and federal law.

For a student who transfers into SRACS from outside California during the same academic year with an existing IEP, SRCS, in coordination SRACS, shall provide a FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, until SRACS conducts an assessment if determined necessary and develops a new IEP, if appropriate, consistent with state and federal law.

Procedural Safeguards

Parents/guardians of students with disabilities shall be provided all procedural safeguards required under the IDEA and California law. Parents/guardians shall be included in the decision-making process when eligibility, assessment, services, placement, or changes to the student's program are under consideration.

SRCS, in coordination with SRACS, shall provide the parent/guardian with a written Notice of Procedural Safeguards as required by law and SRCS procedures, including information regarding formal and informal dispute resolution options.

Nonpublic School and Nonpublic Agency Placements

SRCS shall be responsible for selecting, contracting with, and overseeing any nonpublic school or nonpublic agency used to provide special education or related services to students enrolled in SRACS, when such services or placements are determined necessary through the IEP process. SRACS shall cooperate with SRCS in providing relevant information and supporting the student's educational program as appropriate.

Parent/Guardian Concerns, Complaints, and Dispute Resolution

SRACS, in coordination with SRCS, shall respond to and resolve parent/guardian concerns related to special education and Section 504 services. Concerns may be directed to the site administrator or designee, who shall promptly coordinate with SRCS Special Services staff as appropriate.

SRCS shall be responsible for responding to formal special education complaints, due process matters, mediation requests, compliance complaints, and other legal proceedings in

accordance with SRCS and SELPA procedures and applicable law. SRACS shall cooperate with SRCS in investigating, responding to, and resolving such matters, including by providing records, staff input, documentation, and participation in meetings or proceedings as needed.

Parents/guardians retain the right to file complaints with the California Department of Education, the Office for Civil Rights, or the Office of Administrative Hearings, as applicable.

Staffing and Professional Learning

Special education and related services for eligible students enrolled in SRACS shall be provided by qualified SRCS employees, SRCS-contracted providers, or other appropriately qualified personnel or agencies arranged through SRCS, consistent with SRCS and SELPA procedures and applicable law.

SRCS shall be responsible for assigning, hiring, contracting with, and supervising special education and related service personnel necessary to provide IEP services, including but not limited to education specialists, school psychologists, speech-language pathologists, occupational therapists, behavior specialists, nurses, paraprofessionals, and other related service providers.

SRACS staff shall participate in professional learning and training necessary to support implementation of IEPs, 504 Plans, accommodations, behavior supports, child-find responsibilities, confidentiality requirements, and compliance with state and federal disability laws. SRACS shall coordinate with SRCS and/or other appropriate agencies to provide such training as needed.

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

Parent and community volunteers provide valuable support for SRACS programs and activities. All volunteers will be cleared through Be a Mentor or the current process in use by the District to clear its volunteers. Parent volunteers coach interscholastic 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. All volunteers must apply and be approved through SRCS' volunteer platform, which includes fingerprinting, background check, and other steps as required.

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

SRACS 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 SRACS' Advisory Committee. The Advisory Committee will meet 6-8 times per year and be responsible for how monies are spent from the budget (except to the extent this authority rests with SRCS), providing guidance for the school, being a link between the teachers, administration and parents/guardians, as well as advocating for SRACS' needs with SRCS' 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.
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 SRCS' 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

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 SRCS and adhere to SRCS 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 SRCS. SRACS is committed to improving outcomes for students.

Measurable Goals

The California Common Core Standards (CCSS) for ELA and Math, California English Language Development (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 SRCS 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. 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>

Academic Goal 1: Core Academic Achievement (ELA, Mathematics, and Science)

(State Priority 4: Pupil Achievement)

SRACS students will demonstrate high levels of academic achievement in English Language Arts (ELA), Mathematics, and Science, as measured by state assessments and aligned to the California School Dashboard indicators.

Baseline:

Based on the most recent CAASPP and CAST data:

- **83% of students** met or exceeded standards in ELA
- **83% of students** met or exceeded standards in Mathematics
- **80% of students** met or exceeded standards in Science

Baseline data will be disaggregated by significant student groups, including English learners (EL), socioeconomically disadvantaged students (SED), students with disabilities, and racial/ethnic subgroups.

Measurable Outcomes:

1. By the end of each academic year, **at least 85% of students** will meet or exceed standards in ELA, Mathematics, and Science, as measured by CAASPP and CAST, both schoolwide and within each significant student group (including EL and SED).
2. Each significant student group will demonstrate **annual growth of at least 3–5 percentage points** in the percentage of students meeting or exceeding standards until reaching or exceeding the 85% threshold.
3. SRACS will maintain or improve to Blue or Green **on the California School Dashboard** in ELA and Mathematics indicators.

Measurement Tools:

- CAASPP (ELA and Mathematics)
- CAST (Science)
- Local benchmark and interim assessments aligned to state standards

Academic Goal 2: English Learner Progress

(State Priority 4: Pupil Achievement)

SRACS will ensure that English Learners (ELs) make measurable progress toward English language proficiency, as demonstrated by performance on the English Language Proficiency Assessments for California (ELPAC) and aligned to the California School Dashboard English Learner Progress Indicator (ELPI).

Baseline:

Based on the most recent ELPAC results, **100% of English Learners increased at least one proficiency level** on the ELPAC. Baseline data will continue to be monitored and disaggregated by English Learner status, years in program, and reclassification status.

Measurable Outcomes:

1. **At least 85% of English Learners** will make progress toward English language proficiency annually, as measured by ELPAC (ELPI), either demonstrating movement of at least one proficiency level or maintenance of “Moderately Developed” or “Well Developed” levels, as appropriate.

2. SRACS will maintain or improve **its performance on the California School Dashboard ELPI indicator** to Blue or Green.
3. The percentage of English Learners meeting criteria for **reclassification to Fluent English Proficient (RFEP) will increase to or maintain at 85%**

Measurement Tools:

- English Language Proficiency Assessments for California (ELPAC)
- California School Dashboard English Learner Progress Indicator (ELPI)
- Local assessments supporting language development

Progress Monitoring:

English Learner progress will be reviewed at least **four times per year**, including interim data and ELPAC results. Data will be used to inform targeted English Language Development (ELD) instruction, interventions, and supports to ensure continued growth and equitable outcomes.

Academic Goal 3: Student Engagement and Attendance

(State Priority 5: Pupil Engagement)

SRACS will promote high levels of student engagement and consistent attendance to support academic success and overall student well-being. The school will implement proactive strategies to monitor attendance, intervene early, and support students and families to reduce chronic absenteeism.

Baseline:

Based on the most recent data, **5% of students are classified as chronically absent**, as measured by California School Dashboard criteria. Baseline data will be disaggregated by significant student groups, including English learners, socioeconomically disadvantaged students, students with disabilities, and racial/ethnic subgroups.

Measurable Outcomes:

1. SRACS will **reduce chronic absenteeism to below 3% annually**, both schoolwide and within each significant student group.
2. SRACS will demonstrate **annual improvement by 1 level in the California School Dashboard Chronic Absenteeism Indicator**, until achieving or maintaining a performance level of “Blue” or “Green.”
3. SRACS will ensure that **no significant disproportionality (more than 5%) exists in chronic absenteeism rates** among student groups.

Measurement Tools:

- California School Dashboard Chronic Absenteeism Indicator
- Attendance records and local data systems

Progress Monitoring:

Attendance data will be reviewed **monthly**, with formal analysis conducted at least three times per year. Data will be disaggregated by student group and used to inform targeted interventions, family outreach, and support systems to improve attendance and engagement.

Academic Goal 4: School Climate (State Priority 6: School Climate)

SRACS will maintain a positive, safe, and inclusive school environment that supports student engagement and minimizes exclusionary discipline. The school will prioritize restorative practices, proactive behavioral supports, and equitable discipline systems to ensure a strong school climate for all students.

Baseline:

In the most recent school year, SRACS reported a **0% suspension rate**, as measured by California School Dashboard data and local discipline records. Baseline data will continue to be monitored and disaggregated by significant student groups, including English learners, students with disabilities, socioeconomically disadvantaged students, and racial/ethnic subgroups.

Measurable Outcomes:

1. SRACS will **maintain a suspension rate at or below 1% annually**, both schoolwide and for each significant student group.
2. SRACS will maintain **no significant disproportionality (more than 10%) in suspension rates** among student groups.
3. **At least 85% of students, staff, and families** participating in annual climate surveys will report that SRACS provides a safe, supportive, and inclusive learning environment.

Academic Goal 5: Critical Thinking and Communication

(State Priority 4: Pupil Achievement)

SRACS students will demonstrate measurable growth in critical thinking, problem solving, analytical reasoning, and effective communication across English Language Arts, Mathematics, and Science. This goal is aligned to the California Common Core State

Standards (CCSS) and Next Generation Science Standards (NGSS) and supports college and career readiness.

Baseline:

Baseline data will be established annually using standards-aligned performance tasks, writing samples, and benchmark assessments scored with common rubrics. Data will be disaggregated by significant student groups, including English learners, socioeconomically disadvantaged students, students with disabilities, and racial/ethnic subgroups.

Measurable Outcomes:

1. By the end of each academic year, **at least 70% of students** will score at the “proficient” level or higher on common, standards-aligned rubrics measuring critical thinking and communication skills (analysis, reasoning, use of evidence, problem solving, and written/oral communication), both schoolwide and within each significant student group.
2. Students will demonstrate **annual growth of at least one performance level** on common rubrics in argumentative/explanatory writing, mathematical reasoning, and scientific inquiry tasks.
3. The percentage of students meeting or exceeding proficiency on the CAASPP will **increase by at least 5 percentage points annually**, including within each significant student group.

Measurement Tools:

- Standards-aligned performance tasks in ELA, Mathematics, and Science
- Common writing rubrics (argumentative and explanatory writing)
- Mathematical reasoning tasks aligned to CAASPP item types
- Inquiry-based projects and research tasks
- Local benchmark and interim assessments

Progress Monitoring:

Student performance on local benchmark and interim assessments will be monitored at least **four times per year**, with results analyzed schoolwide and disaggregated by student group. Data will be used to inform instruction, provide targeted interventions, and ensure equitable access to rigorous learning opportunities.

ELEMENT C: METHODS TO ASSESS STUDENT PROGRESS TOWARDS MEETING OUTCOMES

"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 B.

Students in SRACS are expected to demonstrate progress in meeting or exceeding the state's academic standards in English-language arts, mathematics, science, and social science. Student competence is measured by students "meeting or exceeding" grade level standards. SRACS' 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, SRACS 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 SRCS that SRACS staff refined to better meet the needs of its 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 Title 5 of the California Code of Regulations, section 861 with the assistance of SRCS. 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 State 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

SRCS 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.

Curriculum Associates i-Ready is a comprehensive diagnostic and instructional platform designed to help schools measure student growth, identify learning needs, and provide targeted instruction in reading and mathematics. Through adaptive assessments administered multiple times throughout the year, i-Ready pinpoints each student’s current performance level, tracks progress toward annual growth targets, and helps educators identify both students in need of intervention and those ready for enrichment. When paired with high-quality classroom instruction, i-Ready provides actionable data that supports differentiated teaching, progress monitoring, and informed decision-making, helping schools strengthen Tier 1 instruction while ensuring students receive timely and appropriate academic 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.

