

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of April 9, 2025, starting at 6:00 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Executive Assistant at the Santa Rosa City Hall Council Chambers (100 Santa Rosa Ave, Santa Rosa, CA 95404) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la mesa directiva del distrito escolar Santa Rosa City Schools el 9 de abril de 2025 , a partir de las 6:00 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Ejecutiva en la Cámara del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed **one to three minutes** to address the Board on each agenda or non-agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Cada orador tendrá de **uno a tres minutos** para dirigirse a la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público sobre cada tema a 20 minutos. Con el consentimiento de la mesa directiva, la presidenta puede aumentar o disminuir el tiempo permitido para comentarios del público, dependiendo del tema y del número de personas que deseen comentar. La presidenta puede realizar una encuesta entre los oradores a favor o en contra de un tema en particular y puede solicitar que otras personas hablen sólo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80101 or mmartin@srcs.k12.ca.us.

To view future board meeting dates, click [HERE](#).

To view agendas and minutes from July 2016 - August 12, 2020, click [HERE](#).

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80101, mmartin@srcs.k12.ca.us.
To view recordings of past board meetings, click [HERE](#).

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.

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

Attendees

Voting Members

Sarah Jenkins, Board of Education Director
Stephanie Manieri, Board of Education Vice President
Nick Caston, Board of Education Director
Jeremy De La Torre, Board of Education Clerk
Mark Kirby, Board of Education Director

A. CALL TO ORDER (4:00 p.m.)

Vice President Manieri called the meeting to order at 4:02 pm.
President McNally was absent.
Trustee Medina was absent.

1. Public Comment on Closed Session Agenda

The following individuals addressed the Board during public comment on the Closed Session agenda:

- Natasha Deakins - Public Employee Discipline/Dismissal/Release
- Trevor Brady - Public Employee Discipline/Dismissal/Release
- Maddie Doyle - Public Employee Discipline/Dismissal/Release
- Darren Treinen - Public Employee Discipline/Dismissal/Release

B. RECESS TO CLOSED SESSION

Vice President Manieri stated the following items would be discussed during the Closed Session:

- Student Expulsions (Case No.: 2024/25-26)
- Public Employee Discipline/Dismissal/Release
- Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: Santa Rosa Teachers Association, CSEA Santa Rosa 75, Teamsters Union 665)
- Conference With Legal Counsel - Anticipated Litigation

- Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators)

The meeting recessed to Closed Session at 4:14 pm.

- 1. Student Expulsions (Case No.: 2024/25-26) [Ed. Code § 48918]**
- 2. Public Employee Discipline/Dismissal/Release [Gov. Code § 54957]**
- 3. Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS) ; name of organization: Santa Rosa Teachers Association, CSEA Santa Rosa 75, Teamsters Union 665) [Gov. Code § 54957.6]**
- 4. Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**
- 5. Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
- 6. Closed and Open Session Notes**

C. RECONVENE TO OPEN SESSION (6:00 p.m.)

Vice President Manieri reconvened the meeting for the Open Session at 6:04 pm. Student Board Member Zúñiga was present.

1. Pledge of Allegiance

Vice President Manieri led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Yessica Santana Peralta led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

There was no report of actions taken in the Closed Session.

4. Items Considered In Closed Session for Action In Open Session

The following item was considered in the Closed Session for action in the Open Session:

- Student Expulsion Case No. 2024/25-26

Motion Passed: Student Expulsion (Case No. 2024/25-26)

Motion made by: Jeremy De La Torre

Motion seconded by: Nick Caston

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes
Jeremy De La Torre - Yes
Mark Kirby - Yes

5. Statements of Abstention

There were no statements of abstention.

6. Adjustments to Agenda

Trustee Jenkins made the following adjustment to the agenda:

- Pull item G.6 - Approval of Contracts - Bond for further discussion

7. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (Luther Burbank Elementary School, Santa Rosa Middle School, Santa Rosa High School)

The following individuals were recognized during the special presentation for Student of the Month and Certificated/Classified Employees of the Month:

Luther Burbank Elementary School

- Margarita Macin Garcia, Student of the Month
- Maria Campos Ceja, Classified Employee of the Month
- Irene Gilchriese, Certificated Employee of the Month

Santa Rosa Middle School

- Bishal Wagle, Student of the Month
- Biplov Wagle, Student of the Month
- Tesfay Habtay, Classified Employee of the Month
- Eric Engh, Certificated Employee of the Month

Santa Rosa High School

- Rustin Prior-Hodenfield, Student of the Month
- Wendy Albarran, Classified Employee of the Month
- Justine Mendoza, Certificated Employee of the Month

D. REPORTS

1. California School Employee Association (CSEA) Santa Rosa 75 Report

President Mary Lehman gave a California School Employee Association (CSEA) Santa Rosa 75 report.

2. Santa Rosa Teachers Association (SRTA) Report

President Kathryn Howell gave a Santa Rosa Teachers Association (SRTA) report.

3. Superintendent Report

Superintendent Dr. Morales gave a report.

4. Board President Report

There was no Board President report.

5. Board Member Reports

The following Board members gave a report:

- Trustee Jenkins
- Trustee Caston
- Trustee Kirby

6. Student Board Member Report

Student Board Member Zúñiga gave a report.

7. Consolidation / Transition Report

The following individuals addressed the Board during the School Consolidation / Transition report:

- Dr. Morales, Superintendent
- Lisa August, Associate Superintendent
- Dr. Castro, Assistant Superintendent
- Dr. Zands, Assistant Superintendent
- Stacy Desideri, Executive Director
- John Fischer, Executive Director
- Alisa Haley, Executive Director
- Dr. LuzElena Perez, Executive Director
- James Hodgman, Public Information Officer

The following individuals addressed the Board during public comment on the Consolidation / Transition report:

- Jennifer Averbuck
- Damaris Cordero

Trustee De La Torre left the meeting at 7:56 pm.

E. PUBLIC COMMENT ON NON AGENDA AND CONSENT ITEMS

The following individuals addressed the Board during public comment:

- Martin Garcia - Nepotism
- Marla Tusa - Prop 28/ArtQuest
- Emily Turk - Concerns with leadership
- Leticia Contreras - Hypocrisy
- Ross Hause - Thankfulness and Gratitude
- Jill Jackson - Concerns with leadership
- Donna Gibson - School Counselors

- Christopher Haraszti - Transparency/Communication
- Jennifer Rodriguez - District Communication
- Cimberlee Case - Loss of programs and personnel
- Dale Batt - Safety and leadership
- Megan Covey - District Communication
- Tina Peretz - Removal of Superintendent
- Sierra Bradley - Removal of Superintendent
- Kara Myers - Concerns with leadership
- Isolde Geis - French Program
- Kris Ackerman - Charter enrollment / CCLA
- Colette A. Scafani - French Program
- Cynthia Coleman - French Program
- Maureen Cecil - French Program
- Margaret Buhn - Unified PE
- Maria Chaparro - Concerns with Child Nutrition Services
- Sarah Drlik - Concerns with District Office and Board
- Maritsa Ramirez - Prop 28
- Priscilla Dendrinis - Staff changes
- Will Lyon - Transition concerns

F. DISCUSSION / ACTION ITEMS

1. (Action) Resolution in Support of National Sexual Assault Awareness Month

The following individuals presented the Resolution in Support of National Sexual Assault Awareness Month to the Board:

- Stacy Desideri, Executive Director of Wellness and Engagement
- Eric Lofchie, Director of Mental Health and Community Schools Development

The presentation lasted 7 minutes.

