

**SANTA ROSA CITY SCHOOLS
STAFF REPORT, PROPOSED FINDINGS OF FACT & RECOMMENDATION
CONCERNING THE CESAR CHAVEZ LANGUAGE ACADEMY CHARTER SCHOOL
RENEWAL PETITION**

Date Posted: May 26, 2026

The following provides a summary of the Santa Rosa City Schools (“SRCS”) staff report, proposed findings of fact, and recommendation concerning the Cesar Chavez Language Academy (“CCLA”) charter renewal petition (“Renewal Petition”) and request to materially revise its charter (“Material Revision Request”).

Introduction and Procedural Background

Cesar Chavez Language Academy (“CCLA”) has operated as a dependent, classroom-based charter school pursuant to the authorization of the Santa Rosa Elementary School District since 2013. Due to its location, CCLA is seeking to operate as a continuing charter school under the authorization and oversight of the Santa Rosa High School District pursuant to Education Code sections 47605(a)(5)(E) and 47607. The Santa Rosa Elementary School District and the Santa Rosa High School District function as a “common administration district” known as Santa Rosa City Schools (“SRCS”) and operate under one superintendent, governing board, and administration. SRCS and its Board retain overall governance authority over CCLA.

CCLA currently serves a population of approximately 773 students in transitional kindergarten (TK)/kindergarten through eighth grade and operates a dual language immersion program focusing on acquisition of bilingualism in Spanish and English. According to the most recent data available on the California School Dashboard (“Dashboard”), CCLA’s student population consists of 76.1% socioeconomically disadvantaged students, 32.7% English Learners, 0.3% foster youth, and 9.6% students with disabilities. CCLA’s current charter term expires on June 30, 2026, and it is seeking a five-year renewal term beginning on July 1, 2026, and ending June 30, 2031.

On May 12, 2026, SRCS received the final copy of CCLA’s Renewal Petition. As part of the submission of the Renewal Petition, CCLA also requested approval of its Material Revision Request to expand its grade level offerings.

The Material Revision Request proposes a change in the grade levels offered by CCLA, Specifically, CCLA seeks to expand its program to include a hybrid high school program, emphasizing bilingualism, to serve grades 9 through 12. If the Material Revision Request is approved, CCLA would scaffold in its high school grades beginning with grades 9 and 10 for the 2026-2027 school year.

On May 13, 2026, SRCS’ Board of Trustees (“Board”) held a public hearing to determine the level of support for the Renewal Petition and Material Revision Request by teachers, other SRCS employees, and parents/guardians.

On June 10, 2026, SRCS’ Board will hold a public hearing on the Renewal Petition and Material Revision Request during which the Board will consider the admissions preferences of CCLA and take action to either grant or deny the Renewal Petition and the Material Revision Request.

As discussed in further detail below, SRCS’ staff, in consultation with legal counsel, has conducted an extensive analysis of the Petition and its accompanying exhibits. SRCS’ review team also carefully evaluated the legal grounds articulated in the Education Code for purposes of determining whether the Renewal Petition meets the minimum standards for approval. SRCS staff has determined that CCLA offers a sound educational program and is likely to implement the program. As such, SRCS staff has determined that the Renewal Petition meets the minimum requirements under the Education Code for approval of the requested five-year term.

Additionally, SRCS is supportive of CCLA’s proposed expansion from a TK-8 grade-level span to a TK-12 grade-level span, with a hybrid program offered to prospective CCLA high school students. SRCS staff believes that there is a need for such a program at the high school level as CCLA has proposed, which will allow students to continue receiving instruction in both English and Spanish within a cohort supported by CCLA staff and with flexibility in how that instruction is delivered.

Based on its analysis, SRCS staff recommends that the Board **approve** CCLA’s Renewal Petition and Material Revision Request (along with any conditions that may be specified by the Board) for a renewal term of July 1, 2026, through June 30, 2031.

Executive Summary

Below is an executive summary of SRCS staff’s findings regarding the Renewal Petition:

Eligibility for Renewal and Level of Review Based on Performance Tier

Performance Level: Low, Middle, or High Performing <i>(as determined by the District and/or assigned by CDE)</i>		Middle Performing
1.	Has the charter school failed to make sufficient progress toward meeting standards that provide benefit to the charter school’s students?	No
2.	Is closure of the charter school in the best interests of students?	No
3.	Did the decision provide greater weight to performance on measures of academic performance?	N/A

Requirements for Renewal of Charter

Has a notice to cure an alleged violation been issued regarding: 1. substantial fiscal or governance concerns or 2. the charter not serving all students who wish to attend		No
a. If notice was issued, has a written response been submitted?		N/A
b. Has a corrective action plan been provided?		N/A
i. If submitted, is the corrective action plan sufficient to resolve or remedy the identified fiscal and/or governance concerns?		N/A
Does the charter petition demonstrate any additional legal grounds for denial?		No
1.	Does the charter present a sound educational program?	Generally yes, but see findings below.
2.	Are petitioners demonstrably unlikely to successfully implement the program set forth in the petition?	No
3.	Does the petition contain an affirmation of each of the required conditions?	Yes
4.	Does the petition contain reasonably comprehensive descriptions of all required elements described below?	Generally yes, but see findings below.
5.	Does the petition contain a declaration of whether the charter school shall be deemed the exclusive public employer of the charter school's employees?	Yes

Review of the Required Petition Elements

REQUIRED ELEMENTS OF THE PETITION			
No.	Element / Category	Reasonably Comprehensive?	Comments
1	Description of Educational Program	Yes	With noted findings below.

2	Measurable Student Outcomes	Yes	With noted findings below.
3	Methods for Measuring Student Progress	Yes	
4	Governance Structure	Yes	
5	Employee Qualifications	Yes	
6	Health and Safety Procedures	Yes	
7	Balance of Students from Different Student Groups	Yes	
8	Admissions & Lottery Procedures	Yes	
9	Annual Independent Financial Audits	Yes	
10	Student Discipline Procedures	Yes	
11	Retirement Systems	Yes	
12	Public School Attendance Alternatives	Yes	
13	Post-Employment Rights of Employees	Yes	
14	Dispute Resolution Procedures	Yes	
15	Closure Procedures	Yes	
Required Supplemental Information		Reasonably Comprehensive?	Comments
Operations and Administrative Plan		Yes	
Civil Liability Effects		Yes	
Facilities		Yes	

I. Accountability Criteria for Renewal under Education Code Sections 47607 and 47607.2 and Corresponding Findings of Fact

The consideration of a renewal petition requires SRCS to: (1) determine whether the charter school meets applicable eligibility requirements using the accountability criteria detailed in Education Code sections 47607 and 47607.2 and reflected in the Dashboard, and (2)

evaluate whether the Renewal Petition meets the standards and criteria set forth in Education Code section 47605. An analysis of these two components of the charter renewal process is addressed in detail below and includes SRCS staff’s corresponding findings of fact.

Eligibility for Renewal and Level of Review

Education Code section 47607 provides that a “chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2.” These provisions detail a three-tiered system that categorizes a charter school as a high-performing, middle-performing, or low-performing charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter.

Charter schools that fall in the high-performing category under either criterion are eligible for presumptive renewal. Charter schools that fall in the low-performing category under either criterion are treated as a presumptive non-renewal.

