

Santa Rosa Charter School for the Arts

Principal
Kristen Vogel
May 2019



Slide 1

1

Looks good Kristen. I can see the story you are telling. please remember to not read your slides. It looks like you will enter data. Remember is can be anecdotal or baseline as you make the shifts you are leading. Art and pictures will be added?

Diann Kitamura, 5/2/2019

Santa Rosa Charter School for the Arts Parent Advisory Board Members & Role

Kristen Hendricks- Parent

Nadia Talbot- ESOM

Susan Surmick- Parent

Ann Hopkin- Teacher

Sara Sugrue- Parent

Libby Cookman- Teacher/Parent

Kristen Vogel- Principal

Sally Genolio- Teacher

Melissa Wilde- Arts Coordinator

Nadia Talbot- ESOM

ELAC Officers & DAC & DELAC

DAC- Kristin Hendricks and Susan Surmick

Currently, Santa Rosa Charter School for the Arts does not have any officers for ELAC or DELAC. This is an area of growth for our school.

ELAC meetings are held monthly.

SRCS LCAP Goals

Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCS Theory of Action

If we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, differently abled, socioeconomic status, and/or the language spoken at home.

Santa Rosa Charter School for the Arts LCAP Goals

Goal 1: Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History, Visual and Performing Arts, through Arts Integration techniques and curriculum in all grades and subjects.

Goal 2: All Subgroups of students will increase their performance on state standardized assessments as well as local/site based assessments.

Goal 3: Continue to strengthen the foundation and adherence to the Arts Charter document by involving all stakeholders, thus improving school climate and student well-being.

Inquiry Cycle

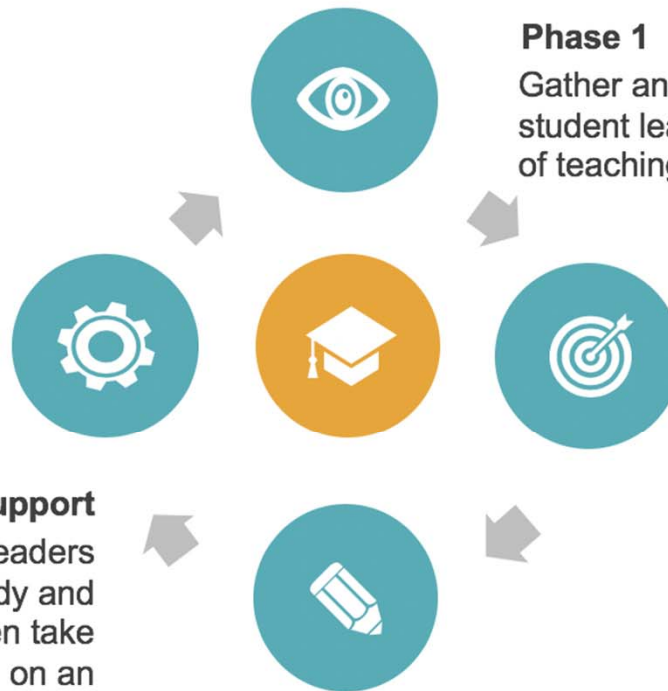
›Instructional Leadership

Phase 4 Analyze Impact

Teachers and leaders analyze the results of the instructional inquiry and reflect on the process and new learning

Phase 3 Implement & Support

Teachers and leaders engage in study and learning and then take actions centered on an area of focus



Phase 1 Analyze Evidence

Gather and analyze evidence to identify student learning problems and problems of teaching or leading practice

Phase 2 Determine a Focus

Teachers and leaders analyze evidence to identify an instructional focus area

Santa Rosa Charter School for the Arts

Cycle of Inquiry

How can we improve instruction to ensure that students are engaged in purposeful, meaningful learning, using the cycle of inquiry to continuously improve student achievement outcomes?

What evidence of collaborative and academic conversations will inform student progress and improve our instructional actions?

Arts Charter Indicators and & Metrics for Growth

LGL DORA and ADAM

DRA

High Frequency Words

Common Assessments

Writing Rubrics

Student Work

School Climate Index - Tiered Fidelity Index

Educational observation

Theory of Action- addressing LCAP Goal 1

Goal 1: Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History, Visual and Performing Arts, through Arts Integration techniques and curriculum in all grades and subjects.

Action: Student Learning Rounds

Data Used to Identify Inquiry Cycle

Student learning rounds

Phase 1:

Purpose: For all teachers on staff to experience the process. To gain trust with the process. To calibrate, facility wide, understanding of Depth of Knowledge and the definition of rigor.

Rigor: Assignments that encourage students to think critically, creatively, and with more flexibility. Rigor does not mean *more* work.

Student learning rounds

Phase 2:

Purpose: To continue using the student learning round model to observe:

1. Student learning focused on constructing and demonstrating understanding of core academic content through visual literacy methodology.
2. Student articulation of understanding through structured academic conversations

Observing teachers will identify school wide patterns focused on what we are doing well as well as areas of growth. Recommendations for growth will drive our professional development and school wide initiatives.

Visual and Performing Arts



Theory of Action: LCAP Goal 2

Goal 2: All Subgroups of students will increase their performance on state standardized assessments as well as local/site based assessments.

Action: School wide implementation of W.I.N. (What I Need)

W.I.N. What I Need, School Wide Implementation

School-wide implementation of W.I.N.

Teachers work in grade level bands to provide targeted instruction for 30 min, four days per week.

Focus of groupings:

Reading and Math intervention

Restorative circles/community circles

Extended learning

ELD

Social groups

RSP

We will be increasing W.I.N. time to 30 minutes per day next school year.