There was an error in the resolution stating the incorrect date. The corrected resolution is attached to the meeting minutes.

Motion Passed with Amended Date on the Resolution: Resolution in Support of National Sexual Assault Awareness Month

Student Board Member Zúñiga preferential vote: Aye

Motion made by: Sarah Jenkins

Motion seconded by: Mark Kirby

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

2. (Discussion) Update on the Implementation of the EL Master Plan

The following individuals presented the Update on the Implementation of the EL Master Plan to the Board:

- Eduwiges Llamas, Director of Multilingual Services
- Dr. Roderick Castro, Assistant Superintendent of Ed Services

The presentation lasted 15 minutes.

The following individuals addressed the Board during public comment:

- Diane Gunderson
- Damaris Cordero

The Board's questions and comments lasted 27 minutes.

The Board's questions and comments lasted 26 minutes.

The most updated slide presentation will be attached to the meeting minutes in English and Spanish.

Student Board Member Zúñiga left the meeting at 9:28 pm.

3. (Discussion / Action) Delay of move from Lewis Early Learning Academy to Albert Biella ES to the 2026/27 School Year to Accommodate Bathroom and Other Facility Updates

The following individuals presented the Delay of move from Lewis Early Learning Academy to Albert Biella ES to the 2026/27 School Year to Accommodate Bathroom and Other Facility Updates to the Board:

- Lisa August, Associate Superintendent
- John Fischer, Executive Director of Special Services
- Erik Oden, Executive Director of Facilities

The presentation lasted 1 minute.

The Board's questions lasted 3 minutes.

Motion Passed: Delay of move from Lewis Early Learning Academy to Albert Biella ES to the 2026/27 School Year to Accommodate Bathroom and Other Facility Updates

Motion made by: Nick Caston

Motion seconded by: Sarah Jenkins

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

4. (Discussion) Review of Specialized Programs at SRCS High Schools

The following individuals presented the Review of Specialized Programs at SRCS High Schools to the Board:

- Dr. Castro, Assistant Superintendent of Ed Services
- Dr. Perez, Executive Director
- Debi Cardozo, Director
- Andrea Corriea, Principal
- Dr. Fong, Principal
- April Santos, Principal
- Amy Wiese, Principal
- Elizabeth Gordan-Stoll, Interim Principal
- Donna Garibaldi, Principal

The presentation lasted 12 minutes.

The Board's questions and comments lasted 26 minutes.

5. (Action) Resolution Celebrating Child Nutrition Services (CNS) Professionals week of 4/28/2025-5/2/2025

Ed Burke, Director of Child Nutrition Services, presented the Resolution Celebrating Child Nutrition Services (CNS) Professionals week of 4/28/2025-5/2/2025 to the Board.

The presentation lasted 2 minutes.

Motion Passed: Resolution Celebrating Child Nutrition Services (CNS) Professionals week of 4/28/2025-5/2/2025

Motion made by: Nick Caston

Motion seconded by: Sarah Jenkins

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

6. (Discussion) Update on Child Nutrition Services (CNS) Department

This item was tabled due to time constraints and will come back at a later date.

7. (Action) Approval of California School Employees Association, Chapter 75 24-25 #8 MOU regarding Classified Layoff Agreement

Dr. Vicki Zands, Assistant Superintendent of Human Resources, presented the Approval of California School Employees Association, Chapter 75 24-25 #8 MOU regarding Classified Layoff Agreement to the Board.

The presentation lasted one minute.

Motion Passed: Approval of California School Employees Association, Chapter 75 24-25 #8 MOU regarding Classified Layoff Agreement

Motion made by: Nick Caston

Motion seconded by: Sarah Jenkins

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

G. CONSENT ITEMS

Motion Passed: Consent Items G.1-G.5, G.7-G.8

Motion made by: Sarah Jenkins

Motion seconded by: Nick Caston

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

- 1. Approval of Absent Board Members**
- 2. Approval of Personnel Transactions**
- 3. Approval of Vendor Warrants**
- 4. Approval of Donations and Gifts**
- 5. Approval of Contracts**
- 6. Approval of Contracts - Bond**

Trustee Jenkins pulled Approval of Contracts (Bond) for further discussion.

Motion Passed: Approval of Contracts - Bond

Motion made by: Sarah Jenkins

Motion seconded by: Nick Caston

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

- 7. Approval of Moving Services Firms Pool**

8. Approval of Proctor Terrace Elementary School's Field Trip to Mendocino Woodlands

H. APPROVAL OF MINUTES

1. Approval of the Minutes of the Special Board Meeting Held on March 25, 2025

Motion Passed: Approval of the Minutes of the Special Board Meeting Held on March 25, 2025

Motion made by: Mark Kirby

Motion seconded by: Nick Caston

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

2. Approval of Minutes of the Regular Board Meeting Held On March 26, 2025

Motion Passed: Approval of Minutes of the Regular Board Meeting Held On March 26, 2025

Motion made by: Mark Kirby

Motion seconded by: Mark Kirby

Voting:

Sarah Jenkins - Yes

Stephanie Manieri - Yes

Nick Caston - Yes

Jeremy De La Torre - Not Present

Mark Kirby - Yes

I. BOARD MEMBER REQUESTS FOR INFORMATION

J. INFORMATION ITEMS

- 1. Future Board Discussion Items**
- 2. Educational Acronyms and Abbreviations**
- 3. School Site Parent Organization Written Updates (Santa Rosa Middle School, Santa Rosa High School)**
- 4. School Site Reports**
 - a. Luther Burbank Elementary School**
 - b. Santa Rosa Middle School**
 - c. Santa Rosa High School**

K. ADJOURNMENT

The meeting adjourned at 10:55 pm.

Clerk of Board

Date



Resolution No. 2024/25-103

Date: April 9, 2025

**RESOLUTION IN RECOGNITION OF CHILD NUTRITION SERVICES EMPLOYEES FOR
THE WEEK OF April 28 to May 2, 2025**

WHEREAS, April 28 through May 2, 2025, is recognized by the California Department of Education as School Nutrition Employee Week, which includes School Food Hero Day; and

WHEREAS, nutritious meals at schools are an essential part of every student's school day; and

WHEREAS, the staff of the Child Nutrition Services Department are committed to providing healthful, nutritious meals to the District's children; and

WHEREAS, the individuals who prepare and serve school meals help nurture our children through their daily interaction and support; and

WHEREAS, school nutrition employees are the unsung heroes of education who make sure students have full stomachs and have the fuel they need to concentrate on learning during the school day; and

WHEREAS, Santa Rosa City Schools Child Nutrition Services employees have served 4.4% more breakfasts and lunches compared to last year; and

WHEREAS, the Board of Education recognizes that students who eat breakfast and lunch regularly are more likely to graduate from high school; and

WHEREAS, the Board of Education recognizes the impact of free breakfast and lunch meals for all students have greatly improved students' equitable access to food in Santa Rosa;

THEREFORE, BE IT RESOLVED, that the Board of Education of Santa Rosa City Schools declares April 28 through May 2, 2025, as School Nutrition Employee Week and expresses its deep appreciation to these valuable employees and commends them on their dedication to the children of our community.

