



**School District: Santa Rosa High School District**

**SANTA ROSA ACCELERATED CHARTER SCHOOL**



**Term of the Charter June 2018 - June 2023**  
**(Extended to June 30, 2025 by AB 130)**

**SANTA ROSA ACCELERATED CHARTER SCHOOL**  
**A National Blue Ribbon School 2016**

The Santa Rosa Accelerated Charter School (SRACS) hereby respectfully submits to the Santa Rosa High School District's Board of Education this Charter Material Revision for your consideration.

## Introduction

The initial charter proposal for the Santa Rosa Accelerated Charter School (SRACS) was presented to the Board of Education on December 11, 2002. The authorization granted by the Board was for a period of three years. Since that time the Santa Rosa Accelerated Charter has grown to 128 students and each year has a waiting list of 40 to 60% of the enrolled students.

This Renewal Proposal for SRACS was formally presented to the Board of Education of the Santa Rosa City High School District on June 12, 2018. The outline below follows the sequence and content requirements of Board of Education Policy 0420.4.

The undersigned District Administrative staff members hereby apply to the Board of Education for reauthorization of the Santa Rosa Accelerated Charter School (SRACS). As the proposal will detail, the SRACS concept was designed to serve fifth and sixth grade students who have the potential, motivation and parental support to succeed in an academically accelerated educational environment.

In the 2022/2023 school year SRACS is proposing expansion by board approval to include 2 4th grade classes starting in the 2023/2024 school year. This would expand SRACS from a maximum of 128 students to a maximum of 192.

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. Location on or near the middle school campus will provide students with additional academic resources,

as well as a variety of elective options, which are not available in a typical elementary school setting. Recess and play periods will be planned and supervised to provide time and/or geographic separation from the general middle school student population.

Projected 2018/2019 enrollment at the SRACS site is 128. This enrollment figure of 128 (4 classes) has remained consistent since 2007, although the school could expand with district approval.

\_\_\_\_\_, Lead Applicant

~~Diann Kitamura, Superintendent of Schools~~ Amy Schlueter, Principal

In addition to the expertise of the Lead Applicant, the overall community including administrators, staff, the SFPO parent group, involved community members at large, and the SRACS Advisory Council have extensive experience, credentials, and expertise to continue the operation of this highly successful charter school.

In addition to the administrator listed above it is an imperative that, should the district decide to recreate SRACS elsewhere, that they, the District, know that the Teachers at SRACS are all trained in G.A.T.E. standards, curriculum development, pedagogy, and methodology and commit

yearly to intensive and ongoing staff development and self-reflection. Further that the teachers of SRACS have played an integral part in its conception, initiation, and its ongoing success.

- ~~Anna Williams Elementary School Lead Teacher~~
- Steve Williams Elementary School Lead Teacher
- Leslie Loopstra, Elementary School Lead Teacher
- Kim Walls, Elementary School Teacher
- Nancy Blair, ~~6th grade English~~ Elementary School Teacher

Governance of each SRACS will rest with the Board of Education of the Santa Rosa City **High** School Districts, which shall comply with the requirements of Education Code section 47604.1 in matters pertaining to governance of the Charter School. ~~The management documents will be identical to those for non-charter schools in the District.~~ In addition, a Charter School Advisory Committee will be formed for each SRACS. Details concerning the Charter School Advisory Committee are included as part of Required Element D.

- b. SRACS Advisory Committee Members 2017-2018-2022-2023
- ~~— Pam Devlin Ashley Tatman, Parent~~
  - ~~— Stephanie Sanchez-Amy Lemrye, Parent~~
  - ~~— Chitrang Dave~~
  - SRACS ~~Staff~~ Selected Faculty and Staff
  - ~~— Ed Navarro Amy Schlueter, Principal~~
  - Sara Stathatos, Assistant Principal

### Assurances and Affirmations

The signature of the Lead Applicant below affirms that the SRACS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. It is further affirmed that the SRACS shall not charge tuition and the Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, 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)]-47605(e)~~

### Additionally SRACS will:

- ~~Admit all pupils who wish to attend the school. EC 47605(d)(2)(A). An existing public school that converts to a charter school shall adopt and maintain a policy giving~~

admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)

- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school's capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all state-wide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other state-wide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the school's educational programs. EC 47605(c)(2)
- Not enroll pupils over 19 years of age.
- Not require any child to attend a charter school nor any employee to work at a charter school.
- Santa Rosa City Schools District is the exclusive public school employer of the employees of SRFACS for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California Government Code), as required by EC Section 47605(b)(6).

Funds generated by Charter School average daily attendance will compensate the District for the facilities use, custodial services and maintenance of the classrooms utilized in any SRACS program. Classrooms will fully conform to all construction, maintenance and safety standards, which pertain to the non-charter schools of the District. As such, the Board of Education will have assurance that the SRACS facilities will be safe, habitable and well suited for the education programs described in this proposal.

As noted above, facility maintenance of the SRACS classrooms will be accomplished through a fee-based arrangement with the District.

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

Since the SRACS will operate within Board of Education policy and under District Administrative control, there should be no additional civil liability. The charter school budget will be constructed such that money not used for basic services accumulates in the charter school funds..

Basic administrative services for SRACS will be by agreement between SRACS Advisory Committee and the district. In part, provided by the 1.0 fte ESOM and ~~4~~ **1.0** fte Administrator who divides the ~~4 fte~~ responsibilities between the host school and SRACS such that the host school administrator can take on the primary role of SRACS administration. Additional services may be necessary and provided in a variety of ways.

As we move ahead in our goal to expand SRACS, or become a demonstration school, we will need to assess the effectiveness of the administrative structure. LCAP goals will be evaluated by the AC using surveys by parents, students, teachers and administrators. On a yearly basis, the AC will determine if changes need to be made to meet the LCAP goals and objectives of the charter. Proposals for changes will be presented to the district and submitted to the school board for approval.

Funds generated by Accelerated Charter School average daily attendance will compensate the District for both the site level and District level administrative services.