The California Department of Education provides access on its website to a list of California public charter schools and the respective performance tier to which they have been assigned based on the criteria set forth in Education Code sections 47607 and 47607.2. This list is available at <https://www.cde.ca.gov/sp/ch/performcategory.asp>.

Determination of Performance Category.

A charter school’s performance category (i.e., high, middle, or low) is determined according to the following two criteria:

Criterion 1: Performance Color

Criterion 1 is based on the performance colors received for all of the state indicators on the Dashboard for the two previous Dashboard years. The Dashboard state indicators include the following:

- English language arts/literacy (“ELA”)
- Mathematics
- Science
- English Learner Progress Indicator (“ELPI”)
- College/Career Indicator (“CCI”) (*applicable to high school programs only*)
- Chronic Absenteeism Indicator
- Suspension Rate Indicator
- Graduation Rate Indicator (*applicable to high school programs only*)

The following conditions apply for considering a charter school’s eligibility for renewal under Criterion 1:

- The charter school must have at least two academic indicators that are assigned a performance color for each of the two Dashboard years. (The two academic indicators that are assigned a performance color do not need to be the same indicators each year.)
- **High Performing:** The charter school has **Blue** and/or **Green** on all state indicators for two years.
- **Low Performing:** The charter school has **Red** and/or **Orange** on all state indicators for two years.

Charter schools that do not meet Criterion 1 requirements for presumptive renewal or non-renewal are subject analysis under Criterion 2.

Criterion 2: Status

Criterion 2 looks at the "Status" (also known as current year data) for all academic indicators with a performance color for the two previous Dashboard years. Per Education Code section 47607(c)(3), the applicable academic indicators subject to review include the following:

- ELA
- Mathematics
- Science
- ELPI
- CCI

Performance determinations under Criterion 2 are based on the **overall Status** for the charter school **and** its student groups, and how they compare with the statewide averages for the two previous Dashboard years. The state's Status is used as the "statewide average" for the academic indicators.

A charter school falls within the High Performing category (and is, therefore, eligible for a presumptive renewal) based on the following:

The charter school's academic indicators with a performance color must reflect an overall Status that is the **same or higher** than the overall Status for the State of California. After removing the student groups that performed **higher** than or at the **same** level as the statewide average, all remaining student groups with a color that scored higher than their respective student group statewide average (i.e., received a higher Status score on the indicator) must be identified. To be placed in the High Performing tier, the charter school must have at least two remaining student groups that receive a color across the prior two Dashboard years, and each group must have at least two academic indicators with colors in *each* of the two Dashboard years. In addition, a majority of the charter school's student groups with performance colors must have scored **higher** than the statewide average for their respective student groups.

Alternatively, a charter school falls within the Low Performing category (and is, therefore, considered for a presumptive non-renewal) based on the following:

The charter school's academic indicators with a performance color must reflect an overall Status that is the **same or lower** than the overall Status for the State of California. After removing the student groups that performed **higher** than or at the **same** level as the statewide average, all remaining student groups with a color that scored lower than their respective student group statewide average (i.e., received a lower Status score on the indicator) must be identified. To be placed in the Low Performing tier, the charter school must have at least two remaining student groups that receive a color across the prior two Dashboard years, and each group must have at least two academic indicators with colors in *each* of the two Dashboard years. In addition, a majority of the charter school's student groups with performance colors must have scored **lower** than the statewide average for their respective student group.

A charter school that does not fall within the High Performing or Low Performing tiers is assigned to the Middle Performing tier. Charter schools that are designated as Middle Performing are eligible for a presumptive renewal of their respective charters for a five-year term.

Additional Grounds for Denial Notwithstanding Eligibility for Renewal Based on Academic Performance Tier

SRCS' Board may also deny the renewal of a charter school, notwithstanding the standards set forth in Education Code sections 47607(c) and 47607.2, upon a finding that the charter school is demonstrably unlikely to successfully implement the program due to substantial fiscal or governance factors, or the charter school is not serving all students who wish to attend, as documented under Education Code section 47607(d). (Educ. Code § 47607(e).) If the Board determines that denial is warranted, it must provide specific written findings detailing the reasons for the decision and that closure is in the best interest of the students.

Prior to denial under Education Code section 47607(e), the authorizing district must provide the charter school with at least 30 days' notice and a reasonable opportunity to remedy the violation(s). The district must then make a finding that either the corrective action proposed by the charter school has been unsuccessful, or the violation(s) are sufficiently severe and pervasive that a corrective action is not viable.

Here, SRCS did not identify substantial fiscal or governance factors pertaining to CCLA or otherwise determine that CCLA is not serving all students who wish to attend. Therefore, no proposed findings were made pursuant to Education Code section 47607(e).

Summary of Academic Performance Renewal Analysis

CCLA falls within the Middle Performing Tier because it meets neither the requirements for the High Performing Tier nor Low Performing Tier under Criterion 1 or 2. CCLA has made

recent improvements on the 2025 ELA administration of the CAASPP, turning around an otherwise negative trend. While there are a few disproportionalities in achievement for some student groups, CCLA has demonstrated consistent progress on the Math administrations of the CAASPP, as well as a reduction in its suspension and chronic absenteeism rates. CCLA has also maintained a high ELPI of approximately 50% of English Learners (“ELs”) making progress. However, according to its verified data, a significant number of CCLA students are not performing on or above grade level at the start of or by the end of each academic year.

The following include SRCS staff’s findings of fact concerning CCLA’s designation as a middle-performing charter school.

Finding of Fact No. 1: SRCS has determined that CCLA falls within the Middle Performing tier based on its performance reflected on the Dashboard.

According to SRCS staff’s analysis and the California Department of Education performance tier data, CCLA qualifies as a Middle Performing charter school.

On the most recent 2025 Dashboard, data shows that CCLA received the following performance levels on a schoolwide basis:

- English-Language Arts (“ELA”): **Yellow** (55.7 points below standard, with an increase of 22.2 points)
- Mathematics: **Orange** (98.2 points below standard, with an increase of 14.2 points)
- Science¹: **Orange** (36.8 science points, maintained -0.4 points)
- English Learner Progress: **Yellow** (50.5% making progress, maintained -0.2%)
- Chronic Absenteeism: **Yellow** (13.6% chronically absent, declined 8.2%)
- Suspension Rate: **Yellow** (6.5% suspended at least one day, declined 1.8%)

The following table depicts the 2024 and 2025 performance colors that CCLA received on all state indicators:

State Indicator	2024	2025
English Language Arts		
Mathematics		
Science		
English Learner Progress		
Chronic Absenteeism Rate		

¹ The Science Indicator was listed on the 2025 Dashboard for informational purposes; however, SRCS staff considered CCLA’s performance in Science relative to the state’s performance in its academic analysis below.



As depicted above, CCLA did not receive all Blue and Green performance colors or all Red and Orange performance colors across 2024 and 2025. As a result, CCLA does not meet either the High Performing or Low Performing criteria under Criterion 1.