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 9th day of April, 2025.

A handwritten signature in black ink, appearing to read "Jeremy De La Torre".

Jeremy De La Torre, Clerk

April 9, 2025
Date



Resolution No. 2024/25-104

Date: April 9, 2025

EMBRACE • ENGAGE • EMPOWER

Resolution in Recognition of Sexual Assault Awareness Month

WHEREAS, sexual assault is illegal, a form of sex discrimination, and is a violation of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972; and

WHEREAS, research shows that of all victims under eighteen, two out of three are ages twelve to seventeen, representing sixty-six percent, with vast underreporting of these statistics also identified; and

WHEREAS, research shows that twenty percent or more of college-aged students report being victims of sexual harassment and sexual violence, much of which takes place among peers at educational institutions; and

WHEREAS, sexual violence or sexual harassment has devastating effects on students by negatively impacting their emotional and physical well-being, and can become a barrier to equal and free access to public education; and

WHEREAS, the viral “Me Too” movement on social media has helped demonstrate the widespread prevalence of sexual assault and harassment, especially in the workplace, while also bringing vital conversations about sexual violence into the mainstream; and

WHEREAS, free, confidential help is available to all victims and survivors of sexual assault through the Verity organization: by telephone at 707-545-7273; and online at <https://www.ourverity.org/>; and

WHEREAS, April has been declared National Sexual Assault Awareness Month by the National Sexual Violence Resource Center, as a means of educating the public on the actions and behaviors and their consequences that can deeply impact the well-being of our communities. NOW,

THEREFORE BE IT RESOLVED, that the Board of Trustees of the Santa Rosa City Schools District hereby proclaims April 2025 as “Sexual Assault Awareness Month,” and encourages all faculty, staff, and students to increase their knowledge of the many types of sexual violence and promote an environment of mutual respect and dignity in and outside of their campuses.

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 9th day of April, 2025.

Jeremy De La Torre, Clerk Date

April 9, 2025

Review of Specialized Programs at SRCS High Schools

April 9, 2025



Embrace · Engage · Empower

What is a Specialized Program?

All of our comprehensive high schools offer full access to a robust academic experience.

SRCS has historically offered innovative CTE programs, VAPA programs, world languages, advanced placement, and courses that follow a specialized philosophical pedagogy.

The goal of our presentation is to inform on the unique specialized programs and courses offered at our high schools.

Specialized Programs

School	Program	Coordinator and FTE	Student participation
SRHS	ArtQuest	.8	356
Piner	Early College Magnet	1.0	412
Piner	Grace Program	.2	65
Montgomery	IB	.6	633
Montgomery	AVID	.2	105
EAHS	University Center	.4	85

Career Technical Education Programs

Elsie Allen High School

- Agriculture
- Public Safety
- Public and Community Health
- Education (**New - Fall 2024**)

Maria Carrillo High School

- Automotive Technology
- Culinary Arts
- Sports Medicine

Montgomery High School

- Business
- Green Construction
- Design, Visual and Media Arts
- Patient Care (**New - Fall 2024**)

Piner High School

- Culinary Arts
- Geospatial Technology*
- Health Science and Biotechnology*
- Construction, Engineering, and Design

Ridgway High School

- Culinary Arts

Santa Rosa High School

- Agriculture
- Automotive Technology
- Construction
- Manufacturing

Santa Rosa Middle School

- College and Career Readiness Lab (CTE Wheel)

**District recognized CTE Program, not eligible for Federal/State CTE Grant funding due to teacher credential requirements.*

College and Career Access Pathways (CCAP)

Year 1
2024-2025

School Site	Fall Courses	Spring Courses
Elsie Allen HS	College Success (COUN 53)	Intro. to Career Development (COUN 6)



Year 2
2025-2026 (Pending)

School Site	Fall Courses	Spring Courses
Elsie Allen HS	Intro. to Health Careers (HLC 51)	College Success (COUN 53)
Maria Carrillo HS	Intro. to Kinesiology (KINES 1)	Intro. to Sports Medicine (KINES 4)
Montgomery HS	College Success (COUN 53)	Innovation (ESHP 101)
Santa Rosa HS	Beg. Floral Design (FLOR 83A)	Identification and Handling of Flowers, Foliages, and Plants (FLOR 116)
	Basic Drafting Skills (APTECH 45)	Intro. to Computer Aided Drafting (APTECH 46)

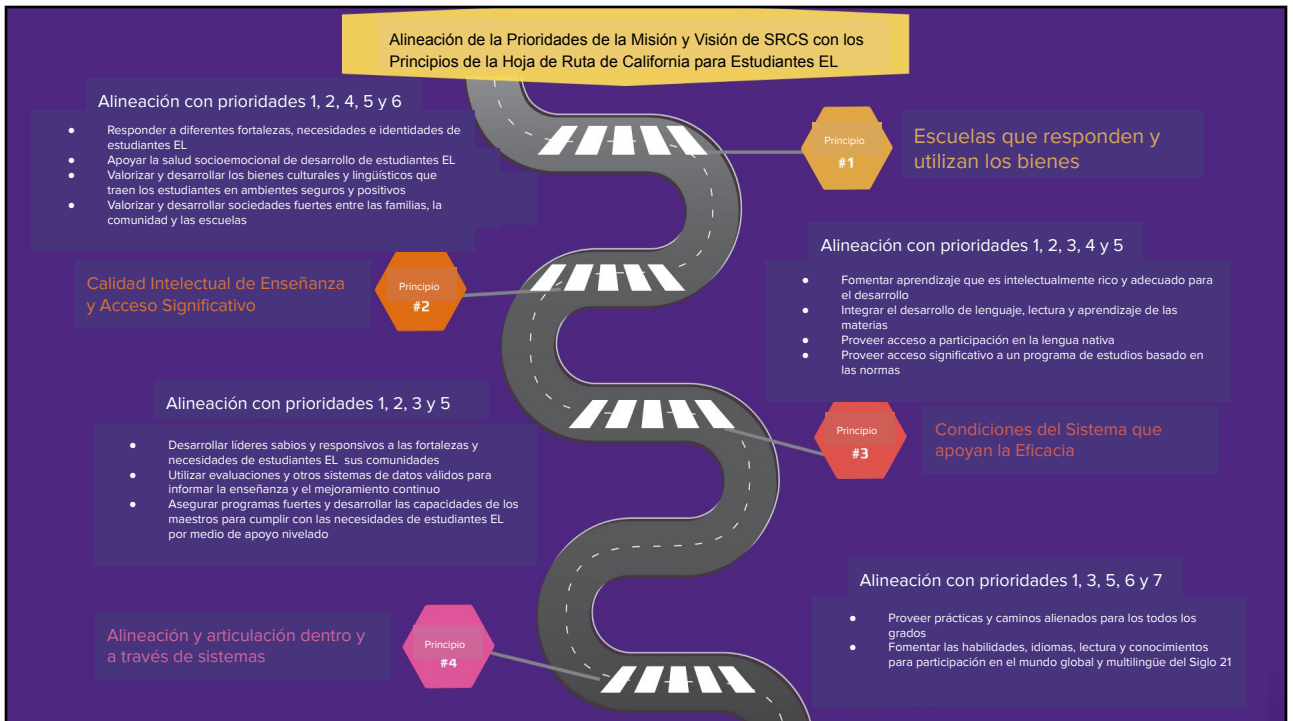


Questions??

