

Resolution for May as Asian American and Pacific Islander Heritage Month

WHEREAS, May marks the celebration of Asian American and Pacific Islanders in the US, and we take this time to honor our rich history, cultural diversity, achievements, and contributions; and

WHEREAS, Asian Americans and Pacific Islanders play a significant role in the creation of a dynamic and pluralistic American society with 32 Asian ethnic groups and 77 Asian languages in California who contribute to the development and richness of this country; and

WHEREAS, Asian American and Pacific Islanders are one of the fastest growing racial/ethnic minority groups in the US, with California being home to the largest Asian American population and second largest Native Hawaiian and Pacific Islander population; and

WHEREAS, in Santa Rosa, the AAPI community makes up 5.2% of Santa Rosa's population today and 5.3% of SRCS students; and

WHEREAS, AAPI activists persevered throughout the historically challenging times, including Lee Yick, who won a Supreme Court case that ensured that all people, citizens and noncitizens, had equal protection under the law in 1898; Mabel Ping-Hua Lee, who campaigned for women's suffrage in 1912; Larry Itliong and Phillip Vera Cruz who led the lengthy Filipino labor movement; Fred Korematsu, who refused to comply with Executive Order 9066 during WWII; Kiyoshi Kuromiya lifelong activist who was born in the Heart Mountain Wyoming internment camp in 1943; civil right figures Yuri Kochiyama and Grace Lee Boggs; instrumental AAPI architects, authors tech founders, politicians, athletes, and scientists as well as today's front line essential workers; and the historic milestone of the inauguration of the first U.S. South Asian-African American woman, Vice-President Harris; and

WHEREAS, the continued resiliency and determination of AAPIs prevails today in the face of systemic barriers to economic justice, health equity, and surging rates of anti-Asian harassment, scapegoating, exclusion, and violence that reflect centuries of anti-Asian xenophobia; and


WHEREAS, education is key to teaching how AAPIs experience life and race in America and to honor the diversity of the cultures, history, and richness that enhance the fabric of this country, including the young activists across the Pacific today who are using traditional ecological practices to combat threats to the ocean resources their communities have protected and thrived on for thousands of years; and

WHEREAS, we are accountable for creating inclusive and adept educational environments so AAPI students are safe from bias-based assumptions that deny their diverse and unique expression of self;

NOW, THEREFORE, BE IT RESOLVED that the Santa Rosa City Schools District Board of Trustees proclaims the month of May 2025 as Asian American and Pacific Islander Heritage Month and encourages all District schools to observe this occasion with appropriate instructional activities.

PASSED AND ADOPTED by the Board of Education of Santa Rosa City Schools on this 23rd day of April 2025 by the following vote:

AYES: 6 NOES: 0 ABSENT: 1 ABSTAIN: 0

	4-23-25
Jeremy De La Torre, Clerk of the Board	Date



Resolution No. 2024/25-106

Date: April 23, 2025

Resolution Recognizing Classified School Employee Week (May 18-24 2025)

WHEREAS, the third full week in May has traditionally been designated as Classified School Employees' Week in California by the California School Employees Association and the California State Legislature.

WHEREAS, education is the most vital activity we as a society undertake to ensure the well-being of the nation; and

WHEREAS, Classified School Employees provide valuable services to the schools and students of the Santa Rosa City Schools; and

WHEREAS, Classified School Employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, Classified School Employees play a vital role in providing for the welfare and safety of students; and

WHEREAS, Classified School Employees strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED that the Santa Rosa City Schools Board of Education expresses its gratitude and commends all classified employees for their services and joins the California State Legislature in designating the week of May 18-24, 2025 as "Classified School Employee Week."

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 23rd day of April, 2025

Jeremy De La Torre, Clerk, Board of Education

4-23-25

Date



Resolution No. 2024/25-107

Date: April 23, 2025

Resolution Recognizing Teacher Appreciation Week (May 5-9 2025)

WHEREAS, the goal of Teacher Appreciation Week is to raise national and local awareness of teaching excellence in building a better society; and

WHEREAS, education is a grand and powerful profession, worthy to be honored and respected; and

WHEREAS, excellence in education begins in the classrooms of our nation's schools. SRCS teachers are among the professional educators who are charged with the responsibility of helping to shape the destiny of our country by training and guiding our children, youth and adults; and

WHEREAS, SRCS teachers are and will continue to be a dynamic force in the educational process. They have demonstrated, through their sense of purpose and dedication to their profession, that they are a major source of inspiration to our students; and

WHEREAS, SRCS teachers have consistently documented their professional competence and commitment to students through their willingness to give of their time, energy, talents and ideas. They are to be praised for the progress our students are making; and

WHEREAS, SRCS teachers should be deeply respected and highly recognized for the contributions they have made to our county, our state, and our nation; and

WHEREAS, SRCS teachers encounter students of widely differing backgrounds and support them all equitably, with compassion; and

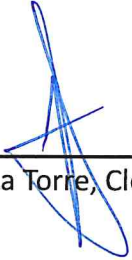
WHEREAS, SRCS teachers are responsible for educating and encouraging students to become the next generation of inventors, entrepreneurs, public officials, first responders, professionals, and service providers so that our community continues to grow and flourish; and

WHEREAS, SRCS teachers help build the country's future by providing quality education to all students; and

WHEREAS, SCRS teachers, counselors, nurses, librarians, psychologists and speech and language pathologists and other certificated staff continue to contribute to the well-being of our local community and the entire state; and

NOW, THEREFORE, BE IT RESOLVED that the Santa Rosa City Schools Board of Education recognizes May 5-9, 2025, as Teacher Appreciation Week and urges all schools, centers, departments, parents, businesses, governmental and community agencies and the entire community to participate in the celebration of the significant role teachers play in shaping the lives of our students and the future of our great nation.

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 23rd day of April, 2025



Jeremy De La Torre, Clerk, Board of Education

4-23-25
Date



Resolution No. 2024/25-108
Date: April 23, 2025

Resolution Recognizing Guest Teacher Appreciation in May 2025

WHEREAS, guest teachers (formerly substitute teachers) are essential to the education of our children and deserve recognition and respect from the community; and,

WHEREAS, classroom teachers will on occasion be absent, we recognize the continuity guest teachers bring to our students' learning environment and educational agenda; and,

WHEREAS, maintaining the usual level of discipline and cohesiveness in the classroom is crucial to every student, and guest teachers face unique challenges and situations each time they must replace a classroom teacher; and,

WHEREAS, every guest teacher must be very flexible in order to adapt to different teaching styles and planning, as well as command the respect of the young people they may be teaching on a given day; and,

NOW, THEREFORE, BE IT RESOLVED that the Santa Rosa City Schools Board of Education hereby recognizes Guest Teacher Appreciation in May 2025 and honors the valuable and meaningful contributions that Guest teachers offer the world of education on a daily basis.

PASSED AND ADOPTED at the regular meeting of the Governing Board of the Santa Rosa City Schools on April 23, 2025, by the following vote:

AYES: 6

NOES: 0

ABSENT: 1

ABSTAIN: 0

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Santa Rosa City Schools of Sonoma County, California, adopted by said Governing Board at its meeting on **April 23, 2025**.