On a continuing basis, the Superintendent will report to the Board of Education further detail regarding services/fees for the Accelerated Charter School these services/fees will be in accordance with services/fees given/charged to the other charter schools in the district.

The Santa Rosa City School District shall be deemed the exclusive public school employer for the purposes of the Educational Employment Relations Act.

## **REQUIRED CHARTER SCHOOL ELEMENTS**

DESCRIPTION OF ELEMENTS REQUIRED BY THE CHARTER SCHOOLS ACT OF 1992

### **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 21<sup>st</sup> century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self motivated, competent and lifelong learners." From Education Code 47605(b)(5)(A)*

#### **I. Mission Statement**

The Santa Rosa Accelerated Charter School is formed to serve students in a district approved setting who show the interest, ability and promise of succeeding 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 opportunities to become self-motivated, competent and life-long learners.

## **II. Program Overview**

The Santa Rosa Accelerated Charter School (SRACS), a National Blue Ribbon School 2016, is designed to serve students in a variety of classroom settings including moving between core subject rooms. Under charter school law, the school will be open to all students for grades that the school serves who live in California. The intention is for SRACS to serve 4th through 6th grade students who live in Santa Rosa and surrounding areas.

The fundamental belief of this charter is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas which students have significant interest, passion, or talents. Therefore, this charter 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 each program location.

At SRACS our goal is to provide each child with a rigorous challenging intellectual 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 will use "Universal Themes" or overarching ideas that connect across the disciplines such as Power, Relationships, Change, and Systems. Understanding and applying these concepts to the study of history, literature, math and science is the cornerstone of our curriculum. This framework allows children to form complex understandings of the subjects and gives a system to understand new content with depth & complexity.

At SRACS we have focused on looking at the core curriculum through universal themes. Included with this is an emphasis on music, technology, art, real-life problem solving and community involvement together they have created a unique educational environment. These in turn help to determine the direction of our curriculum.

SRACS Staff feel that the effective teaching and learning of SRACS should be offered to other elementary and charter schools within SRCS. To that end, charter school staff will work proactively to develop outreach programs and demonstration lessons to ensure that all members of the Santa Rosa City School District have knowledge of the pedagogy and methodology of the Santa Rosa Accelerated Charter School. To this end Staff at the school will work collaboratively with Santa Rosa City Schools, partner school districts, the district and local SELPA, and other agencies to meet the needs of all the enrolled students and support them in their academic endeavors. The current staff would be willing to offer demonstration lessons in their classrooms for all teachers to attend.

Governance of Santa Rosa City Schools Accelerated Charter remains with the Santa Rosa City Schools Board of Education with site-based decisions determined by the school's Advisory Committee consisting of elected parents, community members, and school staff.

Furthermore, SRACS will meet all State and District policies in regards to staff working calendars and instructional minutes for students.

We feel that SRACS could be housed in a number of locations and that the power of the program comes from its use of depth, complexity and novelty and the use of differentiation for all students. The benefits from the program will be in the personalization that exists in a small school and in the culture of excellence within its community of learners. If housed on or near a middle school campus, the location will provide access to a breadth of curriculum options. In addition, students will have the unique opportunity of experiencing a seamless educational transition to their 7<sup>th</sup> grade year, since students will slowly acculturate to the middle school through sharing resources and in participating in appropriate courses and co-curricular options throughout their charter school experience.

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

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

### **III. Curriculum and Instruction**

- A) SRACS's target population is those students in 4th through sixth grade who would benefit from a more challenging curriculum that asks them to think deeply about the standards that are being covered. SRACS is limited to 64 students at each grade level for a maximum enrollment of 192 students. As stated previously, the fundamental belief of this charter is that all students can learn with depth and complexity, if provided meaningful learning experiences that tap into those areas which students have significant interest, passion, or talents. Therefore, this charter provides a basic framework for a challenging standards-based core curriculum that infuses technology into its daily work. The core content area of English-language arts, mathematics, science, and social science will be standards-based, thus students transitioning from the charter to the feeder middle school will receive similar content as their peers.
- B) Our mission is to serve students who show the interest, ability, and promise of succeeding in an academically challenging and specialized setting. With the integration of technology and making connections across disciplines as the key elements of their educational experience. Students are engaged in high interest, standards-based, real-world experiences that promote individualized learning. Our program is not a panacea for all children. It is a place where students who thrive on challenge, who can accept not always knowing the answers, who have an intrinsic sense of motivation, and are stimulated by opportunities to explore. We feel this opportunity is critical for some students to be able to grapple with the problems and complexities of our planet. 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 that makes for both a lifelong learner as well as a 21st century learner.

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

1. 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.
2. 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 each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects and gives a system to understand new content with acceleration, depth, complexity and novelty. ~~We define these 4 criteria in the following way:~~
3. —

**C) Instructional Design- At SRACS the instructional design is based on the work of Lynn Erickson, Carol Ann Tomlinson and Sandra Kaplan. 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 “fuzzy” problems to solve with no one correct answer. The ideas of Acceleration, Depth, Complexity and Novelty as outlined below are key to our instruction.**

## **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, 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. Independent Study projects are another example of how novelty can **help engage students in their own interests and passions.**
- 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.

4. Furthermore, this charter believes that learning in isolation is not a reflection of the society in which our students are contributing members. Therefore, regardless of the focus developed at each location, program development will be based upon collaboration, metacognition, and connectivity. Collaboration will occur between and among teachers, students, parents, and community stakeholders. Students will be provided myriad opportunities for self-reflection and assessment, through 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, curriculum will be interdisciplinary and provide students with real-world application of their learning.

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

5. ~~In addition to the rich curriculum, real world application, community involvement, development of technological skills, metacognitive learning, and greater choice in educational program, students will also benefit from the setting, which will be at or near other facilities that offer extra-curricular programs and additional resources for encouraging additional learning. As a result, students may:~~

- A. Participate in greater course offerings, clubs, and activities while at SRACS
- B. Create a seamless transition to secondary school
- C. Choose to enter, and be prepared for, the accelerated core classes in the next grades.