DORA Data



Data Distribution Portal

P1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 44

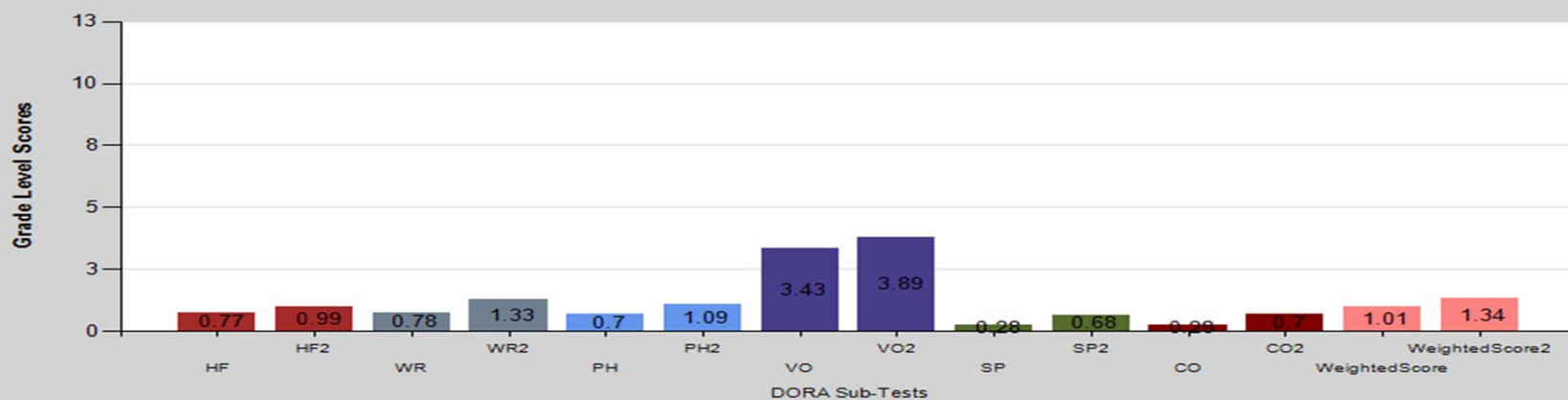
Grade: 1

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 43

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
0.77	0.99	0.78	1.33	0.70	1.09	3.43	3.89	0.28	0.68	0.28	0.70	1.01	1.34

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2 of 10

1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 47

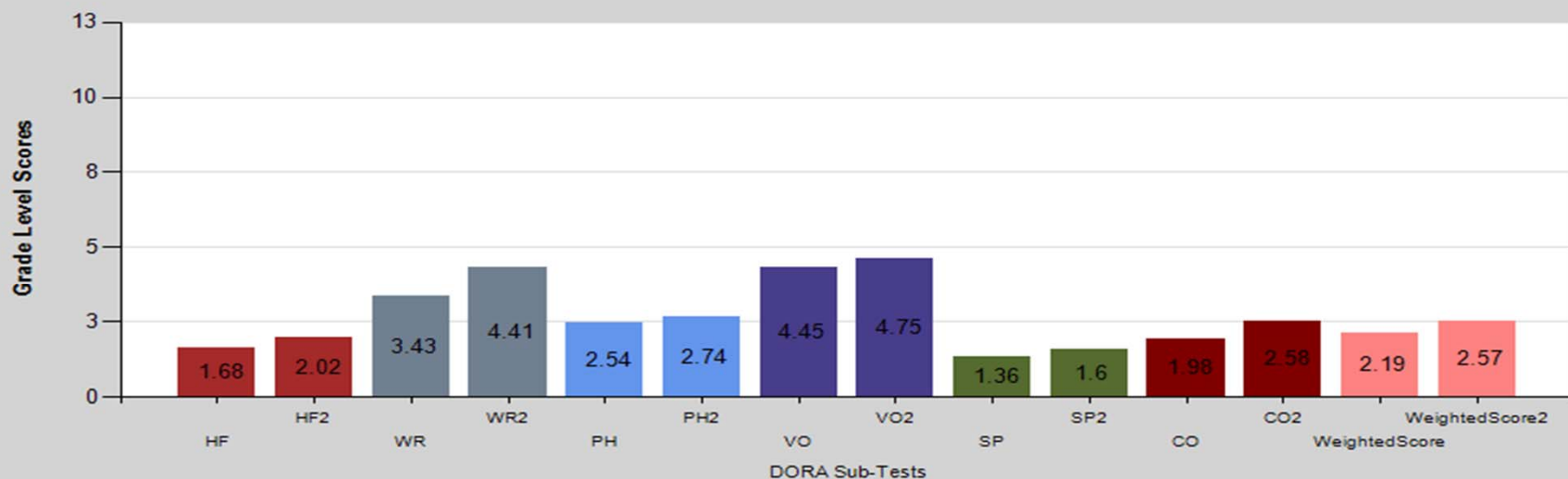
Grade: 2

2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 43

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
1.68	2.02	3.43	4.41	2.54	2.74	4.45	4.75	1.36	1.60	1.98	2.58	2.19	2.57

P1) Pre-Test: 8/15/2018 To 10/26/2018

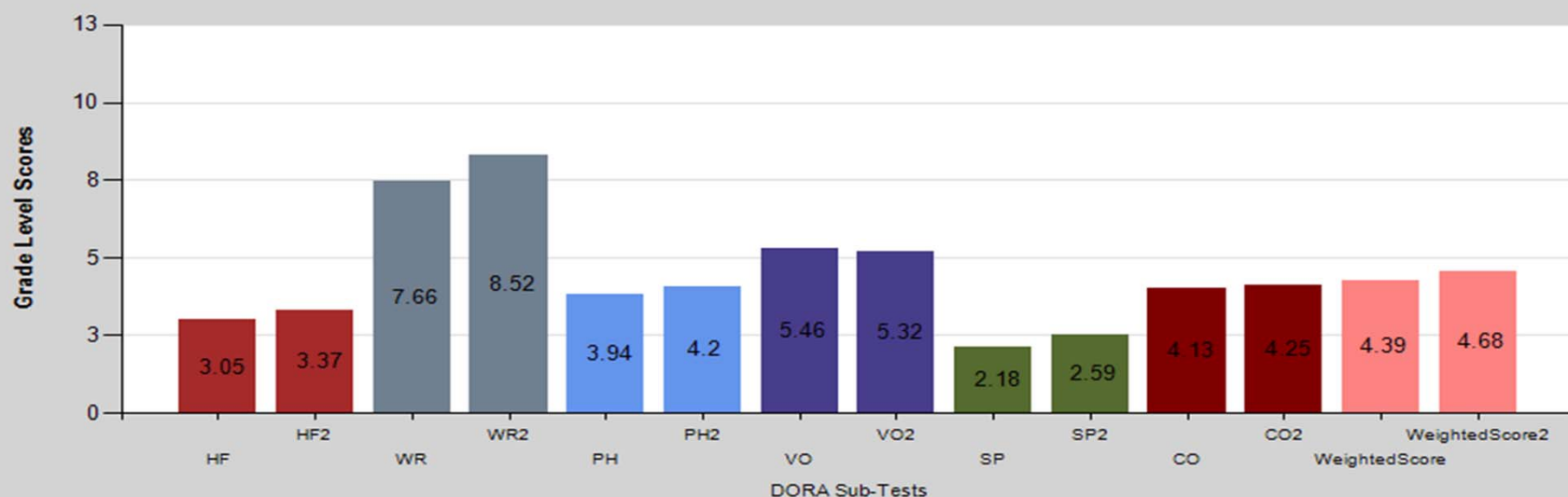
P1 Count: 46

Grade: 3

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 40

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA


High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.05	3.37	7.66	8.52	3.94	4.20	5.46	5.32	2.18	2.59	4.13	4.25	4.39	4.68

