



# **SANTA ROSA ACCELERATED CHARTER**

Ed Navarro - Principal

Kateland Weighall - Assistant Principal

January 8, 2020



## SRACS MISSION STATEMENT

The Santa Rosa Accelerated Charter School is formed to serve students in grades 5 and 6 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. These experiences will provide students opportunities to become self-motivated, competent and life-long learners.



# SRCS and SRACS 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

# 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, gender, differently abled, socioeconomic status, and/or the language spoken at home.

# Santa Rosa City Schools Strategic Plan

## 2019-2024

**Vision:** SRCS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

**Mission:** SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

# **Santa Rosa City Schools Strategic Plan Priorities**

## **2019-2024**

**Priority 1- Life Ready Learners**

**Priority 2- Balanced Education**

**Priority 3- High Quality Staff**

**Priority 4- Teaching and Learning Environment and Resources**

**Priority 5- Equity and Excellence**

**Priority 6- Family Engagement and Community Partnerships**

**Priority 7- Sustainable Funding**

# Guiding Boards 2019-2020

## AC Board

Ed Navarro

Kateland Weighall

Kim Walls

Leslie Loopstra

Steve Williams

Jeff Gospe

Abby Gubera

## SFPO Board

Co-Presidents: Adriana Gizzi and Amy Neisen

Co-Treasurers: Ben Kothe and Aynna Sae

Volunteer Coordinator: Lien Cibulka  
Teach  
er Reps: Kim Walls, Steve Williams

# SRACS /LCAP GOALS

**Goal 1:** 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.
- Reason quantitatively, evaluate, solve a problem, synthesize information and ideas, apply knowledge, and make logical deductions and predictions
- 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