Accordingly, SRCS considered CCLA’s performance overall and that of its student groups in comparison to the state on the ELA, Math, and ELPI indicators in the table below:

Indicator	Dashboard Year	Overall Status (CCLA)	Overall Status (State)	CCLA ≤ State?	Remaining Subgroups w/ Colors	Majority of Subgroups Below?
ELA	2024	- 77.9	- 13.2	Yes	Hispanic, EL, LTEL, SED, and SWD	Yes
ELA	2025	- 55.7	- 8.1	Yes	Hispanic, EL, LTEL, SED, and SWD	Yes
Math	2024	- 112.4	- 47.6	Yes	Hispanic, EL, LTEL, SED, and SWD	Yes
Math	2025	- 98.2	- 47.6	Yes	Hispanic, EL, LTEL, SED, and SWD	Yes
ELPI	2024	50.7%	45.7%	No	EL, LTEL	No
ELPI	2025	50.5%	46.4 %	No	EL, LTEL	No

As depicted above, in 2024 and in 2025, CCLA received an overall Status that was lower than that of the state in ELA and Math, but it outperformed the state on the ELPI in both years. Therefore, SRCS compared CCLA’s student group performances to the statewide average and their respective student group statewide averages in both 2024 and 2025. Again, in 2024 and also in 2025, a majority of CCLA’s subgroups who received performance colors scored below the state and their respective student group statewide averages in ELA and Math. Both EL and LTEL student groups outperformed the state on the ELPI in both years. Therefore, it appears that CCLA was able to move into Middle Performing status as a result of its ELPI performance in both 2024 and 2025, as determined by the state.

Because a majority of student groups across all indicators in all years did not receive lower scores than the statewide average for their respective student groups, CCLA does not meet the criteria for Low Performing in Criterion 2 and is placed in Middle Performing.

In January 2026, the CDE released the performance tier placement data for California charter schools, which specifies the placement tier and the qualifying Criterion, if any.² According to the CDE, CCLA did not meet the High or Low Performing tier criteria under Criterion 1 or Criterion 2. Therefore, CDE designated CCLA in the Middle Performing Tier.

Conclusion

Because CCLA qualifies as a Middle Performing charter school, placement in this tier requires SRCS to evaluate CCLA's performance on the state and local indicators on the Dashboard, both on a schoolwide basis and for all student groups served by the charter school. SRCS must give greater weight to CCLA's performance on measurements of academic performance.

If CCLA satisfies the above criteria, SRCS' Board must grant a renewal term of five years, except if it makes written factual findings supporting one or more statutory grounds for denial.

Within the context of the academic performance renewal analysis, SRCS' Board may deny renewal of a charter school in the Middle Performing tier only upon making the following specific written findings:

1. The charter school has failed to make sufficient progress toward meeting standards that provide a benefit to the school's students;
2. Closure of the charter school is in the students' best interests; and
3. The decision provided greater weight to performance on "measurements of academic performance"—the test-based indicators in ELA, Mathematics, and Science, the ELPI, and the CCI (if applicable).

Finding of Fact No. 2: As measured by the Dashboard, CCLA has made recent progress in ELA, and steady improvements in Math and its suspension and chronic absenteeism rates, while maintaining a strong ELPI.

SRCS staff reviewed CCLA's Dashboard data on all state and local indicators since 2019, with an emphasis on the past three school years. Over the past three years, CCLA has demonstrated recent growth in ELA and consistent growth in Math on a schoolwide basis. CCLA's ELPI has maintained its high percentage throughout the past three years. Further,

² This data was updated on April 2, 2026.

CCLA has shown steady decreases in its suspension and chronic absenteeism rates over the past three years.

English Language Arts

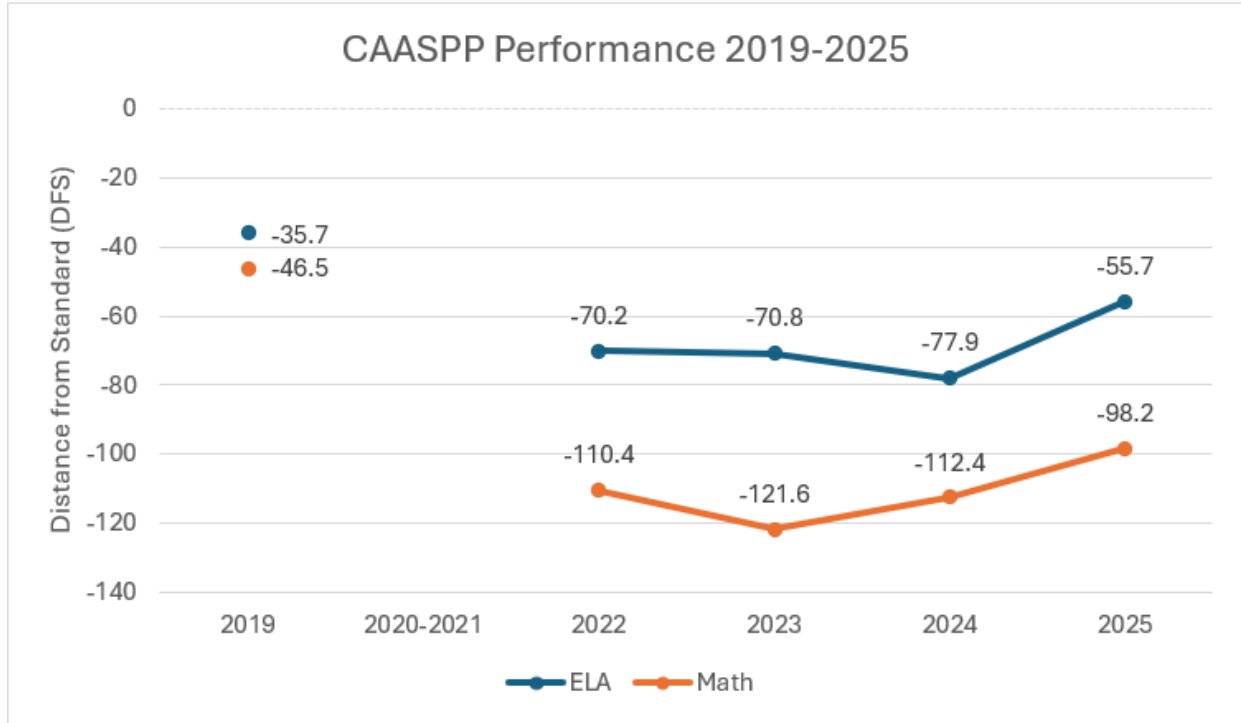
CCLA has made strong growth in ELA on the 2025 administration of the CAASPP, overall and across its significant student groups. This new growth is a notable improvement from a negative trend which developed over the 2023 and 2024 ELA administrations of the CAASPP. However, with the exception of White students, who outscored the state on the last ELA administration of the CAASPP, the rest of CCLA’s significant student groups continue to perform below their respective state averages, with Socioeconomically Disadvantaged (“SED”) and Hispanic students demonstrating the largest gaps in performance when compared to statewide averages for their respective student groups.