P1) Pre-Test: 8/15/2018 To 10/26/2018

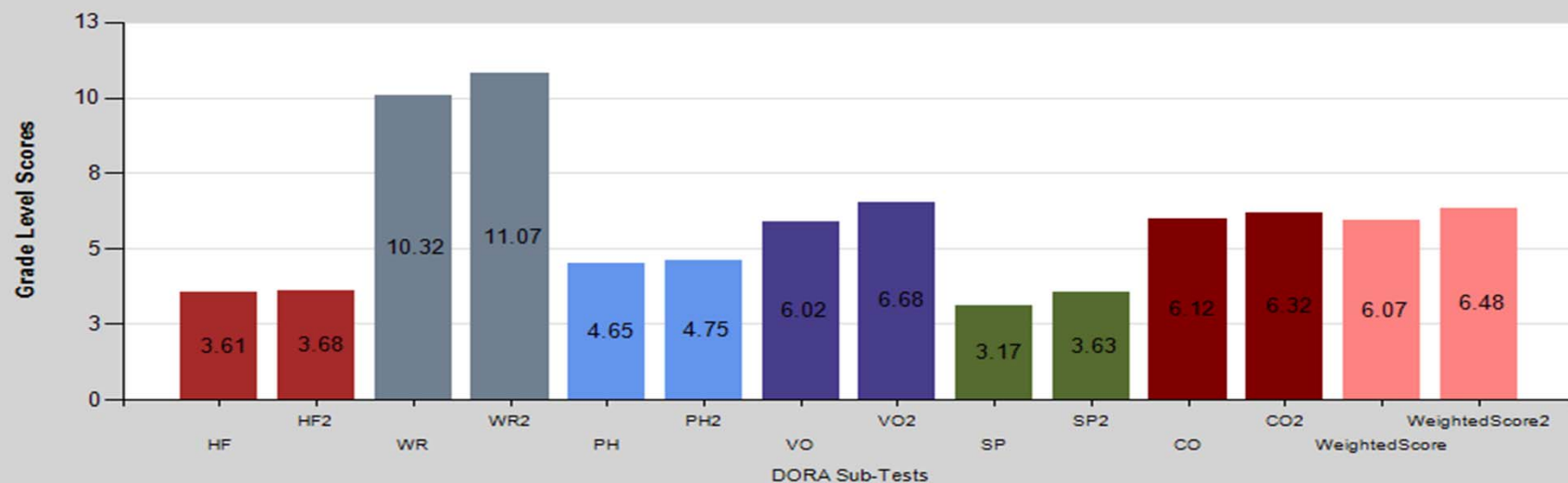
P1 Count: 46

Grade: 4

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 45

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA


High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.61	3.68	10.32	11.07	4.65	4.75	6.02	6.68	3.17	3.63	6.12	6.32	6.07	6.48

P1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 47

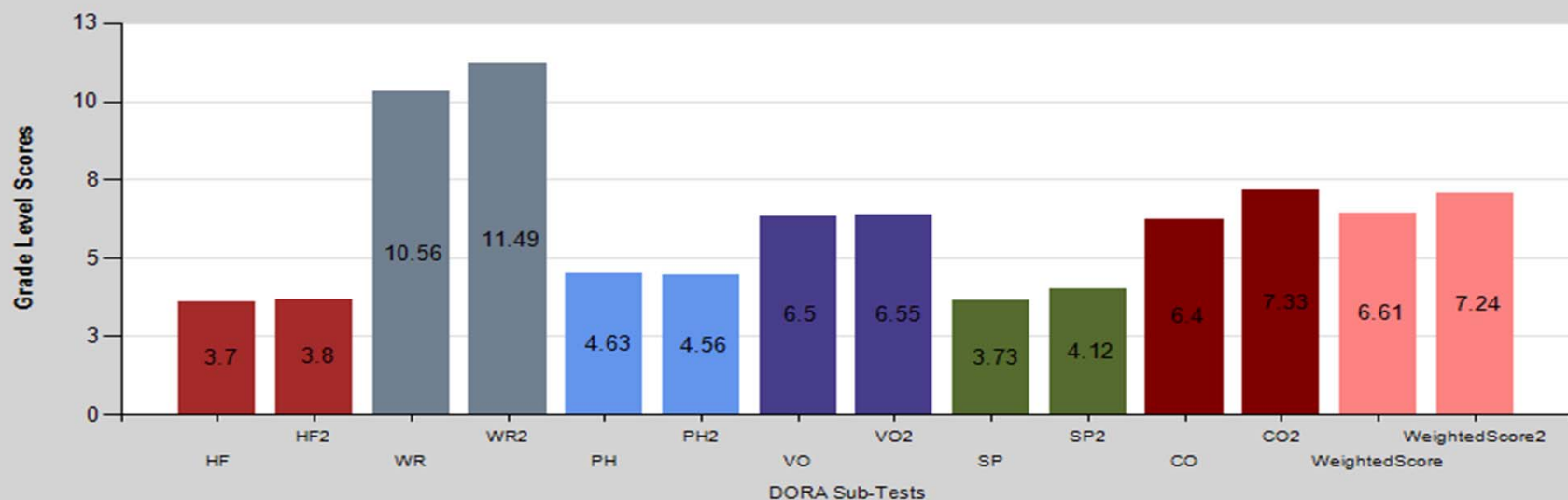
Grade: 5

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 48

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.70	3.80	10.56	11.49	4.63	4.56	6.50	6.55	3.73	4.12	6.40	7.33	6.61	7.24