SRACS also utilizes outdoor environments as part of their educational space. This incorporation of the outdoors in the teaching at SRACS helps students to feel connected to the natural world.

E) The instructional approach at SRACS focuses on two key ideas.

1. Not all students learn in the same way, nor equally well from the same sources so there will be a use of differentiated curriculum in content, process and product.

2. The school 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.

At SRACS the instructional approach is that of a differentiated curriculum where all lessons are differentiated for either readiness, learning style and or interest. The idea is that 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, and who embrace collaboration and ongoing professional development.

F) At SRACS we believe that incorrect answers are part of the process of learning. Thus student struggles are seen as normal. 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. They are frequently given opportunities to work in small groups with peers and the teacher to help clarify and reinforce concepts. In addition to digital forms of communication, teachers use planners that are signed both at school and at home to help communicate with and work with parents 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 “Homework Help” which supports both students who are achieving below grade level and students who are achieving above expectations.

#### G) ENGLISH LANGUAGE LEARNERS

##### Identification

A home Language Survey (HLS). is used to identify potential English Language Learners ELs are then identified using the ELPAC, which is administered by a designated Family Engagement Facilitator. SRACS utilizes the Initial English Language Proficiency Assessments for California (ELPAC) upon student entry unless their CELDT or ELPAC record is available from their previous California public school, and then annually, as required using the Summative ELPAC. This will enable the school to assess both the placement and the progress of English learners. Students who achieve the State “English Proficient” standard for the ELPAC as determined by the State Board of Education (SBE) will be considered for reclassification as Fluent English Proficient (RFEP) according to criteria determined by the District that will include SBAC performance in ELA, teacher evaluations, and parent consultation. SRACS annually administers the ELPAC (English Language Proficiency Assessment for California) 4-6 for English Language Learners to determine the language proficiency of English Language Learners and identify students who should be designated Reclassified English Learners. The Family Engagement Facilitator provides ongoing testing and monitoring of EL learners.

Following district policy, SRACS then provides appropriate language services and programs to meet the needs of individual students.

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

#### Highly Qualified Staff

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

#### Services and Programs

Because SRACS is a 4th through 6th program, students who were identified at a younger age have often exited the program by the time they enter SRACS. If an EL student comes to SRACS needing support, SRACS is prepared to provide the required base program for ELs, the English Language Acceleration Program (ELAP). The ELAP instructional program focuses on building disciplinary and general academic language. SRACS English language program delivers grade-level ELD instruction in Designated ELD and Integrated ELD. This ELD instruction is considered at the Tier 1 level under the MTSS system and is standard for all learners.

#### Examples of Designated ELD instruction

All students study roots, prefixes, and suffixes to support the decoding of words.

All students use Membean, an individualized, root-based language training software.

In disciplines, students get direct instruction in vocabulary using graphic organizers such as word webs and Frayer models.

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

### Examples of Integrated ELD Instruction

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

### H) MTSS and General Education Student Support Services

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

When necessary, a Student Study Team consisting of: principal, teachers, support staff, and parents will meet to design a Student Action Plan. This collaborative team meets to discuss student strengths and needs in order to determine and align high-quality, differentiated interventions required to support the student in need. These determinations are then set into an Action Plan.

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

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

### SPECIALIZED STUDENT NEEDS - SPECIAL EDUCATION

#### Federal Law Compliance

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, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004. SRACS shall ensure that no student otherwise eligible to enroll in the Charter School shall be denied, directly or indirectly, admission due to a disability or to the Charter School's inability to provide necessary services. Charter School acknowledges that policies and

procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at the Charter School. The District shall continue to serve the needs of special education students enrolled in District Affiliated Charter Schools in the same manner as at any other public school of the District.

Students at SRACS in need of Special Education services are assured support. As a dependent district charter school, SRACS will be served by the SRCS Department of Special Services. A Resource teacher will be available at the school to deliver SAI (Specialized Academic Instruction) minutes.. For students who are struggling academically, the following process is in place. The student's teachers will meet with the parents before requesting an SST meeting. An SST/MTSS referral form, describing student challenges and interventions already tried and/or in place, will be submitted to the Principal. A Student Study Team (SST) consisting of teachers, Principal, counselor or psychologist, parents and other concerned staff will convene to discuss student needs. A multi-tiered model of service delivery including interventions will be recommended by the team and then monitored by the team.

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

Upon a parent's request for assessment, the SRACS team will convene a 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, the school must develop an assessment plan for each student with suspected disabilities. The SRCS assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. SRACS shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. SRACS will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

If a referral for Special Educational Services is warranted, the student will receive a comprehensive assessment, which includes parent and teacher input, by the Special Education team. If the results of the assessment reveal eligibility for special education services, a written Individual Education Plan (IEP) will be developed in order to meet the specific needs of the student. Every attempt will be made to provide needed services at

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

SRACS will use District forms to develop, maintain, and review assessments and Individualized Education Programs (“IEPs”) in the format required by the District. SRACS will maintain copies of assessments and IEP materials for District review. SRACS will submit to the District all required reports, in a timely manner as necessary to comply with state and federal requirements. SRACS will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.) The Charter School has access to assistance from SRCS District Office as well as from the local Sonoma County Special Education Local Plan Area (SELPA) through Sonoma County Office of Education. A Program Manager, who monitors the legal concerns as well as the educational program, is responsible for programmatic needs and benefits for the school at large, and will adhere to all requirements of federal law as found in Individuals with Disabilities Educational Act (IDEA). Proactive intervention will be implemented on a school-wide basis so that a problem-solving model for assistance (as opposed to a deficit model) is employed. Other possible interventions, for response to other needs, may include assistance from a school psychologist, a speech and language specialist, an occupational therapist or a behavior specialist.

