Santa Rosa Charter School for the Arts

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Santa Rosa Charter School for the Arts
Street	
City, State, Zip	
Phone Number	(707) 890-3920
Principal	Sarah Imperato
Email Address	simperato@srcs.k12.ca.us
School Website	https://www.srcsa.org
Grade Span	TK-8
County-District-School (CDS) Code	49 70912 0113530

2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	www.srcschools.org

2025-26 School Description and Mission Statement

Santa Rosa Charter School for the Arts (SRCSA) Vision Statement SRCSA is a collaborative school community changing education by providing an academically rigorous program, using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges to engage and develop the whole child in a safe environment.

The mission of the Santa Rosa Charter School for the Arts is to provide K-8 students from the Santa Rosa community and beyond with an innovative, high quality education that focuses on the arts through a challenging, integrated, standards based academic program. The ultimate goal of our school is to give our students a lifetime appreciation of learning through the lens of the visual and performing arts and to assist in the development of committed, confident individuals who are willing to make

2025-26 School Description and Mission Statement

positive contributions to the community at large.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 all. Therefore, at the Arts Charter School, 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 Parent Advisory Board.

2. Parents and guardians who enroll their children in the school will accept their responsibility for their children's education.

Therefore, they will agree to:

Discuss regularly 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 program.

Consistently support their child in completion of school work and preparation for assessments.

Parents and guardians will agree to participate in the life of the school. Two hours per month of service opportunities by each family are encouraged. Such service hours will be flexible and varied so as not to create barriers for a diverse student population. Varied service opportunities may include such things as classroom assistance, field trip transportation, fundraising support, Parent Advisory Committee work, tutoring, reading with students, or supporting arts-related activities. If families incur hardships that make the service requirement difficult or impossible to meet for a given time period, special arrangements may be made through an appeal process to the Charter School Advisory Committee.

The mission of the Santa Rosa Charter School for the Arts is to provide TK-8 students from the Santa Rosa community and beyond with an innovative, high quality education that focuses on the arts through a challenging, integrated, standards-based academic program. The ultimate goal of our school is to give our students a lifetime appreciation of learning through the lens of the visual and performing arts and to assist in the development of committed, confident individuals who are willing to make positive contributions to the community at large.

What Makes SRCSA Unique?

There are many reasons that SRCSA is such a sought after school community. Our teachers are highly skilled and passionate about what they do which is evident whenever one visits the school and classrooms. Our students are academically and creatively challenged. As a district sponsored Charter school, we utilize the same CCSS and common assessments but often do so through unique research based approaches. SRCSA subscribes to the Kennedy Center model for school-wide Arts Integration. Throughout our student's time at SRCSA, they will be learning core subject material through Arts Integration means. This approach produces deep and powerful learning experiences. The school staff includes Drama, Dance, Music, Digital Art and Visual Art educators who work with students during the regular school day.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	45
Grade 1	35
Grade 2	34
Grade 3	44
Grade 4	46
Grade 5	37
Grade 6	58
Grade 7	42
Grade 8	43
Total Enrollment	384

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	46.6
Non-Binary	0.8
Asian	0.8
Black or African American	1.8
Filipino	0.5
Hispanic or Latino	25.8
Two or More Races	8.6
White	62.5
English Learners	3.1
Foster Youth	0.5
Homeless	2.6
Migrant	0.3
Socioeconomically Disadvantaged	45.8
Students with Disabilities	7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.4	88.48	196.2	83.4	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.1	0.07	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	6.67	17.8	7.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	4.75	2.4	1.05	11953.1	4.28
Unknown/Incomplete/NA	0	0	18.5	7.87	15831.9	5.67
Total Teaching Positions	20.8	100	235.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.5	95.76	213.3	80.66	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.3	8.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	4.2	2.6	1	11746.9	4.23
Unknown/Incomplete/NA	0	0	21.5	8.14	14303.8	5.15
Total Teaching Positions	23.5	100	264.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.9	100	211.8	76.32	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	1.8	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	21	7.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.8	0.65	12112.8	4.34
Unknown/Incomplete/NA	0	0	37.9	13.66	13705.8	4.91
Total Teaching Positions	22.9	100	277.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.30	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.30	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.90	0.9	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.90	0.9	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.1	8.3	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	11.2	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This charter provides a basic framework for a rigorous curriculum that infuses the arts at every level. The core content areas of English Language Arts and Mathematics are taught through the Common Core State Standards. Science instruction is in alignment with the Next Generation Science Standards. Students transitioning from the charter to the high school will receive similar content as their peers at other schools. The key elements of the core program at SRCSA are the Common Core State Standards (CCSS) and the Visual and Performing Arts Standards (VAPA). We use a collaborative, interdisciplinary approach to instruction in which integration of subject matter through a unifying, thematic, arts-based focus is paramount. Charter staff emphasize a personalized approach to learning with the abilities of each student being evaluated and encouraged and the individual needs of each student being recognized and addressed as fully as possible.