P1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 56

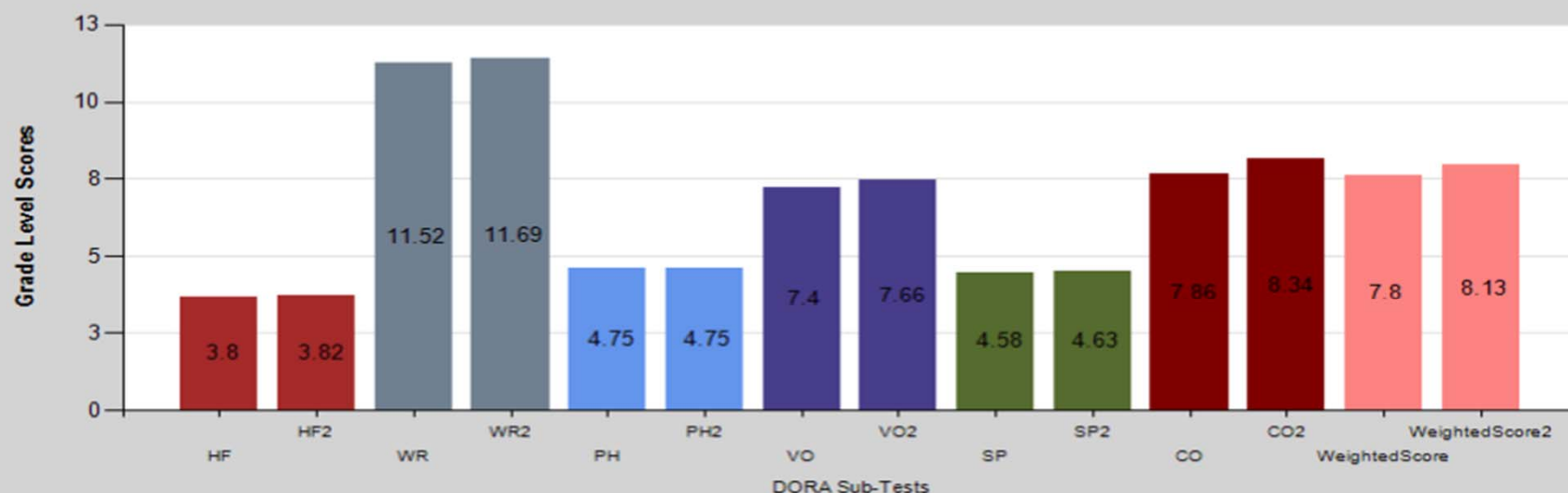
Grade: 6

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 55

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.80	3.82	11.52	11.69	4.75	4.75	7.40	7.66	4.58	4.63	7.86	8.34	7.80	8.13

P1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 32

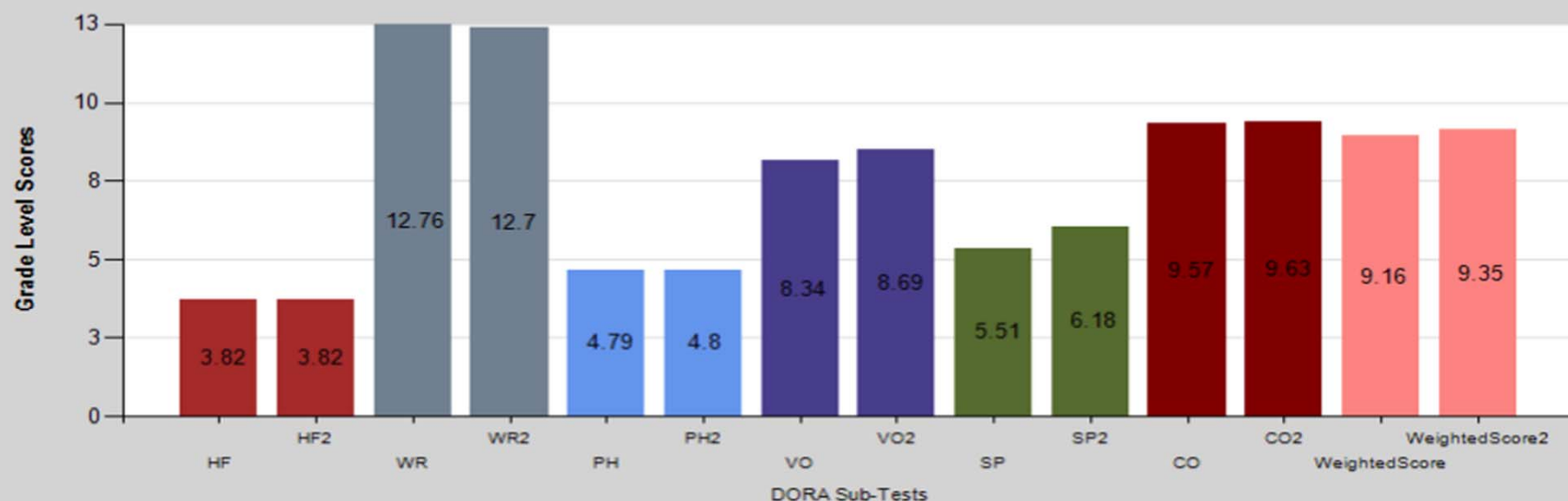
Grade: 7

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 29

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.82	3.82	12.76	12.70	4.79	4.80	8.34	8.69	5.51	6.18	9.57	9.63	9.16	9.35