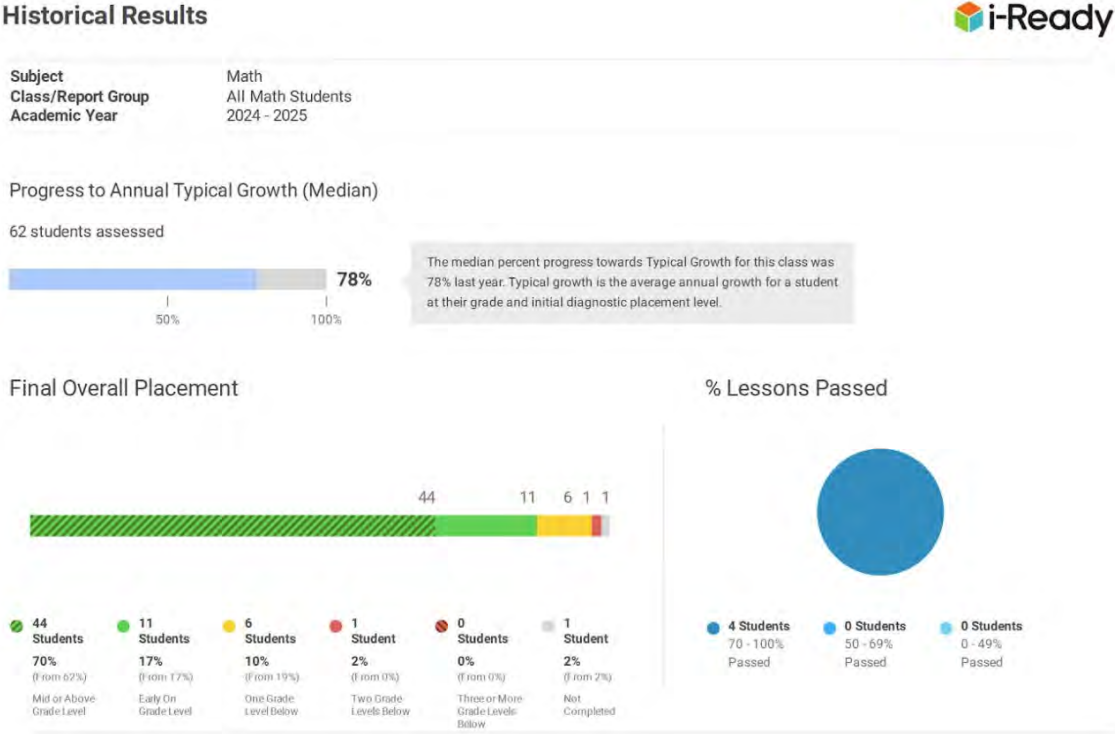
iReady Reading Growth for 5th Grade Class of 2024-2025



Based on the 2024–2025 i-Ready reading data for Santa Rosa Accelerated Charter School (SRACS), the results reflect a strong year of academic growth and effective implementation of intervention supports. Among the 61 students assessed, students achieved a median Progress to Annual Typical Growth of 129%, meaning the typical student exceeded one full year’s

expected reading growth and, on average, outpaced peers nationally with similar starting points. Final placement data is equally encouraging, with 40 students performing at or above grade level, representing approximately two-thirds of assessed students, while an additional 14 students are just one grade level below, suggesting that the overwhelming majority of students are either meeting expectations or within close reach of proficiency. Only a small number of students remain two or more grade levels below benchmark, indicating a relatively limited population requiring intensive intervention. Perhaps most notable is the program engagement data, showing 100% of students who completed lessons passed between 75–100% of assigned lessons, suggesting strong instructional fidelity, student persistence, and effective alignment between digital practice and classroom instruction. Taken together, these results point to a healthy literacy system at SRAC—one that is not only moving students toward proficiency, but accelerating growth beyond typical expectations while maintaining strong engagement with intervention supports.

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



Based on the 2024–2025 i-Ready mathematics data for Santa Rosa Accelerated Charter School (SRAC), the results indicate a strong overall level of student proficiency, coupled with an opportunity to accelerate academic growth. Among the 62 students assessed, students achieved a median Progress Toward Annual Typical Growth of 78%, indicating that while students are making measurable progress in mathematics, the median student has not yet reached a full year’s expected growth, suggesting an area of focus as the school continues strengthening math instruction and intervention systems. At the same time, final placement data is highly encouraging, with 44 students (70%) performing at mid or above grade level, and an additional 11 students (17%) performing only one grade level below, meaning nearly nine out of ten students (87%) are either meeting grade-level expectations or within close proximity.

Only a small number of students remain two or more grade levels below benchmark, reflecting a relatively limited intervention population. Program engagement remains a clear strength, with 100% of students completing lessons passing between 70–100% of assigned lessons, suggesting strong student persistence and effective implementation of the platform. Taken together, the data suggests that SRAC has built a solid foundation of mathematics proficiency and program fidelity; the next opportunity lies in leveraging that strong engagement and high baseline performance to accelerate annual growth, particularly for students already near proficiency who may require greater rigor, enrichment, and differentiated Tier 1 experiences to realize full growth potential.

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 SRCS 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 State 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 SRCS. This SRACS Grading Scale can be found in its 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

SRACS teachers 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.

- Typically, 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			

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			

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

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
Reading: Literature <ul style="list-style-type: none"> Determines a theme of a story, drama, or poem from details in the text Compares and contrasts two or more characters, settings, or events in a story or drama 			
Reading: Informational Text <ul style="list-style-type: none"> Identifies the main topic of a multi-paragraph text as well as the focus of specific paragraphs Describes the connections between a series of events, ideas, concepts, or steps within a text 			
Reading: Foundational Skills <ul style="list-style-type: none"> Reads accurately and fluently to support comprehension 			
Writing <ul style="list-style-type: none"> Writes opinion pieces that support a point of view with reasons and information Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly Writes narratives that use effective technique, descriptive details, and clear event sequences 			
Speaking & Listening <ul style="list-style-type: none"> Participates collaboratively in discussions Listens, responds, and communicates clearly Plans and delivers oral presentations 			
Language <ul style="list-style-type: none"> Uses knowledge of language and its conventions when writing, speaking, reading, or listening 			
Social Studies			
Social Studies <ul style="list-style-type: none"> Demonstrates content knowledge in the following areas: <ul style="list-style-type: none"> Geographic features that define regions within the U.S. 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. Knowledge of the location of the current 50 states and their capitals. 			

Mathematics	T1	T2	T3
Operations & Algebraic Thinking <ul style="list-style-type: none"> Writes and interprets numerical expressions Analyzes patterns and relationships Utilizes the mathematical practices 			
Numbers & Operations <ul style="list-style-type: none"> Understands the Place Value System Performs operations with multi-digit whole numbers and decimals to the hundredths Uses equivalent fractions as a strategy to add and subtract fractions Multiplies fractions Solves real world problems using mathematical practices Utilizes the mathematical practices 			
Measurement & Data <ul style="list-style-type: none"> Converts measurement units within a given measurement system and uses conversions to solve real world problems Represents and interprets data Understands concepts of volume Utilizes mathematical practices 			
Geometry <ul style="list-style-type: none"> Graphs points on a coordinate plane to solve problems Classifies two dimensional figures based on properties Utilizes mathematical practices 			
Science			
Science <ul style="list-style-type: none"> Demonstrates content knowledge in the following areas: <ul style="list-style-type: none"> 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. Physical Science: The structure and properties of matter, as well as chemical reactions, can be observed and measured. Life Science: Understanding relationships within ecosystems as well as the cycle of matter helps us determine what makes a healthy ecosystem. Observes, researches, and develops models 			

ELEMENT D - GOVERNANCE STRUCTURE

"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)

Santa Rosa Accelerated Charter School is a dependent charter school authorized by the Santa Rosa High School District. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a "common administration district" and operate under one superintendent, governing board, and administration. Therefore, this renewal petition references "Santa Rosa City Schools" or "SRCS" (as well as the Board of Education of SRCS) or "District" in place of "Santa Rosa High School District" to reflect this governance structure. SRCS and its Board retain overall governance authority over SRACS and will provide all administrative services.

SRACS shall ensure compliance with all public transparency laws applicable to charter schools as set forth in Education Code Section 47604.1, including but not limited to, the Ralph M. Brown Act (Government Code Section 54950 *et seq.*), the California Public Records Act (Government Code Section 6250 *et seq.*), and the conflict of interest provisions applicable to public agencies in the Political Reform Act (Government Code Section 81000 *et seq.*) and Government Code Section 1090 *et seq.* 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 the charter school.

District Board Governance Roles and Responsibilities

The SRCS Board will maintain ultimate authority and responsibility for governance and accountability of SRACS, except as specifically provided within the approved charter. Core responsibilities include approval and oversight of the charter's implementation, annual review and evaluation of school performance, fiscal oversight, including approval of annual budgets and financial audits, and approval and oversight of key policies related to student welfare, safety, and compliance, among other functions.

The SRCS Board will delegate day-to-day management responsibilities to the SRACS Principal, including staff hiring and supervision, curriculum implementation, and school operations aligned with SRCS-approved policies under the direction of the Superintendent.

Board Member Training and Development

The Board believes that its ability to effectively provide leadership and direction for SRCS and its dependent charter schools is enhanced when its members are well-informed and continuously trained. To ensure that our governance team is prepared to support academic excellence and the holistic development of all students, the Board adopts the following training requirements:

Core Governance Curriculum

To ensure a thorough understanding of district governance, all new Board members shall receive training in the following core subject areas:

- **Foundations of Effective Governance:** Instruction on the structure and function of the governance team, the distinction between governance and management, unity of purpose, and the roles and responsibilities of trustees.
- **Policy and Judicial Review:** Training on the development, adoption, and oversight of board policies, as well as the Board's role in judicial review and administrative hearings.
- **Student Learning and Achievement:** rigorous examination of the Board's role in improving student outcomes, closing opportunity gaps, and overseeing curriculum and instruction.
- **School Finance:** Comprehensive coverage of school district budgeting, funding sources, fiscal accountability, and the fiduciary duties of the Board.
- **Human Resources and Collective Bargaining:** Education on the Board's role in personnel matters, labor relations, and the collective bargaining process.
- **Community Relations and Advocacy:** Strategies for effective community engagement, public communication, and legislative advocacy to support district goals.

Preferred Training Provider

The Board designates the **California School Boards Association (CSBA) Masters in Governance** program as the preferred method for members to fulfill the core governance curriculum requirement. New members are encouraged to complete this program either virtually or in-person.

Alternative Training Plan

Should a Board member be unable to complete the CSBA Masters in Governance program, they shall work with the Board President and Superintendent to develop an alternative training plan. This plan must identify comparable training opportunities in each of the core areas listed above. Acceptable alternative sources include, but are not limited to:

- Other CSBA workshops and conferences
- Trainings provided by the Sonoma County Office of Education (SCOE)
- School Services of California (SSC)
- Similar accredited education and governance training providers

Timelines for Completion

Regardless of the training provider selected, all new Board members must complete the trainings related to **school finance, ethics, and legal and fiduciary responsibilities** within their **first six months** of office, or earlier if required by state law. All training requirements shall be completed within the first year.

District Orientation

In addition to external governance training, every new Board member shall participate in a district-specific orientation to deepen their understanding of SRCS' operations.

- **Format:** This orientation shall be equivalent to a full day of training.
- **Content:** The orientation shall cover SRCS-specific information regarding:
 - Established Strategic Priorities and Associated Plans and Measurables
 - Board Calendar including Spring and Fall Strategic Planning Sessions
 - Financial Operations and Budgeting
 - Educational Services and Curriculum
 - Special Education
 - Enrichment Programs (Arts, Music, Sports) and After-School Programs
 - Human Resources
 - Legal Operations
 - Other areas deemed vital by the Superintendent and Board President
- **Timeline:** New members should complete this orientation within **three months** of joining the Board.

Ongoing Board Member Development

The Governing Board recognizes that effective governance is an evolving practice that requires continuous learning and adaptation. To maintain a high standard of leadership and to further the district's goals of academic excellence and fiscal stability, the Board establishes a policy of ongoing professional development for all members.

Annual Training Commitment

Board members who have successfully completed the new member training requirements, and all legally mandated training, are expected to participate in annual training opportunities. Members are encouraged to pursue a deeper understanding of the core areas of governance, with a particular focus on emerging issues in school finance, student achievement, policy, and the strategic priorities established by the Board.

Individual Development Plans

To support this continuous growth, the Board President and Superintendent shall meet annually with each Board member after the adoption of the strategic priorities to create an Individual Training Commitment. This plan will:

- Identify specific areas for professional growth based on the member's interests and the district's strategic needs.
- Utilize training options from the Board's preferred providers (CSBA, SCOE, SSC, etc.).
- Include a combination of virtual and in-person learning opportunities as feasible.

By committing to ongoing education, the Board ensures it remains equipped to address the complex challenges facing our schools and to advocate effectively for the enrichment and success of each and every student.

Except as specifically provided within the approved charter and applicable law, all SRCS procedures, including budget adoption by the Board of Education, will pertain to SRACS in the same manner as for the non-charter schools of SRCS. The 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 SRCS' 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 SRACS' goals and program. However, parents/guardians shall be informed that parental involvement is not a requirement for admission or continued enrollment in SRACS by annual electronic notification.