Actualización del Plan Maestro para los Aprendices del Inglés

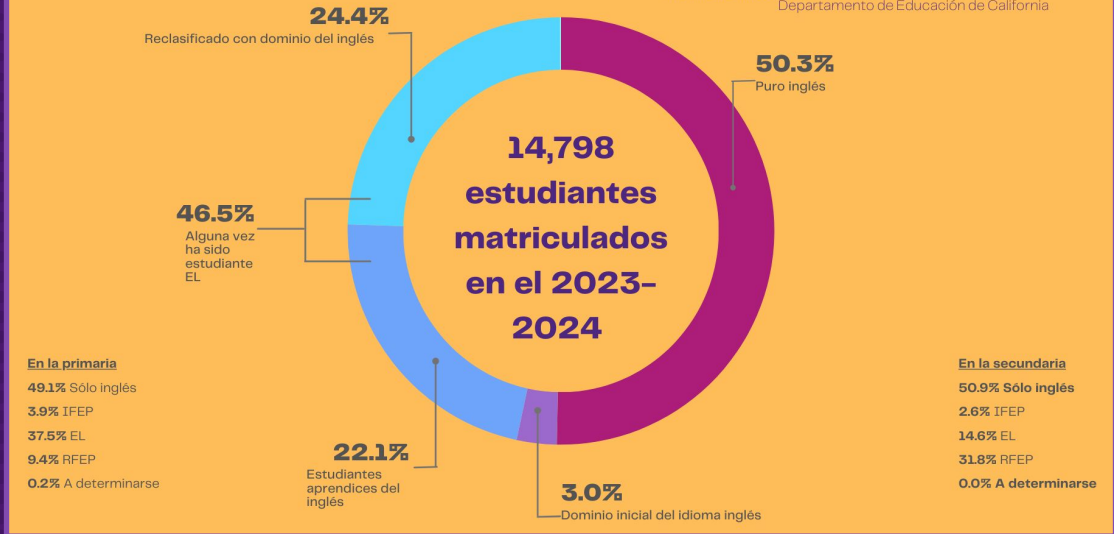
Santa Rosa City Schools
Abril de 2025

Abrazar ♦ Involucrar ♦ Empoderar



Casi la mitad de los estudiantes de SRCS hablan un idioma aparte del inglés.

Fuente de datos: Data Reporting Office; Departamento de Educación de California



Escuelas con una matrícula de estudiantes aprendices del inglés de al menos 15 %

Primaria	%
Abraham Lincoln	66.2%
Albert Biella	43.2%
Brook Hill	55.5%
Cesar Chavez Language Academy	40.4%
Helen Lehman	57.2%
Monroe	61.3%
Luther Burbank	59.2%
Proctor Terrace	16%
Steele Lane	59.8%

Secundaria	%
Elsie Allen	32.2%
Herbert Slater	21.6%
Hilliard Comstock	34.8%
Piner High	20%
Ridgway High	19.7%
Santa Rosa Middle	20.5%

*Los fondos asignados permitieron contar con 6 puestos de especialistas EL para apoyar a las 24 escuelas escolares durante los años escolares 23-24 y 24-25.

Desarrollo Integrado de la Lengua Inglesa

Todos los estudiantes de inglés deben recibir desarrollo
integrado del idioma inglés durante el día escolar.

Esta es una función de la educación general como parte de la instrucción básica de nivel 1.

[Código de Regulaciones de California, Título 5 \[5CCR\] Sección 11300 \[a\]](#)

Tipo de ELD	Hora	Enfoque educativo	Normas usados
ELD integrado	A lo largo del día, en todas las materias	Estudios del nivel de grado, presentado junto con la instrucción del idioma para respaldar el dominio de los estándares de las materias del grado.	Las materias del grado (enfoque principal) CA ELD Standards (en apoyo)
ELD designado	<p style="text-align: center;">Parte específica y protegida del día escolar.</p> <p>(30 minutos por día según el Plan Maestro para Estudiantes Aprendices del Inglés de SRCS)</p>	Instrucción en el idioma inglés, utilizando las Normas de ELD de CA para ayudar a adquirir las habilidades lingüísticas necesarias para acceder a los estudios del nivel de grado.	Las normas de ELD de CA (Leading) Las materias del grado (en apoyo)

2022-2023	2023-2024	2024-2025
Dr. Jeff Zwiars - aumentar la comunicación auténtica en cada aula	7-Pasos para un aula interactiva y rica en lenguaje	7-Pasos para un aula interactiva y rica en lenguaje
GLAD (Diseño de Adquisición Guiada del Lenguaje)	GLAD (Diseño de Adquisición Guiada del Lenguaje)	Monitorización de progreso por medio de Ellevation
Plataforma de <i>Ellevation</i>	Marco de alfabetización bilingüe C6	Marco de alfabetización bilingüe C6
Estrategias de <i>Ellevation</i>	Plataforma de <i>Ellevation</i>	Plataforma de <i>Ellevation</i>
Días de colaboración para cada grado en la primaria: ELD en práctica / preparación para ELPAC	Estrategias de <i>Ellevation</i>	Estrategias de <i>Ellevation</i>
Colaboraciones para estudiantes aprendices del inglés de primaria y secundaria	Días de colaboración para cada grado en la primaria: D-ELD por medio de unidades CCD	Días de colaboración para cada grado en la primaria: D-ELD por medio de unidades CCD, Apoyos de ELPAC, Ellevation
	Colaboraciones para estudiantes aprendices del inglés de primaria y secundaria	Colaboraciones para estudiantes aprendices del inglés de primaria y secundaria

Capacitación profesional

El Departamento de Servicios Multilingües de SRCS ha ofrecido una variedad de oportunidades de capacitación profesional a maestros y administradores para ayudar a fortalecer el ELD integrado y designado en SRCS.



CRITERIOS DE SALIDA PARA LA RECLASIFICACIÓN

Los estudiantes multilingües deben cumplir los cuatro criterios a continuación para ser elegibles para la reclasificación.

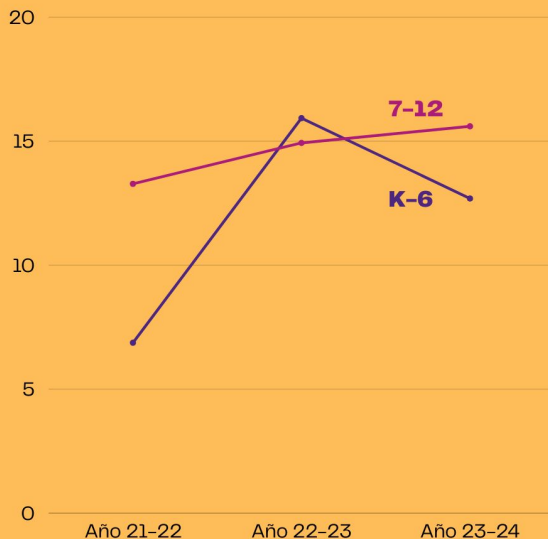


Los estudiantes son monitoreados académicamente durante cuatro años a partir de la fecha de reclasificación.