P1) Pre-Test: 8/15/2018 To 10/26/2018

P1 Count: 31

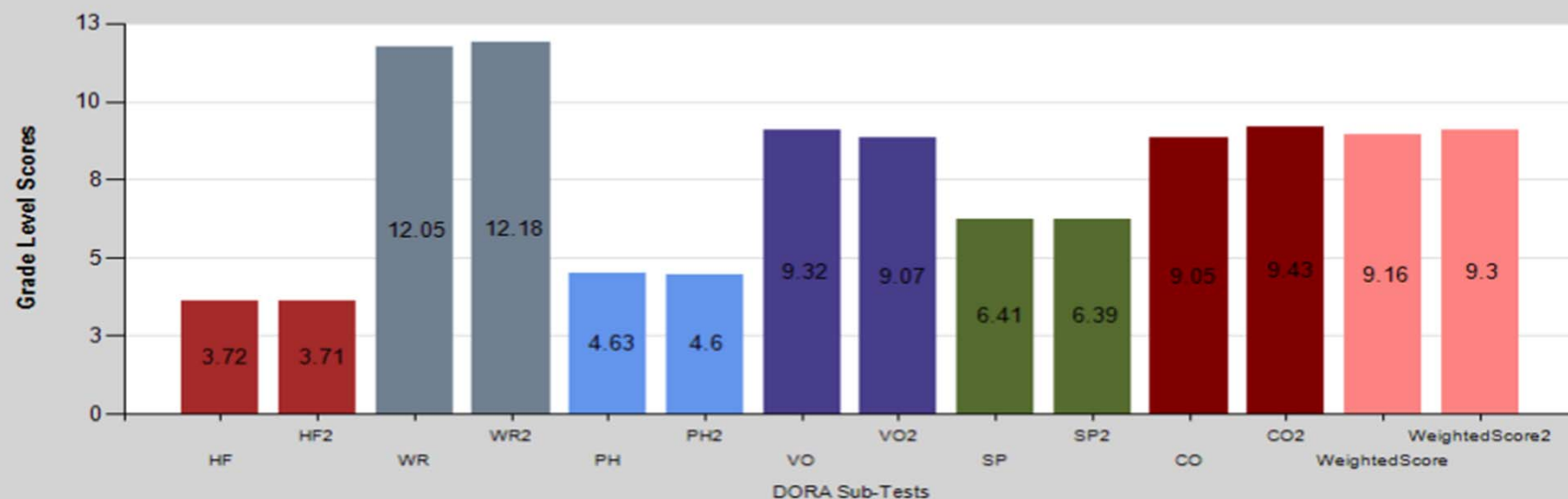
Grade: 8

P2) Pre-Test: 12/3/2018 To 1/29/2019

P2 Count: 31

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for DORA



High-Freq. Words		Word Rec.		Phonics		Vocabulary		Spelling		Comprehension		Weighted Score	
3.71	3.71	12.05	12.18	4.63	4.60	9.32	9.07	6.41	6.39	9.05	9.43	9.16	9.30

ADAM Data



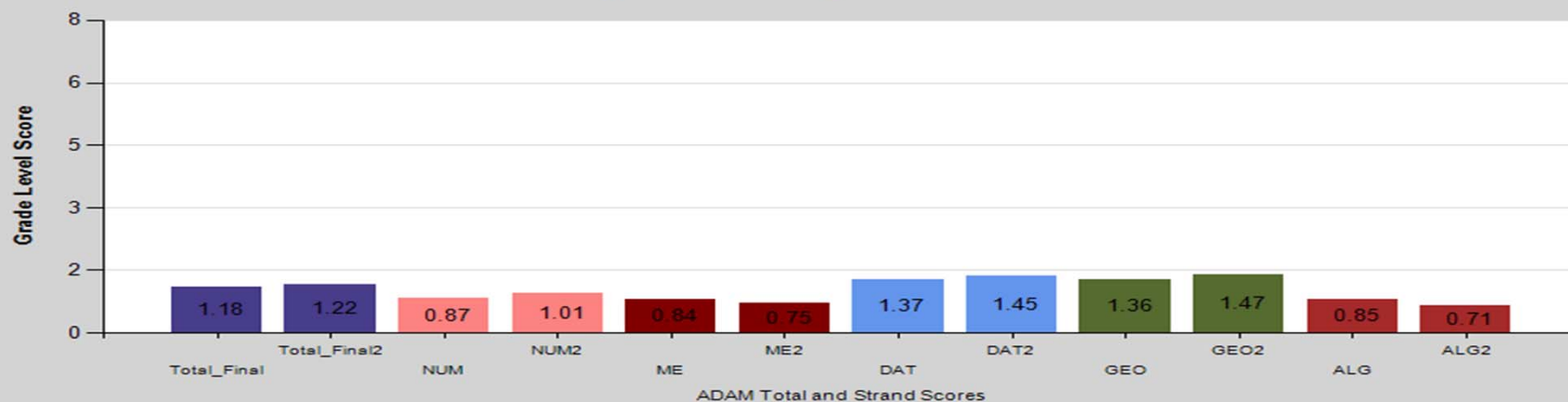
Data Distribution Portal

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 23 Grade: 1

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 35

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



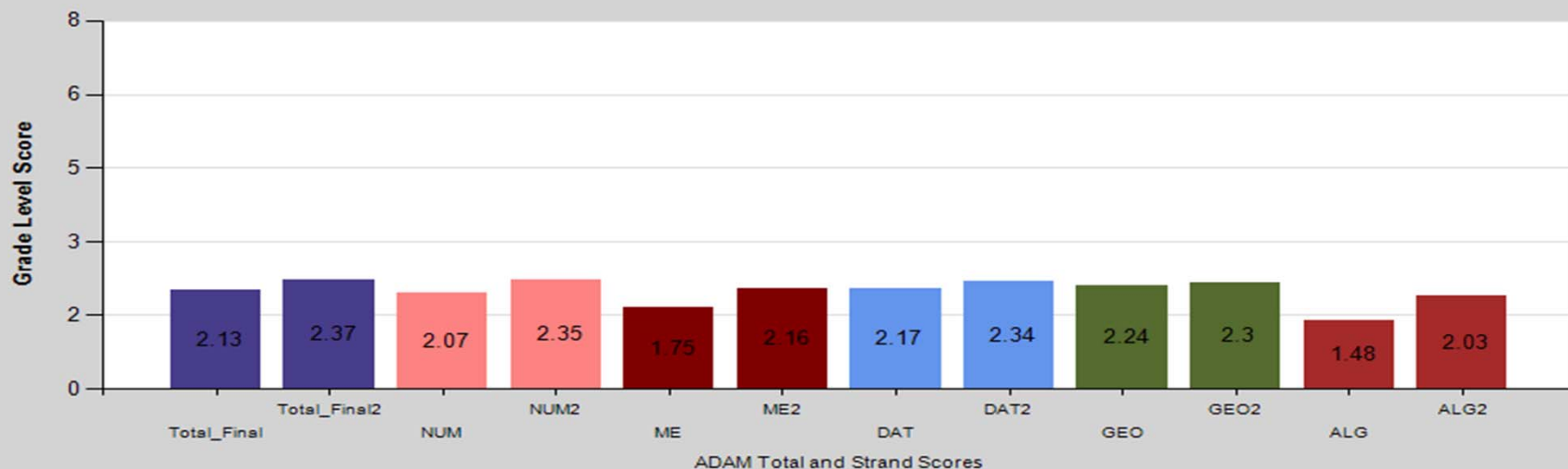
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
1.18	1.22	0.87	1.01	0.84	0.75	1.37	1.45	1.36	1.47	0.85	0.71

