

A stylized, colorful illustration of a landscape. The foreground features rolling green hills with dark brown soil patches. On the left, there are two trees: one with green foliage and another with purple foliage. A small red bird is flying in the sky above the trees. The background consists of light blue and white wavy lines representing a sky or distant hills.

Santa Rosa Accelerated Charter

Ed Navarro
May 8, 2019

Our Story:

- Serves 5th and 6th grades
- Provides high interests, standard based, real life experiences
- Concept based curriculum
- Integration of technology
- Connections across disciplines
- Opportunities to become self motivated
- Electives! band, drama & art

Our school's roots stem from teacher collaboration and the freedom to develop concept based curriculum.





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:

- 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.



SRACS LCAP Goals

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

- Utilize primary source information to produce a finished product, defend an opinion, develop an original idea, etc.
- Be able to reason quantitatively, evaluate, solve a problem, synthesize information and ideas, apply knowledge, and make logical deductions and predictions
- Be able to make personal judgments about validity, usefulness, and the ethical nature of information
- Produce a project that demonstrates analysis and synthesis
- Develop the ability of self-assessment and peer-assessment
- Develop metacognitive skills and the ability of self-reflection

Increase student wellness and family engagement through the full service community model.

- Restorative practices
- SAY counseling
- Circles
- BestPlus/Toolbox

SRACS School Advisory Council Members

Stephanie Sanchez

Amy Shat

Cindy Culley

Ed Navarro

Steven Williams

Nancy Blair

Anna Williams

Leslie Loopstra

Ivana Jugovic

Kim Walls



District Advisory Committee

Jeannette Moe

Judith O Donnell

SFPO:

Colleen Garcia & Adriana Del Santo- Co-Presidents

Amy Niesen-Vice president

Kinna Crocker -Secretary

Aynna Sea & Ben Kothe Co-Treasurers

Stephanie Sanchez- Volunteer coordinator

Steven Williams & Kim Walls- teacher representatives

Inquiry Cycle

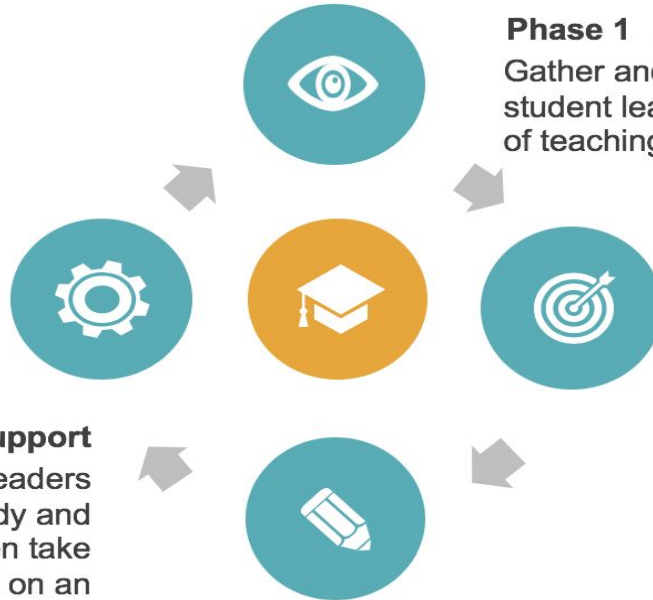
›Instructional Leadership

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




How do we best meet the needs of our students based on the readiness, interest and learning styles of our students?

Phase 1: learning inventories, pre-assessments, observations to determine readiness, interest and learning styles

Phase 2: Organize flexible groupings to best meet the needs of students in their zone of proximal development (Vygotsky).

Phase 3: SRACS area of focus is to meet the ZPD for all our learners Advanced Learner plans and Services (ALPS).

Phase 4: As grade level teams we reflect and analyze student growth to evaluate and determine next steps in the learning cycle.