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

Jeremy De La Torre, Clerk, Board of Education



RESOLUTION AUTHORIZING ALTERNATE DESIGN-BUILD PROCUREMENT AND CONSTRUCTION OF THE PINER HIGH SCHOOL 2-STORY CLASSROOM PROJECT

PURSUANT TO EDUCATION CODE, SECTION 17250.10, ET SEQ. AND ADOPTING CONFLICT OF INTEREST GUIDELINES FOR ALTERNATE DESIGN-BUILD PROJECTS

WHEREAS, Education Code, section 17250.60, *et seq.* (“Alternate Design-Build Statute”) provides that a school district, with the approval of its governing board, may procure Alternate Design-Build contracts for projects in excess of Five million dollars (\$5,000,000), awarding the contract to either the low bid or the best value;

WHEREAS, “Alternate Design-Build” is defined in Education Code, section 17250.15(d), to mean a “project, which shall include delivery process in which both the design and construction of a project are procured from a single entity”;

WHEREAS, Education Code, section 17250.61(a), provides that a school district procuring an Alternate Design-Build contract shall develop guidelines for a standard organizational conflict of interest policy, consistent with applicable law, regarding the ability of a person or entity that performs services for the school district, relating to the solicitation of an Alternate Design-Build project, to submit a proposal as an Alternate Design-Build entity or to join an Alternate Design-Build team;

WHEREAS, the Santa Rosa City Schools (“District”) is in the process of planning the design and construction of the Piner High School 2-Story Classroom (“Project”);

WHEREAS, the Legislature has found and declared in the Alternate Design-Build Statute that the Alternate Design-Build method of project delivery has led to benefits, including reduced project costs, expedited project completion, and design features that are not achievable through the traditional design-bid-build method;

WHEREAS, District staff has reviewed possible construction delivery methods for the Project, including traditional design-bid-build as well as Alternate Design-Build as authorized by the Alternate Design-Build Statute, and has concluded that the use of an Alternate Design-Build delivery method for the Project offers the potential advantages to the District expressed in the Alternate Design-Build Statute;

WHEREAS, the Alternate Design-Build Statute authorizes the award to be based on the proposal that represents the “best value” to the District, which the Alternate Design-Build Statute defines to mean “a value determined by evaluation of objective criteria that may include, but are not limited to, price, features, functions, life-cycle costs, experience, and past performance”; and

WHEREAS, the Board has determined that it is in the best interest of the District to enter into an Alternate Design-Build contract with an Alternate Design-Build entity whose proposal is determined by the District to have offered the best value to the public and that is able to provide appropriately licensed contracting, architectural, and engineering services to design and construct the Project.

NOW THEREFORE, BE IT RESOLVED that the Board of Education of the Santa Rosa City Schools hereby finds, determines, declares, orders, and resolves as follows:

1. The foregoing recitals are true and correct.
2. Proceeding under an Alternate Design-Build construction delivery method, as authorized by the Alternate Design-Build Statute, offers advantages to the District, as indicated herein, that are not available under other available delivery methods such as traditional design-bid-build.
3. It is in the best interest of the District to enter into an Alternate Design-Build contract with an Alternate Design-Build entity whose proposal is determined by the District to have offered the best value to the public, and that is able to provide appropriately licensed contracting, architectural, and engineering services both to design the Project based on the performance specifications and criteria furnished by the District and to construct the same based on detailed construction documents prepared by the successful Alternate Design-Build entity, as approved by the Division of the State Architect and the District.
4. That the District's Superintendent or her designee is authorized to utilize the Alternate Design-Build best value selection method for the Project and that the Alternate Design-Build competition shall progress as set forth in the Alternate Design-Build Statute.
5. That the Alternate Design-Build Conflict of Interest Guidelines, attached hereto as Attachment A, is hereby approved, and adopted.
6. That the District's Superintendent or their designee, in progressing with the Alternate Design-Build competition as set forth in the Alternate Design-Build Statute, is authorized to issue a Request for Qualifications that includes a Prequalification Questionnaire in the form authorized by the Alternate Design-Build Statute, and implement the scoring and evaluation process required thereby, in order to prequalify or short-list Alternate Design-Build entities to submit sealed proposals in the manner specified in a Request for Proposals ("RFP"), as set forth in the Alternate Design-Build Statute.
7. That the District's Superintendent or their designee, in further progressing with the Alternate Design-Build competition as set forth in the Alternate Design-Build Statute, is authorized to issue the RFP that invites prequalified Alternate Design-Build entities to submit competitive sealed proposals in the manner

Resolution No. 2024/25-110
Date: April 23, 2025

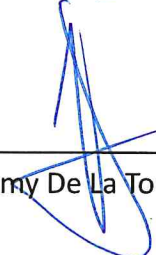
prescribed by the RFP and that includes, but is not limited to, the following elements: (a) identification of the basic scope and needs of the Project, the estimated cost of the Project, the methodology that will be used by the District to

evaluate proposals, that the contract will be awarded on the basis of a best value determination, and any other information deemed necessary by the District to inform interested parties of the contracting opportunity; (b) significant factors that the District reasonably expects to consider in evaluating proposals, including but not limited to, cost or price and all nonprice-related factors; (c) the relative importance or the weight assigned to each of the factors identified in the RFP; and (d) that the District may reserve the right to request proposal revisions and hold discussions and negotiations with proposers for which applicable procedures to be followed will be incorporated to ensure that any discussions or negotiations are conducted in good faith.

8. Upon prequalifying and receiving competitive proposals from Alternate Design-Build entities for the Project pursuant to the Alternate Design-Build Statute, the Board will consider the Alternate Design-Build entity offering the best value to the public and which is able to provide appropriately licensed contracting, architectural, and engineering services to design and construct the Project, and the Board will consider whether to award an Alternate Design-Build contract for the Project to that Alternate Design-Build entity.
9. That the District's Superintendent or her designee is authorized to take those actions necessary to prequalify and receive competitive proposals from Alternate Design-Build entities for the Project pursuant to the Alternate Design-Build Statute and the requirements of this Resolution.
10. That the District, should the Board not award an Alternate Design-Build contract for the Project to an Alternate design-build entity for whatever reason, may proceed with another delivery method for the construction of the Project which the Board determines to be in the best interests of the Project, District, and public, such as an alternate design-bid-build or other delivery method.

PASSED AND ADOPTED this 23 day of April, 2025.