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. In addition, the Advisory Committee may make spending recommendations utilizing funds allocated to SRACS, to monitor SRACS' 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. SRCS 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. SRCS will use ParentSquare, or other equivalent district platform, to communicate 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.

ELEMENT E: STAFF QUALIFICATIONS

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

Equal Employment Opportunity

SRACS shall be nonsectarian in its employment practices and all other operations. 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 any of the characteristics listed in Education Code Section 220 (race or ethnicity, nationality, religion, gender, gender identity or expression, sexual orientation, actual or perceived disability, or any other protected characteristic under California or federal law. Equal employment opportunities shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

The basic qualifications for teachers and other staff serving SRACS students in the core academic program will be identical to those required for non-charter schools in SRCS. The recruitment and selection of new staff will be done according to SRCS protocol as outlined in the contract with the Santa Rosa Teachers 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 non-charter 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 teaching staff plays an important role in selecting school curriculum and designing the educational program. The Principal serves as the instructional and operational leader of the school and is responsible for ensuring a safe, supportive, and academically rigorous learning environment for all students. The Principal oversees curriculum and instruction, staff supervision, student discipline, school operations, family engagement, and compliance with state and charter requirements. In SRACS' small charter school setting, the Principal works closely with staff, students, families, and the governing board to support student achievement and maintain a positive school culture.

With an enrollment of 128, SRACS operates effectively with the following staff in addition to the host school Principal:²

- Site Administrator
- Humanities Teacher
- Math/Science Teacher

² Position titles are not indicative of Full Time Equivalency and may change based on SRCS' job descriptions/duties, master schedule, and collective bargaining agreements

- ESOM (administrative support)
- School Counselor
- PE Teacher
- Music Teacher
- Art Teacher
- Instructional Assistant/Yard Duty Aide
- Yard Duty Aide

Staff and teachers will have training 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 should 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 in the SRCS Human Resources office and are subject to periodic inspection.

Staffing

SRACS shall comply with and implement all applicable state and federal laws and regulations, SRCS policies, and SRCS collective bargaining agreements (subject to an applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing.

SRACS staff are members of SRCS' respective collective bargaining units. Except as otherwise agreed to by the exclusive representatives through memoranda of understanding, collectively bargained contracts will pertain to SRACS in the same manner as for the non-charter schools of SRCS. SRACS shall be subject to all SRCS decisions regarding reduction in force, mandated furloughs, layoffs, and any other SRCS decisions regarding salaries, classifications, and assignments, provided they meet the personnel conditions of this charter. Unless SRCS 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

SRACS is committed to recruiting, hiring, and retaining highly qualified staff who reflect the mission and instructional priorities of the accelerated program.

SRACS will implement a comprehensive recruitment strategy that includes:

- Posting positions on EDJOIN and other statewide education job platforms
- Partnerships with universities and teacher preparation programs
- Active recruitment of candidates with experience serving high achieving students

All candidates will be selected through a rigorous, equitable hiring process that includes:

- Application screening aligned to job-specific qualifications
- Structured interviews with diverse panels
- Demonstration lessons (for instructional staff)
- Reference and background checks

Selection decisions will prioritize:

- Demonstrated effectiveness in improving student outcomes
- Alignment with SRACS' mission

All employees will be evaluated regularly to ensure continuous improvement and accountability.

Certificated Personnel

- Provide yearly assessments in accordance with the California Standards for the Teaching Profession.
- Utilize various evaluation tools such as pupil data, classroom visits, and individual professional efforts.

- Maintain consistent mentorship, feedback loops, and individual plans for professional advancement.

Classified Personnel

- Conduct annual performance reviews based upon specific occupational criteria.
- Emphasize workplace efficiency, professional conduct, and support of school-wide functions.

Professional Development

SRACS shall offer continuous staff development opportunities focused on:

- Instructional practices driven by data
- Social equity and culturally aware education

Administrator

The Principal and any certificated or classified administrators serving SRACS shall be employees of the SRCS and will be evaluated in accordance with SRCS policies, procedures, and applicable collective bargaining agreements. The Superintendent or designee is responsible for conducting administrator evaluations.

Certificated Personnel

Selection of certificated staff shall comply with current Education Code requirements, SRCS policy, and applicable collective bargaining agreements. SRACS will have the autonomy to interview and select teachers from SRCS-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.

Classified Personnel

Selection of classified staff shall be in compliance with the applicable collective bargaining agreements and applicable Education Code. Unless valid reemployment lists exist, SRACS will have autonomy when selecting employees for regular assignment. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to SRACS; however, the SRCS retains the right to offer 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), with the understanding that under Education Code Section 47605(f), “the governing board of a school district shall not require an employee of the school district to be employed in a charter school.”

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

SRACS shall comply with and implement any SRCS-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 SRCS for a newly adopted curriculum selected by SRACS will be funded by SRACS' budget, unless otherwise specified and approved by SRCS prior to adoption.

ELEMENT F: HEALTH AND SAFETY OF PUPILS AND STAFF

"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(c)(5)(F)

The procedures of SRACS to ensure the health and safety of pupils and staff are identical to those procedures followed in the non-charter schools in SRCS.

SRACS shall comply with all federal and state laws and regulations applicable to charter schools, as well as SRCS policies and procedures, related to health, safety, and welfare of students, staff, and visitors, as they may be amended from time to time. This includes, but is 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

SRACS shall comply with and implement all SRCS policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a school safety plan that addresses the safety topics listed in Education Code Section 32282(a)(2)(A)-(N) and procedures for conducting tactical responses to criminal incidents, which shall be subject to inspection in the same manner as other SRCS campuses. SRACS shall ensure that its staff receives annual training on SRACS' 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 SRCS policies and procedures. SRACS shall annually review and update its school safety plan by March 1 of every school year, and keep it readily available for use and review upon SRCS' request.

Earthquake and Fire Drills

Consistent with the requirements of Education Code Sections 32001 and 32282, SRACS will provide periodic earthquake and fire drills in which students will participate.

Availability of an AED

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.)

Nutritionally-Adequate Meals

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 and Policies Regarding Professional Boundaries

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).

By July 1, 2026, SRACS shall adopt written policies that promote safe environments for pupil learning and engagement that explicitly address professional boundaries and establish appropriate limits on contact during or outside of the school day via forms of communication that do not otherwise include the pupil's parent or guardian, and adopt written policies, plans, or specifications regarding school facilities and the furnishing of school facilities that address promoting environments that are easily supervised, in accordance with Education Code section 32100 (SB 848).

Bullying Prevention Procedures

SRACS will abide by SRCS' 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 shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq., including the posting of the required school policies on its website.

Mental Health Education and Information

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.

SRACS shall also create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Human Trafficking

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

Firearm Storage and Safety Notification

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).

Homicidal Threat Reporting

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) and corresponding state law addressing the privacy of student records at all times.

Workplace Violence Prevention Plan

SRACS shall establish, implement, and maintain at all times, in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Criminal Background Checks and Fingerprinting

As an SRCS-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 SRCS related to fingerprinting and criminal background checks. Department of Justice fingerprinting and background clearance is required for all new SRCS employees, including those at SRACS. SRCS operates a Live Scan Fingerprinting machine. This machine scans fingerprints and sends them electronically to the Department of Justice. New SRCS employees, guest teachers, classified substitutes, paid coaches, volunteer coaches, volunteers, consultants/contractors, and student teachers will be fingerprinted by our fingerprint technician.

All school employees and independent contractors or vendors having unsupervised contact with students will be required to submit to criminal background checks and furnish a criminal record summary in accordance with Education Code Sections 44237 and 45125.1. All non-credentialed applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. SRACS shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code sections 44830.1 and 45122.1.

Tuberculosis Risk Assessment

SRACS shall ensure that all employees and volunteers adhere to the policies and procedures of the SRCS related to tuberculosis (“TB”) examination and clearance. Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis TB prior to commencing employment and working with students and for employees, at least once each four years thereafter, as required by Education Code Section 49406. SRACS shall maintain TB clearance records and certificates on file.

SRCS has four (4) levels of volunteer clearance and tracking. Adults who wish to volunteer on a school campus, drive and/or chaperone a day and/or overnight field trip, provide consulting services or any other (non-Coach) volunteer activity need to apply through the Volunteer Management System (VMS). The VMS is a web-based software application that allows the district and all schools to better track and provide the appropriate level of clearance for school volunteers. SRCS has collaborated with Be A Mentor, Inc., to support the online registration and screening process of school volunteers.

Volunteers who would be offering their services at SRACS would fall under Level 1: These volunteers help in classrooms, with school-based events/activities and after school programs, sporting events or enrichment programs. (This does not include Volunteer Coaches). Level 1 Volunteers require the following Fingerprinting, Copy of Photo ID, Sex Offender Search (Meghan’s Law), TB Screening Assessment, and Mandated Reporter Training.

Immunization and Health Screening Requirements

SRACS shall adhere to all laws related to legally required immunizations for entering students as required of public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations section 6000-6075. SRACS also shall adhere to Education Code section 49450, et seq., to provide screening of students' vision, hearing, and scoliosis. SRCS 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.

Menstrual Product Availability

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 Education Code Section 35292.6 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 of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All-Gender Restroom

On or before July 1, 2026, 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 SRACS under Title IX.

Pursuant to Education Code Section 234.6, SRACS shall post in a prominent location on its website its Title IX policy and other information pursuant to Section 221.61, including but not limited to, 1) SRCS's written policy on sexual harassment, as it pertains to pupils, pursuant to Section 231.5; 2) the definition of discrimination and harassment based on sex as described in Section 230; 3) the rights set forth in Section 221.8; and 4) a link to the Title IX information included on the department's internet website pursuant to Section 221.6.

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).]

SRACS has an open enrollment policy and strives to achieve a balance of students that is reflective of the general population residing within the boundaries of SRCS. 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.

SRACS will submit an annual report to the SRCS Board reporting on the progress toward achieving a balance of student groups that is reflective of the District.

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

"Admission requirements, if applicable." Education Code 47605(c)(5)(H)

Admission shall be open to all pupils who wish to attend the school. Total enrollment will be limited only by the maximum capacity of SRACS in any given year.

Parents/guardians are encouraged to familiarize themselves with, and commit to, the educational program.

Assurances Related to Admissions and Enrollment

SRACS shall comply with the requirements of Education Code section 48204.7 with respect to the residency of migratory students who may no longer satisfy any residency requirements that might apply to SRACS's admissions requirements.

SRACS shall comply with the requirements of Education Code section 47605(e)(2)(B)(i)-(iv), requiring that:

- (i) Each type of preference shall be approved by the chartering authority at a public hearing.
- (ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.
- (iii) 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.
- (iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Pursuant to Education Code section 47605(e)(4)(A)-(E), SRACS will comply with the following:

- (A) 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.)
- (B) 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.

(C) 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, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (c).

(D) SRACS shall develop a notice of the requirements of this paragraph. This notice shall be posted on SRACS' internet website. SRACS shall also provide a parent/guardian with a copy of this notice at all of the following times.

(i) When the parent/guardian or student inquires about enrollment.

(ii) Before conducting an enrollment lottery

(iii) Before disenrollment of a student.

(E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The California Department of Education shall develop a template to be used for filing complaints pursuant to clause (i).

SRACS' admissions and lottery policies shall be implemented in a manner consistent with applicable federal and state law, including protections for homeless youth, foster youth, and other student populations entitled to immediate enrollment rights. Nothing in this section shall be interpreted to supersede rights afforded under the McKinney-Vento Homeless Assistance Act or other applicable laws.

Admissions and Lottery Process

SRACS shall use the following admissions procedure to determine enrollment:

1. **Admission Requirements:** Each year, SRACS shall set its maximum student admission cap and maximum grade level student caps. SRACS shall establish and publicly post an annual open enrollment window during which applications for admission will be accepted. If fewer students than the maximum cap(s) apply to enroll in SRACS by the deadline for submitting applications ("admissions deadline"), SRACS shall admit all students who apply before the admissions deadline; provided, however, that if SRACS receives more applications during the open enrollment window than its maximum cap, SRACS shall enact a public random lottery and apply its preferences in accordance with Step 4 to determine admission for the impacted grade level.