Data Used to Identify Inquiry Cycle

LGL

Renaissance Star reading

Classroom observation

Socratic Seminars/literature circles

District assessments

Progress monitoring

Teacher created Formative and Summative assessments

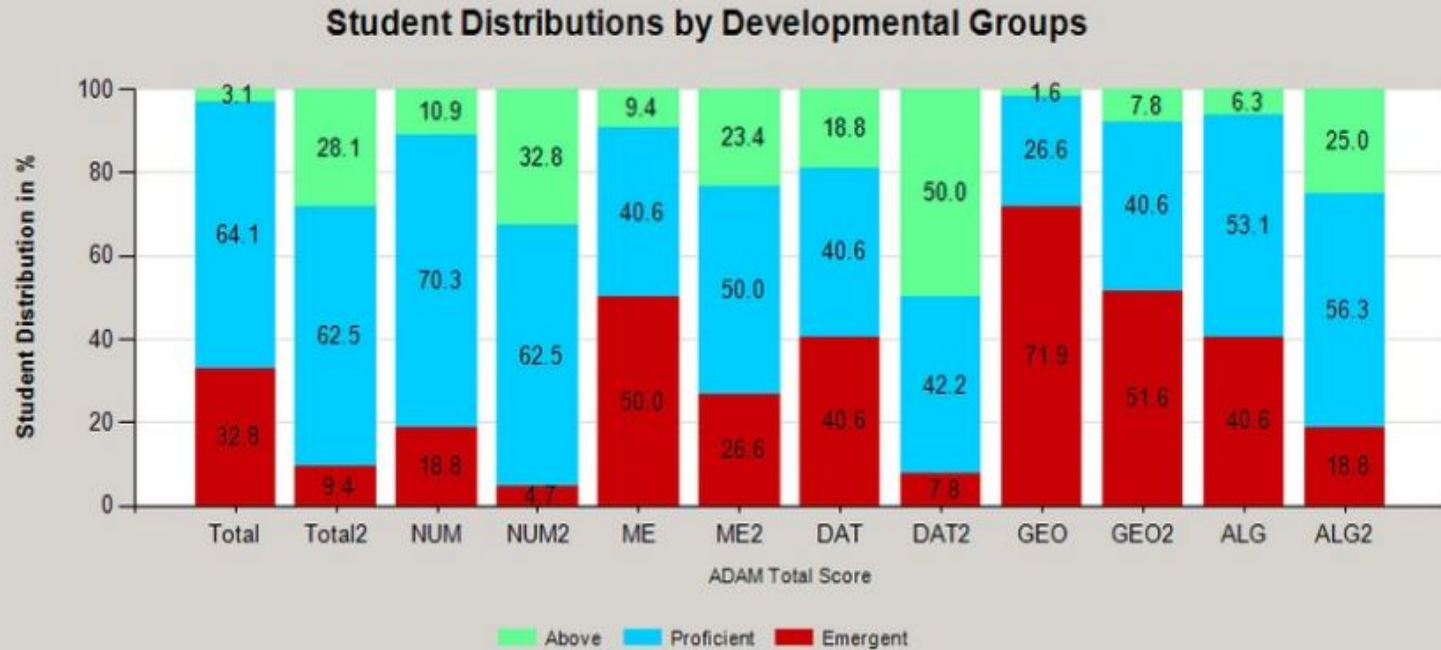
SRACS Indicators & Metrics for Growth

Initial assessment September 2018 compared to now April 30, 2019

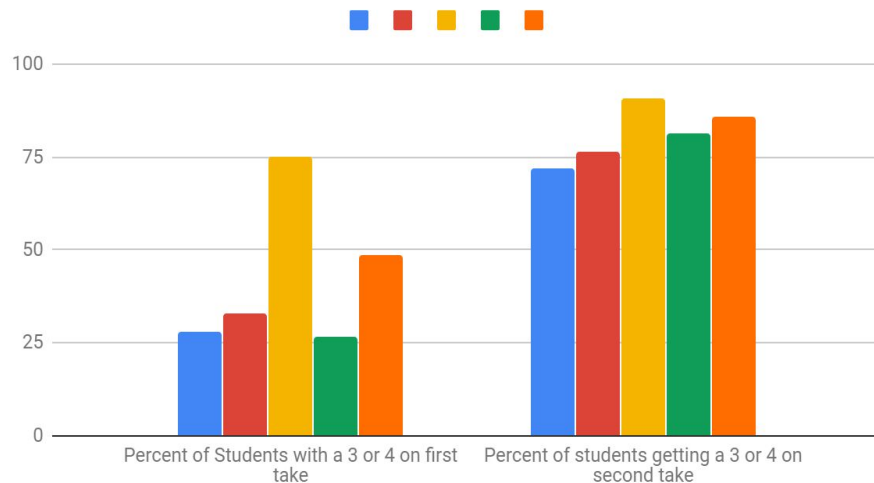
	Teacher	Grade	SGP ^c (32 of 32 Students) Median	Test Date	Average Scores (32 Students)					
					SS	GE	PR	NCE	IRL	EORF ^d
Loopstra - 135943	Loopstra, Leslie	5	61	Pretest	804	6.7	79	67.1	6.2	0
				Posttest	920	8.0	83	70.2	6.7	0
				Change	+116	+1.3	+4	+3.1	+0.5	0

	Teacher	Grade	SGP ^c (32 of 32 Students) Median	Test Date	Average Scores (32 Students)					
					SS	GE	PR	NCE	IRL	EORF ^d
Walls - 135944	Walls, Kimberly	5	78	Pretest	806	6.8	80	67.5	6.2	0
				Posttest	922	8.0	85	71.4	6.9	0
				Change	+116	+1.2	+5	+3.9	+0.7	0

ADAMS Report From Let's Go Learn



Directed Numbers (Integers), Fraction, Decimal, Percent, Equations Expressions, Mixing Drinks (Ratio & Proportion) and Boy Bands (Statistics)