The following chart shows CCLA’s performance on the 2019, 2022, 2023, 2024, and 2025 Dashboards in ELA both schoolwide and among its significant student group populations utilizing the DFS metric described earlier in this report:

English Language Arts					
Student Group	2019 DFS	2022 DFS	2023 DFS	2024 DFS	2025 DFS
All Students	- 35.7	- 70.2 Very Low	- 70.8	- 77.9	- 55.7
English Learners	- 61.5	- 94.2 Very Low	- 99.7	- 110.4	- 83.8
Hispanic	- 46.2	- 77.2 Very Low	- 77.5	- 85.7	- 66.2
Long-Term English Learners	N/A	N/A	N/A	- 151.2	- 125.3
Socioeconomically Disadvantaged	- 48.4	-80.4 Very Low	- 84.8	- 89.2	- 69.8
Students with Disabilities	- 88.3	- 129.9 Very Low	- 128	- 144.4	- 97.7
White	N/A	- 23.5 Low	- 2.9	+ 7.7	+ 39.2

As reflected above, student performance significantly declined following the return from the pandemic, with subsequent declines during the 2023 and 2024 ELA administrations of the CAASPP for all reported student groups except White students, who demonstrated strong improvement on both administrations. However, all CCLA students and significant student groups made strong progress on the 2025 ELA administration of the CAASPP and are now surpassing their 2022 levels.

The following graph provides an additional snapshot of CCLA’s ELA CAASPP performance from 2019-2025:



CCLA, like other local educational agencies across the state, saw significant declines in its scores following the return to in-person learning in the 2021-2022 school year. CCLA experienced further declines in ELA across the 2023 and 2024 ELA administrations before demonstrating a positive reversal in 2025. While there is not a consistent trend of improvement across the last few years, the strength of CCLA’s performance on the 2025 administration suggests this is a trajectory which is capable of being maintained.

When comparing CCLA’s performance against the state averages on the 2025 ELA portion of the CAASPP, CCLA fell below the state average by just under 50 points on a schoolwide basis. The following table depicts CCLA’s averages across student groups as compared to the state:

Student Group	2025 DFS ELA (CCLA)	2025 DFS ELA (State)
All Students	- 55.7	- 8.1
English Learners	- 83.8	- 59.9
Hispanic	- 66.2	- 33.7
Long-Term English Learners	- 125.3	- 104.5
Socioeconomically Disadvantaged	- 69.8	- 35.3
Students with Disabilities	- 97.7	- 89.4
White	+ 39.2	+ 23.8

While three of CCLA’s six student groups received the same or better performance colors than their respective student groups’ statewide averages, most CCLA student groups still scored below their respective statewide

student groups, lagging approximately 8 to 35 points behind the statewide averages. CCLA’s White students were the exception, outperforming the state’s average by over 15 points.

Mathematics

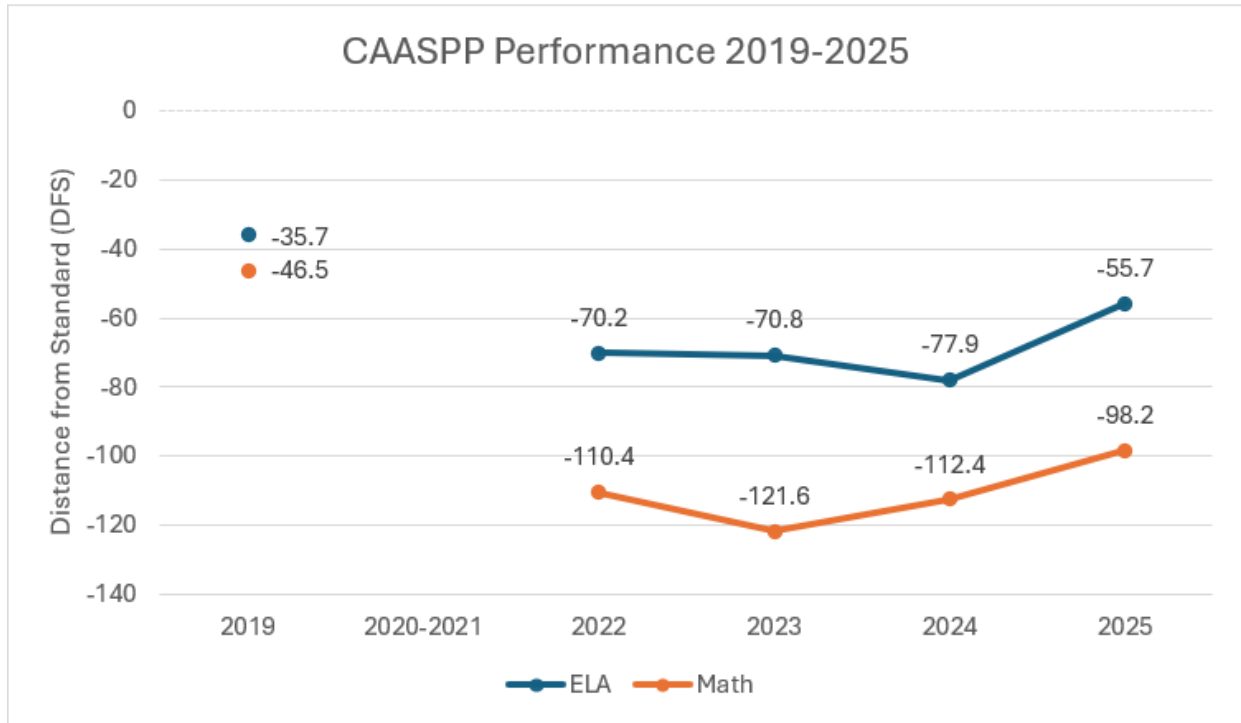
While CCLA has demonstrated steady improvement on the 2024 and 2025 Math administrations of the CAASPP among its student population on a schoolwide basis, CCLA students continue to score below the statewide averages both overall and across most student groups, with the exception of White students, who outperformed the state average and their respective statewide student group average in 2025.

The following chart shows CCLA’s performance on the 2019, 2022, 2023, 2024, and 2025 Dashboards in Math both schoolwide and among its significant student group populations utilizing the DFS metric:

Mathematics					
Student Group	2019 DFS	2022 DFS	2023 DFS	2024 DFS	2025 DFS
All Students	- 46.5	- 110.4 Very Low	- 121.6	- 112.4	- 98.2
English Learners	- 61.2	- 132.8 Very Low	- 151.1	- 143.2	- 126.2
Hispanic	- 53.1	- 117.7 Very Low	- 130.4	- 119.6	- 108.3
Long-Term English Learners	N/A	N/A	N/A	- 200.8	- 201.1
Socioeconomically Disadvantaged	- 52.8	- 117 Very Low	- 133.7	- 119.5	- 113.5
Students with Disabilities	- 91.2	- 160.7 Very Low	- 167.2	- 173.1	- 148.8
White	N/A	- 44.6 Low	- 28.6	- 28.6	- 1.6

As depicted above, overall student performance in Math declined between the 2022 and 2023 administrations of the CAASPP. However, CCLA demonstrated growth across most of its significant students groups during the 2024 Math administration of the CAASPP, with the exception of its White students, who maintained, and its Students with Disabilities (“SWD”), who declined. However, on the 2025 Math administration of the CAASPP, most student groups, improved their scores again, with the single exception of Long-Term English Learners (“LTELs”), which declined slightly and demonstrated a lower performance when compared to peer CCLA student groups. Overall, from 2023-2025, CCLA has demonstrated steady improvement in its Math scores on a schoolwide basis and among its significant student groups.