YEAS: 6
NOES: 0
ABSENT: 1
ABSTAIN: 0



Jeremy De La Torre, Clerk of the Board

SRCS CNS Board Update

4/9/2025

Al Puro Centavo

CNS Goals

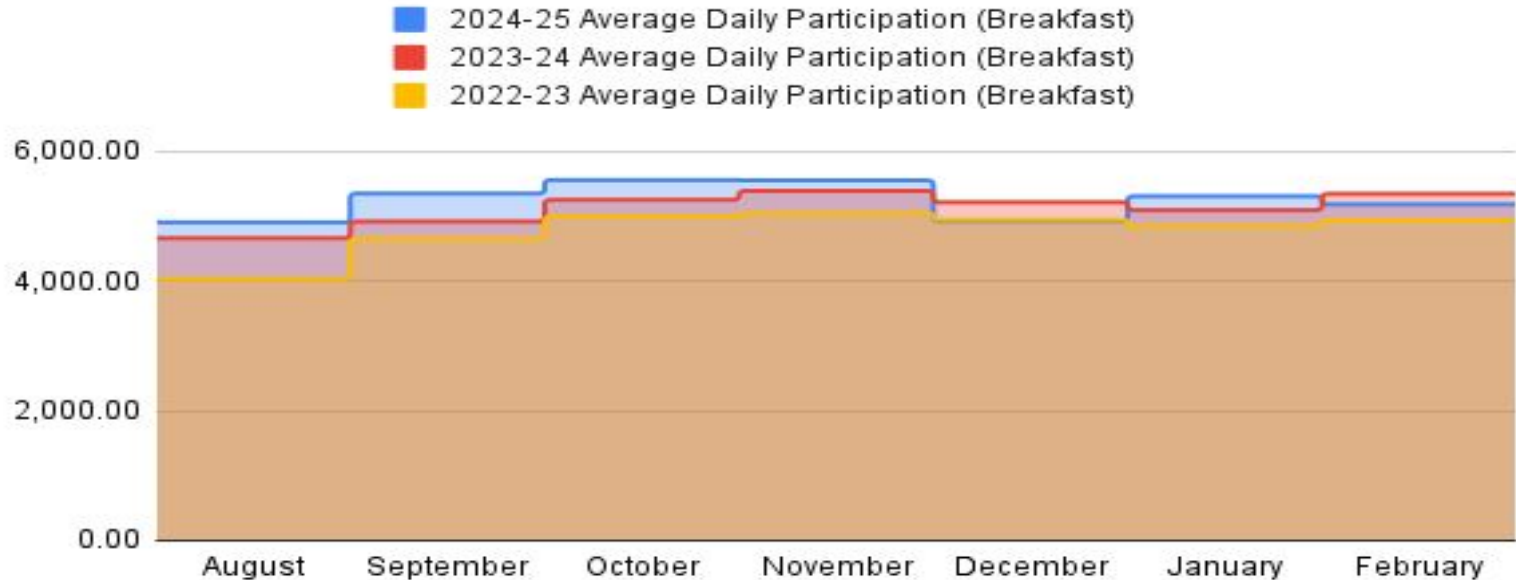
- Staffing
- Scratch Cooking
- Infrastructure
- Nutrition Education
- Local Procurement
- Sustainability and reducing the amount of plastic in schools

But first the numbers: Fiscal Update

- 4.4% increase in breakfast and lunch meal counts compared to last year.
- 36.91% more meal equivalents served summer 2024 compared to summer 2023
- Reserves of average expenditures of six months
- Five year Multi-Year Projection to guide investments

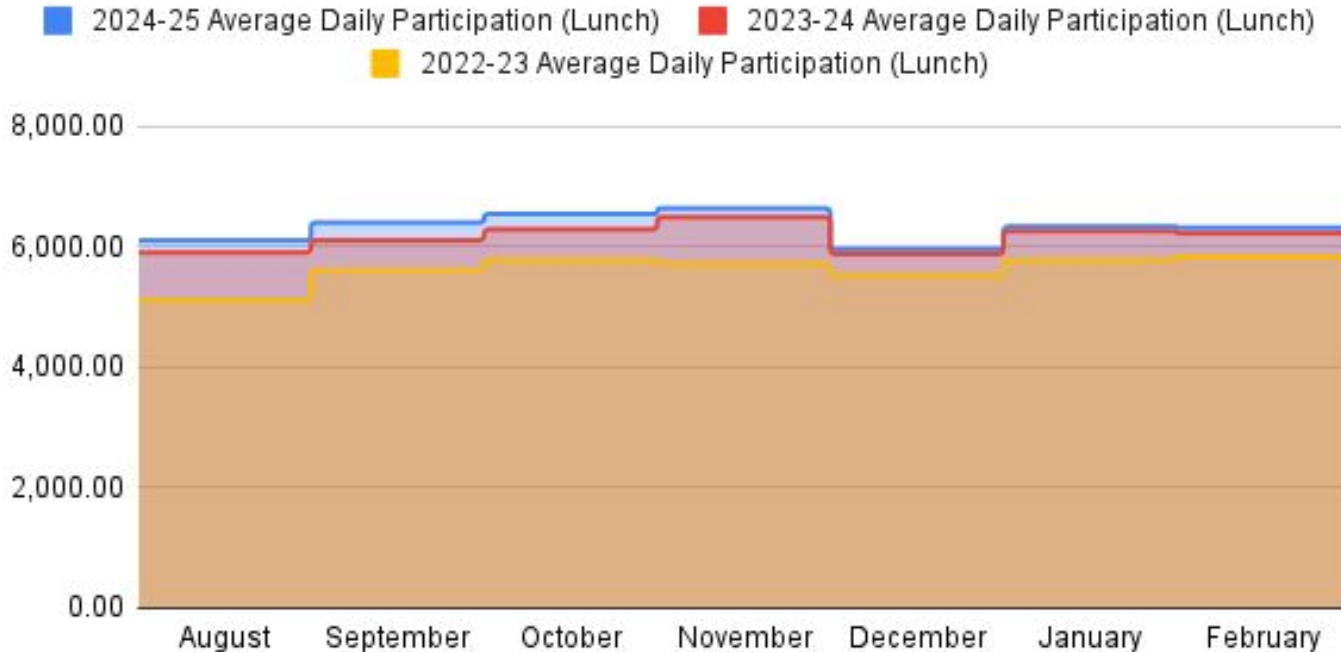
Breakfast Meal Counts

Average Daily Participation Breakfasts Served Year over Year August to February 2022-2025



Lunch Meal Counts

Average Daily Participation Lunches Served Year over Year August to February 2022-2025



Staffing Update

Staffing: A focus on training

- Food Safety Certifications
- Culinary Math
- Culinary Arts Skills
- Sonoma Family Meal Collaboration



Behind the scenes of developing the zucchini muffin Instagram reel:

https://www.instagram.com/reel/DDNlqQwTfcn/?utm_source=ig_web_button_share_sheet&igsh=MzRIODBiNWFIZA==

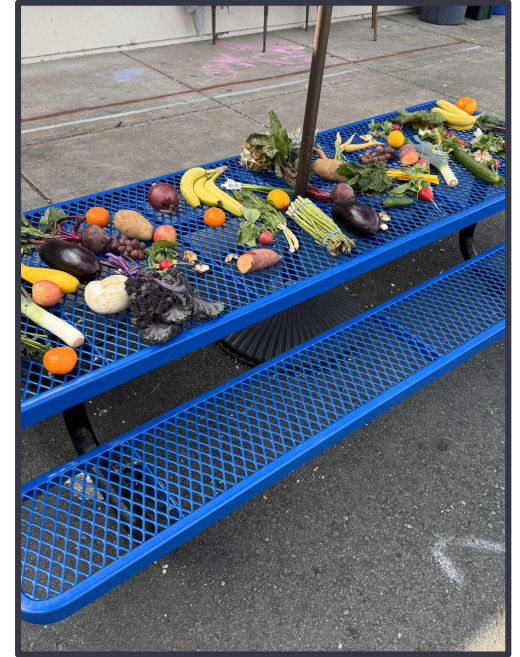
Scratch Cooking is local control

1.38 Million

Dollars invested or encumbered in capital equipment since the April 2024.