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 32 Grade: 2

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 30

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



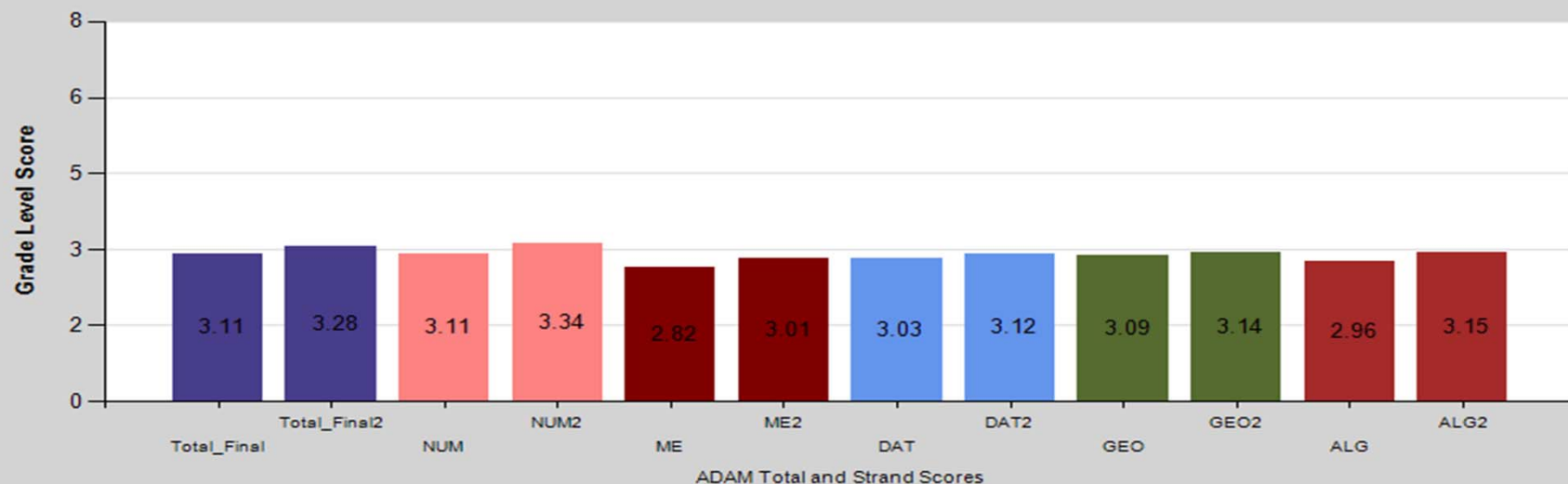
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
2.13	2.37	2.07	2.35	1.75	2.16	2.17	2.34	2.24	2.30	1.48	2.03

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 41 Grade: 3

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 39

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



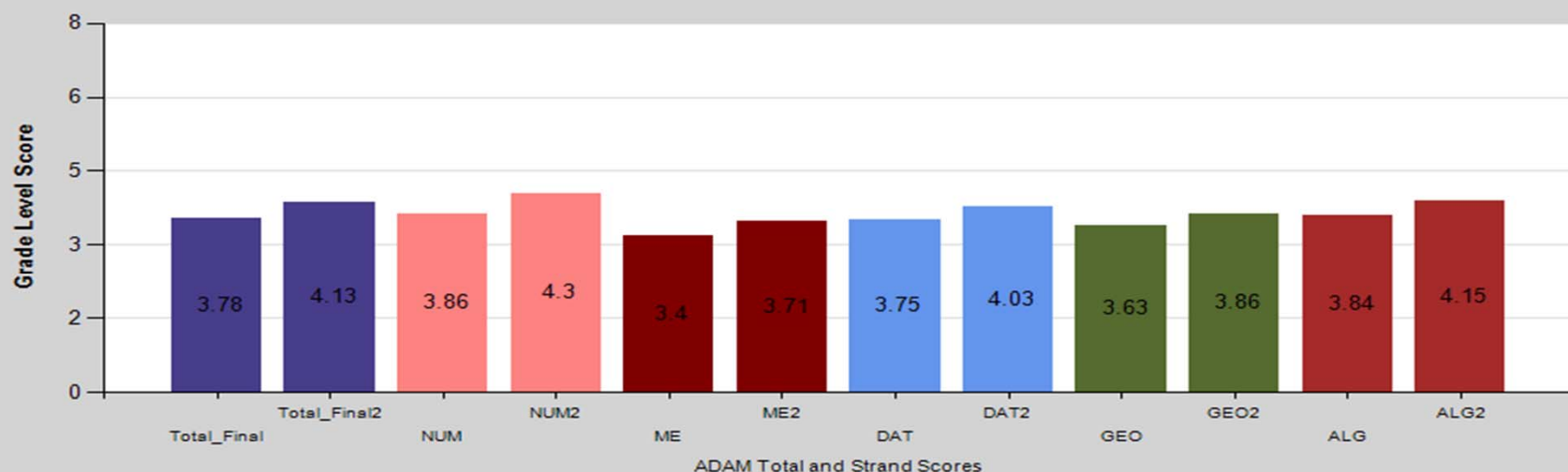
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
3.11	3.28	3.11	3.34	2.82	3.01	3.03	3.12	3.09	3.14	2.96	3.15

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 41 Grade: 4

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 36

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



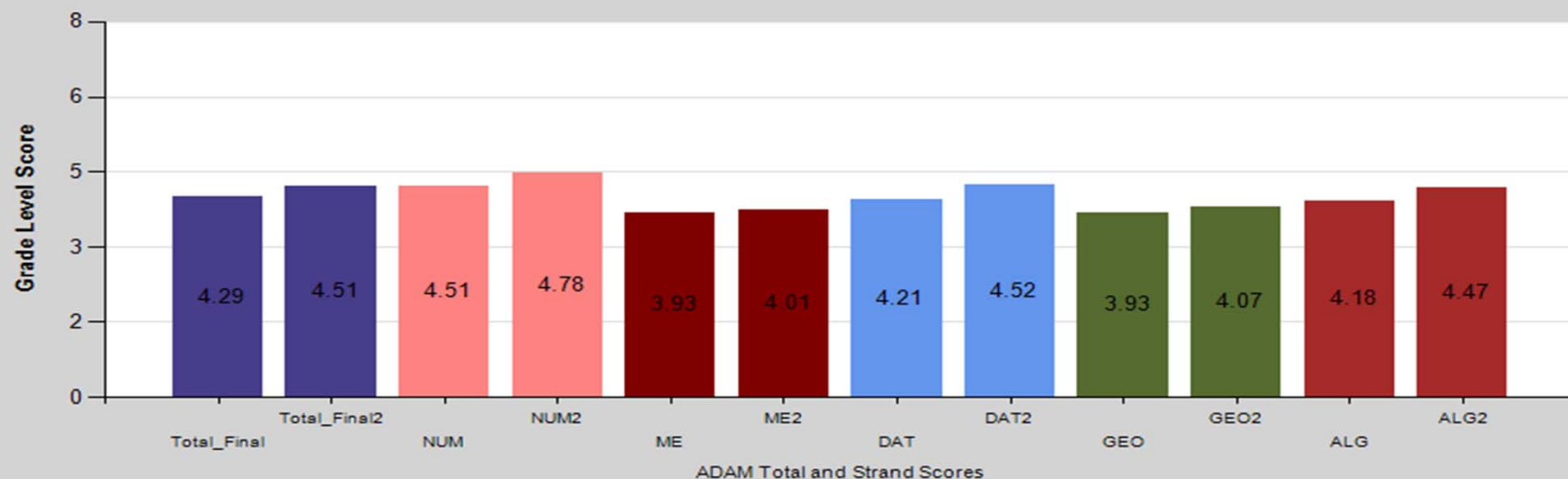
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
3.78	4.13	3.86	4.30	3.40	3.71	3.75	4.03	3.63	3.86	3.84	4.15