The following graph provides an additional snapshot of CCLA’s Math CAASPP performance from 2019-2025:



As depicted in the graph above, CCLA experienced a significant decline in its Math scores from 2019 to 2022. That decline continued in 2023 before CCLA began to demonstrate steady improvement during the 2024 and 2025 Math administrations of the CAASPP.

When comparing CCLA’s performance against the state averages on the 2025 Math administration of the CAASPP, CCLA fell below the state average by approximately 56 points on a schoolwide basis. CCLA’s student groups, overall, also fell behind their respective statewide averages. The following table depicts CCLA’s averages across student groups as compared to the state:

Student Group	2025 DFS Math (CCLA)	2025 DFS Math (State)
All Students	- 98.2	- 42.4
English Learners	- 126.2	- 86.1
Hispanic	- 108.3	- 73.6
Long-Term English Learners	- 201.1	- 158.9
Socioeconomically Disadvantaged	- 113.5	- 72.9
Students with Disabilities	- 148.8	- 120.7
White	- 1.6	- 6.2

EL, SED, and White student groups received the same performance color as their respective student group’s statewide average. While EL and SED students lagged behind their peers, White students outperformed their

respective group’s statewide average. All other CCLA student groups scored below their respective statewide student groups, receiving a lower performance color and lagging

approximately 28 to 42 points behind the statewide averages. LTELs performed especially poorly compared to the respective statewide student group average, receiving a “Red” performance color in comparison to the state’s “Yellow.”

Science

The Science Indicator was introduced as part of the Dashboard in 2024, which draws data from student performance on either the California Science Test (“CAST”) or the California Alternate Assessment for Science. These assessments are administered annually to students in grades 5 and 8, as well as once during high school. The Science Indicator currently is only identified on the Dashboard for informational purposes, likely due to the shift in how student progress is measured.³ Therefore, SRCS staff only considered the 2025 data for CCLA and the state in the table above.

Science		
Student Group	2025 SP (CCLA)	2025 SP (State)
All Students	36.8	52.6
English Learners	31	41.1
Hispanic	34.9	47.1
Long-Term English Learners	25.4	34
Socioeconomically Disadvantaged	33.5	47.1
Students with Disabilities	32.5	38.3
White	52.1	60.2

CCLA scored 36.8 science points out of a possible 100 points and was outperformed by the state by approximately 16 points. CCLA’s White students almost met the state’s overall score, which is commendable, though they fell behind their respective statewide average. LTELs again performed particularly low when compared to peer CCLA student groups. SRCS encourages CCLA to adopt focused measures to improve student academic performance on this indicator to bring its scores up in a manner that is commensurate with the state average for the next reporting cycle.

English Learner Progress Indicator

CCLA received an “Yellow” performance color on its ELPI, with 50.5% of its EL students being deemed as having made progress, thus maintaining this percentage from the prior year.

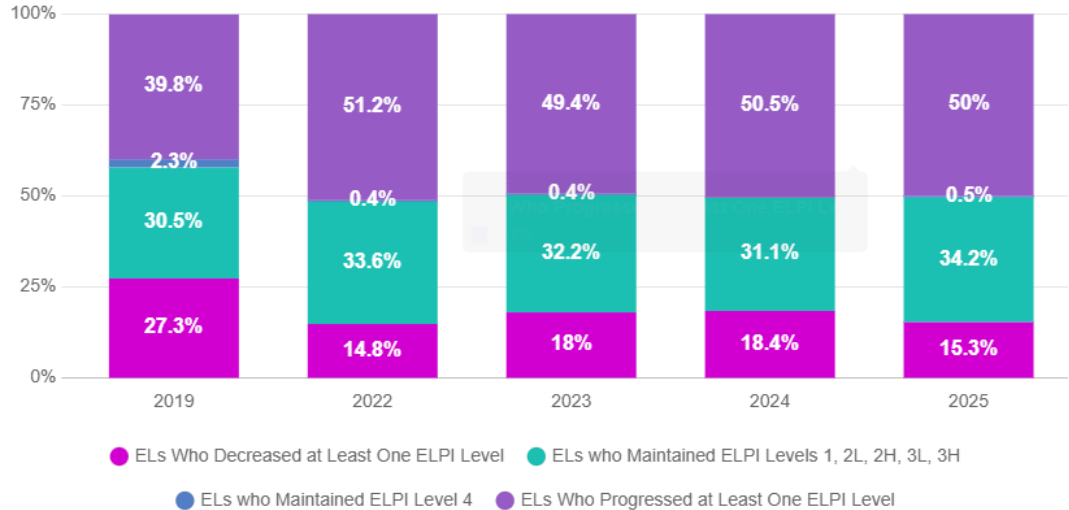
³ In 2024, the Science indicator measured student progress in terms of “distance from the standard.” In 2025, the Dashboard changed the measure on the Science Indicator to “science points” (“SP”). While each grade level tested has a unique scale score range, science points for each tested grade level always range from 0, the lowest possible score, to 100, the highest possible score. (California Department of Education (November 2025) *2025 Dashboard Technical Guide: Science Indicator*, p. 5.)

The following graph from the 2025 Dashboard illustrates the trajectory of CCLA’s ELPI scores since 2019:

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



An analysis of the 2022 through 2025 ELPI, as indicated on the Dashboard, reveals that CCLA has essentially maintained its percentage of EL students who are progressing at least one ELPI level across the past four years, with percentages near 50%. This is a marked improvement from its 2019 levels. On the other hand, during 2023 and 2024, it appears that there was a slight increase in the percentage of ELs who *decreased* at least one ELPI level, although this figure has improved in 2025. In summary, by 2025, approximately half of CCLA’s EL students were considered to be progressing, while over a third maintained their current levels, and fewer than a fifth regressed.

Given CCLA’s emphasis on bilingualism and biliteracy, SRCS staff believes CCLA is capable of even greater improvement in this area and encourages CCLA to continue to implement programmatic supports to realize further growth on its ELPI in the future.

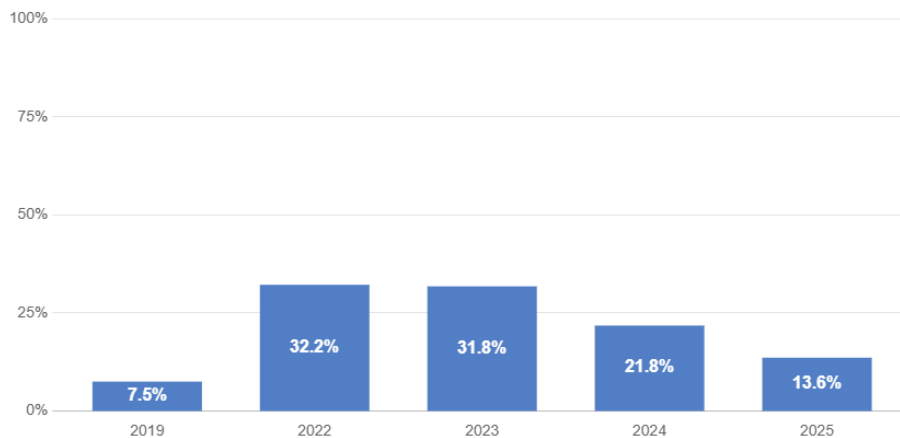
Chronic Absenteeism

CCLA was designated in the “Yellow” category for chronic absenteeism with 13.6% of students reported as chronically absent. As shown in the graph below, CCLA students returned from the pandemic with a high chronic absenteeism rate of 32.2%, and CCLA has reduced that number significantly and steadily from 2023 through 2025.