Capital Equipment Purchases (Abridged)

- Five (5) Refrigerated Trucks - \$753,513.26
- Roll In Blast Chiller - \$382,846.99
- Refrigerators and Freezers - \$48,712.10
- Central Kitchen Equipment Replacements - \$45,604.26
- Service and Site Prep Equipment - \$152,157.82



Nutrition Education and Taste Testing

Nutrition Education Partners

- Albert Biella Elementary School Parents And Students At A Community Night Event
- Alliance For A Healthier Generation Collaboration
- Brook Hill lunch learning experiences
- Erica Lipanovich, Nutrition Educator And Family Medicine Physician Assistant
- Farm to Pantry
- Feedback from Santa Rosa High School students and parents, including Amanda Ford
- Hidden Valley Elementary School
- Hilliard Comstock Middle School parents and students at back-to-school night
- James Monroe Elementary parents and students at back-to-school night
- Kathryn Ridout and the California Dairy Council's Let's Eat Healthy Program
- Partnership with Ridgway High School Culinary Arts Program and Chef Colleen Spiers
- Partnership with Teacher Natasha Thiele at Piner High School
- Partnerships with the Boys and Girls Club of Sonoma-Marin
- Sonoma County Department of Public Health
- Many more partners and collaborators, and soon more students and parents.

Local Procurement & Collaborations

73.63%

Increase in local procurement compared to last year.

A weighted average of 109.55 miles traveled

Local and Organic Procurement Partners

- Conscious Kitchen & The Alice Waters Foundation
- Shared Plates Strategies
- Community Alliance with Family Farmers
- California Wheat Commission
- Center for Good Food Purchasing
- Center for Ecoliteracy



Sustainability and reducing the amount of plastic in schools.

**School Nutrition Advisory
Committee
Comité Asesor de Nutrición
Escolar
(SNAC)**

Click/Clique [HERE](#)

Thank you

Questions?



Embrace ● Engage ● Empower
Abrazar ● Involucrar ● Empoderar

BUSINESS SERVICES DIVISION

Ed Burke, Director of Child Nutrition Services

CNS Board Update 4.9.2025
Additional Information

Al Puro Centavo

Al puro centavo is an idiom that means to rise to the occasion and do your best. The CNS team uses this idiom to describe our daily work and to grow so that we can better meet the needs of the children of Sonoma County.

Goals

1. Hire and retain excellent staff.
2. Prepare and serve from scratch food that meets students' needs and reflects the community we serve.
3. Invest in infrastructure to prepare and serve meals that meet students' needs.
4. Nutrition Education and taste testing
5. Local procurement
6. Sustainability and reducing the amount of plastic in schools.

But first, the numbers: Fiscal update

CNS has observed an approximately 4.4% increase in breakfast and lunch meals served compared to the 2023/24 school year. The number of breakfasts served this year is 11.25% more than the 2022/23 school year. The number of lunches served this year is 13.37% higher than the 2022/23 school year. CNS expanded the summer program with support from community partners and served 36.91% more meal equivalents, equal to lunches, than the summer before.

The CNS department has adopted a five-year multi-year projection (MYP) for the cafeteria fund to guide investment choices. The cafeteria fund holds reserves that reflect the reserves cap of the average expenditures of the past six months. These reserves and budget projections will help the CNS program invest in the program appropriately, weather changes in supplemental funding opportunities, and improve the food we serve each day. Each meal served by the CNS team is more than a meal. Each meal is an educational opportunity to support healthy lifelong eating habits.

Staffing update

Since our last board report, CNS has hired new staff members, transitioned three staff members into positions of greater responsibility within CNS, and successfully reclassified two staff members.

Our CNS team is crucial to the success of our goals in alleviating hunger in Sonoma County. We greatly appreciate and celebrate the daily work the CNS team engages in. Preparing and serving food is a profession, and serving students with love and care is a calling. CNS staff consistently make students feel welcome and supported and advocate for their needs. Ed Burke and the CNS leadership team are immensely proud of the commitment to a growth mindset, advocacy for peers and students, and the profound professional growth that the members of the CNS team have demonstrated this past year.

As we near the completion of staffing goals related to hiring excellent staff members, training has become a focus for our department. New staff members have been trained at elementary and secondary school sites and the central kitchen. We want every staff member to understand the nuanced needs of each age range we serve, the infrastructure of different facilities, and the opportunity to work collaboratively with colleagues. As we increase our offerings of scratch-cooked foods from the central kitchen, we want every staff member preparing and packing the foods to have a lived experience of the school sites receiving these foods. Of particular focus is safety, as safety is the first priority for all staff. Training related to worker and food safety is crucial for the CNS team. Everyone at CNS is responsible for food safety. As such, professional development has focused on food safety practices related to food preparation and service. In-person bilingual classes have been much more effective than purchased online self-paced training for food safety certifications. Almost all CNS staff are required to obtain a manager-level food safety certification.

SRCS wants classified staff to grow into their next position with the district. As such, CNS has shared an ambition to create a scaffolded learning experience for staff to grow into more technical and challenging positions. Ed Burke wants Food Worker III staff members to have a pathway into a food service director position. One of the most essential skills to acquire and master is culinary arts skills and culinary math. Culinary arts skills and culinary math skills are intertwined and require iterative learning experiences. When preparing four gallons of from-scratch ranch dressing, we can, and do, use sophisticated software to scale the recipes to the desired output. However, a deep understanding of culinary math is required to create new recipes and formulas successfully. For example, staff prepared a recipe for cerdo de puerco en salsa con chile negro y tomatillos. Culinary math and culinary skills are needed to scale that formula from four to six servings to four thousand servings. The skills required to accurately and consistently replicate the taste of a recipe at varying quantities directly relate to an understanding of volume and weight measures conversions. Cohorts of CNS staff prepared a new ranch dressing formula and then practiced the recipe's culinary math. Staff learned to convert ingredients from ounces to grams, fluid ounces to cups, and other volume measures. Math anxiety is a challenge for many people, and the CNS team explored best practices for

addressing the uncertainty and feelings of doubt related to math anxiety by focusing on explicit direct instruction. By grouping staff into cohorts, we have had consistent participation and a community of learners supporting each other. Future training sessions will include more hands-on applications of volume and weight conversions, recipe development best practices, and the development of shared vocabulary related to evaluating food. Training is ongoing.