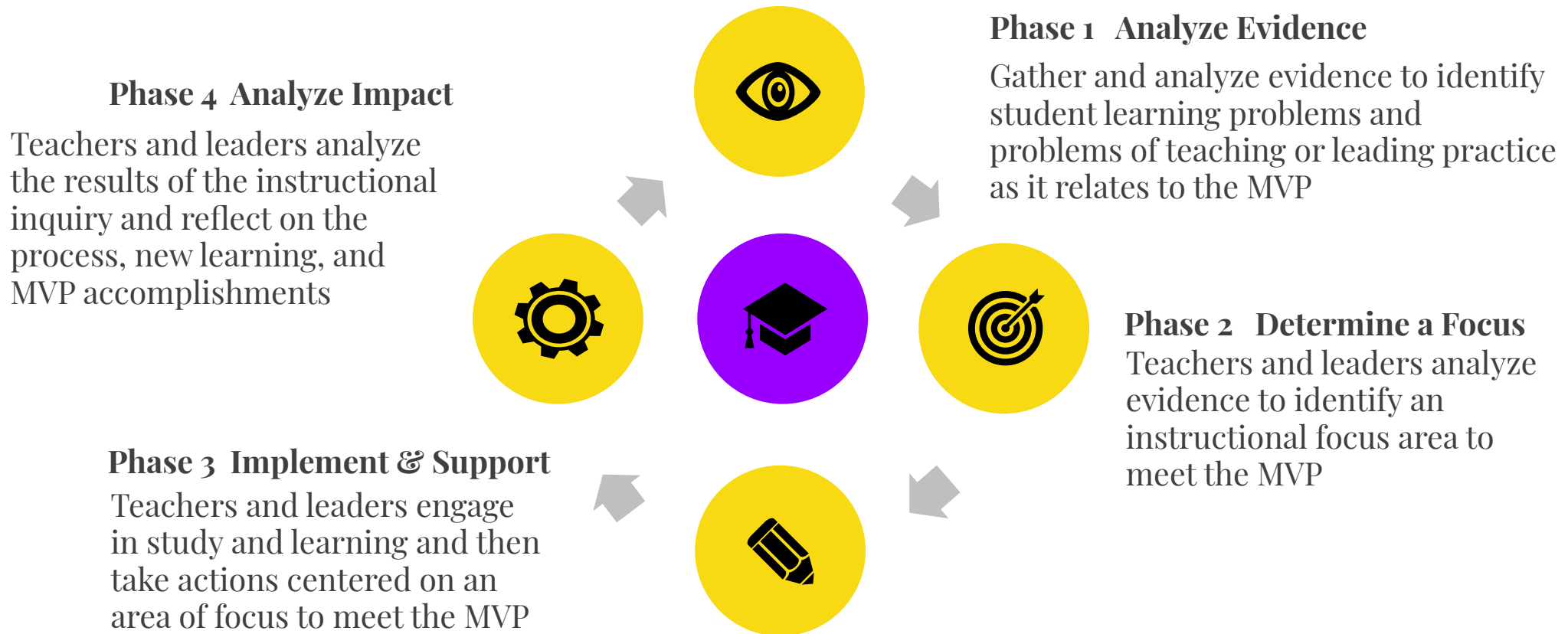
# SRACS /LCAP GOALS

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

- Restorative Practices/Circles
- SAY Counseling
- BEST Practices/Toolbox
- Family Activities
- Weekly Newsletters
- Website
- 6th Grade Buddies