***OPTEL**: Protocolo de observación para profesores de estudiantes de inglés

Aprobado por la Mesa Directiva Estatal de Educación de California en noviembre de 2023 como protocolo estandarizado estatal para la reclasificación, Criterio 2 (evaluación docente de estudiantes aprendices de inglés [EL]) y Criterio 3 (opinión y consulta de los padres). El Departamento de Educación de California recomienda encarecidamente que las autoridades educativas locales (LEA) adopten el OPTEL para los procesos de reclasificación locales.

Porcentajes de reclasificación a lo largo de los años en los grados K-12 en SRCS



Primaria

12.7% (124)

de los estudiantes de grados K-6 fueron reclasificados en el año escolar 2023-2024

10% (171)

de los estudiantes de grados K-6 fueron reclasificados en el año escolar 2022-2023

6.9% (120)

de los estudiantes de grados K-6 fueron reclasificados en el año escolar 2021-2022

Secundaria

15.7% (361)

de los estudiantes de grados 7-12 fueron reclasificados en el año escolar 2023-2024

15% (240)

de los estudiantes de grados 7-12 fueron reclasificados en el año escolar 2022-2023

13.3% (169)

de los estudiantes de grados 7-12 fueron reclasificados en el año escolar 2021-2022

ELMP para el 24-25

- Desarrollo de Lecciones de Desarrollo del Idioma Inglés (ELD) Designado por medio del Diseño Curricular Colaborativo (CCD)
- Desarrollo del Alcance y la Secuencia del Programa de ELD Designado para Secundaria
- Reuniones trimestrales del Comité de Revisión de Adquisición del Lenguaje (LARC) en todas las escuelas
- Procedimiento de Monitoreo del Progreso implementado para grados TK-12 mediante la plataforma *Ellevation*
- Colaborativos de Primaria y Secundaria
- Desarrollo profesional enfocado en estrategias de enseñanza basadas en SDAIE (Instrucción Académica Especialmente Diseñada en Inglés)



Revisiones de los elementos del ELMP en el 2023-2024



SRCS - Plan Maestros para los Aprendices del Inglés

1. Alineación con la política estatal actual: [The California English Learner Roadmap](#)
2. Departamento de Servicios Bilingües
3. Correlación de los principios MVP de la mesa directiva de SRCS con la hoja de ruta EL
4. Actualizaciones de la terminología actual y la política estatal (por ejemplo, ELPAC en lugar de CELDT)
5. Proceso de admisión para recién llegados
6. Procedimientos de seguimiento del progreso de estudiantes EL según la recomendación de FPM
7. Plataforma ELlevation
8. Reclasificación alternativa para estudiantes de inglés con doble identificación
9. Concienciación sobre las necesidades de salud mental y bienestar
10. Directrices de traducción e interpretación
11. Desarrollo del personal clasificado
12. Capacitaciones para ELAC/DELAC
13. Comité de Revisión de Aceleración del Idioma (LARC) en cada sitio





Revisiones necesarias en el 2025-2026

- Desarrollo de cursos SDAIE aprobados con cursos A-G para ELD y las materias básicas
- Capacitación profesional continua priorizada para el personal y la administración
- Revisión de la dotación de personal identificada en el plan ELMP
- Revisión y modificación de los enlace en el plan
- Plan estratégico para abordar las necesidades de los estudiantes de inglés a largo plazo (LTEL)
- Proceso de bienvenida para recién llegados en todo el distrito escolar
- Trabajador social/especialista en salud mental para trabajar específicamente con estudiantes con trauma por desplazamiento y otras necesidades graves
- Recorridos de aprendizaje ELD integrados y designados como parte de las rondas de instrucción
- Procesos y procedimientos explícitos para el apoyo y los servicios de estudiantes con doble identificación
- Infografía sobre la responsabilidad colectiva de los estudiantes multilingües en SRCS



Collective Responsibility



El Plan Maestro para los Aprendices del Inglés de Santa Rosa City Schools es un plan maestro integral que une los muchos aspectos de aprendizaje, enseñanza, y apoyo para los aprendices del inglés. No se limita al Departamento de Servicios Bilingües sino a todos los departamentos, escuelas, servicios e individuos trabajan arduamente para cultivar un futuro exitoso para nuestros estudiantes.

English Learner
Master Plan



LAST REVISIONED
June 2022



¿Preguntas?

Plan Maestro para los Aprendices
del Inglés de SRCS



Apéndice
(Recursos)

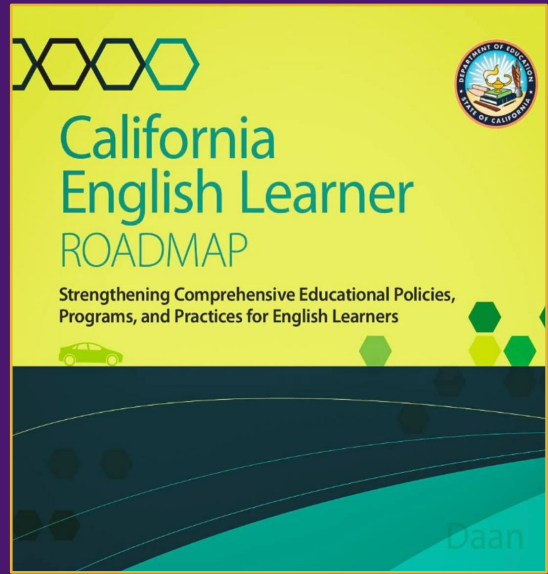


El 12 de julio de 2017, la Mesa Directiva Estatal de Educación de California aprobó por unanimidad la Política de la Mesa Directiva Estatal de Educación de la Hoja de Ruta para Estudiantes Aprendices del Inglés de California: Programas y Servicios Educativos para Estudiantes Aprendices del Inglés (Política de la Hoja de Ruta para estudiantes EL).

Esta política tiene como objetivo orientar a las agencias educativas locales (LEA) sobre cómo matricular, comprender y educar a la diversa población de estudiantes de inglés que asisten a las escuelas públicas de California.

La Hoja de Ruta para Estudiantes de Inglés de California: Fortalecimiento de Políticas, Programas y Prácticas Educativas Integrales para Estudiantes de Inglés (Hoja de Ruta para estudiantes EL de CA) se basa en la Política de la Hoja de Ruta para EL y proporciona orientación adicional sobre la educación de los estudiantes de inglés. La Hoja de Ruta para estudiantes EL de CA apoya a las agencias LEA en la implementación de la Política de la Hoja de Ruta para estudiantes EL.