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 48 Grade: 5

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 45

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
4.29	4.51	4.51	4.78	3.93	4.01	4.21	4.52	3.93	4.07	4.18	4.47

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 49 Grade: 6

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 50

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



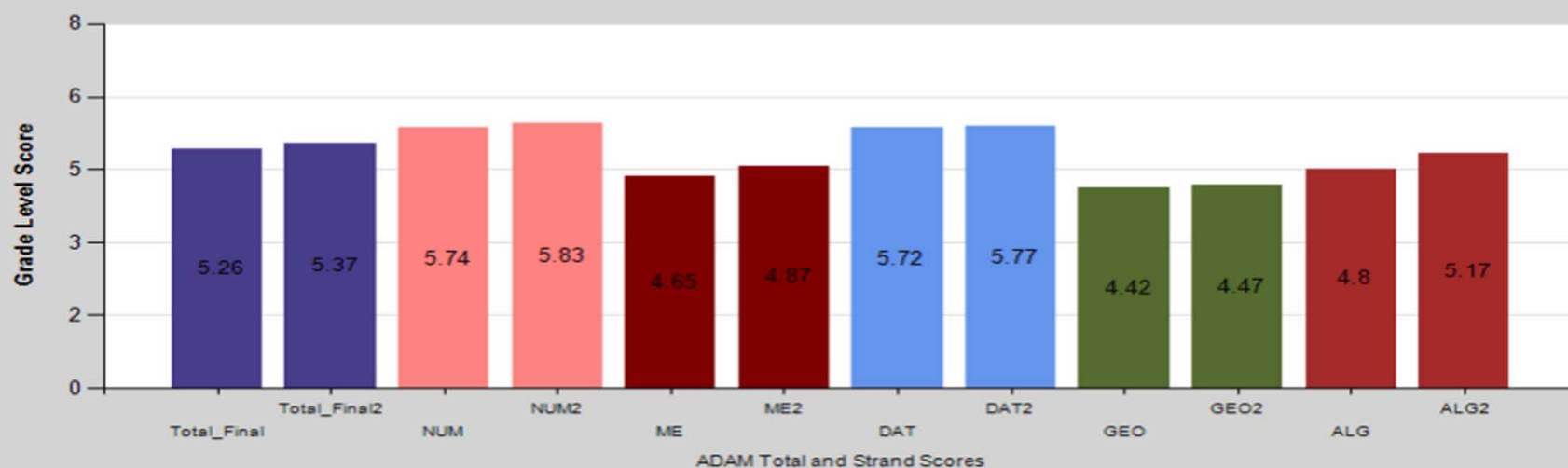
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
4.81	4.92	5.27	5.36	4.16	4.33	4.81	5.07	4.21	4.26	4.55	4.59

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 31 Grade: 7

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 22

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



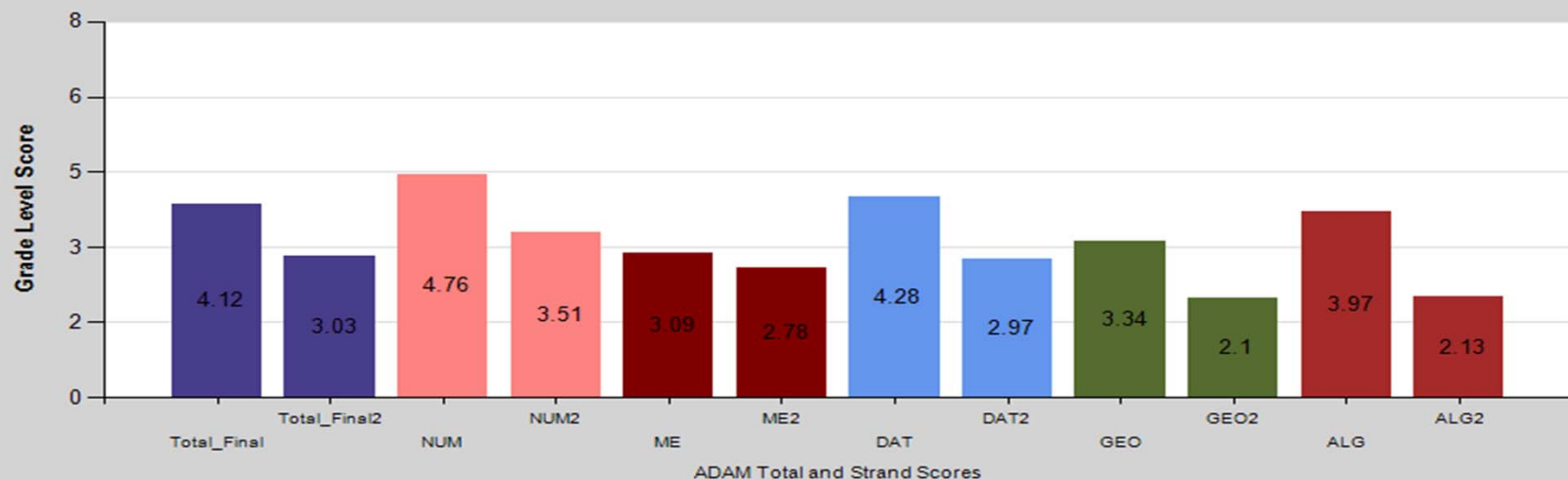
Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
5.26	5.37	5.74	5.83	4.65	4.87	5.72	5.77	4.42	4.47	4.80	5.17

P1) Pre-Test: 8/15/2018 To 10/26/2018 P1 Count: 5 Grade: 8

P2) Pre-Test: 12/3/2018 To 1/29/2019 P2 Count: 3

Sites: Santa Rosa Charter School For the Arts

Average Scores Report for ADAM



Total Score		Num & Op.		Measurement		Data/Prob.		Geometry		Algebra	
4.12	3.03	4.76	3.51	3.09	2.78	4.28	2.97	3.34	2.10	3.97	2.13

Theory of Action: LCAP Goal 3

Goal 3: Continue to strengthen the foundation and adherence to the Arts Charter document by involving all stakeholders, thus improving school climate and student well-being.