2. **Application:** The application form will include the applicant's full name, birthdate, gender, parent/guardian email, parent/guardian name, relationship to applicant, applicant's address/ mailing address, main phone number, whether the applicant has a sibling enrolled at SRACS, whether the parent/guardian is an employee of SRACS or SRCS, the grade level for which applicant is applying, and income eligibility for free and reduced lunch.
3. **Application Deadlines:**
 - a. In the event that the maximum cap(s) is *not* reached before the admissions deadline, SRACS shall only accept applications after the admissions deadline until the maximum cap is reached. After SRACS receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist in the order the applications were received.
 - b. In the event that the maximum cap(s) *is* reached upon the admissions deadline, SRACS shall not accept late applications for consideration for initial admissions or the lottery.
 - i. Applications received after the close of the enrollment window shall be considered late applications.
 - ii. Late applications shall be placed on the waitlist in the order received. This waitlist shall be secondary to the waitlist of students who applied during the enrollment window but were not selected for admission during the lottery in Step 4.
4. **Lottery Procedure:** The SRACS 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 seats in any grade level:
 - a. The lottery shall be conducted by District personnel. The District and/or SRACS shall provide all applicants 72 hours written notice of the date of the lottery, and also post the time and place of the lottery at SRACS and District Office. The lottery shall take place at a public facility at the District Office or SRACS and shall be made open to the public. SRACS will choose a date and time for the drawing so that most interested persons will be able to attend.
 - b. **Preferences:** SRACS shall apply the following preferences for enrollment during the lottery:
 - Siblings of students enrolled at and attending SRACS at the time of the lottery
 - Applicants who are eligible for Free and Reduced Price Lunch

- Residents of SRCS
- Children of SRCS employees

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

- c. District personnel shall 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.
 - d. 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 ; 2) the list of students in order of admission created during the lottery 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 SRACS, with no reference to the category in which the student fell or order of selection.
5. **Wait List Procedures:** Waiting lists are kept for each academic year, open to public inspection, and are valid through the school year for which admission was sought.
- a. In the event that there are applicants remaining after 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.
 - b. Following the lottery, 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.
 - c. As stated in Step 3, late applicants shall be placed on a separate waitlist in the order in which their applications were received. This waitlist shall be applied only after the waitlist for the remaining applicants identified in Step 5(a) is exhausted.
 - d. To the extent that openings occur at SRACS during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the waitlists identified in Step 5(a) and 5(c), in that order. Families will be notified by writing and will be notified of the deadline by which to indicate their response.

ELEMENT I: FINANCIAL AUDIT

"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 will be accomplished as part of SRCS audit, to be performed by an independent auditor with qualifications and experience conducting public school district finance and audits, and financial oversight is provided through SRCSthe District's Business Services and Accounting Office. The audit will be presented to the Board, and audit exceptions shall be addressed and resolved in the same manner, and through the same process as such exceptions are handled as part of SRCS' overall budgeting process. The additional fees for SRACS audits will be paid with funds generated by SRACS' average daily attendance ("ADA").

Budget reports will be submitted to the Board of Education and County Superintendent of Schools, as follows: a preliminary budget on or before July 1 each year; a local control and accountability plan and update to the local control and accountability plan under Education Code section 47606.5 on or before July 1 of each year; an interim financial report, reflecting changes through October 31, on or before December 15 each year; a second interim financial report, reflecting changes through January 31, on or before March 15 of each year; and a final unaudited, financial report for the full prior year on or before September 15 each year.

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

ELEMENT J: PROCEDURES FOR SUSPENSION AND EXPULSION

"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 traditional disciplinary measures.

SRACS administration, staff, and the Advisory Committee will:

- Provide training for administrators, teachers, and counselors, in recognizing at-risk 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 students that includes counseling services and support.
- 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.

This suspension and expulsion policy has been established in order to promote learning and protect the safety and well-being of all students at SRACS. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SRACS' policy and procedures for student suspension and expulsion. In creating this policy, SRACS affirms that it has reviewed Education Code Sections 48900 et seq., which describe the list of offenses and procedures for suspensions and expulsions for students attending non-charter public schools. SRACS' proposed list of offenses is that for non-charter public schools included in Education Code Sections 48900 et seq., and SRACS

believes such list provides adequate safety for students, staff, and visitors at the school and serves the best interests of SRACS' students and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is provided to each student at the beginning of the school year. The SRACS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension, and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes willful infliction, or willfully causing the infliction, of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student to control the student's behavior or to restrict the student's freedom of movement, if that drug is not a standard treatment for the student's medical or psychiatric condition. SRACS staff may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. SRACS staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

SRACS staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
- Use a physical restraint technique that obstructs a student's respiratory airway or impairs the student's breathing or respiratory capacity, including techniques in which a staff member places pressure on a student's back or places his or her body weight against the student's torso or back.
- Uses a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a student's face.
- Place a student in a facedown position with the student's hands held or restrained behind the student's back.

- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom SRACS has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students, except when federal and state law mandates additional or different procedures. SRACS will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom SRACS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

SRACS shall not involuntarily remove any student for disciplinary reasons that could otherwise result in suspension and/or expulsion based on the list of offenses enumerated in Education Code Sections 48900 et seq. Rather, involuntary removal of a student would only occur in limited circumstances in which (1) the student is enrolled in SRACS, (2) the student fails to attend school after several attempts by SRACS to compel such attendance, and (3) SRACS has followed all procedures required by law before the involuntary removal occurs. Additionally, SRACS remains steadfast in its commitment to address the underlying cause(s) of a student's lack of attendance to ensure the student has the appropriate supports and resources in place to avoid the need to initiate involuntary removal procedures.

No student shall be involuntarily removed by SRACS for any reason unless the parent or guardian of the student has been provided with written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, or, if the student is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the student is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the student, the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) above before the effective date of the action. If the student's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii) above, the student shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause,

“involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below. In addition, SRACS shall ensure that a foster child’s educational rights holder, attorney, county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights as a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance occurring at SRACS or at any other school, or a SRACS-sponsored event. A student may be suspended or expelled for offenses identified in subsection B below and related to school activity or attendance that occur at any time, including, but not limited to, the following:

- while on school grounds;
- while going to or coming from school;
- during the lunch period, whether on or off the school campus; or
- during, or while going to or coming from, a school-sponsored activity.

This list is subject to later revision by action of the Santa Rosa City School Board of Trustees to amend it from time to time to ensure the list of offenses and procedures provides adequate safety for students, staff, and visitors to the school and serves the best interests of the school’s pupils and their parents/guardians. Such revision may be made by action of the Santa Rosa City School Board, without requiring a material revision to the charter.

SRACS shall not suspend any student for disruption of school activities or willful defiance. If a student is found to have disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, a certificated or non-certificated employee may refer a student to SRACS administration and timely in-school interventions or supports. SRACS administrator shall, within five business days, document the actions taken and place that documentation in the student’s record to be available for access by the parents/guardians. The SRACS administrator shall also, by the end of the fifth business day, inform the referring certificated or non-certificated employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

B. Enumerated Offenses

SRACS’ list of offenses for suspension and expulsion shall be those that apply to non-charter public schools, which are included in Education Code Sections 48900 et seq.

C. Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Principal's designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" is one that involves a situation determined by the Principal or designee to constitute a clear and present danger to the life, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension, 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. The conference shall then be held as soon as the student is physically able to return to school for the conference.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian, or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker by email, by telephone or in person. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster child's educational rights holder, attorney, and county social worker, or, if applicable, the Indian child's tribal social worker and, if applicable, county social worker by email, by shall be notified in writing of the suspension, the number of days suspended, the total number of days suspended to date, and the date and time when the student may return following the suspension. This notice shall state the specific Education Code violation committed by the student. If SRACS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five

consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Principal, or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances, when SRACS has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student or parent/guardian fails to attend the conference. This determination will be made by the Superintendent, Principal, or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student, either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term; that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

A student may be expelled either by SRCS Board of Education following a hearing before it or by the SRCS Board of Education upon the recommendation of an Administrative Panel to be assigned by the SRCS Board of Education as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student or a Board member of the SRCS Board of Education. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent, Principal, or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

If an Administrative Panel hears the case, it will make a recommendation to the

SRCS Board of Education for a final decision whether to expel. The hearing shall be held in closed session unless the student makes a written request for a public hearing at least five days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges, and offenses upon which the proposed expulsion is based;
- A copy of the SRACS's disciplinary rules, which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the charter school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SRACS may, upon a finding that good cause exists, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the Santa Rosa City School Board of Education, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons of his/her choosing to be present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. SRACS must also provide the victim a room separate from the hearing room for the complaining witness's use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit the time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, SRACS must present evidence that the witness's presence is both desired by the witness and will be helpful to SRACS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness, and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the SRCS Board of Education, Administrative Panel, or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the SRCS Board of Education within three school days of the hearing. The SRCS Board of Education will make a final determination regarding the expulsion ten school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent or designee, following a decision of the SRCS Board of Education to expel shall send written notice of the decision to expel, including the adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter school.
- Notice of the educational alternatives to be provided to the student during the time of expulsion.
- Notice of the right to appeal the expulsion to the Sonoma County Board of Education.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name.
- The specific expellable offense committed by the student.

J. Disciplinary Records

SRACS shall maintain records of all student suspensions and expulsions at SRACS. Such records shall be made available to the County upon request, consistent with applicable law and subject to any necessary assurances of confidentiality for purposes of the Public Records Act.

K. Right to Appeal

The student shall have a right to appeal the SRCS Board of Education decision to expel to the Sonoma County Board of Education in accordance with Education Code Sections 48919-48924.

L. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be provided with information regarding alternative education programs that may be available, including, but not limited to, programs within Sonoma County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from SRACS shall be given a rehabilitation plan upon expulsion as developed by the SRCS Board of Education at the time of the expulsion order, which may include, but is not limited to, periodic review.

N. Suspended Enforcement of Expulsion Orders

The SRCS Board of Education may suspend the enforcement of an expulsion order for a period of not more than one calendar year. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status and must complete the terms of a rehabilitation plan to be eligible for readmission following expulsion.

The SRCS Board of Education or the Superintendent may revoke the suspension of an expulsion order if either determines that a student has committed any act specified as a ground for suspension or expulsion in Education Code sections 48900 et seq., violated any SRACS rules or policies, violated any state or federal laws, or has otherwise violated the terms of a suspended enforcement agreement entered into between the student and SRCS. If the SRCS Board of Education or the Superintendent revokes the suspension of an expulsion order, the student's expulsion will be reinstated immediately, without the right of an expulsion hearing or appeal. If the Superintendent revokes the suspension of an expulsion order, the revocation will take effect immediately but must be later ratified by the SRCS of Education. If the SRCS Board of Education or Superintendent revokes the suspension of an expulsion order, the student may be expelled for the same duration as provided in the terms of the original expulsion order.

O. Readmission

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the SRCS Board of Education following a meeting with the Superintendent or their designee and the student and

parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the SRCS Board of Education following the meeting regarding his or her determination. The SRCS readmission process shall be followed.

P. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification to SRCS and SELPA

SRACS shall immediately notify SRCS and the SELPA, as appropriate, and coordinate the procedures in this discipline policy with SRCS for the discipline of any student with a disability or student who SRACS would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the student's IEP; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten school days of a recommendation for expulsion or decision to change the placement of a child with a disability because of a violation of SRACS' discipline policies, SRACS, the parent/guardian, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP/Section 504 plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If SRACS, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.

If SRACS, the parent/guardian, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team shall:

- i. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such student, provided that SRACS had not conducted such

an assessment prior to such determination, before the behavior that resulted in a change in placement;

- ii. If a behavioral intervention plan has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior, and return the student to the placement from which the student was removed, unless the parent/guardian and SRACS agree to a change of placement as part of the modification of the behavioral intervention plan.