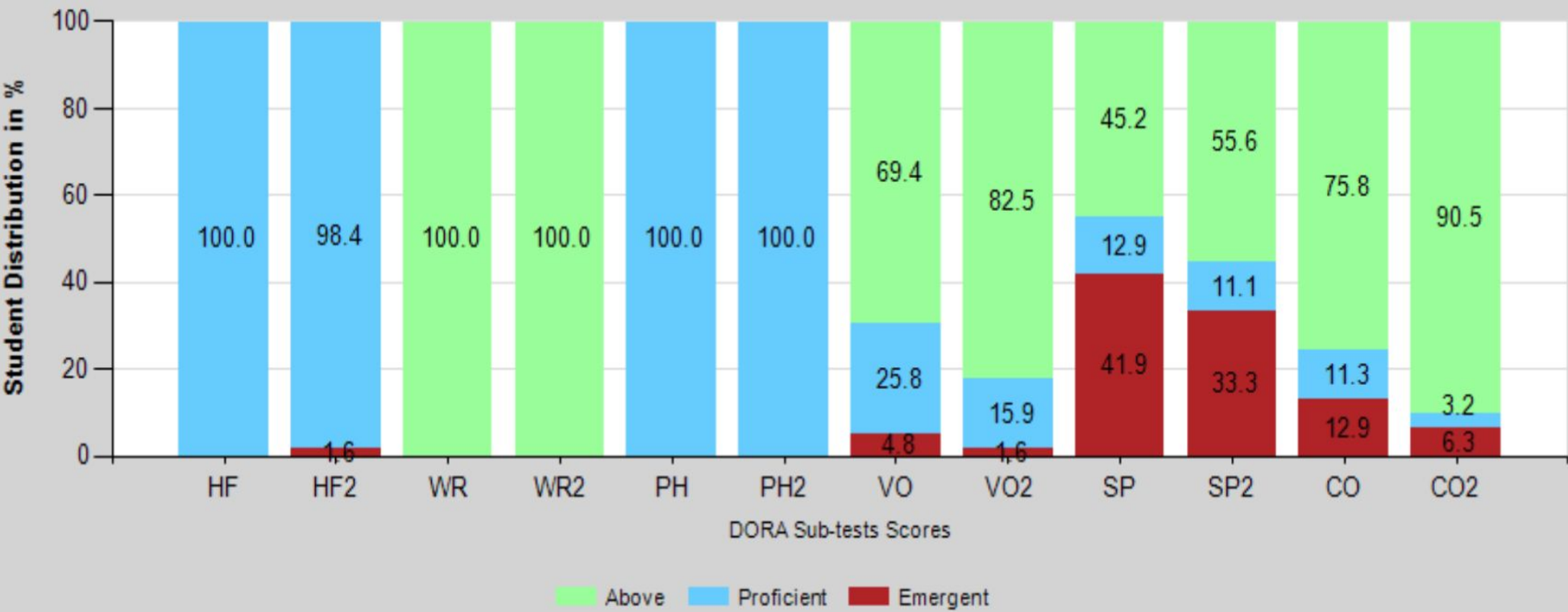
# Inquiry Cycle

## Instructional Leadership and the MVP

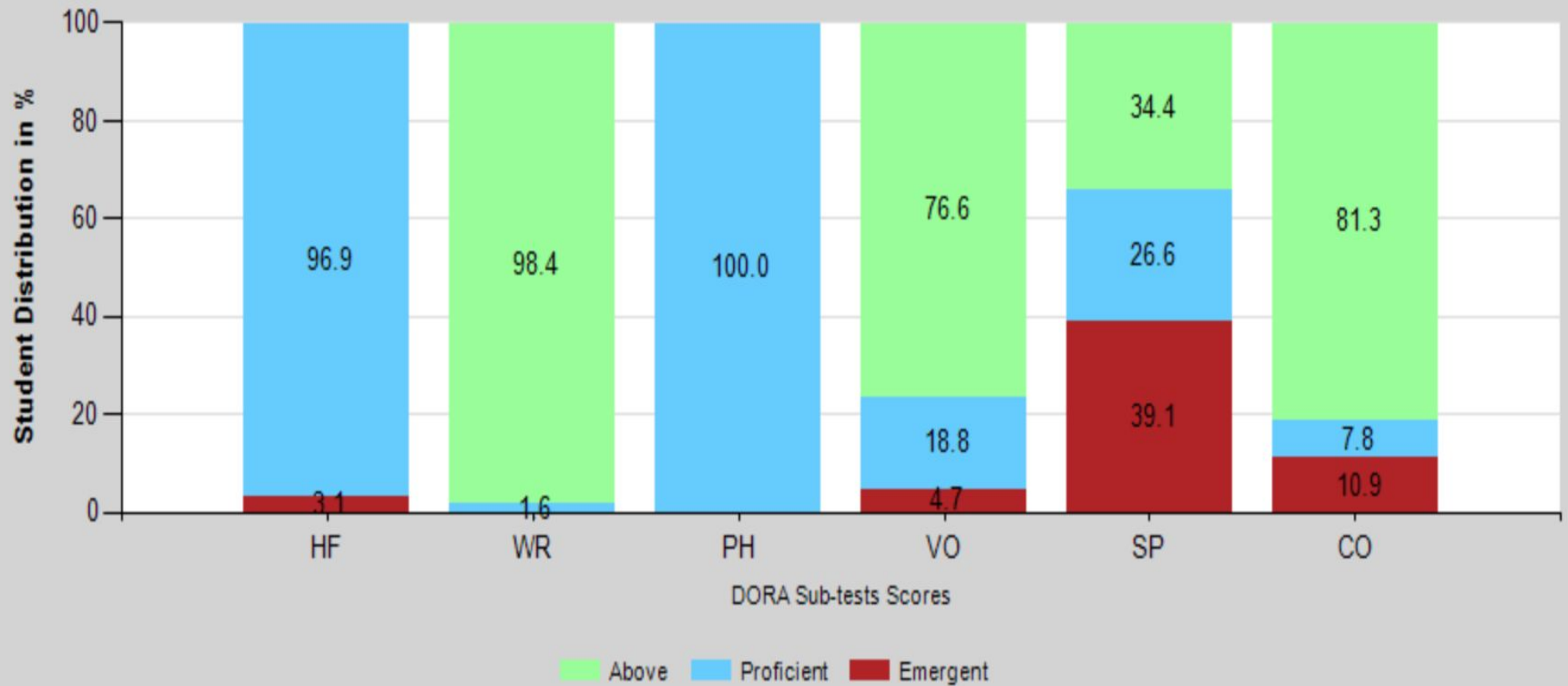