SRACS will meet the needs of students with disabling conditions under Section 504, a civil rights law that prohibits discrimination against individuals on the basis of disabling conditions. School-age children identified for services under Section 504 may receive regular or special education and related accommodations and modifications to ensure equal access to education. SRACS will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

#### **IV. Role of the Parents and the Community at SRACS**

This charter recognizes that students and schools are more successful when parents, staff, students, and the community work together to support and foster learning for students. Therefore, at Santa Rosa City Schools Accelerated Charter, the education of each child is a joint venture between the parent, student, community and school. To support this goal:

1. Parents/guardians, staff, and community partners will be elected to serve on the school's Advisory Committee. The Advisory Committee will meet 6-8 times per year and be responsible for, how monies are spent from the budget, providing direction for the school, being a link between the teachers, administration and parents as well as advocating for the schools needs with SRCS district administration such that the vision and mission of the school continues to move into the future. One of the members will be a liason to the SFPO (parent club) and make a report at their meeting.



0. Parents and guardians who enroll their children in the school will accept their responsibility for their children's education. Therefore they agree to:
  - Regularly discuss with their child the importance of education and school.
  - Keep in regular contact with their child's teacher(s) regarding student progress.
  - Attend school sponsored parent meetings regarding the school's programs.
  - Consistently support their child in completion of school work and preparation for assessments.
  
0. Parents and guardians will agree to participate in the life of the school by regularly attending SFPO meetings and fundraising activities. ~~Parents are requested to volunteer their time at a minimum of 10 hours per year. Parents are encouraged to volunteer their time. Any time a parent can give to the school community is appreciated.~~ However, parent volunteers are not condition of admission, enrollment, and a student's good standing. Parents are also encouraged to volunteer their area of expertise in after school activities (coaching, basketball, art, 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 who have difficulty with this, options of mentoring or community support must be available. Varied service opportunities could include such things as classroom assistance, field trip transportation, fundraising support, and advisory committee work, tutoring, and reading with students.
  
0. Staff will provide outreach to students and their parents to create two way communication and participation. Ways to meet this goal could include:
  - Parent Education Nights
  - Family-School Nights
  - Regular communication home to share student performance
  - Explanation of rubrics and other feedback tools.
  - Holding parent-teacher conferences

## **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 subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. Education Code 47605(b) (5) (B).*

The California Common Core Standards, Next Generation Science Standards and the California Social Studies Standards provide the guide for measurable student outcomes in all subject areas, and these standards will be the basis for all teaching and learning at SRACS.

In addition, the expectation is that students will develop the habits of mind and the skills and abilities, which are listed below as academic goals and their related benchmarks.

Academic Goals	Benchmark
<p><b>1. Students will possess and apply essential knowledge in the core curriculum.</b></p>	<ul style="list-style-type: none"> <li>● Pupils will demonstrate academic progress working towards grade level or make measurable growth in core areas of a comprehensive curriculum including English language arts, mathematics, science, and social studies during a calendar year as measured by classroom performance and standardized benchmark tests. [Note for us: “or make measurable growth” means students who are already at or above grade level will be expected to make measurable growth.]</li> <li>● Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology-based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.</li> </ul>
<p><b>2. Students will be critical, creative, and complex thinkers.</b></p>	<ul style="list-style-type: none"> <li>● Presentations, Power Points, Dramas, Portfolio Exhibitions, connected directly to State and CAG Standards.</li> <li>● Utilize primary source information to produce a finished project, defend an opinion, develop an original idea, etc ...</li> <li>● Be able to reason quantitatively, evaluate, solve a problem, synthesize information and ideas, apply knowledge, and make logical deductions and predictions</li> <li>● Be able to make personal judgments about validity, usefulness, and the ethical nature of information.</li> <li>● Produce a project that demonstrates analysis and synthesis</li> <li>● Develop the ability of self-assessment and peer-assessment</li> </ul>

	<ul style="list-style-type: none"> <li>● Develop meta-cognitive skills and the ability of self-reflection</li> </ul>
<p><b>3. Students will be effective communicators.</b></p>	<ul style="list-style-type: none"> <li>● Write, speak, and listen effectively</li> <li>● Write in various genres, using correct grammar and mechanics, logical structures, and appropriate voice</li> <li>● Demonstrate the ability to communicate knowledge, ideas, opinions, responses, feelings, or values.</li> <li>● Give a presentation or performance in which the student reflects confidence, expression, and clear enunciation.</li> <li>● Students will engage effectively in a range of collaborative discussion (one- on-one, in groups, and teacher-led) with diverse partners building on other’s ideas and expressing their own clearly. (CCS SL)</li> </ul>

<p><b>4. Students will function effectively in a technological environment.</b></p>	<ul style="list-style-type: none"> <li>● Know how to use technological resources, both longstanding and newly developed</li> <li>● Use technological resources to gather accurate and meaningful information</li> <li>● Use technology to present information</li> </ul>
<p><b>5. Students will demonstrate and accept responsibility for learning both individually and collaboratively.</b></p>	<ul style="list-style-type: none"> <li>● Engage in individual activities that require goal setting, research, planning, and self-assessment</li> <li>● Develop organization skills for work and self</li> </ul>

	<ul style="list-style-type: none"> <li>● Engage in activities that are designed to require group participation, presentation, and evaluation</li> <li>● Demonstrate personal responsibility for learning by timely, thoughtful completion of products and assignments</li> </ul>
<p><b>6. Students will demonstrate respect for self and the diversity of others.</b></p>	<ul style="list-style-type: none"> <li>● Adhere to district/school/class rules and policies</li> <li>● Demonstrate respectful behavior in class and school activities</li> <li>● Demonstrate an awareness of and respect for diverse cultures, lifestyles, and ideas</li> </ul>
<p><b>7. Students will conduct themselves with academic and personal integrity</b></p>	<ul style="list-style-type: none"> <li>● Exhibit character traits such as honesty, trustworthiness, responsibility, perseverance, courtesy, and patience</li> <li>● Complete work that reflects original thinking</li> <li>● Accept the responsibility for and understanding of the consequences of their decisions and actions</li> </ul>

**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"*  
*Education Code 47605(b)(5)(C)*

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

In the development of lifelong learners, the charter values the learning process equally to content and product. Therefore, the assessment system at Santa Rosa City Schools Accelerated Charter School is a combination of formative and summative assessments to provide regular feedback to staff students and parents 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 and students receive standards-based report cards three times each year that provide insight into the academic performance level of the student. While SRACS currently utilizes the standards based report card used by Santa Rosa City Schools, the Charter School staff would like to initiate a discussion during the 2013-2014 school year to update the current reporting system to better meet the needs of parents, students, and staff.