Mars Task

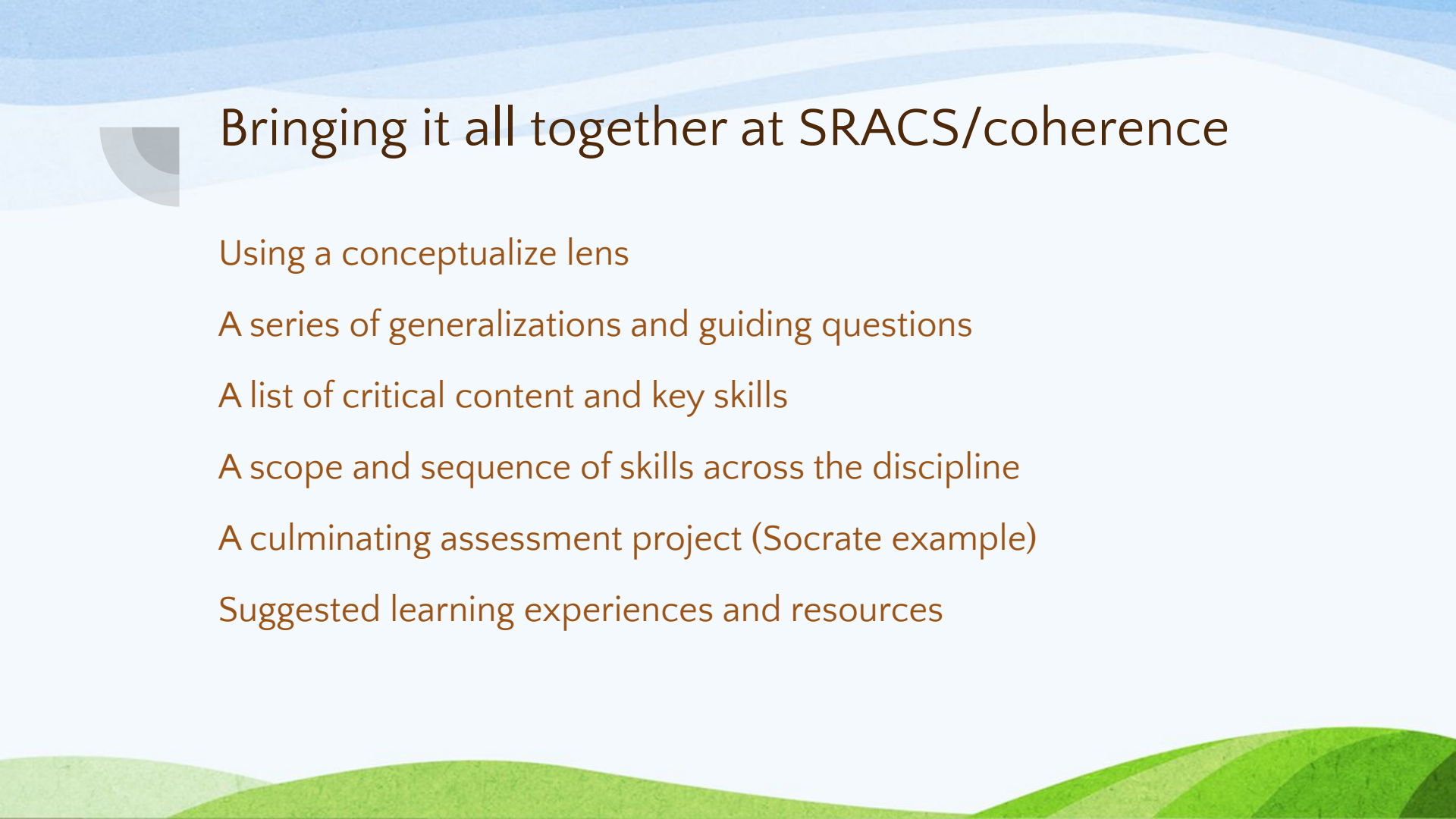
Mars Task Data 2017-2018

MARS Tasks. These formative performance assessment **tasks** were designed by the Mathematics Assessment Resource Service (**MARS**), a project of UC Berkeley, Michigan State, and the Shell Centre in Nottingham England.

SRACS ↔ SRCS

The Santa Rosa Accelerated Charter Theory of Action aligns with the SRCS Theory of action in the following ways:

- We offer Best Plus, SAY Counselors, Restorative Resource Specialist.
- We are pushing in our instructional assistance in some Electives and PE classes to ensure equity and access for all students.
- We use ICONS and concept based curriculum.
- We have a clear vision which we share with all stakeholders.
- We use teacher created assessments.
- We provide homework club on Wednesday.
- The teachers are providing rigorous bell to bell instruction, as well as participating in the teaching of prompts of depth and complexity and universal concepts.



Bringing it all together at SRACS/coherence

Using a conceptualize lens

A series of generalizations and guiding questions

A list of critical content and key skills

A scope and sequence of skills across the discipline

A culminating assessment project (Socrate example)

Suggested learning experiences and resources



The National **Blue Ribbon Schools** Program is a United States government program created in 1982 to honor **schools** that have achieved high levels of student achievement or made significant improvements in closing the achievement gap among student subgroups.



SRACS Family