# PHASE 1: ANALYZE EVIDENCE

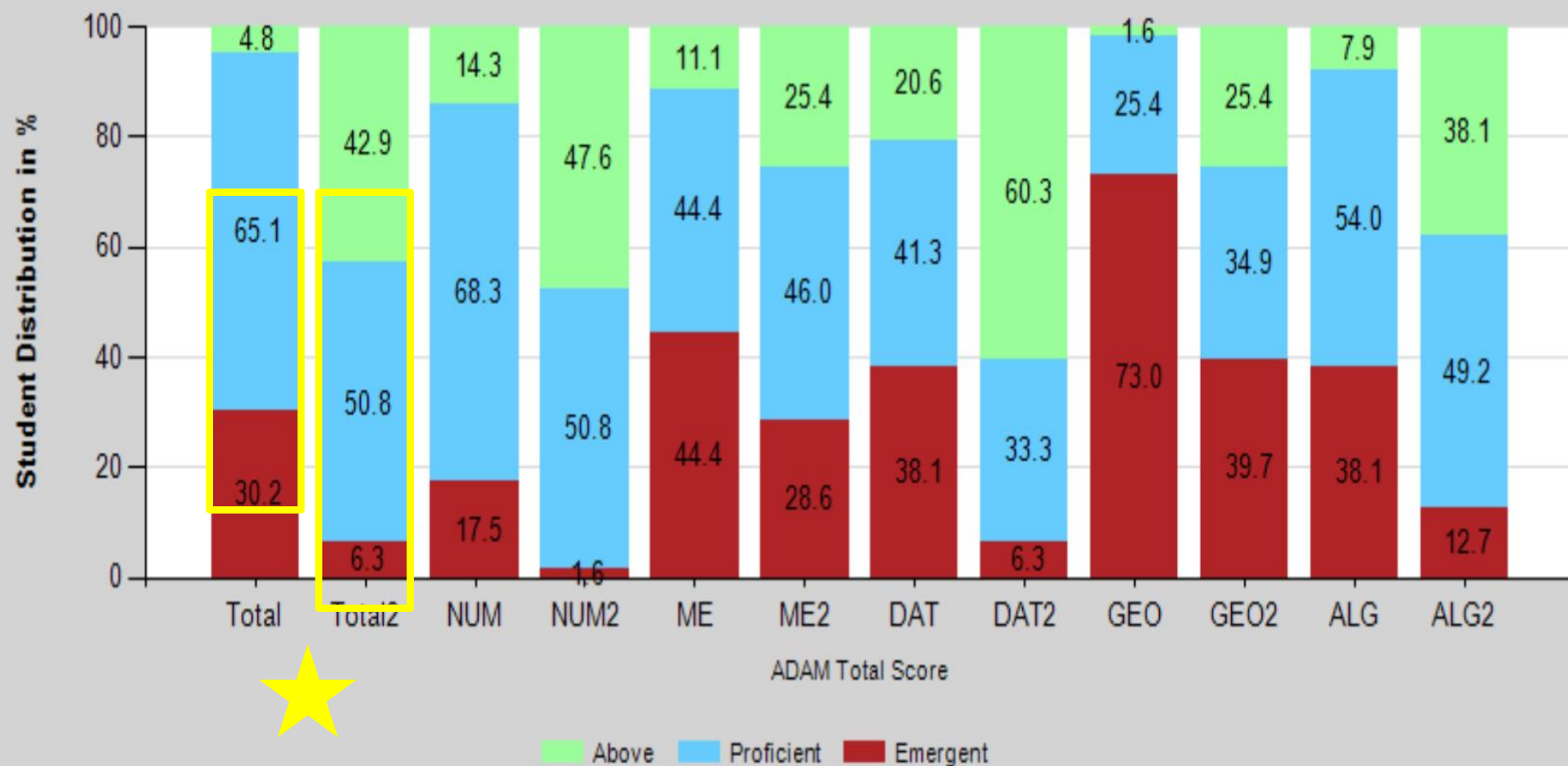
Student Distributions by Developmental Groups