2011-2012 California Standards Test data indicate the students at SRACS are making above average student achievement. The Academic Performance Index (API) for SRACS is 969 which is well over the state-wide goal of 800. SRACS also met all English-Language Arts and Mathematics Annual Yearly Progress goals as outlined in No Child Left Behind. SRACS is accelerating the learning of their students.

Annual summary analysis of student academic performance will continue to be measured through state assessments and the district benchmark tests. The state required annual assessments include the California Assessment of Student Performance and Progress (CAASPP), CELDT, and the English Language Proficiency Assessment for California (ELPAC). CAASPP, CELDT, ELPAC, and benchmark assessment results will be mailed home to parents/students annually.

## **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(b)(5)(D)*

As indicated, the governance of the SRACS will rest with the Board of Education of the Santa Rosa City Elementary School Districts, which shall comply with the requirements of Education Code section 47604.1 in matters pertaining to governance of the Charter School.

Except as specifically provided within the approved charter and applicable law, Board of Education Policies and Administrative Regulations will govern the Charter School in the same manner as for the non charter schools of the District. Except as specifically provided within the approved charter and applicable law, all District procedures, including budget adoption by the Board of Education and allocation of discretionary funding to the SRACS, will pertain to the Charter School in the same manner as for the non charter schools of the District.

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

Parental and community involvement will be a strong component in the SRACS. The parents/guardians of prospective students will be asked to familiarize themselves with the Mission Statement and Educational Vision of the Charter School. The signature of a parent/guardian on the SRACS application form will signify commitment to the goals and program of the Charter School. To the extent possible, parents/guardians will be asked to commit to personal involvement in the program and operation of the SRACS.

The SRACS Accelerated Charter Advisory Committee meets multiple times on a scheduled basis. To look at, discuss, make recommendations and reports regarding the budget, report cards, AC by laws, professional development, school culture, and district administration. The AC includes at least two teachers, two parents/guardians selected by the total group of parents/guardians, as well as one member who functions as the community liaison.

The SRACS Advisory Committee operates under a set of by-laws approved by the committee and the Santa Rosa City School Board. The role of the Advisory Committee is to make budgetary decisions, reports on the effectiveness and needs of the school and recommendations for changes to the Superintendent and the Board of Education. In addition, the Advisory Committee has the responsibility to make spending decisions utilizing funds allocated to the SRACS and to monitor the Charter School operation for adherence to the approved charter as well as forming a link between the parents and the school administration.

## **ELEMENT E - STAFF QUALIFICATIONS**

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

The basic qualifications for teachers and other staff serving Charter School students in the core academic program will be identical to those required for non charter schools in the District. Staff Qualifications Teachers will have some Hours/Units/ and or Experience in Gifted Education, plus a commitment to continuing education.

Further teacher qualifications: Candidates need to have a demonstrated understanding or coursework in the following areas in order to be able to:

- Work collaboratively on curriculum and assessments which support our charter curriculum guidelines.
- Refer potential students for GATE program identification including those from diverse linguistic, socioeconomic, and cultural backgrounds.
- Knowledge of 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 and students.
- Participate in ongoing professional development related to characteristics of Accelerated students, research and literature on best practices in ALPS program curriculum and pedagogy.
- Provide information and training for administrators, teachers, counselors, and parents regarding the characteristics of gifted learners and their related social and emotional development.

## **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 4423 7. " Education Code 47605(b)(5)(F)*

The procedures of the SRACS to ensure the health and safety of pupils and staff will be identical to those procedures followed in the non-charter schools in the District. Such procedures will include requirements as set forth in applicable sections of California Education Code and as described in the Charter Schools Act. In addition, supervision and/or separation during recess and play periods will be provided respecting SRACS students and the host school student population (if applicable).

SRACS' school safety plan shall include the following topics set forth in Education Code section 32282(a)(2), and which shall be updated by March 1 every year:

(A) Child abuse reporting procedures;

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities;

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations;

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079;

(E) A discrimination and harassment policy consistent with the prohibition against discrimination set forth in Education Code section 200;

(F) The provisions of any schoolwide dress code, pursuant to Section Education Code 35183 that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code;

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school;



(H) A safe and orderly environment conducive to learning at the school;  
(I) The rules and procedures on school discipline adopted pursuant to Education Code sections 35291, 35291.5, 47605, and 47605.6; 53  
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.”

Epinephrine Auto-Injectors 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, and shall comply with the requirements of Education Code section 49414.

Concussions/Head Injuries 55 SRACS shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of SRACS.

Safe Place To Learn Act SRACS shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

Gun-Free Schools Act SRACS shall comply with the federal Gun-Free Schools Act.

Tobacco Use Prevention SRACS shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

Data Privacy SRACS shall take the required steps to protect the data privacy of its pupils, including but not limited to compliance with Education Code section 49073-49079.7, as well as complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

Other Requirement SRACS shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

## **ELEMENT G - ~~RACIAL AND ETHNIC~~ PUPIL POPULATION BALANCE**

*~~"The means by which the school will achieve a racial and ethnic pupil population balance among its pupils 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(b)(5)(G)~~*

The goals of the total SRACS program will be to achieve a racial and ethnic balance as well as a balance of special education and English learner pupils among all enrolled students that is reflective of the general population within the Santa Rosa City Elementary School District.

The means by which this racial and ethnic pupil population balance will be achieved will include targeted, native language notification and outreach to prospective parents/guardians. The annual report submitted to the Board of Education will report on the progress toward racial and ethnic balance.