SRCS CNS partnered with Sonoma Family Meals to provide hands-on training for food service staff at several school districts. Sonoma Family Meal provided two training sessions at the SRCS CNS Central Kitchen. CNS staff learned how to make a simplified cochinita pibil, meatball sub sandwiches from scratch, muffins, green Thai curry wontons, and much more. This was a wonderful learning experience and an opportunity to network and discuss best practices with friends at nearby school districts. The CNS team has developed a simplified cochinita pibil formula, and we are eagerly searching for partners that can provide banana leaves. As we prepare more scratch-cooked meals, partnerships aligned with training staff will be a focus for the CNS leadership team.

Staffing represents an opportunity to improve the level of service provided to students. For example, CNS was able to add staffing to meet the needs of the Cesar Chavez Language Academy (CCLA) much more comprehensively this school year. Historically, CNS has provided two staff members at middle schools. Two staff members were not adequate in providing the full scope of menu items at CCLA. As such, historically, all students were served a K-8 menu. Middle school students were not served the middle school menu offered at other secondary schools because of insufficient staffing. The MECHa group of CCLA requested chicken tikka masala, and several other menu choices for seventh and eighth graders. Early in the 2024/25 school year, CNS was able to offer the middle school menu to seventh and eighth grade students at CCLA. One of the entrees offered on the first day of service was chicken tikka masala rice bowls. Later in the current school year, salad bars were implemented at all grade levels at CCLA. None of this would be possible without the diligent support of CNS team members and the successful onboarding of new staff at CCLA.

CNS staff members will be assigned to support consolidated schools and separate age range groups during meal service. Additional staff will be assigned to Santa Rosa High School and Montgomery High School to support the longer meal service periods and food preparation for more students on campus.

Scratch Cooked Foods

New menu items and scratch-cooked foods:

- Al Pastor Tacos
- Black Bean and Carnitas Nachos
- Buffalo Chicken Wings
- Carne Asada Tacos
- Char siu chicken rice bowls
- Chicken Tikka Masala
- Chorizo breakfast burritos

- Homemade Shredded Beef Burrito
- Lemon Bowtie Pasta
- Nashville Hot Chicken Sandwich
- Re-formulated and introduced Beef Gyros
- Zucchini muffins
- Salad bar foods
 - Deli spice chickpea poppers
 - Esquites
 - Curtido (Reformulated)
 - Kale Chips
 - From scratch ranch dressing
- Baked Potato Bars at High Schools

Scratch-cooked foods are at the core of a great food program. Scratch-cooked foods represent a level of control that cannot be found in purchased products. For example, at community events where CNS offered taste tests, parents and students requested specific ingredients to be used instead of others. At back-to-school night at Monroe Elementary School, parents shared their appreciation for the use of olive oil in place of canola oil or vegetable oil in the kale chips they tasted. Further, we can adapt formulas to meet the needs of our students. Students in Teacher Natasha Thiele's class at Piner High School were overwhelmingly in favor of stronger flavor profiles in the samples of deli spice kale chips, roasted broccoli, and roasted red pepper hummus. Deli spice is an American BBQ rub featuring garlic powder, onion powder, and paprika, and it has consistently outperformed other spice blends. CNS has adapted the formula to reduce sodium while increasing the blend's flavor profile.

Scratch cooking removes the need for preservatives and additives to keep food on shelves longer. Sugar, for example, has hygroscopic properties that assist in preserving frozen foods. When schools adopt scratch cooking, there is no longer a need to freeze their foods, and therefore, there is no need for additional sugar or preservatives. For example, CNS developed a zucchini muffin with input from students, and Erica Lipanovich, a nutrition educator, and a family medicine physician assistant. The scratch-cooked zucchini muffin has 33% less sugar than the average sweet breakfast item. The zucchini muffin uses honey instead of brown or white sugar. The honey provides a floral bouquet that would be otherwise absent. We found that heating the honey before mixing makes manual mixing much easier, and the muffins were much better. Batches with the heated honey tasted much sweeter, demonstrated a more complete Maillard effect in the crust, had a stronger floral flavor, and were softer in texture. The sensory experience of the heated honey is by far and away the best of the other variables assessed during recipe development. Because the perceived sweetness was so much more present compared to other iterations, there is an opportunity to reduce the sugar content more, without adversely impacting the muffins. Further evaluation will be undertaken to reduce the amount of honey and maintain a pleasant sensory experience.

Scratch cooking is a collaborative process that fosters a growth mindset. The CNS team deeply appreciates our partnership with Chef Colleen Spiers, the Culinary Arts Instructor at Ridgway

High School, and the Ridgway High School Culinary Arts students. The keen observations and suggestions have transformed our recipe development process. The CNS team and Chef Spiers discuss what students want and test formulas. Slight changes have had a profound impact on the trajectory of a project. For example, Ridgway HS Culinary Arts students recommended lemon zest instead of orange zest in a blueberry muffin formula. It profoundly changed the formula for the better. Future collaborations will include taste tests, CTE-oriented activities in the central kitchen, and more formula development feedback.

Scratch cooking requires more hands and time to prepare and serve products. The transition to scratch cooking was historically challenging because the CNS team was understaffed. While the CNS department is increasing labor costs, scratch cooking will reduce food costs to offset some of these costs. Further, scratch-cooked foods that meet the needs of our school community have increased the number of meals served. The CNS leadership team believes that great scratch-cooked foods are a priority and has aligned the focus of our daily work to support this goal.

A notable success story of a student-led feedback loop is the baked potato bar offered to high school students each Wednesday. Students at Santa Rosa High School passed on a suggestion for a baked potato bar. Following discussions with students about their needs for more ovo-lacto vegetarian entrees, CNS implemented a pilot program at Montgomery High School and Santa Rosa High School. All high schools now have a baked potato bar each Wednesday. The baked potato bars have been a hit with students and reflect the best practices related to menu development and feedback loops with students.

Scratch cooking will be assessed through feedback loops with students and parents regarding menu item choices. Objective assessments will include menu production records and regular updates related to the multi-year projection.

Teachers, if you are interested in collaborating with CNS, we would love to partner with you to support the students of SRCS.

Infrastructure

Traditionally, the CNS program has found that federal and state funding, staffing, and infrastructure are the three barriers to scratch-cooked foods, local procurement, and a great dining experience. With the implementation of universal free meals in California, there have been a variety of one-time and ongoing funding opportunities to fund the CNS program transition to scratch cooking. School site kitchen infrastructure is largely unchanged from when the school was built, with equipment choices limited based on what infrastructure is in place. Older elementary schools were built with the standards of the time, and do not support the school's food preparation needs. For example, Albert Biella, Luther Burbank, Proctor Terrace, Steele Lane, Santa Rosa French American Charter School, and Santa Rosa Charter for the Arts have a small office kitchenette sink. We cannot wash and sanitize full sheet pans in these sinks. As such, we have historically needed to package food in plastic to avoid having to wash dishes

on site. The California Food Code does not allow food operations to not wash dishes on site without an approved exception from the local food safety authority. Making significant changes to the structure of the building needed to install the appropriate sinks is prohibitively expensive for the general fund, and CNS cannot use Cafeteria funds to make these changes. CNS is collaborating with the Facilities Department to design school kitchens for the bond-funded renovation projects. The CNS team does not wish to wait for renovations to provide a better meal experience. As such, CNS has collaborated with the Sonoma County Department of Health Services Environmental Health to address this challenge by creating and monitoring procedures for transporting clean and soiled dishes from school sites to the central kitchen and back as needed. The approved exception represents an excellent opportunity to safely meet the needs of students without significant and disruptive construction efforts at older schools. This exception is a crucial step in addressing the issue of plastic-wrapped hot foods at elementary schools.