SRCS staff does note that LTELs and Students with Disabilities have disproportionately high chronic absenteeism rates when compared to the overall rate and that of the other significant student groups at CCLA. While LTELs have improved their chronic absenteeism rate since 2024, in

Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.



2025, they demonstrated a 25.9% chronic absenteeism rate. Additionally, SWD, while also improved since 2024, demonstrated a chronic absenteeism rate of 19.6%.

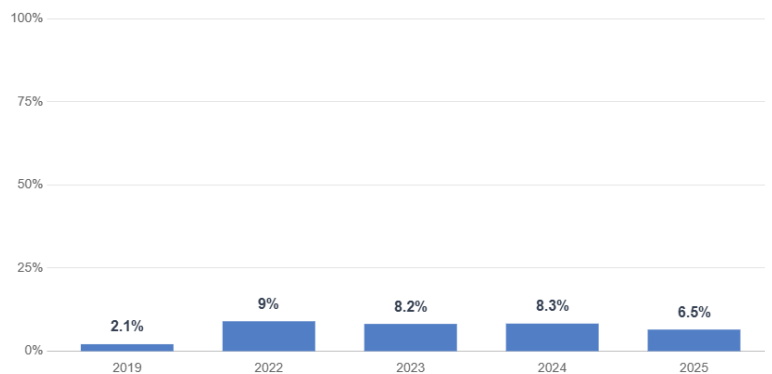
SRCS commends CCLA for its work over the past four years in lowering the chronic absenteeism rates overall and for student groups. SRCS staff encourage CCLA to ensure that all students, including its LTEL and SWD populations, continue to receive appropriate supports so that their chronic absenteeism rates may further improve.

Suspension Rate.

CCLA received a “Yellow” performance color for its 2025 suspension rate. As clear from the chart depicted on the right, CCLA has seen steady, if small, improvements each year since 2022 in its suspension rate.

Suspension Rate By Year

Percentage of students who were suspended.



SRCS staff again notes that LTELs have disproportionately higher suspension rates for 2025 when compared to CCLA’s overall rate and that of the other significant student groups. The LTEL suspension rate slightly increased from 2024, with 18.6% of LTELs having been suspended at least one day in 2025.

SRCS encourages CCLA to continue to review its strategies for addressing student disciplinary matters outside of suspension, as there remains room for improvement in this area, particularly for LTELs.

Local Indicators

According to the 2024 and 2025 Dashboard results, CCLA has met all standards on the local indicators, including teachers, instructional materials and facilities; implementation of academic standards; parent and family engagement; local climate survey; and access to a broad course of study.

Verifiable Data

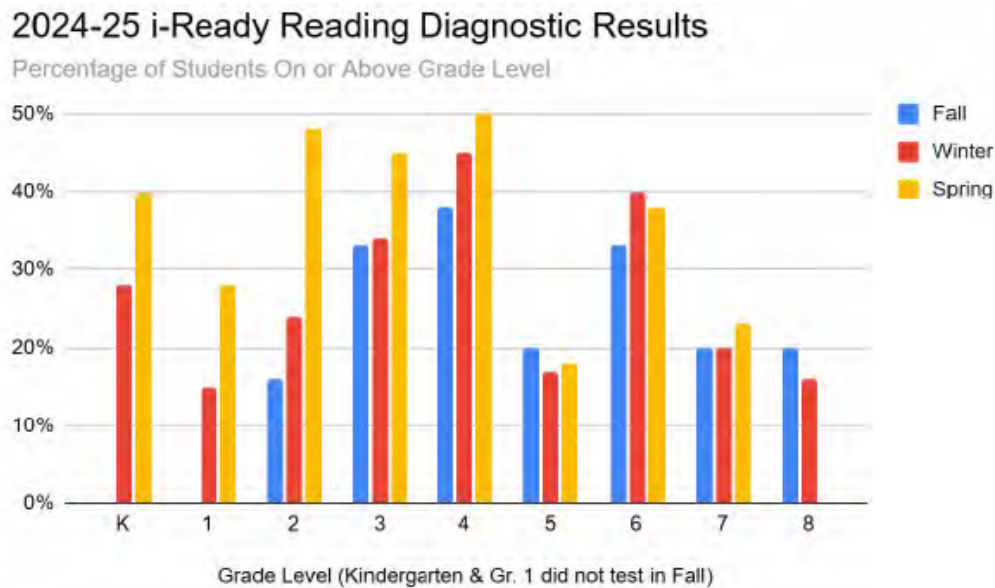
Although no longer required under Education Code section 47607.2, in addition to data available on the Dashboard, CCLA provided verifiable data from iReady for consideration. (Renewal Petition, p. 16-19.) Accordingly, SRCS staff analyzed this data and has included its evaluation below.

iReady Assessment Results 2024-2025

In the Renewal Petition, CCLA provided iReady data regarding the performance and progress of its students in grades K through 8. The data provided was broken down by grade level (with the exception of TK, which was excluded from the data below) and demonstrated whether students were on or above grade level in the fall, winter, and spring, as measured by iReady reading and math diagnostic assessments. However, CCLA only provided data from the 2024-2025 school years and did not include a breakdown of the data for any student groups. As a result, SRCS staff’s analysis of this data is limited.

iReady Reading

Petitioner included the following chart in the Renewal Petition (p. 17):



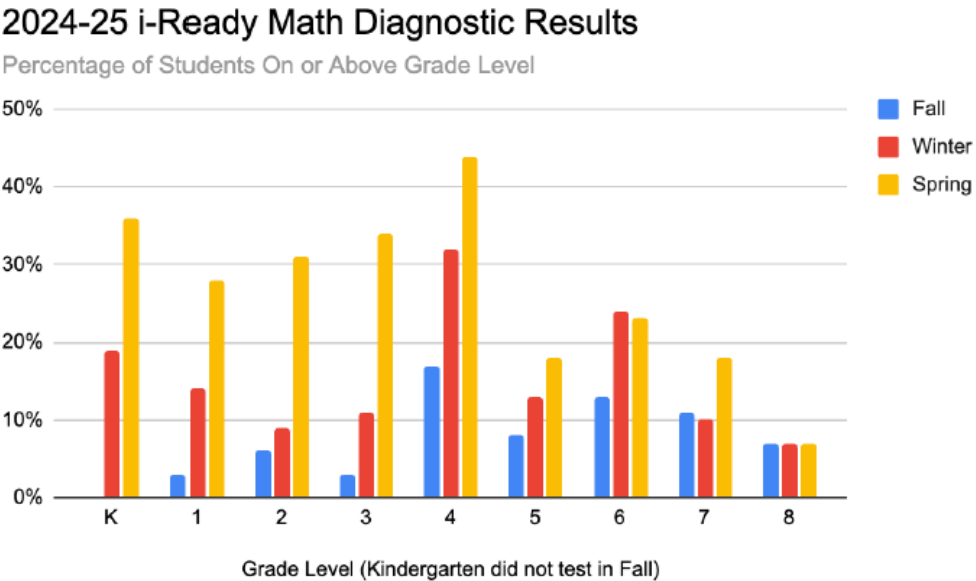
According to the chart above, primary grades (K-3) saw some positive growth from the fall (or winter, for kindergarten and first grade) to spring. Second grade demonstrated the most impressive growth, with an estimated 15% of students beginning the year on grade level to almost 50% of students demonstrating on or above grade level performance by the end of the year. The other primary grades demonstrated slightly less growth, with increases of approximately 10%-15% of students moving into the on or above grade level category. However, this chart also reveals that by the end of the 2024-2025 school year, over half of all students in the primary grades were not on grade level by the end of the school year.