Year and month in which the data were collected	2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	In addition to Art Integration project based learning, the Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.	0
Mathematics	All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics along with Art Integration which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and review s previous concepts	0

	throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.	
Science	Science is taught through Art Integration and the use of FOSS (Full Option Science System) as a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds. TCI Bring Science Alive 7th Grade Integrated TCI Bring Science Alive 8th Grade Integrated	0
History-Social Science	History and Social science is taught through art integration. Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman “California History/Social/Science” program from kindergarten through fifth grade. The McMillan/McGraw Hill “California Vistas” program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	SRCSA teachers collaborate within grade level teams and with arts specialty teachers to create art-integrated lessons and units of study. Their work documents student learning process with photos, videos, student reflections as well as teacher reflections to make learning visible to SRCSA families and the broader community. As a school community, SRCSA is committed to growing students' practice and mastery of arts integration. At SRCSA, students experience an immersion in the arts from Transitional Kindergarten through grade eight. Students move from experiences and experimentation with various visual and performing art forms in the early grades, to investigation of discrete disciplines, and then finally to choices and possibilities for further exploration that include focus on a specific area of the arts in grades sixth through eighth.	0
Science Laboratory Equipment (grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in October 2025 and had an overall rating of "Fair".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	47	31	33	47	48
Mathematics (grades 3-8 and 11)	23	25	24	25	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	253	96.56	3.44	47.43
Female	144	138	95.83	4.17	51.45
Male	115	112	97.39	2.61	41.96
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	40.00
White	167	160	95.81	4.19	58.13
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	65	94.20	5.80	35.38
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	23.53

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	262	253	96.56	3.44	25.30
Female	144	138	95.83	4.17	23.19
Male	115	112	97.39	2.61	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	66	64	96.97	3.03	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100.00	0.00	20.00
White	167	160	95.81	4.19	30.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	69	65	94.20	5.80	21.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	17	85.00	15.00	11.76

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.11	26.67	18.14	17.85	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	75	96.15	3.85	26.67
Female	46	43	93.48	6.52	30.23
Male	31	31	100.00	0.00	19.35
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	19.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	49	47	95.92	4.08	29.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	20	19	95.00	5.00	26.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	91.10%	93.30%	93.30%	93.30%	66.70%
Grade 7	97.80%	100.00%	100.00%	100.00%	100.00%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

At Santa Rosa Charter School for the Arts, parental involvement is a cornerstone of fostering a vibrant, supportive community. Families are encouraged to participate in a variety of ways, including joining monthly meetings of the Parent Advisory Board (PAB) or the School of the Arts Community Organization (SACO) to provide valuable input on school initiatives and events. Parents can volunteer in classrooms, assist with arts integration projects, or support school-wide activities such as monthly Narwhal Assemblies and community events like Paint Night and Pride Day. Additionally, families are welcome to contribute to the development of school policies through regular meetings, surveys, and feedback opportunities, ensuring their voices help shape the school's direction. Through these diverse avenues, parents play an active role in their children's educational journey while strengthening the school's sense of community and collaboration.

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 all. Therefore, at SRCSA, the education of each child is a joint venture between the parent, student, community, and school.

To support this goal:

1. Parents/guardians and staff are elected to serve on the Parent Advisory Board

2. Parents and guardians who enroll their children in the school accept responsibility for their children's education. Therefore, they will agree to:

Discuss regularly with their child the importance of education and school.
Keep in regular contact with their child's teacher(s) regarding student progress.
Consistently support their child in completion of school-work and preparation for assessments.