## **ELEMENT H – ADMISSION REQUIREMENTS**

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

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

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

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

1. Admission Requirements: In the event that fewer students than the maximum cap apply to attend the school by the deadline for submitting applications (“admissions deadline”), the Charter School shall admit all pupils that apply.
2. Deadline Requirements: Charter School shall only extend the admissions deadline should fewer than the maximum cap apply for admission before the deadline. The Charter School shall only accept applications to admit students after the admissions deadline to reach the maximum cap. After the Charter School receives applications up to the maximum cap, any remaining applicants will be placed on a waitlist and placed in order under the procedure set forth in Step 5.
3. Sibling Preferences: In the event that the Charter School receives applications exceeding the maximum cap prior to the close of the admissions deadline, it shall determine which students shall enroll in the school in the following manner:

All siblings of students enrolled at and attending the Charter School at the time of the lottery, or, for all Dependent Charter Schools Serving fewer than nine (9) grade levels (i.e., less than K-8), who were matriculated at the school at any time during the seven (7) school years prior to the school year for which the lottery is being conducted, shall be admitted.

- (i). In the event that, after admitting all applicants under step 3, there are remaining spaces, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), with respect to any remaining applicants.
- (ii). In the event that, in the course of implementing step 3, there are a number of applicants who meet the sibling requirement set forth in step 3 that exceeds the maximum cap, the Charter School shall apply the lottery procedure set forth below, starting with Step 4(a), to the group of siblings only, to determine admission to the Charter School.

6. Lottery Procedure: The Charter School shall employ the following lottery procedure to determine admission to the school in the event that the number of applicants exceeds the number of available slots:

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

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

In-District Applicants whose parents/guardians provide written verification that they are eligible for Free and Reduced lunch under that program’s guidelines shall be designated “Free and Reduced Eligible.” Applicants residing within the boundaries of the Santa Rosa City Schools elementary or high school districts<sup>1</sup> shall be designated “District Resident.” Applicants not meeting any of these three criteria shall be designated as “Other.”

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

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

Draw No. 1:

- (i) Free and Reduced Eligible – in-District: Draw 4 times
- (ii) District Resident: Draw 1 time
- (iii) Child of current Charter School employee: Draw 1 time

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<sup>1</sup> Families residing within the Rincon Valley Union School District, Wright Elementary School District, Piner-Olivet Union School District and Bennett Valley Union School District all fall within the enrollment boundaries of the Santa Rosa City School high school district.

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

Draw No. 2:

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

5. Wait List:

- (a) In the event that the maximum cap is reached without use of the lottery, subsequent applications from unadmitted students under Step 2 shall be placed on a waitlist in the order in which their applications were received, starting with applications received in the first enrollment window (*i.e.*, before the deadline for applying for admission.)
- (b) In the event that there are applicants remaining after the conduct of the lottery in Step 4, those applicants not admitted to the school shall be placed on the waitlist in the order that their names were drawn under the process set forth in Step 4(c).
- (c) District personnel shall provide the list of the waitlisted students, in the order in which they were placed on the waitlist, to the District Office, with a signature certifying that the waitlist is accurate to the best of their knowledge.
- (d) To the extent that openings occur at the Charter School during the school year for which the lottery is conducted, applicants shall be offered admission in the order in which they appear on the wait list.

**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(s) will be accomplished as part of the total District audit. The additional fees for Charter School audits will be paid with funds generated by Charter School average daily attendance. [. Audit exceptions shall be resolved as part of the process for resolving such exceptions with respect to the District's audit process.](#)

## **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 the Charter School in the same manner as for the non-charter schools of the District. **For more information see the Santa Rosa City School Information Handbook - [Linked here](#).** The SRACS Advisory Committee will discuss and develop 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.

### **SCHOOL-WIDE RULES AND EXPECTATIONS**

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

Provide training for administrators, teachers, and counselors, in recognizing at-risk GATE students, and how to make referrals to appropriate school personnel and external agencies.

Identify staff and program services that support the social and emotional development of all learners to facilitate healthy self-concepts and a supportive community

Develop a plan for teachers to work in collaboration with guidance personnel regarding at-risk intervention strategies and provide intervention options for gifted students in the school, at home, or in the community.

Ensure that an intervention plan is developed for at-risk GATE students that includes counseling services and support so that students are not dropped from the program.

Ensure that information and support are provided to parents regarding at-risk students.

Provide student with awareness of career and college options and guidance consistent with their unique strengths, including mentoring and pre-college opportunities at the secondary level.

## **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 provisions for staff members who serve SRACS students will be identical as for staff members in the non-charter schools of the District. The District shall be responsible for arranging coverage and providing the necessary reports.

## **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 the SRACS program will be based upon parental request and the enrollment process referenced above. **Parents and guardians of each student enrolled at SRACS shall be informed that the student has no right to admission in a particular school of any local education agency (LEA) or program of any LEA as a consequence of enrolling at SRACS, except to the extent that such a right is extended by Santa Rosa City Schools.** No student will otherwise be assigned to the Charter School. **Students choosing not to enroll in SRACS may enroll in district schools.** Establishment of the SRACS will not affect the Public School Alternatives for other students.

## **ELEMENT M - EMPLOYEE RIGHTS**

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

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

## **ELEMENT N - DISPUTE RESOLUTION**

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

General dispute resolution procedures will pertain to the Charter School in the same manner as for the non-charter schools of the District.

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

## **ELEMENT 0 —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(b)(5)(P)*

Should the SRACS close, all remaining assets and liabilities of the organization will be disposed of by the school’s Advisory Committee to the District or other appropriate entity, or returned to the state in accordance with the asset disposition provisions of the organization’s by-laws, District Policy, and state law. Assets allowing, administrative staff will be retained as long as necessary to ensure the transfer of assets, disposition of liabilities, transfer of student records, and closure of the facility. Student records and cumulative files will be forwarded to the schools to which the students transfer or, depending upon circumstance, will be turned over to SRCS District Office. All other student and school records shall be disposed of in a way that will ensure the confidentiality of the records. It shall be the responsibility of the Advisory Committee to finalize all closing arrangements. The Executive Director of Fiscal Services for SRCS will ensure that the financial audit of the school’s assets and liabilities is performed.