Heating foods in plastic is not an acceptable practice, and the CNS team has been assessing short-term and longer-term solutions. The CNS team feels that an adequate solution now with an option to build upon the work is better than a perfect solution in a few years. Schools will be renovated as part of the bond-funded renovations. In the interim, the CNS team can replace the current aging serving line equipment with equipment that can be more easily repaired and better support meal service to students. CNS has evaluated several providers and is finalizing the purchase of serving line equipment for a pilot evaluation at Abraham Lincoln Elementary School. The equipment being evaluated includes a “cooler” milk refrigerator, a refrigerated salad bar, and a food well-based hot serving unit. The current hot serving unit looks like a sarcophagus, and requires hot food individually wrapped in plastic. The infrastructure we use restricts how we can serve food. Lincoln Elementary will help us determine if changes in our specifications are necessary before purchasing units for elementary schools.

Secondary school sites represent a unique challenge requiring more consideration before piloting. Piner High School serves approximately six hundred students lunch in approximately eight to ten minutes each school day. Sixty to seventy-five students are served per minute. The amount of time students have to eat impacts the amount of fruits and vegetables consumed. Students must have as much time as possible to eat lunch to support healthy lifelong eating habits. The CNS leadership team has extensively searched for best practices, designs implemented at secondary school sites, and equipment intended to serve large numbers of people in a limited time. CNS is evaluating replacements for the current serving lines with high-capacity grab-and-go serving equipment. The CNS leadership team is assessing the flow of students, staffing needs, equipment, and design considerations with prospective vendors.

The SRCS Central Kitchen is aging, and equipment must be replaced to facilitate scratch-cooked foods. Work has begun replacing a non-operational blast chiller installed in 2000 with an amazing new multi-functional blast chiller. The installation of the blast chillers is expected to be completed in April 2025. Blast chillers are powerful refrigerators that cool oven-hot foods to refrigerator temperatures quickly. The California Food Code requires that all hot foods be chilled within six hours to 41 degrees Fahrenheit, with specific temperatures reached in that timeline. If these conditions are not met, the food must be discarded. Without a

blast chiller, staff must check the internal temperature of up to 30 pans of food every thirty minutes to ensure the food is chilling appropriately. The new blast chiller will cool oven-hot foods to 41 degrees Fahrenheit within 90 minutes. The automation and assurance of exceeding the regulatory requirements will free up staff to prepare other foods. The cost of the new blast chiller is \$382,846.99.

The CNS team is preparing to support school sites with welcoming new students and supporting more students at high school campuses. The CNS team will move equipment from closed schools as needed to welcoming schools. At secondary school sites with limited storage space, the CNS team will increase the number of deliveries to the school site as needed. The CNS leadership team is preparing the planning process for implementing dish washing machines at high schools. Washing dishes by hand takes time and effort from preparation and service activities. Washing machines are a substantial change to the kitchen layout and will require close collaboration with the facility plan review team at the Sonoma County Department of Public Health. The facility plan review may require additional investments and changes to the kitchens and dish washing machines to get approval. The purpose of these reviews is to ensure that the installation of the dishwashing machine supports the safe preparation and service of food to the students of SRCS.

The CNS team has replaced aging trucks with five new refrigerated trucks that meet California clean air regulatory requirements. The five new trucks cost \$753,513.26 and have additional safety equipment, such as backup cameras and safer liftgates.

CNS has invested or encumbered approximately 1.38 million dollars into capital equipment since April 10, 2024. Infrastructure implementation progress will be assessed by evaluating the impact of purchased and installed equipment. For example, following the installation of the blast chiller, we will evaluate feedback loops of menu items, the amount of time reallocated to preparing other scratch-cooked foods, and the impact of secondary functions of the blast chiller on shortening the timeline to prepare scratch-cooked foods. Objective assessments will include the savings related to using equipment, the number of meals served, and other fiscal evaluations.

Nutrition Education and Taste Tests: Partners

- Albert Biella Elementary School Parents And Students At A Community Night Event
- Alliance For A Healthier Generation Collaboration
- Brook Hill lunch learning experiences
- Erica Lipanovich, Nutrition Educator And Family Medicine Physician Assistant
- Farm to Pantry
- Feedback from Santa Rosa High School students and parents, including Amanda Ford
- Hidden Valley Elementary School
- Hilliard Comstock Middle School parents and students at back-to-school night
- James Monroe Elementary parents and students at back-to-school night
- Kathryn Ridout and the California Dairy Council's Let's Eat Healthy Program

- Partnership with Ridgway High School Culinary Arts Program and Chef Colleen Spiers
- Partnership with Teacher Natasha Thiele at Piner High School
- Partnerships with the Boys and Girls Club of Sonoma-Marín
- Sonoma County Department of Public Health
- Many more partners and collaborators, and soon more students and parents.

Nutrition Education impacts and enhances each of the CNS department's goals. Students participating in nutrition education programs eat more fruits and vegetables, try new foods, and support lifelong healthy eating habits.

Every goal listed in this board report impacts the efficacy of the nutrition education program. Nutrition Education will be less successful without the ability to control the ingredients used, the equipment to prepare and serve meals with minimal packaging, and the staff to perform these tasks. As such, each barrier is not only a barrier to that particular goal but also to teaching and reinforcing lifelong healthy eating habits.

The CNS team is grateful for our partners' continued support in fulfilling the needs of Santa Rosa City Schools students. Each partnership represents a unique opportunity to engage with students, parents, and stakeholders where they interact with the school community. For example, the collaboration with Chef Colleen Spiers at Ridgway High School focuses on developing culinary arts skills to foster healthy lifelong eating habits. The partnership with Teacher Natasha Thiele at Piner High School is focused on feedback loops with students as a means to increase fruit and vegetable consumption by students at Piner High School. The partnership with Sonoma County Department of Public Health has been wonderful. Bilingual, bicultural health educators joined two back-to-school nights with CNS to support the unique needs of the age ranges served. It was great to chat with students during lunch at SRHS and discuss new menu items, the elimination of single-use plastic, and determining if protein powder is a viable option for school lunch. The SRHS Football Team students engaged with the hummus taste test with unique questions such as, "What are the macros for the hummus?" Ed Burke did not know off hand, but determined later that 9 grams of protein were present in one serving of hummus.