Action: Increased Counselor FTE by .5

Wellness Center

This year, we increased our Counselor services from part time to full time.

New services provided to students:

Wellness center open during all school hours.

Social groups created

Homework Club

“Free to be who you be” club for Middle School students.

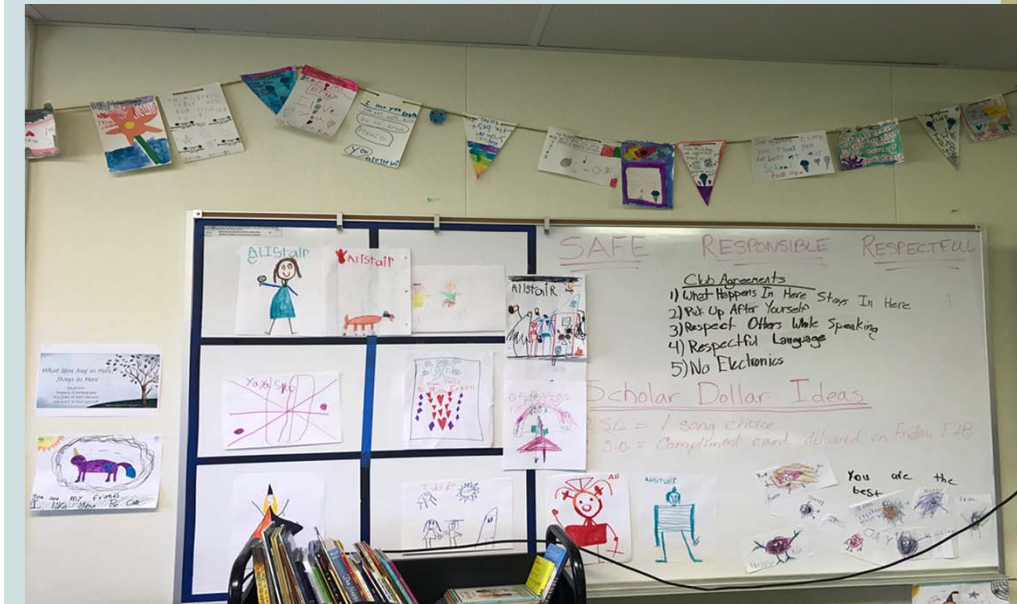
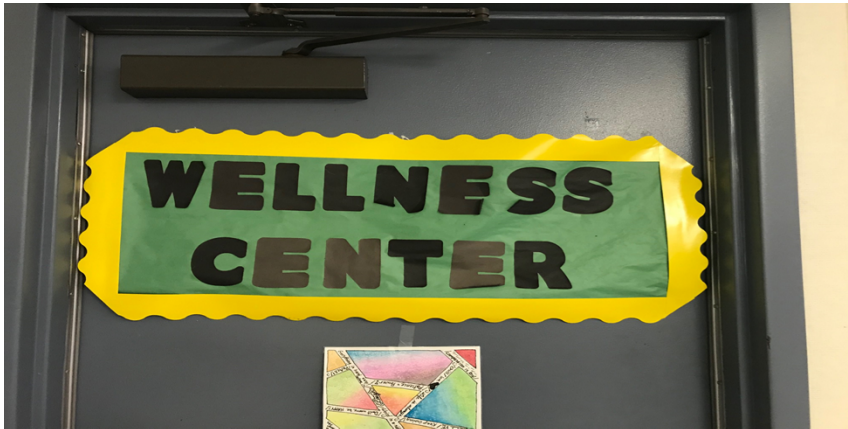
Academic counseling for Middle School students

Check in/check out

Weekly progress reports

Crisis intervention/Social Emotional support

Universal Screener



Wellness Team

Our Wellness Team includes:

Our Restorative Specialist - Jeanna King-Rupple

Our Family Engagement Facilitator - Lilliber Quintaro

Our SAY therapist - Kim Walker

Master Schedule Redesign for 2019/20 SY

In alignment with LCAP Goal 1, we are redesigning both our Elementary and Middle School master schedules for next school year.

Focus for Elementary schedule- Ensure that students are provided sustained instructional time in the self-contained classroom to support deeper learning opportunities.

Focus for Middle School schedule- Move to block scheduling to minimize transitions as well as provide sustained instructional time to provide deeper learning opportunities.

Coherence LCAP goal 1

LCAP Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

SRCSA LCAP GOAL: Arts Charter will increase student access and proficiency of standards through Arts Integration techniques

Inquiry questions: How can Arts Charter use Arts Integration techniques to increase student proficiency?

Central TOA: Lead and guide Arts Integration focused professional learning; Recognize and implement quality instruction; Utilize data gathered through ongoing student learning rounds to inform the inquiry cycle for growth.

Data: Student engagement in core curriculum presented through Arts Integrated instruction; observation of collaborative academic conversations;

Evidence of Impact (Action): Increase in student assessment scores, increase in student engagement in lessons, Student generated process documentation of Arts Integrated lessons.

Visual Literacy Arts Integration Professional Development and Coaching with Focus 5



Coherence LCAP Goal 2

LCAP Goal 2: All Subgroups of students will increase their performance on state standardized assessments as well as local/site based assessments.

SRCSA LCAP GOAL 2: All Subgroups of students will increase their performance on state standardized assessments as well as local/site based assessments.

Inquiry questions: How can we provided targeted instruction to all subgroups of students?

Central TOA: School wide W.I.N. model

Data: DORA, ADAM, CELDT, Social/Emotional well-being

Evidence of Impact (Action): Increase in student assessment scores, increase in student ontask and pro-social student behavior.

Coherence- LCAP Goal 3

LCAP Goal 2: Increase student and family wellness and engagement through the full service community school model.

SRCSA LCAP GOAL 3: Continue to strengthen the foundation and adherence to the Arts Charter document by involving all stakeholders, thus improving school climate and student well-being.

Inquiry questions: How can we improve school climate and student well-being?

Central TOA: Increase Counselor to full time

Data: Increased pro-social behavior, Tiered Fidelity Index

Evidence of Impact (Action): Increased time in class for emotionally struggling students, Increased communication and connection with students and parents.

Art Walk!