<https://www.cde.ca.gov/sp/ml/roadmap.asp>



Tipología	Breve descripción
Aprendices del inglés que avanzan típicamente	Estudiantes de inglés que están en proceso de adquirir inglés y tienen otro idioma como lengua principal.
Estudiantes de inglés a largo plazo (LTEL)	Estudiantes de inglés (EL) de grados 6-12 que han cursado seis años completos en escuelas estadounidenses (es decir, que ahora comienzan su séptimo año o más) sin cumplir los criterios de reclasificación. Llevan dos o más años en el nivel intermedio de inglés y tienen dificultades para aprender las materias. Su nivel oral es bastante fluido.
En riesgo de ser estudiante LTEL	EL con 4 a 5.9 años de estudios en EE. UU. que no están progresando como se esperaba en cuanto al dominio del inglés y en los estudios académicos.
Estudiantes EL doble identificados	Estudiantes de inglés (EL) identificados como estudiantes de inglés como estudiantes con una discapacidad. Legal y pedagógicamente, necesitan ambos servicios.
Recién llegados	Estudiantes de inglés (EL) que llevan menos de tres años matriculados en escuelas estadounidenses. Los recién llegados pueden llegar con altos niveles de educación formal o ser estudiantes con educación formal limitada o interrumpida (SLIFE).
Reclasificado con dominio del inglés (RFEF)	Estudiantes de inglés que han cumplido con los criterios estatales para demostrar dominio del inglés. Deben ser supervisados durante cuatro años después de la reclasificación para asegurar su éxito continuo.



Tipologías de estudiantes de inglés

Capítulo 2 de ELMP, páginas 8-10



Consideraciones adicionales para nuestros estudiantes de inglés recién llegados

Capítulo 2 de ELMP, páginas 8-10

- Los estudiantes de inglés recién llegados podrían estar experimentando un trauma.
- Los estudiantes recién llegados de secundaria podrían ser menores no acompañados.
- Los estudiantes recién llegados podrían haber tenido una educación formal interrumpida o limitada (SLIFE).
- Los estudiantes recién llegados y sus familias necesitan orientación sobre el funcionamiento de las escuelas estadounidenses.
- Si las clases no se imparten en el idioma materno del estudiante, necesitarán instrucción SDAIE.



Requisitos Legales

- Todos los maestros de California que enseñan a los aprendices del inglés deben tener el título CLAD - Desarrollo Lingüístico Académico y Transcultural
- Al completar el proceso de inscripción, se debe completar una Encuesta sobre el Idioma en el Hogar (HLS) para cada estudiante. Se usa la encuesta para identificar a los estudiantes que tomarán la prueba.
- Si la prueba HLS reporta cualquier idioma para del inglés para las 3 primeras preguntas, el estudiante tomará la prueba ELPAC dentro de 30 días de calendario.
- Los resultados de la prueba ELPAC se usan para determinar el estado del estudiante como aprendiz del inglés y la colocación en servicios para estudiantes EL.





Más requisitos legales

- Se debe avisar al padre de familia o tutor legal dentro de los 30 días después de la inscripción del estudiante sobre el estado del estudiante como un aprendiz del inglés y su colocación en servicios.
- El padre o tutor legal tiene el derecho de excluir a un estudiante de un programa o servicios, pero no tiene el derecho de excluir al estudiante de tomar la prueba ELPAC
- Los padres o tutores legales pudieran desear corregir sus respuestas iniciales a la Encuesta sobre los Idiomas Hablados en el Hogar. Por ejemplo para cambiar todas las respuestas a "inglés". Es su derecho hacer este cambio. Si hacen este cambio antes de la fecha de la prueba, el niño no tomará la prueba. Si hacen este cambio después de la fecha de la prueba, pero los resultados de la prueba muestra que está al nivel de un aprendiz del inglés, el estudiante todavía será clasificado como aprendiz del inglés, a pesar de las respuestas en la encuesta de idiomas.

¿Qué es SDAIE?

SDAIE (Instrucción académica especialmente diseñada en inglés) es una técnica de instrucción que proporciona los estudios del nivel de grado, pero utiliza andamiajes para hacer que la instrucción académica sea más comprensible:

- Formación previa (por ejemplo, los estudiantes de fuera de los EE. UU. pueden no tener los mismos conocimientos de historia de los EE. UU. que otros)
- Ilustraciones y elementos visuales y el uso de organizadores gráficos para apoyar los estudios.
- Leer o escuchar un resumen en su idioma principal antes de que se imparta la lección en inglés.
- Repaso familiar del vocabulario para prepararse para la lección mediante la identificación de terminología académica potencialmente desconocida, así como palabras con múltiples significados que los estudiantes pueden encontrar confusas (por ejemplo, para matemáticas en inglés, "table" no es un mueble).
- Manipulativos y prácticos: demostraciones, uso de accesorios, construcción de modelos
- Usar gestos, lenguaje corporal y un ritmo de habla más lento para facilitar la comprensión.
- Interacción planificada: grupos cooperativos y debates que utilizan marcos de oraciones para proporcionar práctica del habla en lugar de un modelo de conferencias.

English Learner Master Plan Update

Actualización del Plan Maestro de Aprendices de Inglés

Santa Rosa City Schools
April/Abril de 2025

Embrace ♦ Engage ♦ Empower
Abrazar ♦ Involucrar ♦ Empoderar



Alignment of SRCS Mission & Vision Priorities to the California EL Roadmap Principles

Alignment to MVPs 1, 2, 4, 5, 6

- Respond to different EL strengths, needs, & identities
- Support the socio-emotional health & development of ELs
- Value & build upon the cultural & linguistic assets students bring in safe, affirming climates
- Value & build strong family, community, & school partnerships

Intellectual Quality of Instruction & Meaningful Access

Principle #2

Alignment to MVPs 1, 2, 3, 5

- Develop leaders who are knowledgeable & responsive to the strengths & needs of ELs & their communities
- Utilize valid assessment & other data systems to inform instruction & continuous improvement
- Ensure strong programs & build capacity of teachers to the meet needs of ELs through tiered support

Alignment & Articulation Within & Across Systems

Principle #4

Principle #1

Assets-Oriented & Needs-Responsive Schools

Alignment to MVPs 1, 2, 3, 4, 5

- Foster intellectually rich, developmentally appropriate learning
- Integrate language development, literacy, & content learning
- Provide access for participation through native language
- Support meaningful access to full standards-based curriculum

Principle #3

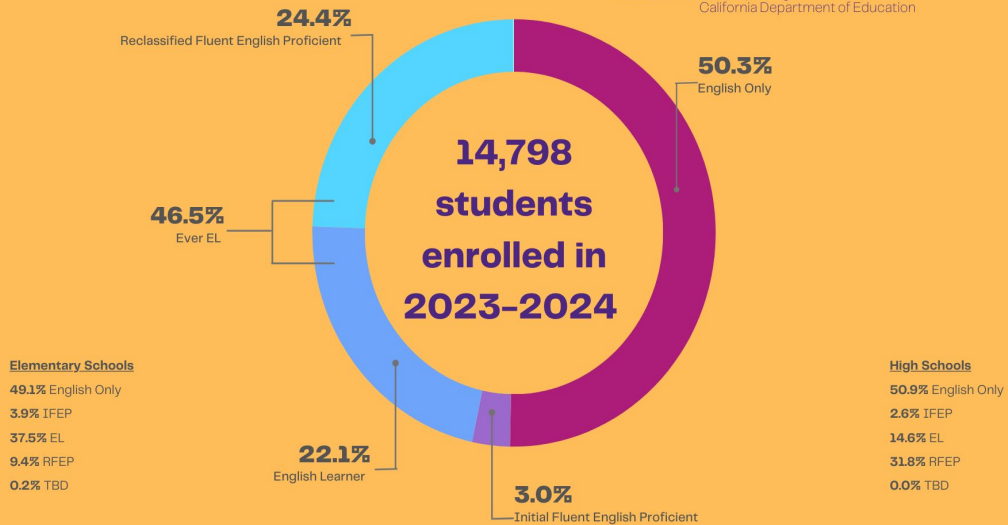
System Conditions that Support Effectiveness

Alignment to MVPs 1, 3, 5, 6, 7

- Provide aligned set of practices & pathways across grade levels
- Foster skills, language(s), literacy, and knowledge for participation in a global, diverse, multilingual 21st century world

Nearly half of SRCS students speak a language other than English.