Taste tests and nutrition education can transform students' consumption of whole grains, lower-sodium foods, fresh fruits, and vegetables. For example, Ed Burke was assigned to Hidden Valley Elementary for a month, covering a staff absence. Ed Burke and Erica Lipanovich, a nutrition educator and family medicine physician assistant, partnered with the Boys and Girls Club of Hidden Valley to conduct taste tests and nutrition education lessons. We served roasted broccoli and discussed the benefits of fiber. Namely, eating appropriate amounts of fiber and drinking enough water helps people poop. The following day, Ed Burke observed approximately 11 times the typical amount of broccoli consumed with great enthusiasm from students. At the time, CNS served 1.5 pounds of raw, uncooked broccoli per menu offering. Slightly less than 16 pounds of roasted broccoli was served and consumed. Students were initially distressed by the smell of the gas released from the broccoli's vacuoles. Ed Burke explained that no human could make that much of a smell—an important addition to nutrition

education lessons in the future. Ed Burke spent a month at Brook Hill Elementary covering staff absences almost immediately after concluding coverage at Hidden Valley Elementary last year. The students at Brook Hill were by far the best at taking and eating fruits and vegetables regularly. Site staff have done an excellent job of encouraging students to take, and eat, fruits and vegetables. CNS has paused preparing roasted broccoli and other roasted vegetables at elementary schools. These menu items required an approved exception to transport dishes to the central kitchen, and additional staffing at school sites to be sustainable.

Nutrition Education and taste tests are evaluated by the entrance and exit assessments, the amount and variety of fresh fruit and vegetables consumed at breakfast and lunch, and students' ability to articulate the benefits of healthy eating choices.

Local Procurement

- FEED Sonoma
- AgLink
- Direct purchases
 - EarthSeed Farms
 - Tri-L Ranch
- Support provided by
 - Conscious Kitchen & The Alice Waters Foundation
 - Shared Plates Strategies
 - Community Alliance of Family Farmers
 - California Wheat Commission
 - Center for Good Food Purchasing

SRCS CNS is committed to procuring the best locally grown and produced foods. The United States Department of Agriculture (USDA) recently reduced approximately one billion dollars of funding to food banks and school districts. Of that one billion, approximately 660 million dollars were to support schools procuring local foods through one-time grants. CNS has adequate reserves and a positive outlook for our five-year projection through the 2028/29 school year budget. As such, CNS will continue to purchase local food from our local aggregators, growers, producers, and processors.

CNS is interested in participating in procurement program certifications such as the Good Food Purchasing Program from The Center for Good Food Purchasing. This certification program will provide a structured evaluation system that CNS can use to improve our procurement practices. One of the challenges Ed Burke is concerned about is data collection for reporting purposes. To support these advanced procurement goals, the CNS team is scheduling discussions to learn more about the Good Food Purchasing program and how we can address data collection and reporting concerns.

Ed Burke connected with local organic growers and Conscious Kitchen, a non-profit that supports schools purchasing organic foods. Conscious Kitchen has developed several tools to help school districts purchase and serve organic foods with support from the Alice Waters

Institute. CNS leadership is exploring the expansion of organic foods offered by the Department of Defense (DOD) Fresh Fruit and Vegetable Program using entitlement funds offered by the USDA. The USDA provides part of the reimbursement for lunch meals available to schools through commodity entitlements. Schools can allocate these commodity entitlement “dollars” to several programs or pathways. The DOD Fresh Fruit and Vegetable Program is one of the ways SRCS CNS uses commodity entitlement “dollars” to purchase fresh fruits and vegetables. The expanded offerings of organic fruits and vegetables via the DOD Fresh Fruit and Vegetable Program CNS leadership will evaluate the program. CNS is currently purchasing excellent local and organic produce directly from several growers and FEED Sonoma, a food hub in Petaluma. Compared to the 2023/24 school year, CNS has increased local purchases by 73.63%. The weighted average of these purchases traveled 109.55 miles. California tastes amazing, and Sonoma County tastes better.

Local and organic procurement will be evaluated objectively by the amount of produce purchased from local and organic producers, the impact of investments on the five-year multi-year projection, and assessments conducted with partners. Subjective assessments will include feedback from the SRCS community.

Sustainability and reducing the amount of plastic in schools.

Ed Burke and the CNS team feel strongly that great food is served with love and care for students and the environment in which our community lives. When great food is packaged and heated in plastic, the quality of that food objectively declines significantly. The CNS team has prepared some of the best food Ed Burke has eaten, and putting that food in plastic to be reheated at school sites feels like a betrayal of the love and care that went into the preparation. The CNS team has replaced individually wrapped spork kits with compostable utensils and napkins at all school sites. The CNS leadership team has been evaluating compostable containers to replace the plastic transparent “clamshell” containers at secondary school sites.

During a pilot program implemented at Hidden Valley Elementary and Brook Hill Elementary during the 2023/24 school year, notable increases in participation were observed when food was prepared and served without plastic. Within four days of starting the pilot at Hidden Valley Elementary, there was an approximately 78% increase in participation. Please note that this drastic change in a short period is terrifying, as there is a real possibility that there isn't enough hot food available for students. Offering a cold sunbutter sandwich to a student excited about a hot entree feels like a betrayal and is deeply upsetting for students and staff. There was a slight increase in participation at Brook Hill Elementary, and an equal sense of excitement. The food we served was not prepared from scratch. However, it was dramatically better than the same food heated and served in plastic. There was enough time for one staff member to accomplish these tasks, but it was challenging to meet the needs of students during meal service periods. Portioning and handling students' meals is more involved without plastic wrapping. When a student needs additional assurance or assistance, it is difficult to find the opportunity to do so when students are being served. As such, additional support for meal service and preparation is needed to ensure that CNS staff can sustainably meet the needs of elementary students.

Share Tables or “No Thank You” tables are a best practice for students to place unwanted foods that are fit for eating. The National School Lunch Program (NSLP) underwent a significant change in 2012 for the better by requiring students to take a fruit or a vegetable with their breakfast and lunch meals. Ed Burke and the CNS team want every student to take a variety of fruits and vegetables each day. When students do not take a fruit or vegetable, we cannot get paid for that meal. The CNS team will not charge students for incomplete meals or a la carte foods, such as a bag of chips, because we want students to have a complete breakfast and lunch experience. Every day, we offer a variety of fruits and vegetables to meet the requirements of the NSLP and the needs of students. Staff will direct students to take a fruit or a vegetable to complete their meal as needed. Foods placed on the “No Thank You” or Share Tables are offered to all students and staff first. Any foods students and staff do not pick up are offered to Sonoma Food Runners, a food recovery and distribution non-profit 501(c)3. The Good Samaritan law limits liability exposure of organizations that donate edible food in good faith to a non-profit 501(c)3 organization.

We have observed the significant impact of nutrition education and the consumption of fruits and vegetables. Likewise, nutrition education includes explicit direct instruction on how to eat foods. We instruct students in the serving line to pair the pupusas with curtido in each bite for a great flavor. CNS staff also provide packets of low-sodium Tajin to promote fruit and vegetable consumption. Ed Burke would like to share his deep appreciation for the students and staff at Brook Hill for their explicit direct instruction on taking fruits and vegetables at breakfast and lunch. Seeing so many students consistently eating so many fruits and vegetables was a pleasure.