### 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)*

### Enrollment

SRACS projects increased enrollment from 128 students to a maximum of 192 by the addition of 4th grade. The expected annual increase in enrollment has a positive impact on the District. A minimum enrollment of 25 4th grade students is required to initiate the program in the 2023-24



school year. Subsequent years will have a cap in each of the grades for a total of 192 students maximum.

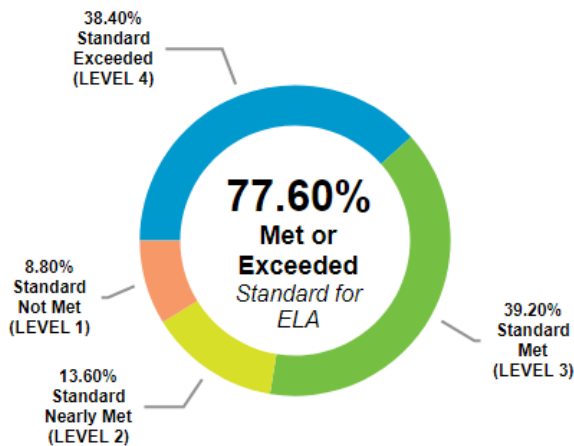
## **Appendix A - Rationale for adding 4th grade to SRACS Program**

SRACS has proven over the years that it is a quality program in high demand. There has been a consistent need to hold a lottery for admission as there is always more interest than spots available. SRACS has also consistently proven that it is successful in teaching students the Common Core State Standards. SRACS continues to have state test scores far above the state average.

See CAASPP Test Scores for the 22/23 school year.

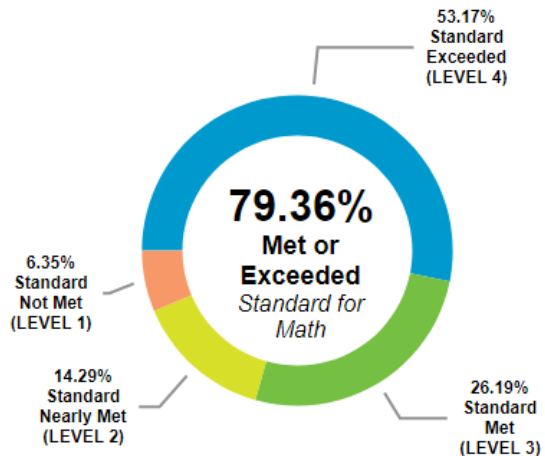
**ELA**

Percent of students within each achievement level



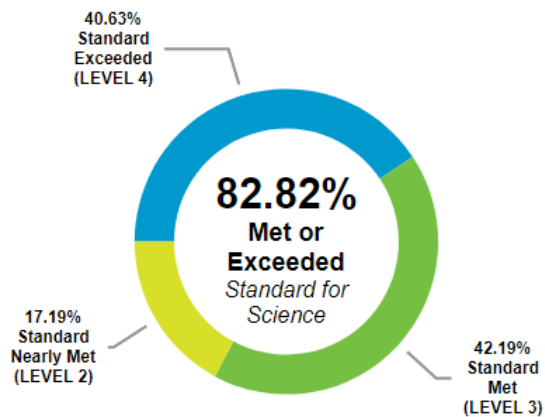
**Mathematics**

Percent of students within each achievement level



**Science**

Percent of students within each achievement level



**22-23 School Year Lottery Enrollment**

### 5th Grade Applications:

Austin Creek: 26; enrolled 18  
Sequoia: 19; enrolled 15  
Binkley: 2; enrolled 1  
Riebli: 5; enrolled 2  
Madrone: 4; enrolled 2  
Whited: 3; enrolled 2  
St Eugene: 3; enrolled 2  
Strawberry Elem: 2; enrolled 2  
Kenwood: 1; enrolled 1  
Manzanita Elem: 1; enrolled 1  
San Miguel Elem: 1  
Meadow View: 1  
Morrice Schaefer Charter: 1  
Sonoma Country Day School: 1

Hidden Valley: 12; enrolled 10  
SR French American: 4; enrolled 3  
Proctor Terrace: 3; enrolled 2  
SR Charter School for the Arts: 3; enrolled 3

**Waitlist 42**

### **21-22 School Year Lottery Enrollment**

### 5th Grade Applications:

Austin Creek: 24; enrolled 16  
Sequoia: 14; enrolled 11

RVUSD Homestudy: 4; enrolled 4  
 Whited: 3; enrolled 3  
 Madrone: 3; enrolled 2  
 Strawberry: 6; enrolled 2  
 K-12 Ca Virtual Academy: 2; enrolled 2  
 Village Elem: 2; enrolled 1  
 Montessori: 1; enrolled 1  
 Binkley: 1; enrolled 1  
 Home School: 2; enrolled 1  
 Kenwood: 2; enrolled 1  
 Mckinley Accelerated Program (MAP Gifted Magnet); 1 Much Love  
 HomeSchool Learning Center: 1; Prestwood Elem: 1;  
 St. Eugene: 1;

Hidden Valley: 21; enrolled 14  
 Proctor Terrace: 7; enrolled 4  
 SR French American: 4; enrolled 1  
 Learning House: 1;

**Waiting List: 44**

**Appendix B - Revised Budget Based on Increased Enrollment**

Fund 09 Accelerated Charter 2022-23 Budget Multi Year Projection (MYP)			
Combined Unrestricted & Restricted (Resources 0000-9999)			
	2022-23	2023-24	2024-25
Enrollment Assumption	128	192	192
Average Daily Attendance (ADA) Assumption	121	182	182
<b>REVENUES</b>			
LCFF Sources	\$ 1,173,405	\$ 1,849,008	\$ 1,920,296
Federal Revenue	\$ -	\$ -	\$ -
Other State Revenue	\$ 97,048	\$ 97,048	\$ 97,048