If SRACS, the parent/guardian, and relevant members of the IEP team/Section 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/Section 504 plan, then SRACS may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

If the student is a foster youth, as defined in Education Code Section 48853.5, and SRACS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the student's attorney and an appropriate representative of the county child welfare agency shall be invited to participate in IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

If the student is a homeless youth, as defined in 42 USC Section 11434a (2), and SRACS has proposed a change of placement due to an act for which a decision to recommend expulsion is at the discretion of the principal, the designated homeless liaison for SRACS shall be invited to participate in the IEP or Section 504 team meeting that makes a manifestation determination. The invitation may be made using the most cost-effective method possible, which may include, but is not limited to, electronic mail or a telephone call.

Due Process Appeals

If a parent/guardian of a student with a disability who disagrees with any decision regarding placement or the manifestation determination, or if SRACS believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, either may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the SRCS Section 504 Policy and Procedures.

Special Circumstances and Interim Alternative Educational Setting

SRACS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violates the SRACS' discipline policies.

The principal or designee may remove a student to an interim alternative educational setting for not more than forty-five days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- (a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- (b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- (c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP team.

In the case where a student has been placed in an interim alternative educational setting pursuant to the above special circumstances, and parent/guardian have appealed the placement of the student or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and SRACS agree otherwise.

In an appeal before OAH, the hearing officer may: (1) return a student with a disability to the placement from which the student was removed; or (2) order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such student is substantially likely to result in injury to the student or to others.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities under the IDEA and who has violated the charter school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SRACS had knowledge that the student was disabled before the behavior occurred.

SRACS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- (a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SRACS' supervisory or administrative personnel, or to one of the student's teachers, that the student is in need of special education or related services.
- (b) The parent has requested an evaluation of the student.

(c) The student's teacher, or other SRACS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or to other SRACS supervisory personnel.

If SRACS knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SRACS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SRACS shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the educational placement determined by SRACS pending the results of the evaluation.

SRACS shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined not to be eligible.

ELEMENT K: RETIREMENT SYSTEMS FOR STAFF MEMBERS

"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 SRCS. SRCS participates in the California State Teachers Retirement System (CalSTRS) and the California Public Employee Retirement System (CalPERS), and federal social security for those who qualify. SRCS shall be responsible for arranging coverage and providing the necessary reports. Internal controls, data reporting, and calculation verification will be conducted by SRCS.

ELEMENT L: PUBLIC SCHOOL ALTERNATIVES

"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 SRACS will be based upon the student admissions process referenced in the admissions element above. Parents and guardians of each student enrolled at SRACS shall be informed that the student has no right to admission in a particular SRCS school or program as a consequence of enrolling at SRACS, except to the extent that such a right is extended by SRCS. No student will be assigned to attend SRACS.

ELEMENT M: POST-EMPLOYMENT RIGHTS

"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 SRCS will pertain to SRACS in the same manner as for the non-charter schools of the District, except that no SRACS employee will be assigned to SRACS except by his/her request for a transfer and/or through a formal application process.

Except as otherwise agreed to by the exclusive representatives, the rights of employees to work at SRACS, to leave an SRCS school to work at SRACS, or leave SRACS to work at an SRCS school, shall be governed by the transfer and assignment provisions of the collectively bargained contracts, and the provisions of Board Policy and Administrative Regulation, in the same manner as for the non-charter schools of SRCS.

ELEMENT N: DISPUTE RESOLUTION

"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)

Disputes Between SRACS and the SRCS

The purpose of the dispute resolution process is to have school community members resolve issues in-house in an amicable and fair manner whenever possible and to avoid contacting the Board of Education and SRCS unnecessarily. The school community includes students, parents, teachers, applicant families, volunteers, advisors, community members' partners and collaborators.

General dispute resolution procedures will pertain to SRACS in the same manner as for the non-charter schools of SRCS.

SRCS' Board of Education retains the final decision concerning any dispute between SRACS and SRCS. SRACS and SRCS shall bear any costs of the dispute resolution equally.

SRCS 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 that could lead to revocation of the charter. None of the dispute resolution procedures shall interfere with the SRCS' oversight duties, including the right to inspect or observe SRACS at any time.

Internal Disputes

SRACS will follow SRCS' Uniform Complaint Procedure ("UCP") and will make such procedures and information available to staff, parents/guardians, and the public. SRACS will ensure prompt, fair, and impartial investigation and resolution of any UCP complaints and will maintain detailed documentation and records of such complaints and resolutions in compliance with applicable law.

The Student Faculty Parent Organization (SFPO) will review its dispute and resolution process each year. Procedures will be fair, specific, and supported by the school community. In the event of a dispute that does not fall under the UCP, concerned persons will follow these steps:

- Make an appointment with the teacher or person whose area of responsibility the issue involves, or the person directly involved in the issue.
- Make an appointment with the principal, if the meeting does not resolve the issue. When appropriate, the principal may request the teacher, staff member, or other party to take part in the meeting.
- Should the issue still not be resolved, the individual(s) bringing the complaint will have the right to file a complaint with SRCS' Superintendent.

ELEMENT O: PROCEDURES FOR CLOSING

“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)

Closure Action

Closure of SRACS will occur if the SRCS Board of Education revokes or denies the renewal of the charter; the SRCS 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 SRACS pursuant to the Charter Schools Act of 1992; the charter lapses; or the Board of Education approves a request by SRACS to revert to a district school. The SRCS Board may close SRACS voluntarily at any time.

Any decision to close SRACS shall be documented by official action of the SRCS Board of Education and will identify the person or entity responsible for all closure-related activities and actions. Should SRACS close, it will be the responsibility of SRACS, in consultation with SRCS, to finalize all closing arrangements. All remaining assets and liabilities of the organization will be disposed of by SRCS. Any restricted grant funds and restricted categorical funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate. Any donated materials and property shall also be returned in accordance with any conditions established when the donation of such materials or property was accepted. SRACS assets shall be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility.

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. Administrators may be assigned to another position within the district at SRCS administration’s discretion.

Unless assumed by SRCS, SRACS shall bear responsibility for notifying the Sonoma County Office of Education, California Department of Education, the California State Teachers’ Retirement System, the California Public Employees’ Retirement System, and the applicable Special Education Local Plan Area of its closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SRACS will ensure that the notification to the parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SRACS.

SRACS will develop a list of pupils in each grade level and the classes they have completed, together with information on the students' districts of residence to use for closure-related activities. 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 SRCS Office. All other student, personnel, and school records shall be transferred to the custody of Personnel records also shall be transferred to the SRCS Office. All transfers of student records will be made in compliance with the FERPA.

SRACS will complete and file any annual reports required pursuant to Education Code section 47604.33.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

SRCS' Executive Director of Fiscal Services will ensure that the financial audit of SRACS' assets and liabilities is performed within six (6) months following the effective date of closure.

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)

Financial Information

The operational budgets called for in Board Policy 0420.4 are attached as Appendix A. SRACS budgets will be constructed to be financially neutral for SRCS.

Operational and Other Potential Effects

Basic administrative services for the SRACS will be provided by SRACS site administrative personnel. As needed, ancillary services (e.g., attendance, nurse, counseling, special education, telephone, duplication services, technology support, custodial support, etc.) will be provided to SRACS through the SRCS District Office. In addition, any other centralized administrative services which are provided to non-charter schools in SRCS will also be provided, as appropriate, to SRACS.

Funds generated by SRACS’ average daily attendance will compensate SRCS for both site level and district- level administrative services.

Civil Liability Impact

Education Code Section 47605(h) requires a description of the potential civil liability effects, if any, on the charter school and upon the authorizing school district. The following clearly delineates liability responsibilities and protections in the governance of SRACS:

Because SRACS will operate as a dependent charter school under direct oversight and governance of SRCS, SRCS will maintain ultimate legal responsibility and liability for SRACS’ operations, debts, obligations, and activities.

To mitigate potential civil liabilities, SRCS will ensure:

- Comprehensive oversight, governance, and monitoring of SRACS’ operational, fiscal, and educational activities.

- Clear and consistent implementation of policies and procedures aligned with SRCS standards and state and federal requirements.
- Adequate insurance coverage through SRCS' existing general liability insurance policy to protect against claims arising from acts, errors, or omissions of the school and its personnel.
- Risk management protocols, including employee screening, clear codes of conduct for students, and established procedures for dispute resolution.

SRACS and SRCS the District will develop procedures for periodic/ongoing monitoring and reporting of the academic, operational, and fiscal performance of SRACS.

Facilities

SRACS intends to continue operating at its current location at 4650 Badger Rd, Santa Rosa, CA 945409, a property owned by SRCS. While located within the Santa Rosa High School District boundaries, the SRACS facility is also within the boundaries of Rincon Valley Union School District. Prior to the formal submission of this renewal petition and in compliance with the requirements of Education Code section 47605(a)(5)(A), SRACS/SRCS obtained written confirmation that the Rincon Valley Union School District's Board of Trustees approved its request to continue operating the facility within its boundaries, subject to SRACS serving only grades 5 and 6 with a combined enrollment of 128 students. A copy of the letter is available upon request.

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 developing an asbestos management plan in accordance with the Asbestos Hazard Emergency Response Act and compliance with state building codes, 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.

APPENDIX A: BUDGET

Budget Narrative: Santa Rosa Accelerated Charter

This budget narrative provides an analysis of the multi-year financial projections for Santa Rosa Accelerated Charter for the charter renewal with projections from 2026-27 through 2030-31.

Executive Summary

The financial projections for Santa Rosa Accelerated Charter indicate a period of sustained fiscal health. With a stable enrollment target of 128 students, the Charter is positioned to see total revenues grow from \$1.53 million to \$1.75 million over the five-year term. The Charter maintains a positive net change in fund balance in each year of the projection, resulting in an ending fund balance of \$569,787 by year five.

Revenue Projections

The Charters revenue is primarily driven by the Local Control Funding Formula (LCFF), supplemented by state and local grants.

- **LCFF Revenue:** This remains the primary funding engine, accounting for approximately 92% of total revenue. It is projected to increase from \$1.41 million in Year 1 to \$1.61 million in Year 5, driven by statutory COLA adjustments.
- **State & Local Income:** Other State Revenues (including Lottery and Mandated Cost Reimbursements) and Local Revenues (Interest and miscellaneous) are projected to grow modestly in alignment with COLA, totaling roughly \$136,955 by the final year.

Expenditure Analysis

Total expenditures (including Other Financing Uses) are projected to increase from \$1.51 million in 2026-27 to \$1.72 million in 2030-31.

1. Personnel Costs (Salaries & Benefits)

Personnel costs constitute the largest portion of the budget, reflecting the Charters commitment to high-quality instruction.

- **Certificated Salaries:** Budgeted at \$703,889 in 2026-27, rising to \$791,885 by 2030-31. This includes teachers, pupil support, and administrators.
- **Classified Salaries:** Expected to grow from \$96,519 to \$108,633, covering instructional aides, clerical, and office staff.

- **Employee Benefits:** Includes STRS/PERS pension contributions and Health & Welfare benefits. Benefits are projected to rise from \$286,965 to \$322,982, accounting for approximately 19% of total expenditures.

2. Operational & Instructional Costs

- **Books and Supplies:** This category encompasses tangible materials essential for the Charters instructional program. Budgeted items include textbooks, classroom instructional supplies, and an allocation for general materials & supplies. To support the Charters technological focus, the budget specifically includes technology hardware. Total funding for this category is projected to grow from \$20,963 in Year 1 to \$24,524 by Year 5, reflecting an intentional and sustained investment in student-facing resources.
- **Services and Other Operating Expenditures:** This section covers the professional and logistical services required for school operations. Facilities and infrastructure are maintained through Rentals, Leases & Repairs budget to maintain the campus infrastructure. The budget also provides for Sub-agreements, Travel & Conference costs for staff development , and Online Computer Software Licenses to support digital learning. Additionally, student enrichment is prioritized through an allocation for Field Trip Transportation. Total expenditures for these services are projected to increase from \$231,582 to \$270,919 over the five-year term to accommodate escalating operational costs.
- **Other Outgo and Interfund Transfers:** The accounts are designated for charter support from the district, specifically covering indirect costs between funds (6.23% indirect cost rate in 26/27 and scaling in future years) and other authorized interfund transfers (1% charter fee and 3% contribution to mandatory routine restricted maintenance account) to account for administrative oversight and shared service allocations (charter rental costs are captured in Services and Other Operating Expenditures). These transfers are projected to rise from \$170,980 to \$200,022, scaling proportionally with the school's overall expenditure growth.