Data Source: Data Reporting Office; California Department of Education



Sites with English Learner enrollment at 15% or above

Elementary	%
Abraham Lincoln	66.2%
Albert Biella	43.2%
Brook Hill	55.5%
Cesar Chavez Language Academy	40.4%
Helen Lehman	57.2%
Monroe	61.3%
Luther Burbank	59.2%
Proctor Terrace	16%
Steele Lane	59.8%

Secondary	%
Elsie Allen	32.2%
Herbert Slater	21.6%
Hilliard Comstock	34.8%
Piner High	20%
Ridgway High	19.7%
Santa Rosa Middle	20.5%

*Funding allocated allowed for 6 EL Specialists positions to support all 24 school sites for the 23-24 and 24-25 school years.

Comprehensive English Language Development

All English Language Learners are required to receive
Comprehensive English Language Development throughout the day.
This is a function of general education as a part of Tier 1, Core Instruction.

[California Code of Regulations, Title 5 \[5CCR\] Section 11300 \[a\]](#)

Type of ELD	Timing	Instructional Focus	Standards Used
Integrated ELD	Throughout the day, in all content areas	Grade level content, presented, in tandem, with language instruction to support mastery of grade level content standards.	Grade Level Content (Leading) CA ELD Standards (Supporting)
Designated ELD	<p style="text-align: center;">Specific, protected portion of the school day.</p> <p style="text-align: center;">(30 minutes per day per SRCS English Learner Master Plan)</p>	Language instruction, using the CA ELD Standards in order to assist in attaining the language skills needed to access grade level content.	CA ELD Standards (Leading) Grade Level Content (Supporting)

2022-2023	2023-2024	2024-2025
Dr. Jeff Zwiers Increasing Authentic Communication in Every Classroom	7-Steps to a Language Rich, Interactive Classroom	7-Steps to a Language Rich, Interactive Classroom
GLAD (Guided Language Acquisition Design)	GLAD (Guided Language Acquisition Design)	Ellevation Progress Monitoring
Ellevation Platform	C6 Biliteracy Framework	C6 Biliteracy Framework
Ellevation Strategies	Ellevation Platform	Ellevation Platform
Elementary Grade Level Release Days: ELD In Practice/ELPAC Prep	Ellevation Strategies	Ellevation Strategies
Elementary and Secondary English Learner Collaboratives	Elementary Grade Level Release Days: D-ELD through CCD Units	Elementary Grade Level Release Days: D-ELD through CCD Units, ELPAC Supports, Ellevation
	Elementary and Secondary English Learner Collaboratives	Elementary and Secondary English Learner Collaboratives

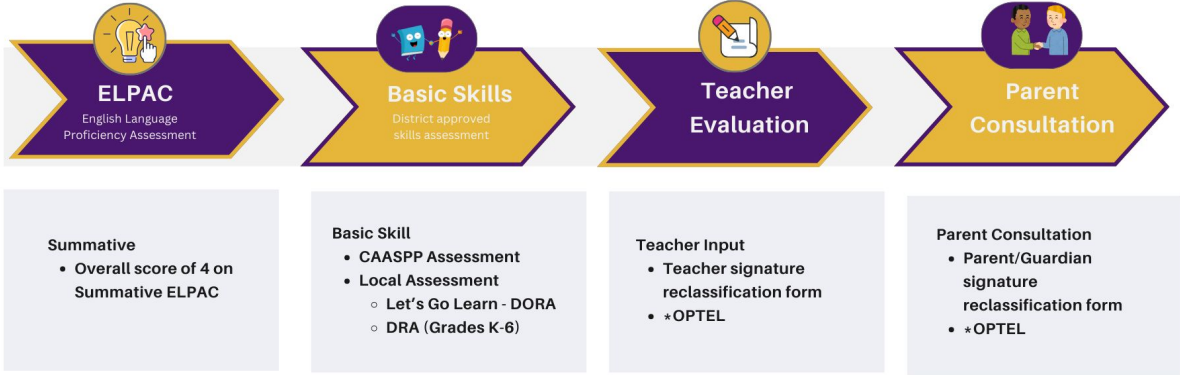
Professional Development

The SRCS Multilingual Services Department has offered a variety of professional development opportunities to teachers and administrators to help strengthen Integrated and Designated ELD across SRCS.



RECLASSIFICATION EXIT CRITERIA

Multilingual students must meet the four criteria below to qualify for reclassification.

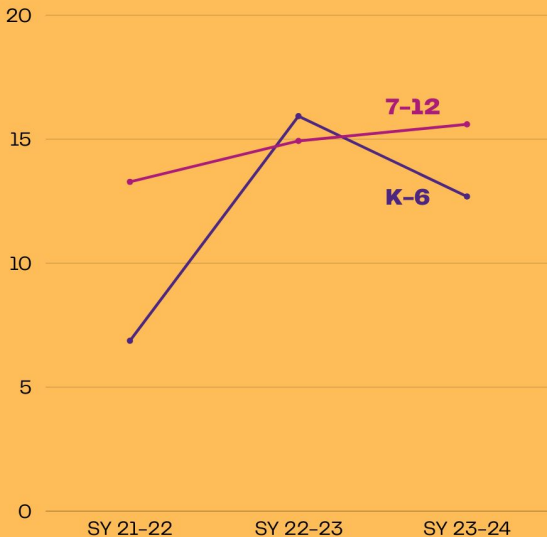


Students are monitored academically for four years from the date of reclassification.

***OPTEL**: Observation Protocol for Teachers of English Learners

Approved by the CA State Board of Ed in November 2023 as the statewide standardized protocol for reclassification Criterion 2 (teacher evaluation of English learner [EL] students) and Criterion 3 (parent opinion and consultation). The California Department of Education strongly recommends LEAs transition to the OPTEL for local reclassification processes.