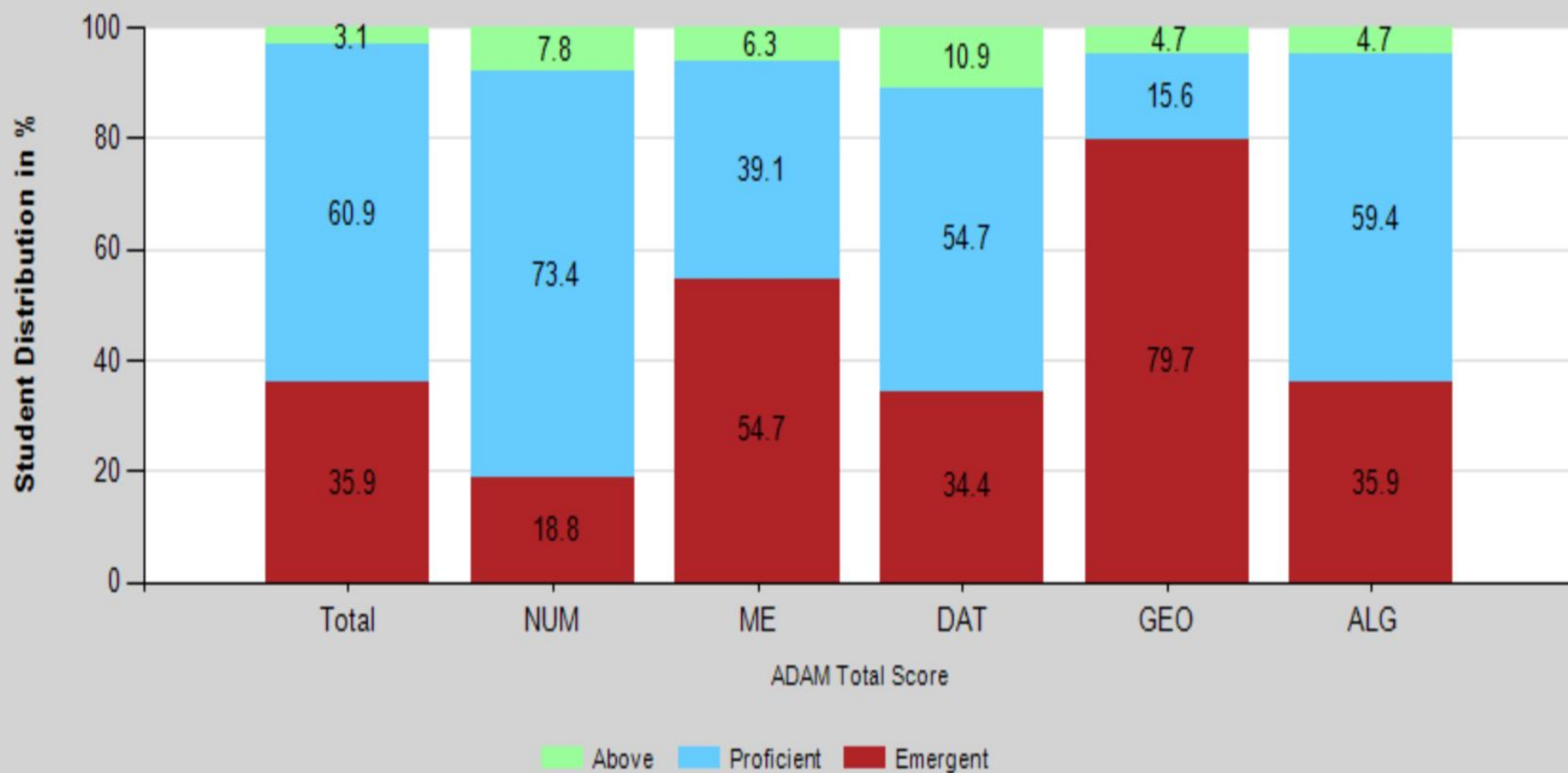
## Student Distributions by Developmental Groups



## Student Distributions by Developmental Groups



## Student Distributions by Developmental Groups



## PHASE 2: Provide Critical Thinking Skills

- develop higher-level thought
- allow for open-endedness, discovery, freedom of choice
- encourage intellectual peer interaction and proof of reasoning
- are varied in both kind and pacing



- Depth of Complexity Icons



# Phase 3: Implement and Support

- Flexible groupings
- We use prompts of depth and complexity and universal concepts.
- We use ICONS and concept based curriculum.
- We push in our instructional assistant in some Electives and PE classes to ensure equity and access for all students.
- We use teacher created assessments.
- We offer curriculum that meets our students at the appropriate level meeting Common Core State Standards



# Phase 4: Analyze Impact

- Grade level teams reflecting, analyzing, evaluating to determine next steps
- How to use prompts of depth and complexity and universal concepts for positive student outcomes.
- Looking at how we use our Instructional Assistant to ensure equity and access for all
- Continue to create and use teacher created assessments to support student's changing needs.

# Reflection and Learning

**Collective learning:** Differentiating instruction and providing choice to students inspire students to challenge themselves and they will go beyond.

**Learning as a leader:** I am learning I have talented and committed teachers who strongly believe in our vision and mission along with and how we implement the district ALPS plan.

**Your learning and leadership to accomplish the MVP:** All students district wide should have access to strong curriculum and instruction

**Barriers for students, families, staff, and you:** As a leader, one of the challenges I am trying to overcome is our need for after school child care. I am also active looking to see how we can grow our school. With an ever present waiting list, I am working with district staff, my faculty, and advisory committee to address what our growth needs are and how to best satisfy them. As the instructional leader for two schools, I am working to ensure that I am equally participating in the academic growth of both schools and their very different school cultures.

## What's Next for SRACS

- Continue to establish specific goals and outcomes for student learning.
- Work with our Advisory Committee on developing a 5-year Technology Plan and Individual Technology Goals.
- Focus on what do we want our students to be able to do with the technology we provide?



# Thank you.