Fund Balance and Fiscal Reserves

The Charter demonstrates fiscal solvency throughout the projection period, maintaining an ending balance percentage between 32.27% and 35.38%.

Fiscal Year	Total Revenue	Total Expenses & Uses	Net Change in Fund Balance	Ending Fund Balance
2026-27	\$1,532,766	\$1,510,899	\$21,867	\$457,729

2027-28	\$1,588,184	\$1,560,143	\$28,041	\$485,770
2028-29	\$1,640,092	\$1,611,352	\$28,740	\$514,510
2029-30	\$1,692,863	\$1,664,273	\$28,590	\$543,100
2030-31	\$1,745,652	\$1,718,965	\$26,686	\$569,787

The multi-year projection demonstrates a healthy, sustainable fiscal trajectory for the Charter. Despite inflationary pressures, the Charter manages its resources to maintain fiscal solvency throughout the projection. The net change in fund balance enables the ending fund balance—which includes the prior year's carryover—to scale from \$457,729 in Year 1 to \$569,787 by Year 5. This represents a significant fiscal safety net that exceeds the minimum state-required reserves, ensuring Santa Rosa Accelerated Charter is well-positioned to weather potential state funding deferrals, unforeseen facility needs, or unexpected expenses during the charter period.

Cashflow Analysis

Santa Rosa Accelerated Charter maintains a solid cash position throughout the charter term, with projected ending cash balances of \$542,388 in 2026-27, \$579,787 in 2027-28, and \$779,554 in 2028-29. These healthy balances demonstrate that the Academy retains sufficient liquidity to meet all operational obligations and ensure ongoing fiscal performance throughout the period.

Santa Rosa Accelerated Charter Multi-Year Projection

Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
STRS Certificated	3101	\$ 122,512	\$ 5,633	\$ 128,145	\$ 131,989	\$ 135,949	\$ 140,027	\$ 144,228
PERS Classified	3202	\$ 24,453	\$ -	\$ 24,453	\$ 25,187	\$ 25,942	\$ 26,720	\$ 27,522
SSI Certificated	3311	\$ 939	\$ -	\$ 939	\$ 967	\$ 996	\$ 1,026	\$ 1,056
SSI Classified	3312	\$ 5,955	\$ -	\$ 5,955	\$ 6,134	\$ 6,318	\$ 6,507	\$ 6,703
Medicare Certificated	3331	\$ 9,343	\$ 423	\$ 9,765	\$ 10,058	\$ 10,360	\$ 10,671	\$ 10,991
Medicare Classified	3332	\$ 1,393	\$ -	\$ 1,393	\$ 1,435	\$ 1,478	\$ 1,522	\$ 1,568
Certificated Health - CalPers	3411	\$ 66,908	\$ -	\$ 66,908	\$ 68,915	\$ 70,983	\$ 73,112	\$ 75,305
Classified Health - CVT	3412	\$ 14,381	\$ -	\$ 14,381	\$ 14,812	\$ 15,257	\$ 15,714	\$ 16,186
Certificated - Dental	3441	\$ 7,538	\$ -	\$ 7,538	\$ 7,764	\$ 7,997	\$ 8,237	\$ 8,484
Classified - Dental	3442	\$ 1,409	\$ -	\$ 1,409	\$ 1,451	\$ 1,495	\$ 1,540	\$ 1,586
Certificated - Vision	3451	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified - Vision	3452	\$ 171	\$ -	\$ 171	\$ 176	\$ 182	\$ 187	\$ 193
Certificated - Life	3461	\$ 315	\$ 14	\$ 329	\$ 339	\$ 349	\$ 360	\$ 370
Classified - Life	3462	\$ 59	\$ -	\$ 59	\$ 60	\$ 62	\$ 64	\$ 66
Unemploymnt Insur Certificated	3501	\$ 321	\$ 15	\$ 336	\$ 346	\$ 356	\$ 367	\$ 378
Unemploymnt Insur Classified	3502	\$ 48	\$ -	\$ 48	\$ 49	\$ 51	\$ 52	\$ 54
Workers Comp Certificated	3601	\$ 11,135	\$ 489	\$ 11,624	\$ 11,973	\$ 12,332	\$ 12,702	\$ 13,083
Workers Comp Classified	3602	\$ 1,602	\$ -	\$ 1,602	\$ 1,650	\$ 1,700	\$ 1,751	\$ 1,803
Current Retiree Benefits-Cert	3751	\$ 9,870	\$ 471	\$ 10,341	\$ 10,651	\$ 10,971	\$ 11,300	\$ 11,639
Opeb, Active Employees-Class	3752	\$ 1,570	\$ -	\$ 1,570	\$ 1,617	\$ 1,665	\$ 1,715	\$ 1,767
Total Employee Benefits		\$ 279,921	\$ 7,045	\$ 286,965	\$ 295,574	\$ 304,442	\$ 313,575	\$ 322,982
Books and Supplies:								
Textbooks	4100		\$ 1,811	\$ 1,811	\$ 1,883	\$ 1,959	\$ 2,037	\$ 2,119
Books Other Than Textbooks	4200	\$ 8	\$ -	\$ 8	\$ 8	\$ 8	\$ 9	\$ 9
Materials & Supplies	4300	\$ 6,578	\$ 11,827	\$ 18,405	\$ 19,141	\$ 19,907	\$ 20,703	\$ 21,531
Instructional Supply Classroom	4311	\$ 323	\$ -	\$ 323	\$ 336	\$ 350	\$ 364	\$ 378
Technology-under \$500	4312	\$ 416	\$ -	\$ 416	\$ 433	\$ 450	\$ 468	\$ 487
Total Books and Supplies		\$ 7,325	\$ 13,638	\$ 20,963	\$ 21,802	\$ 22,674	\$ 23,581	\$ 24,524
Services and Other Operating Expenditures:								
Sub-agreements	5100		\$ 16,995	\$ 16,995	\$ 17,675	\$ 18,382	\$ 19,117	\$ 19,882
Travel & Conference	5215	\$ 7,583		\$ 7,583	\$ 7,887	\$ 8,202	\$ 8,530	\$ 8,871
Rentals, Leases & Repairs	5600	\$ 135,440		\$ 135,440	\$ 140,857	\$ 146,492	\$ 152,351	\$ 158,446
Other Svcs & Oper Expenditures	5800	\$ 4,390	\$ 55,397	\$ 59,787	\$ 62,178	\$ 64,665	\$ 67,252	\$ 69,942
On-line Comput Sv/Software Li	5817	\$ 3,499	\$ 3,645	\$ 7,144	\$ 7,430	\$ 7,727	\$ 8,036	\$ 8,358
Field Trip Transportation	5832	\$ 1,117	\$ 3,516	\$ 4,633	\$ 4,819	\$ 5,011	\$ 5,212	\$ 5,420
Total Services and Other Operating Expenditures		\$ 152,029	\$ 79,553	\$ 231,582	\$ 240,846	\$ 250,480	\$ 260,499	\$ 270,919
Capital Outlay:								
Total Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfers of Indirect/direct support costs:								
Indirect Cost Between Funds	7350	\$ 78,386	\$ -	\$ 78,386	\$ 81,521	\$ 84,782	\$ 88,173	\$ 91,700

Santa Rosa Accelerated Charter Multi-Year Projection

Description	Object Code	FY 2026/27		Totals for 2026/27	Totals for 2027/28	Totals for 2028/29	Totals for 2029/30	Totals for 2030/31
		Unrestricted	Restricted					
Total Transfers of Indirect/direct support costs		\$ 78,386	\$ -	\$ 78,386	\$ 81,521	\$ 84,782	\$ 88,173	\$ 91,700
B. Total Year To Date Expenditures		\$ 1,288,579	\$ 129,725	\$ 1,418,305	\$ 1,463,845	\$ 1,511,202	\$ 1,560,117	\$ 1,610,643
C. Other Financing Sources and Uses								
Contribution To Spec Ed	8982	\$ (38,361)	\$ 38,361	\$ -	\$ -	\$ -	\$ -	\$ -
Other Auth Infrnd Trnsfrs Out	7619	\$ 92,594		\$ 92,594	\$ 96,298	\$ 100,150	\$ 104,156	\$ 108,322
C. Total Year To Date Other Financing Sources and Uses		\$ 130,955	\$ 38,361	\$ 92,594	\$ 96,298	\$ 100,150	\$ 104,156	\$ 108,322
Revenues, Expenditures, and Changes in Fund Balance								
A. Revenues		\$ 1,455,342	\$ 77,423	\$ 1,532,766	\$ 1,588,184	\$ 1,640,092	\$ 1,692,863	\$ 1,745,652
B. Expenditures		\$ 1,288,579	\$ 129,725	\$ 1,418,305	\$ 1,463,845	\$ 1,511,202	\$ 1,560,117	\$ 1,610,643
Subtotal (Revenue LESS Expense)		\$ 166,763	\$ (52,302)	\$ 114,461	\$ 124,339	\$ 128,890	\$ 132,746	\$ 135,009
C. Other Financing Sources and Uses		\$ 130,955	\$ 38,361	\$ 92,594	\$ 96,298	\$ 100,150	\$ 104,156	\$ 108,322
Net Change in Fund Balance		\$ 35,808	\$ (13,941)	\$ 21,867	\$ 28,041	\$ 28,740	\$ 28,590	\$ 26,686
Beginning Balance		\$ 417,217	\$ 18,645	\$ 435,862	\$ 457,729	\$ 485,770	\$ 514,510	\$ 543,100
Ending Balance		\$ 453,025	\$ 4,704	\$ 457,729	\$ 485,770	\$ 514,510	\$ 543,100	\$ 569,787
Ending Balance Percentage				32.27%	33.18%	34.05%	34.81%	35.38%

Santa Rosa Accelerated Charter (102533)					
DETAILED ADA CALCULATION	2026-27	2027-28	2028-29	2029-30	2030-31
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-
NSS	-	-	-	-	-
Combined Subtotal	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-
NSS	-	-	-	-	-
Combined Subtotal	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-
NSS	-	-	-	-	-
Combined Subtotal	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift					
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-
NSS	-	-	-	-	-
Combined Subtotal	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-
Current Year ADA					
Grades TK-3	-	-	-	-	-
Grades 4-6	123.90	123.90	123.90	123.90	123.90
Grades 7-8	-	-	-	-	-

Santa Rosa Accelerated Charter (102533)					
DETAILED ADA CALCULATION	2026-27	2027-28	2028-29	2029-30	2030-31
Grades 9-12	-	-	-	-	-
LCFF Subtotal	123.90	123.90	123.90	123.90	123.90
NSS	-	-	-	-	-
Combined Subtotal	123.90	123.90	123.90	123.90	123.90
Change in LCFF ADA (excludes NSS ADA)	123.90	123.90	123.90	123.90	123.90
	Increase	Increase	Increase	Increase	Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)					
Grades TK-3	-	-	-	-	-
Grades 4-6	123.90	123.90	123.90	123.90	123.90
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Subtotal	123.90	123.90	123.90	123.90	123.90
	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Funded NSS ADA					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Subtotal	-	-	-	-	-
NPS, CDS, & COE Operated					
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Subtotal	-	-	-	-	-
ACTUAL ADA (Current Year Only)					
Grades TK-3	-	-	-	-	-
Grades 4-6	123.90	123.90	123.90	123.90	123.90
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Actual ADA	123.90	123.90	123.90	123.90	123.90
TOTAL FUNDED ADA, LCFF & NSS					
Grades TK-3	-	-	-	-	-
Grades 4-6	123.90	123.90	123.90	123.90	123.90
Grades 7-8	-	-	-	-	-
Grades 9-12	-	-	-	-	-
Total Funded ADA	123.90	123.90	123.90	123.90	123.90
<i>Funded Difference (Funded ADA less Actual ADA)</i>					
	-	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on					
Current Year TK ADA	-	-	-	-	-