Other Local Revenue	\$ 3,000	\$ 3,000	\$ 3,000
Transfers In	\$ -	\$ -	\$ -
Other Sources	\$ -	\$ -	\$ -
Contributions	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	<b>\$ 1,273,453</b>	<b>\$ 1,949,056</b>	<b>\$ 2,020,344</b>
<b>EXPENDITURES</b>			
Certificated Salaries			
Base Salaries		\$ 598,606	\$ 909,522
Step & Column Adjustment		\$ 8,979	\$ 13,643
Cost of Living Adjustment		\$ 26,937	\$ -
Other Adjustments: <b>2 additional 4th grade teachers starting in 2023-24; an additional .5 FTE Assistant Principal to make this a full 1 FTE</b>		\$ 275,000	\$ -
<b>Total Certificated Salaries</b>	<b>\$ 598,606</b>	<b>\$ 909,522</b>	<b>\$ 923,165</b>
Classified Salaries			
Base Salaries		\$ 88,365	\$ 89,690
Step & Column Adjustment		\$ 1,325	\$ 1,345
Other Adjustments		\$ -	\$ -
<b>Total Classified Salaries</b>	<b>\$ 88,365</b>	<b>\$ 89,690</b>	<b>\$ 91,036</b>
Employee Benefits			
Base Benefits		\$ 289,821	\$ 382,313
Other Adjustments: <b>Benefits for 2 additional 4th grade teachers starting in 2023-24; Benefits for an additional .5 FTE Assistant Principal to make this a full 1 FTE</b>		\$ 82,500	\$ -
Med Cap		\$ 5,000	\$ -
STRS Increase		\$ -	\$ -
STRS Adjustments		\$ 5,145	\$ -
PERS Increase / decrease		\$ (152)	\$ (155)
<b>Employee Benefits</b>	<b>\$ 289,821</b>	<b>\$ 382,313</b>	<b>\$ 382,158</b>
Books and Supplies	\$ 21,830	\$ 31,830	\$ 31,830
Services and Other Operating Expenditures	\$ 118,879	\$ 223,843	\$ 223,843
Capital Outlay	\$ -	\$ -	\$ -
Other Outgo	\$ -	\$ -	\$ -
Indirect Costs	\$ 55,967	\$ 75,967	\$ 75,967

Transfers Out	\$ 112,000	\$ 162,000	\$ 162,000
Other Uses	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,285,468</b>	<b>\$ 1,875,166</b>	<b>\$ 1,890,000</b>
<b>NET INCREASE (DECREASE) IN FUND BALANCE</b>	<b>\$ (12,015)</b>	<b>\$ 73,890</b>	<b>\$ 130,344</b>
<b>FUND BALANCE, RESERVES</b>			
Beginning Fund Balance	\$ 211,106	\$ 199,091	\$ 272,981
Ending Balance	\$ 199,091	\$ 272,981	\$ 403,325
Restricted Reserve	\$ 115,916	\$ 168,324	\$ 221,539
Unrestricted Reserve	\$ 83,175	\$ 104,657	\$ 181,786

**Appendix C - Pupil Demographic Information**

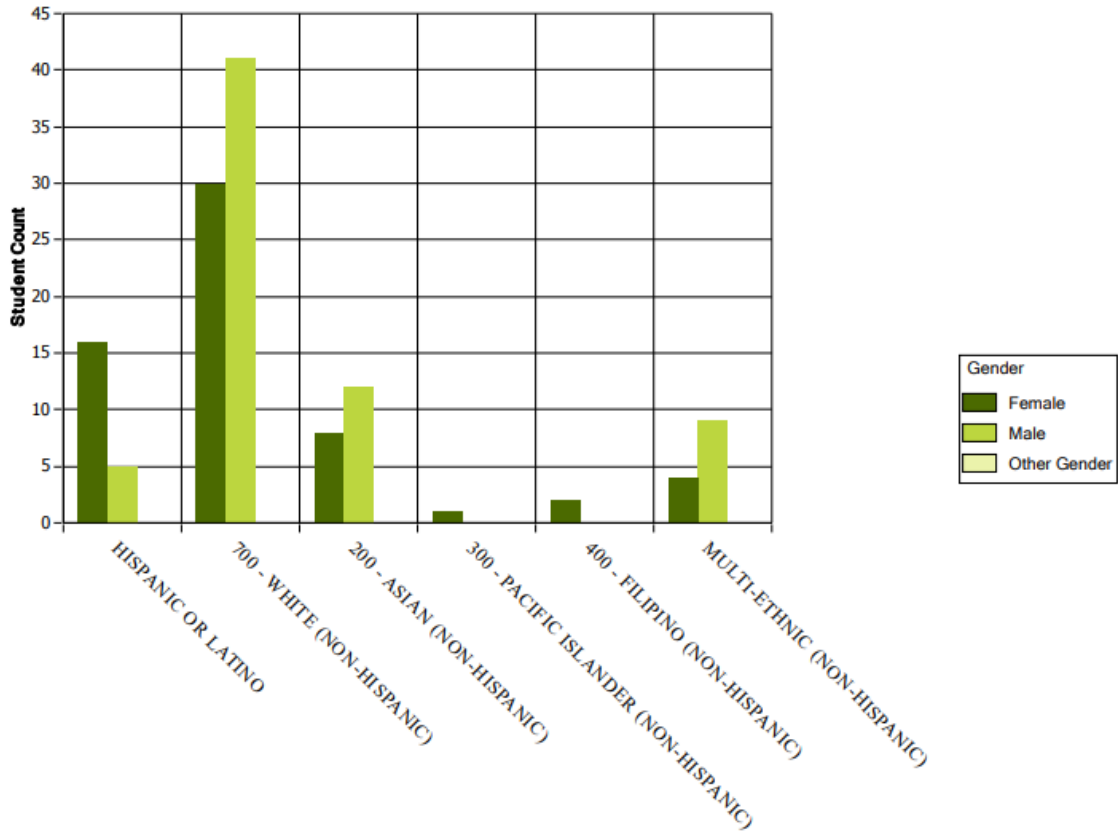
# Santa Rosa Accelerated Charter School

11/14/2022

2022-2023

## Student Distribution By Ethnic Code

Page 1



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

Note: Totals include special programs.

**Totals:** 61 67 0 128