Reclassification Percentages over the years in SRCS grades K-12



Elementary

12.7% (124)

students grades K-6 were reclassified in school year 2023-2024

10% (171)

students grades K-6 were reclassified in school year 2022-2023

6.9% (120)

students grades K-6 were reclassified in school year 2021-2022

Secondary

15.7% (361)

students grades 7-12 were reclassified in school year 2023-2024

15% (240)

students grades 7-12 were reclassified in school year 2022-2023

13.3% (169)

students grades 7-12 were reclassified in school year 2021-2022

ELMP 24-25

- Development of Collaborative Curriculum Design (CCD) Designated ELD Lessons
- Development of Scope and Sequence of Secondary Designated ELD Curriculum
- Quarterly LARC (Language Acquisition Review Committee) meetings at all sites
- Progress Monitoring procedure implemented K-12 using the Ellevation platform
- Elementary and Secondary Collaboratives
- Professional development focusing on SDAIE (Specially Designed Academic Instruction in English) based teaching strategies



At a Glance - Revisions Completed in the ELMP 2023 - 2024



[SRCS English Learner Master Plan](#)

1. Alignment to current state policy, [The California English Learner Roadmap](#)
2. Multilingual Services Department
3. Correlation of SRCS Board MVPs to the EL Roadmap
4. Updates to current terminology and state policy (e.g. ELPAC rather than CELDT)
5. Newcomer intake process
6. EL progress monitoring procedures per FPM recommendation
7. ELlevation platform
8. Alternate Reclassification for Dually Identified English Learners
9. Awareness of Mental Health and Wellness Needs
10. Translation and Interpretation Guidelines
11. Classified Staff Development
12. ELAC/DELAC Trainings
13. Language Acceleration Review Committee (LARC) at each site





Revisions Needed in 2025-2026

- Development of a-g approved SDAIE courses for ELD and for content areas
- Prioritized On-going Professional Development for Staff and Administration
- Revise staffing identified in the ELMP
- Review and revise hyperlinks in plan
- Strategic plan to address the needs of Long Term English Learners (LTELs)
- Districtwide Newcomer Welcoming Process
- Social Worker/Mental Health Specialist to work specifically with students with displacement trauma and other serious needs
- Integrated and Designated ELD Learning Walks as part of Instructional Rounds
- Explicit processes and procedures for support and services of Dually Identified students
- Infographic on Collective Responsibility of Multilingual Learners in SRCS



Collective Responsibility



Santa Rosa City Schools English Learner Master Plan is an overarching master plan that brings together all the many aspects of learning, teaching, and supporting our English Learners. It is not limited to the Department of Multilingual Services but applies to all departments, sites, services, and individuals who dedicate their work to cultivating a successful future for our students.

English Learner Master Plan



LAST REVISED
June 2022



Questions?

[SRCS English Learner Master Plan](#)



Appendix (Resources)

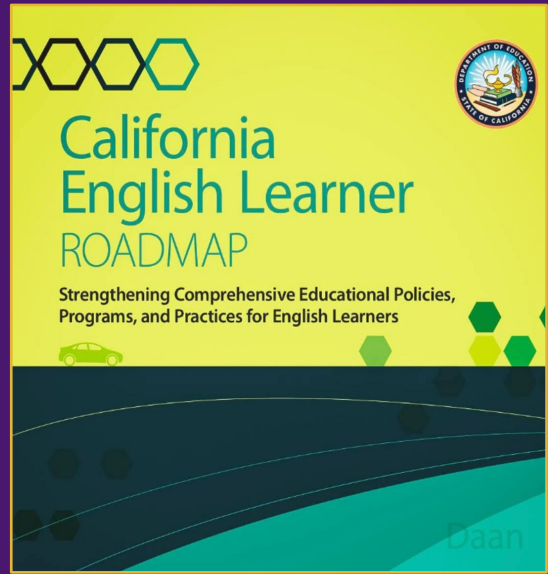


The California State Board of Education unanimously approved the California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners (EL Roadmap Policy) on July 12, 2017.

This policy is intended to provide guidance to local educational agencies (LEAs) on welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools.

The *California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs, and Practices for English Learners (CA EL Roadmap)* builds on the EL Roadmap Policy and provides further guidance on educating English learners. The *CA EL Roadmap* supports LEAs as they implement the EL Roadmap Policy.

<https://www.cde.ca.gov/sp/ml/roadmap.asp>



Typology	Brief Description
ELs who are normatively progressing	English Learners who are in the process of acquiring English and have another language as their primary language.
Long Term English Learners (LTELs)	ELs in 6 th through 12 th grade who have completed six full years in U.S. schools (i.e., now beginning their seventh year and beyond) without meeting the criteria for reclassification. They have 2 or more years at the Intermediate level of English proficiency and struggling with content area learning. Orally quite fluent.
At-Risk-of-Becoming LTEL	ELs with 4 to 5.9 years of schooling in the U.S. who are not progressing as expected in English proficiency and academic studies.
Dually Identified ELs	ELs who have been identified as both English Learners and students with disabilities. They are legally and pedagogically in need of both services.
Newcomers	ELs who have been enrolled in U.S. schools for less than three years. Newcomers may arrive with high levels of formal education, or may be SLIFE, Students with Limited or Interrupted Formal Education.
Reclassified Fluent English Proficient (RFEP)	ELs who have met the state-set criteria to demonstrate proficiency in English. They must be monitored for four years after reclassification to assure continued success.



Typologies of English Learners

ELMP Chapter 2, pages 8-10



Additional Considerations for Our Newcomer English Learners

ELMP Chapter 2, pages 8-10

- Newcomer English Learners may be experiencing trauma
- Secondary-level Newcomers may be unaccompanied minors
- Newcomers students may have interrupted or limited formal education (SLIFE)
- Newcomers and their families need orientation to how U.S. schools operate
- If classes are not taught in the student's primary language, they need SDAIE instruction



Legal Requirements



- All teachers in CA teaching English Learners must have CLAD certification – Cross cultural, Language, and Academic Development
- Upon enrollment, a Home Language Survey (HLS) must be completed for all enrollees. It serves as a screener to determine who is then tested.
- If a language other than English is indicated on the first 3 questions on the HLS, the student is tested on the initial ELPAC within 30 days of enrollment.
- The results of the ELPAC test will determine the student's EL status and placement in EL services.

Legal Requirements (continued)



- The parent or guardian must be notified within 30 days of enrollment of the student's EL status and placement in services.
- Parent or guardian has the right to opt the student out of a program or services, but does not have the right to opt the student out of testing on the ELPAC.
- Parents or guardians may want to make a correction to their initial responses to the Home Language Survey. For example, to change all the answers to 'English'. They have the right to do so. If they make the change before the child is tested, they will not be tested. If the change is made after the child was tested, but the test results show the student scored in English Learner status, the student will continue as an EL despite the change to the HLS.

What is SDAIE?

SDAIE (Specially Designed Academic Instruction in English) is an instructional technique that provides the same grade-level content but uses scaffolds to make academic instruction more comprehensible:

- Background building (e.g. students from outside the U.S. may not have the US History background that others bring)
- Illustrations and visuals and the use of graphic organizers to support the content
- Read or listen to a summary in their primary language before the lesson is delivered in English
- Vocabulary previews to prepare to teach the lesson by identifying potentially unfamiliar academic terminology as well as multiple-meaning words that students may find confusing. (e.g. in Math, a table is not furniture)
- Manipulatives and Hands-on – demonstrations, using props, building models
- Use gestures, body language, and slowed pace of speech to aid comprehension
- Planned interaction – cooperative groups, and discussions using sentence frames to provide language speaking practice rather than a lecture model.