The upper elementary grade levels (4-6) had discrepant levels of growth. In 2024-2025, the fourth graders started the year relatively strong and demonstrated similar growth of 15% or so of students moving into the on or above grade level category. Fifth grade, on the other hand, saw a decline at the end of the year in the number of students who were on or above grade level. This suggests there may have been particular concerns with the fifth grade class and/or its instructors. Sixth grade also saw overall improvement and a stronger ending percentage of students reaching on or above grade level, although it appears this percentage slightly decreased from the winter administration of the iReady reading diagnostic.

As is not uncommon to see in middle school grades (7-8), CCLA middle school students were significantly less likely to be on or above grade level at the beginning or end of the school year when compared to their elementary peers. One possible reason for this low performance may be the influx of middle school students from outside elementary schools who may not have been exposed to a dual immersion setting prior to attending CCLA.

iReady Math

Petitioner included the following chart in the Renewal Petition (p. 18):



Similarly, and on an even greater scale, CCLA’s primary grades (K-3) showed very strong growth from the fall (or winter, for kindergarten and first grade) to spring in terms of the

percentage of students who were on or above grade level by the end of the year, moving from less than 10% to almost 30% or more by the end of the year. However, despite this strong growth, the chart also reveals that by the end of the 2024-2025 school year, approximately 65% to 75% of the primary grade-level students were performing below grade level by the end of the year.

The upper elementary grade levels (4-6) displayed discrepant levels of growth. In 2024-2025, the fourth graders started the year relatively strong, with approximately 15% or more students beginning on or above grade level and over 40% ending the year on or above grade level. However, fifth and sixth grade saw demonstrably smaller gains, with less than 20% of fifth graders and less than 25% of sixth graders demonstrating that they were on or above grade level in math by the end of the year. As with ELA, sixth grade presented overall improvement with the final percentage of students on or above grade level increasing from fall to spring, although there was a slight decrease when compared to the winter administration of the iReady math diagnostic.

In math, CCLA middle school students (7-8) again appeared to have lower percentages of students ending the year on or above grade level. However, while it appeared that seventh graders made some growth, eighth graders did not appear to demonstrate any growth, and fewer than 10% of CCLA eighth graders were on or above grade level by the end of the year.

The above verified data provides additional insight into the performance and growth of CCLA students. Though CCLA elementary students have a better likelihood of reaching on or above grade level performance by the end of the year, these odds dwindle the further students progress through the grade levels, with middle school students being particularly unlikely to achieve grade-level performance by the end of the year. This data raises concerns that without the implementation of strategic academic interventions, the gap that appears to exist between students' skills and grade-level standards may not be closed by the time they promote to high school.

Conclusion

CCLA qualifies as a Middle Performing charter school and has demonstrated academic growth on the CAASPP over the course of its last renewal term. Additionally, CCLA continues to perform well on the ELPI, outperforming the state. However, there are some discrepancies in the suspension and chronic absenteeism rates, particularly for LTELs, which may positively correlate to the LTELs' relatively low academic performance on the CAASPP when compared to other significant student groups. Further, CCLA's verified data indicates that students appear to be making positive progress while attending the first several years of CCLA's program but may need further assistance and support as they reach the upper elementary and middle school grades. SRCS expects CCLA to continue to carefully review its data and dedicate the necessary attention, resources, and time to improve outcomes on all indicators.

II. Charter Petition Renewal Criteria Under Education Code Section 47605 and Corresponding Findings of Fact

Summary

SRCS' review team performed a comprehensive review of the Renewal Petition, which included an analysis of the proposed educational program, measurable student outcomes, methods for measuring student progress, fiscal and governance structures, student admissions, and legal issues. Overall, the Renewal Petition, as written, generally demonstrates a sound instructional program, with some deficiencies and omissions noted by SRCS.

Below, SRCS staff presents its findings of fact addressing the general categories of review for the Renewal Petition.

Finding of Fact No. 3: The Renewal Petition, as written, generally presents a sound educational program for the students enrolled in CCLA, except for the noted concerns below.

The Renewal Petition demonstrates that its proposed program, as written, is generally consistent with sound educational practice and includes a fairly comprehensive description of the educational program and offerings for students enrolled in its charter school.

CCLA provides a classroom-based dual immersion program that serves students in TK/kindergarten through eighth grade in the Santa Rosa area. To meet its goal of “bilingual, biliterate, by choice,” CCLA has developed a two-way bilingual immersion (“TWBI”) program which supports both native English speakers and ELs/multilingual learners in the acquisition of fluency in the English and Spanish languages. The program concentrates Spanish in students' early academic years, slowly increasing the percentage of the instructional day in English. In middle school, the program shifts to a concentration in English, and CCLA's high school model emphasizes academic literacy in English, with one or two academic courses in Spanish. The high school program's goal is that all graduating students earn the California Seal of Biliteracy on their diplomas.

The Renewal Petition does not describe some aspects of CCLA's program in a reasonably comprehensive manner. As explained above, CCLA offers a dual immersion program with focus on Spanish acquisition in the primary years and gradual increase of instruction in English as students age. The Renewal Petition outlines the research that demonstrates dual immersion programs can contribute to improved English acquisition for English Learners (also described as multilingual “ML” students). However, in the Renewal Petition's description of how CCLA will identify, meet, and address the needs of its EL students, CCLA does not offer detailed descriptions of, or distinctions among, its Structured English program, Designated ELD instruction, and Integrated ELD instruction. Nor is there an explanation for how this specific instructional time and English language emphasis occur in the primary grade levels, which may only include English instruction during 10% to 40% of

the day, depending on the grade level. (See Renewal Petition p. 25, 49-51.) Additionally, the supports for LTELs are not very detailed, which is of concern given their academic performance and high chronic absenteeism and suspension rates reflected on the 2024 and 2025 Dashboards. Nor does the Renewal Petition comprehensively describe what monitoring of reclassified students looks like and what supports might be available for reclassified students who do not demonstrate academic success.

Additionally, SRCS staff would have liked to see the Renewal Petition include a more comprehensive description of CCLA's junior high school program, as well more details regarding supports for incoming CCLA middle school students who may not have previously been exposed to a dual immersion program in their elementary programs. As described above, per CCLA's own verified data, CCLA's middle school students were significantly less likely to start or end the year on grade level. Therefore, a more detailed description of the junior high program would have assisted SRCS in better analyzing the efficacy of CCLA's program.