3. Parents and guardians are encouraged at all grade levels to donate time and participate in the life of the school. We offer a variety of participation opportunities so that the parent population feels like an integral part of the school. We invite parents to chaperone field trips, to volunteer in the classroom, to participate in school beautification days, or to help during special events

2025-26 Opportunities for Parental Involvement

where the whole school is involved.

Parents receive report cards on a trimester basis to indicate students' performance related to the standards for his/her grade level. In addition, families of students in grades six through eight receive Progress Reports midway through each trimester. Families of students in grades six through eight have access to their child's academic progress and grades at any time electronically through the Student Information System.

Formal parent-teacher conferences are held prior to the end of the first grading period so that instructors and families have a chance to discuss individual students and their specific educational needs and accomplishments. Optional parent-teacher conferences are scheduled at other times during the year, if either parent or teacher requests such a meeting.

4. Parent Education and Information Events

SRCSA provides many opportunities for parent education, information, and communication which could include (but is not limited to) the following:

*Family/School/Community Nights (i.e.Family Socials and Dances, ArtWalk, Back to School Night, Arts Integration presentations, Open House)
*Regular communication with parents and guardians to share student academic, behavioral and social emotional information.
*Explanations of rubrics and other feedback tools, and written feedback home regarding assessment, both formative and summative
*Parent-teacher conferences
*Informal scheduled community meetings led by the principal (ie. "Coffee with SACO and the Principal")

Parental Involvement

Families and guardians are an integral part of the SRCSA community. Families who attend the Charter are encouraged to volunteer in their child's class and/or participate in various activities throughout the school year. These activities include, but are not limited to; organizing and executing fundraisers, participation and supervision on field trips, campus beautification days, and assisting the classroom teacher during special projects.

SRCSA has an active parent organization named School Arts Community Organization (SACO). This organization is active throughout the school by providing funding for supplemental classroom supplies, enrichment activities as well as providing another way that parents can have their voices heard. Parent involvement in this committee is strong and includes parents from across the grade levels.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	386	80	20.7
Female	212	204	36	17.6
Male	182	179	43	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	110	101	27	26.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	33	33	7	21.2
White	242	240	45	18.8
English Learners	15	14	2	14.3
Foster Youth	--	--	--	--
Homeless	12	--	--	--
Socioeconomically Disadvantaged	193	186	51	27.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	38	36	13	36.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.21	9.03	5.04	3.66	4.29	3.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.02	0.04	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.04	0.00
Female	2.83	0.00
Male	7.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	3.72	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3	0	0
1	22	0	2	0
2	23	0	2	0
3	21	1	1	0
4	24	0	2	0
5	19	1	1	0
6	21	4	14	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	0	0
1	17	2	0	0
2	24	0	2	0
3	25	0	2	0
4	22	0	2	0
5	29	0	2	0
6	20	4	14	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	1	1	
1	18	1	1	
2	17	1	1	
3	22		2	
4	15	3		
5	12	3		
6	24	5	14	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	690

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,913.21	$2,485.24	$11,427.98	$88,176.51
District	N/A	N/A	$6,489.50	$91,442.90
Percent Difference - School Site and District	N/A	N/A	55.1	10.7
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	5.9	

Fiscal Year 2024-25 Types of Services Funded

The Santa Rosa Charter School for the Arts offers an Aftercare and Boys and Girls Club program after school until 6:00.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Santa Rosa City Schools provides various professional development opportunities for Arts Charter staff:

Grade-Level Collaboration: Grade-level teams meet twice a year to align instructional practices.
Monthly Curriculum Support: Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction.
Math Training: Staff participated in two additional math sessions emphasizing engaging practices from the new math framework.
Support for Multilingual Learners: Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

Specialized Programs:
Transitional Kindergarten and Kindergarten teachers engaged in the Pyramid Model project to address challenging behaviors and build young children's social skills.
Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

District-Wide Professional Development:
Two annual professional development days are provided for certificated and classified staff. This year’s focus included school safety through Essential 5 and reviewing Comprehensive School Safety Plans.
Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0, and 3.0.
Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

Math Redesign:
Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler’s strategies for fostering a growth mindset and positive math identity.
Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	12	12