Santa Rosa Accelerated Charter (102533)					
	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions					
COLA & Augmentation	2.87%	3.06%	3.34%	3.14%	3.18%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:					
Enrollment Count	128	128	128	128	128
Unduplicated Pupil Count (UPC)	34	34	34	34	34
Unduplicated Pupil Percentage (UPP)	23.18%	26.56%	26.56%	26.56%	26.56%
Current Year LCFF Average Daily Attendance (ADA)	123.90	123.90	123.90	123.90	123.90
Funded LCFF ADA	123.90	123.90	123.90	123.90	123.90
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-
LCFF Entitlement Summary					
Base Grant	\$1,326,969	\$1,367,608	\$1,413,327	\$1,457,684	\$1,504,022
Grade Span Adjustment	-	-	-	-	-
<i>Adjusted Base Grant</i>	\$1,326,969	\$1,367,608	\$1,413,327	\$1,457,684	\$1,504,022
Supplemental Grant	61,518	72,647	75,076	77,432	79,894
Concentration Grant	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	\$1,388,487	\$1,440,255	\$1,488,403	\$1,535,116	\$1,583,916
Allowance: Necessary Small School	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-
Add-on: Economic Recovery Target	22,595	22,595	22,595	22,595	22,595
Add-on: Transitional Kindergarten	-	-	-	-	-
Total Allowance and Add-On Amounts	\$22,595	\$22,595	\$22,595	\$22,595	\$22,595
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$1,411,082	\$1,462,850	\$1,510,998	\$1,557,711	\$1,606,511
Miscellaneous Adjustments	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 1,411,082	\$ 1,462,850	\$ 1,510,998	\$ 1,557,711	\$ 1,606,511
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,389	\$ 11,807	\$ 12,195	\$ 12,590	\$ 12,984
Additional State Aid	-	-	-	2,185	2,185
Total LCFF Entitlement with Additional State Aid	1,411,082	1,462,850	1,510,998	1,559,896	1,608,696
LCFF Sources Summary					
Funding Source Summary					
Local Revenue and In-Lieu of Property Taxes (net for school districts)	\$ 1,297,975	\$ 1,367,608	\$ 1,425,386	\$ 1,483,164	\$ 1,540,942
Education Protection Account Entitlement (includes \$200/minimum per ADA)	\$ 24,780	\$ 24,780	\$ 24,780	\$ 24,780	\$ 24,780
Net State Aid (excludes Additional State Aid)	\$ 88,327	\$ 70,462	\$ 60,832	\$ 49,767	\$ 40,789
Additional State Aid	\$ -	\$ -	\$ -	\$ 2,185	\$ 2,185
Total Funding Sources	\$ 1,411,082	\$ 1,462,850	\$ 1,510,998	\$ 1,559,896	\$ 1,608,696
Funding Source by Resource-Object					
State Aid (Resource Code 0000, Object Code 8011)	\$ 88,327	\$ 70,462	\$ 60,832	\$ 51,952	\$ 42,974
EPA, Current Year (Resource 1400, Object Code 8012)	\$ 24,780	\$ 24,780	\$ 24,780	\$ 24,780	\$ 24,780
(P-2 plus Current Year Accrual)					
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	\$ -	\$ -	\$ -	\$ -	\$ -
(P-A less Prior Year Accrual)					
Property Taxes (Object 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,297,975	1,367,608	1,425,386	1,483,164	1,540,942
Entitlement and Source Reconciliation					
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 1,411,082	\$ 1,462,850	\$ 1,510,998	\$ 1,557,711	\$ 1,606,511
Additional State Aid	\$ -	\$ -	\$ -	\$ 2,185	\$ 2,185
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -

Santa Rosa Accelerated Charter (102533)						
	2026-27	2027-28	2028-29	2029-30	2030-31	
Total Funding Sources	\$ 1,411,082	\$ 1,462,850	\$ 1,510,998	\$ 1,559,896	\$ 1,608,696	
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for TIIG & Transportation)	\$ 1,349,564	\$ 1,390,203	\$ 1,435,922	\$ 1,482,464	\$ 1,528,802	
Supplemental and Concentration Grant funding in the LCAP year	\$ 61,518	\$ 72,647	\$ 75,076	\$ 77,432	\$ 79,894	
Projected Additional 15% Concentration Grant funding in the LCAP year	\$ -	\$ -	\$ -	\$ -	\$ -	
Percentage to Increase or Improve Services	4.56%	5.23%	5.23%	5.22%	5.23%	
Necessary Small School Allowance by School						
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	
District Funded NSS ADA	-	-	-	-	-	
District NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #1						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #2						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #3						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #4						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
NSS #5						
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	Current Yr	Current Yr	Current Yr	Current Yr	Current Yr	
CY ADA (Actual)	-	-	-	-	-	
Funded ADA for NSS	-	-	-	-	-	
Funded NSS Allowance	\$ -	\$ -	\$ -	\$ -	\$ -	
PER-ADA FUNDING LEVELS						
Base, Supplemental and Concentration Rate per ADA						
Grades TK-3	\$ 12,186.95	\$ 12,641.65	\$ 13,063.95	\$ 13,473.62	\$ 13,903.29	
Grades 4-6	\$ 11,206.52	\$ 11,624.34	\$ 12,012.94	\$ 12,389.96	\$ 12,783.82	
Grades 7-8	\$ 11,538.21	\$ 11,967.66	\$ 12,367.84	\$ 12,756.44	\$ 13,161.89	
Grades 9-12	\$ 13,719.87	\$ 14,230.81	\$ 14,706.82	\$ 15,168.09	\$ 15,650.42	
Base Grants						
Grades TK-3	\$ 10,550	\$ 10,873	\$ 11,236	\$ 11,589	\$ 11,958	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	
Grades 7-8	\$ 11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498	
Grades 9-12	\$ 12,780	\$ 13,171	\$ 13,611	\$ 14,038	\$ 14,484	
Grade Span Adjustment						
Grades TK-3	\$ 1,097	\$ 1,131	\$ 1,169	\$ 1,205	\$ 1,244	
Grades 9-12	\$ 332	\$ 342	\$ 354	\$ 365	\$ 377	
Prorated Base, Supplemental and Concentration Rate per ADA						
Grades TK-3	\$ 11,647	\$ 12,004	\$ 12,405	\$ 12,794	\$ 13,202	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	
Grades 7-8	\$ 11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498	
Grades 9-12	\$ 13,112	\$ 13,513	\$ 13,965	\$ 14,403	\$ 14,861	
Prorated Base Grants						
Grades TK-3	\$ 10,550	\$ 10,873	\$ 11,236	\$ 11,589	\$ 11,958	
Grades 4-6	\$ 10,710	\$ 11,038	\$ 11,407	\$ 11,765	\$ 12,139	

Santa Rosa Accelerated Charter (102533)						
		2026-27	2027-28	2028-29	2029-30	2030-31
Grades 7-8	\$	11,027	\$ 11,364	\$ 11,744	\$ 12,113	\$ 12,498
Grades 9-12	\$	12,780	\$ 13,171	\$ 13,611	\$ 14,038	\$ 14,484
Prorated Grade Span Adjustment						
Grades TK-3	\$	1,097	\$ 1,131	\$ 1,169	\$ 1,205	\$ 1,244
Grades 9-12	\$	332	\$ 342	\$ 354	\$ 365	\$ 377
Supplemental Grant						
		20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$	2,329	\$ 2,401	\$ 2,481	\$ 2,559	\$ 2,640
Grades 4-6	\$	2,142	\$ 2,208	\$ 2,281	\$ 2,353	\$ 2,428
Grades 7-8	\$	2,205	\$ 2,273	\$ 2,349	\$ 2,423	\$ 2,500
Grades 9-12	\$	2,622	\$ 2,703	\$ 2,793	\$ 2,881	\$ 2,972
Actual - 1.00 ADA, Local UPP as follows:						
		23.18%	26.56%	26.56%	26.56%	26.56%
Grades TK-3	\$	540	\$ 638	\$ 659	\$ 680	\$ 701
Grades 4-6	\$	497	\$ 586	\$ 606	\$ 625	\$ 645
Grades 7-8	\$	511	\$ 604	\$ 624	\$ 643	\$ 664
Grades 9-12	\$	608	\$ 718	\$ 742	\$ 765	\$ 789
Concentration Grant (>55% population)						
		65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP						
Grades TK-3	\$	7,571	\$ 7,803	\$ 8,063	\$ 8,316	\$ 8,581
Grades 4-6	\$	6,962	\$ 7,175	\$ 7,415	\$ 7,647	\$ 7,890
Grades 7-8	\$	7,168	\$ 7,387	\$ 7,634	\$ 7,873	\$ 8,124
Grades 9-12	\$	8,523	\$ 8,783	\$ 9,077	\$ 9,362	\$ 9,660
Actual - 1.00 ADA, Local UPP >55% as follows:						
		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Grades TK-3	\$	-	\$ -	\$ -	\$ -	\$ -
Grades 4-6	\$	-	\$ -	\$ -	\$ -	\$ -
Grades 7-8	\$	-	\$ -	\$ -	\$ -	\$ -
Grades 9-12	\$	-	\$ -	\$ -	\$ -	\$ -

APPENDIX B: 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

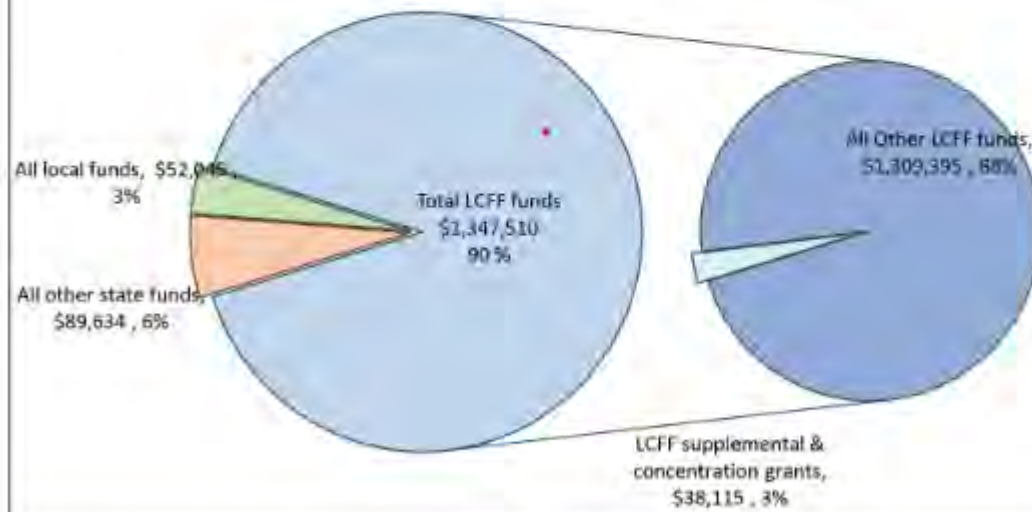
Principal

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

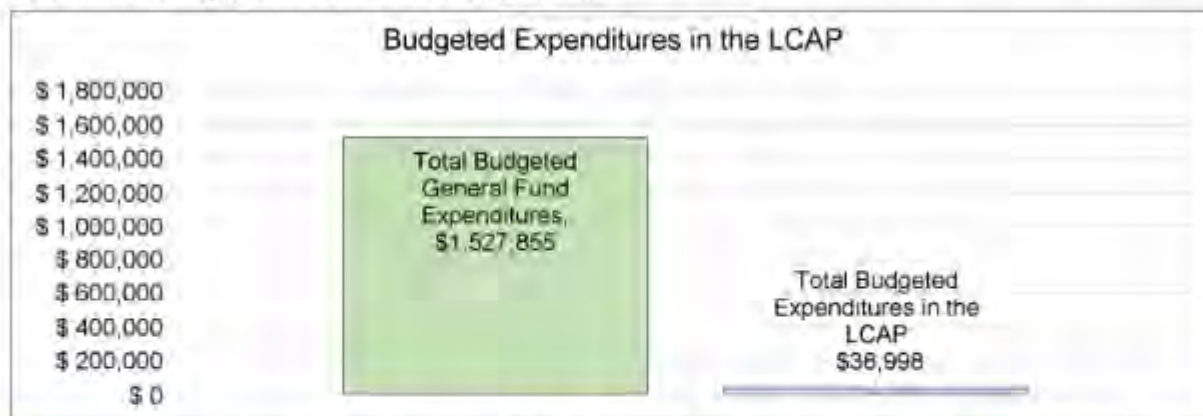


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

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 707-990-3860 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