CCLA's description of its measurable student outcomes is fairly detailed but could be improved. The Renewal Petition includes two sets of goals and outcomes: the first is found in a chart on pages 56 and 57 of the Renewal Petition, while the second set is found in the narrative description on pages 57 through 59. SRCS staff would have liked to have seen these goals organized in a single manner for ease of comparison. In terms of the content of the outcomes, while most are measurable, some are not. There were some additional inconsistencies as well. For example, few baselines are included, which creates a challenge in determining whether the outcomes are appropriate or sufficiently ambitious given current levels of performance. Further, while some of CCLA's measurable outcomes are broken down by significant student groups, not all groups are identified, and other outcomes provide no breakdown at all by significant student groups. Additionally, while some outcomes include the metric by which the outcome will be measured, some outcomes do not.

Overall, however, the instructional program, including the proposed expansion of grade-level offerings described in the Material Revision Request, if implemented with fidelity and in alignment with the Renewal Petition, generally appears to be consistent with sound education practice and designed in a manner to be effective in addressing the needs of students enrolled in CCLA.

Therefore, based on the information included in the Renewal Petition, SRCS staff finds that the Renewal Petition generally presents a sound educational model designed to meet the needs of CCLA's current TK/kindergarten through eighth grade students, as well as prospective ninth through twelfth grade students. However, if the Board grants the renewal, SRCS expects CCLA to implement SRCS' feedback as detailed in this staff report, including the need for detailed measurable outcomes aligned to the state priorities and with appropriate metrics, both schoolwide and for identified student groups.

Finding of Fact No. 4: The Petitioners are demonstrably likely to successfully implement the program.

CCLA has been operating as a charter school under the governance of SRCS since 2013. CCLA's leadership team and the SRCS Board and administration have the background and experience in key areas needed for successful charter school operations, including curriculum, instruction, independent study, accounting, administration, and finance.

SRCS conducted a review of various financial documents provided with the Renewal Petition. Below is an analysis of those documents and other information gleaned as part of SRCS' fiscal oversight of the charter school. (See Renewal Petition, Appendix A).

Enrollment

CCLA's current enrollment is approximately 778 students. The Renewal Petition projects an enrollment of 852 students for the next five years of the proposed renewal term. (See Renewal Petition, p. 117.) Given CCLA's proposition to expand to serve four additional grade levels, this appears to be a reasonable growth estimate.

Financial Position and Projections

According to the Renewal Petition, the Local Control Funding Formula ("LCFF") projections and other state and local income (total revenues/receipts) are estimated to increase from \$13,164,207.00 in year one to \$14,070,556.00 in year three, with the bulk of funds provided through LCFF revenue. CCLA anticipates that total disbursements are projected to increase from \$13,496,344.00 in the 2026-2027 school year to \$13,994,812.00 by 2028-2029.

The Renewal Petition reports an overall positive fund balance ranging from approximately 11.54% to 12.49% each year, providing CCLA with a significant fiscal safety net. CCLA also anticipates maintaining between \$600,000 and \$750,000 cash balances across the next three years, providing sufficient liquidity to cover unexpected expenses.

CCLA anticipates significant growth in personnel costs, which represent the largest portion of its budget. Certificated and classified salaries are expected to increase, with certificated salaries estimated to increase by approximately half a million dollars over the five-year term. Corresponding increases in employee benefits, including STRS/PERS pension contributions and Health and Welfare benefits, are also documented.

The Renewal Petition states that CCLA has developed enrollment projections, staffing plans, and multi-year financial forecasts demonstrating its capacity to implement and sustain the expanded TK-12 program model. There will be no need for facilities expansion, as the hybrid high school program will have a dedicated meeting space on the current CCLA campus.

Overall, based on a detailed review of CCLA’s historical performance, projected budgets, and other financial documents, CCLA demonstrates that it is fiscally solvent. CCLA maintains adequate reserves, consistent operating surpluses, and a structurally balanced multi-year budget. In addition, liquidity levels remain appropriate, and both short- and long-term financial obligations appear to be met without deficit spending.

Therefore, for the above-stated reasons, the District has determined that CCLA is demonstrably likely to successfully implement the charter program as well as its proposed expansion for the proposed five-year renewal term.

Finding of Fact No. 5: The Renewal Petition contains an affirmation of each of the required conditions.

The Renewal Petition includes the required affirmations and assurances.

Finding of Fact No. 6: The Renewal Petition provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605.

Based on the SRCS review team’s analysis, the Renewal Petition generally provides reasonably comprehensive descriptions of the required elements set forth in Education Code section 47605 to qualify for approval. SRCS notes there are a few items that are not included, lacking in detail, or in need of modification. For reference purposes, SRCS has identified the deficient items below:

- a. **Educational Program.** The summary of findings detailed in Finding of Fact No. 3 is hereby incorporated herein by reference. In addition, SRCS notes the following areas of deficiency, omission, and/or concern:
 - i. **Addressing the Needs of English Learners.** Though the possible positive impact of CCLA’s dual immersion program on ELs is well described in the Renewal Petition, the description of how CCLA will address the needs of ELs should be more comprehensive, particularly in explaining the unique supports for LTELs and the differences and application of the Structured English Immersion Program and Designated and Integrated ELD instruction within the dual immersion model.
 - ii. **Junior High Program.** As explained above, the Renewal Petition does not provide a meaningful description of what CCLA’s junior high program looks like or how students are being supported in those grade levels. This raises concerns given that CCLA’s data shows that students in these grade levels appear to be struggling academically.
- b. **Measurable Student Outcomes.** As stated above in Finding of Fact No. 3, the Renewal Petition does not include consistent measurable student

outcomes. Some inconsistencies include lack of baselines, failure to break down each outcome per significant student group, as appropriate, and failure to identify the metric by which the outcome will be measured. Additionally, there appeared to be two sets of goals/outcomes in the document, without identification of which goals were general in nature and which were intended to be measurable outcomes. The Renewal Petition should have included consistent and distinct measurable student outcomes with corresponding baseline data, goals/actions, and methods for measuring progress on/attainment of such outcomes.

Finding of Fact No. 7: The Renewal Petition includes a declaration of whether or not the Charter School shall be deemed the exclusive public-school employer of the employees of the Charter School.

The Renewal Petition confirms that SRCS shall serve as the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

Finding of Fact No. 8: The Renewal Petition satisfies other key areas related to the operations, facilities, and other potential effects of the charter school.

The Renewal Petition adequately describes other key areas concerning the operations, facilities, civil liability, administrative services, and other potential effects/impacts of CCLA.

Additionally, the Renewal Petition has satisfactorily identified the need for its proposed expansion to a TK-12 program and explained the facilities, operations, and financial impacts of this expansion.

Conclusion/Recommendation

Based on the SRCS review team's analysis of the above-described renewal criteria and the corresponding Findings of Fact Nos. 1-8, including the concerns and deficiencies noted therein, SRCS staff recommends that the SRCS' Board of Education take action to approve the Renewal Petition and Material Revision Request for CCLA.

SRCS further encourages CCLA to thoughtfully consider and address the concerns and items in the Renewal Petition identified herein that are in need of correction, clarification, or further detail. If the Renewal Petition is approved, these items will be the subject of ongoing monitoring by SRCS as part of its oversight role. In addition, the SRCS' Board may impose additional conditions for CCLA's full satisfaction if its Renewal Petition is approved.