Instructions and Drill Schedule

EOC Incident Command Process

Lockdown and Shelter in Place

Evacuation

Phase I Roles and Responsibilities

Evacuation Routes Map

Phase 2

EOC Process Incident Command

EOC Process Team Leads, Teachers and staff

EOC Command Structure

EOC Staff Roles and Responsibilities

Team Set-up Location Map

EOC Supervision Coverage Assignments

Student Release

Process

Map

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

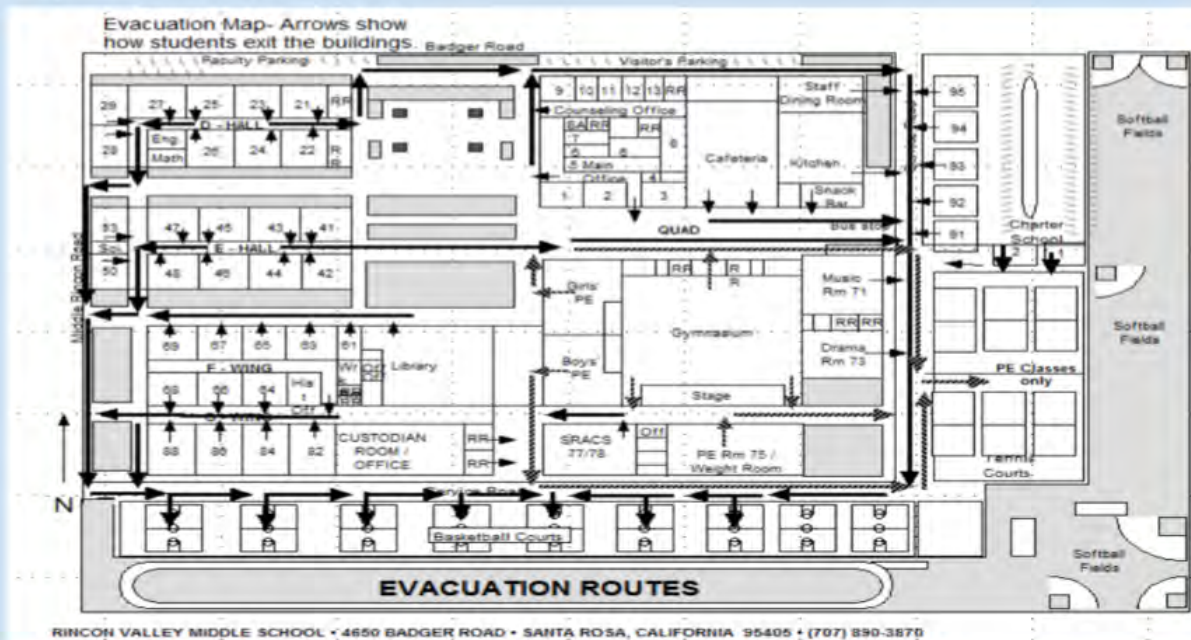
PHASE 1 Search and Rescue Teams

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 Aide 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.

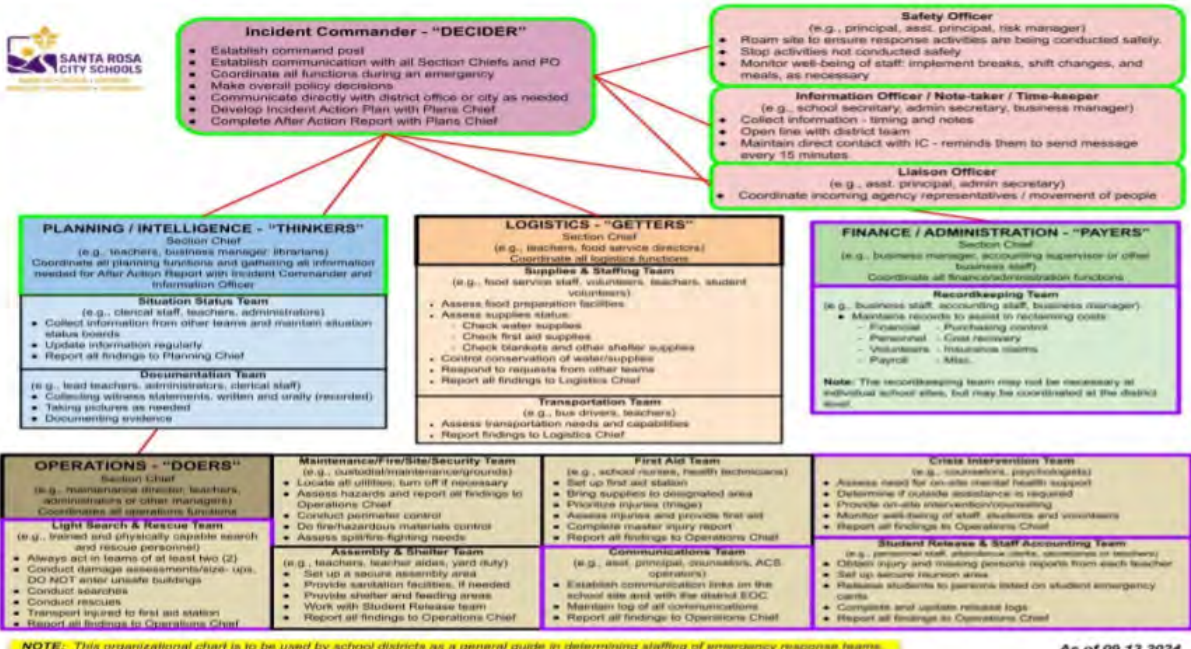
Track							
#1 SRACS 77, 78	#2 84, 86, 88	#3 PE	#4 PE	#5 64, 65, 66	#6 46, 47, 48	#7 28, 29, 41	#8 23, 24
SRACS 1, 2	91, 92, 95	71, 73, 82	67, 68, 69	50, 53, 63	42, 43, 44	21, 22	25, 26, 27
#9	#10	#11	#12	#13	#14	#15	#16

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

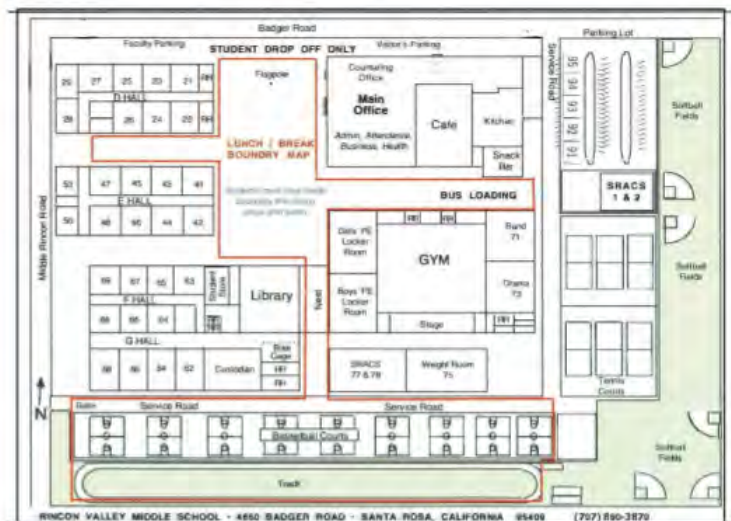
EOC Phase 2 Process: Team Leads, Teachers and Staff

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

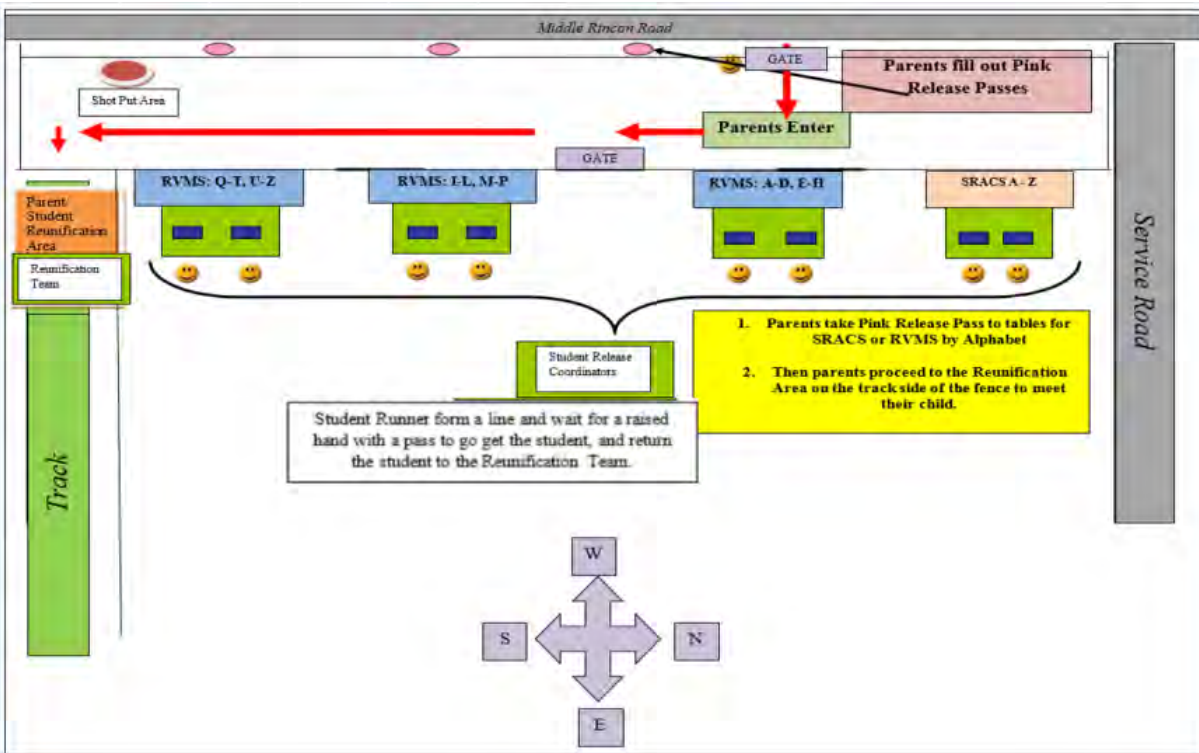
1. EOC / Planning & Intelligence meets in Weight Room
2. Site Security meets in front of Storage Shed
3. Search and Rescue meets in front of SRACS
4. First Aid meets in Cafeteria
5. Crisis Intervention meets in Cafeteria and Staff Workroom
6. Student Release meets at the end of the basketball courts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



Phase 2 Student Release Process and Procedures

Student Release Station:

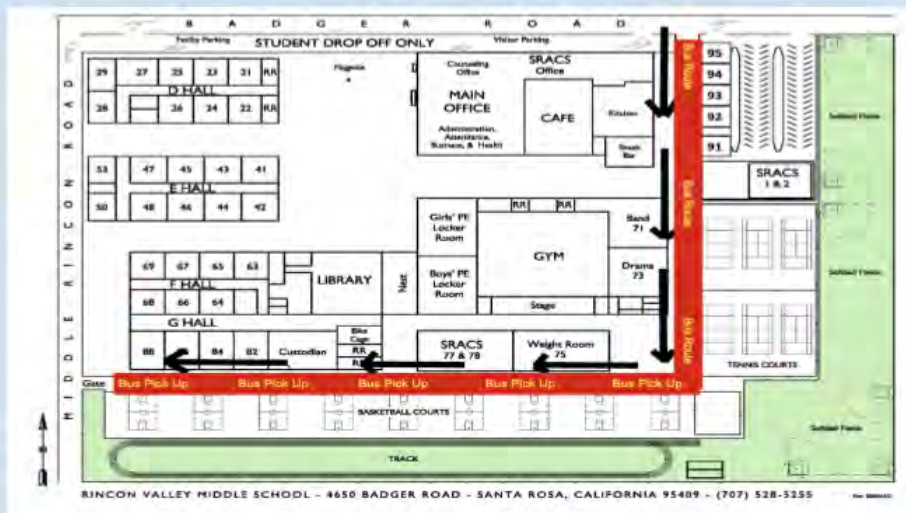
1. Parent/person on the emergency card fills out **Pink** Release Pass located on clipboards attached to the Middle Rincon fence.
 2. Parent/person on the emergency card gives **Pink** Release Pass to appropriate SRACS and/or RVMS release tables by alphabet.
 3. Staff member verifies name of the parent/person 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



648-6/9354200.1