CNS took an opportunity to reduce waste and increase revenues during the summer months through strategic partnerships with the Sonoma County Library, Redwood Empire Food Bank, Adelante, Santa Rosa Recreation & Parks, and Burbank Housing. Historically, the Redwood Empire Food Bank (REFB) has sponsored and claimed meals for reimbursement from the state for meals served at community sites. Because the REFB is not a K12 School or school district, they were required to serve all meal items to each child to claim the meal for reimbursement. This led to a large amount of waste. SRCS stepped into the sponsor role for community sites hosted by our partners, named here in the summer of 2024. SRCS allowed sites to implement Offer vs. Serve, in which children can take at least three of the five meal components. For example, a student can decline the milk or a fruit, and the meal will be claimed for reimbursement. The changes reduced waste considerably at community sites. Further, the expansion of community sites, the opportunity to serve non-congregate multiple-day bundles of breakfast and lunch at rural sites, increased the number of meal equivalents served by 36.91% compared to the year prior. A meal equivalent is a way to compare different meals equally. A meal equivalent is equal to one lunch. We served an equivalent of 36.91% more lunches compared to the year prior. The growth we experienced partnering with community organizations and reducing waste during summer 2024 will be continued in Summer 2025.

The reduction of waste and single-use plastic will be assessed through several means: the impact on meals served, the amount of single-use plastic items purchased, the amount of food served but not eaten, and the feedback from students and parents.

Teachers, if you are interested in hosting nutrition education activities in your classroom, please check out the resource Abundant California from the Center for Eco-Literacy [HERE](#). To discuss other nutrition education opportunities, please contact Ed Burke at eburke@srcs.k12.ca.us.

Student Nutrition Advisory Committee (SNAC)

Santa Rosa City Schools wants to hear your suggestions and ideas. The CNS leadership team requests everyone interested in joining the Student Nutrition Advisory Committee (SNAC) to share their contact information via the link [HERE](#). The CNS leadership team will join community events at school sites and schedule town hall meetings to hear from the community we serve.

Thank you

Thank you for your continued support of the children of Sonoma County. Please contact Ed Burke at 707 890 3807 or eburke@srcs.k12.ca.us with questions, concerns, invitations to chat with students, and for CNS to participate in school events. Al Puro Centavo!

**MEMORANDUM OF UNDERSTANDING
BETWEEN
SANTA ROSA CITY SCHOOLS
AND THE
SANTA ROSA TEACHERS ASSOCIATION**

April 18, 2025

**IMPACTS AND EFFECTS OF SCHOOL CONSOLIDATION AND CLOSURE
TRANSITION**

The Santa Rosa City Schools (“District”) and the Santa Rosa Teachers Association (“Association”), jointly known as the Parties (“Parties”) enter into this Memorandum of Understanding (“MOU”) during the 2024-2025 and 2025-2026 school years in response to the closure and consolidation of schools. For the purposes of this MOU, the term “Unit Members” shall mean all certificated bargaining unit members.

Specifically the Board of Education voted to:

Close Albert Biella and Brook Hill Elementary Schools at the end of the 2024-2025 school year, and;

Consolidate Herbert Slater and Santa Rosa Middle Schools with Montgomery High School and Santa Rosa High School respectively at the end of the 2024-2025 school year, and;

Unless otherwise noted below, the provisions of this MOU shall supersede any provisions of the Collective Bargaining Agreement (“CBA”) between the Parties that are in conflict for the duration of this MOU, or until modified by mutual agreement of the District and the Association. This MOU is subject to the Grievance Procedure in Article 4 of the CBA between the Parties while this MOU remains active.

This MOU shall expire by June 30, 2026, unless extended by the mutual consent of the Parties.

The Parties agree to the following amendments to the CBA and the new provisions as specified below:

1. Elementary School Closure:

- a. Unit members working at a closed elementary school shall be considered displaced Unit Members and shall follow the involuntary transfer provisions of the CBA and this MOU.
- b. In the event that there is not enough classroom space to separately house the number of Unit Members on a site, necessitating a Unit Member to move from one classroom to another:

- i. For Unit Members in assignments that are usually assigned to only one room for instruction, they shall be assigned to a maximum of two (2) classrooms.
- ii. Classrooms will be supplied with appropriate curriculum, teaching materials, supplies, storage and electrical capacities for each Unit Member assigned to the classroom(s).
- iii. Unit Members shall be provided a space for prep time away from a student-occupied classroom, or common staff room equipped for eating.
- iv. Shared classrooms shall be provided a lockable storage space-for each unit member assigned to the classroom. Each unit member shall be provided a desk in at least one of their assigned classrooms at their primary site.

2. JR/SR High School Relocation/Consolidation:

- a. For the 25-26 school year, Unit members working in grades 7-8 and those in grades 9-12 that are being consolidated into 7-12 school sites will be treated as separate middle school (7-8) and high school (9-12) sites in terms of the CBA including, but not limited to, Article 13 Transfers and Reassignments, Appendix G, etc., and any provisions specific to middle schools and high schools and the assigned grade levels shall remain.
- b. Unit Members Agreeing to Relocate
Section 13.3 – Involuntary Transfers shall be waived for Unit Members at Herbert Slater Middle School who agree to relocate to Montgomery High School’s campus and for Unit Members at Santa Rosa Middle School who agree to relocate to Santa Rosa High School’s campus. These Unit Members shall move as a group to these new locations and shall otherwise retain all rights and privileges afforded to them under the CBA. All relocations shall occur prior to the involuntary transfer process.
- c. Unit Members Not Agreeing to Relocate
Section 13.3 – Involuntary Transfers shall remain in effect for Unit Members at Herbert Slater Middle School who do not agree to relocate to Montgomery High School’s campus and for Unit Members at Santa Rosa Middle School who do not agree to relocate to Santa Rosa High School’s campus. These displaced Unit Members shall follow the Involuntary Transfer provisions of the CBA to determine their placement and assignment for the 2025-2026 school year.
- d. Per Article 6 of the CBA, schools being consolidated will continue to vote on their own bell schedules. Empower Teams may facilitate discussion between sites at consolidated school campuses and may make recommendations for the betterment of the 7-12 site, but individual sites sharing a campus will independently ratify all bell schedules and/or MOUs.

- e. In the event that there is not enough classroom space to separately house the number of Unit Members on a consolidated campus, necessitating a Unit Member to move from one classroom to another:
 - i. For Unit Members in assignments that are usually assigned to only one room for instruction, they shall be assigned to a maximum of two (2) classrooms At Montgomery JR/SR High School where every effort will be made to limit this to two (2) classrooms, prior to the opening of the new building at which time the above language will apply.
 - ii. Classrooms will be supplied with appropriate curriculum, teaching materials, supplies, storage and electrical capacities for each Unit Member assigned to the classroom(s).
 - iii. Unit Members shall be provided a space for prep time away from a student-occupied classroom, or common staff room equipped for eating.
 - iv. Shared classrooms shall be provided a lockable storage space-for each unit member assigned to the classroom. Each unit member shall be provided a desk in at least one of their assigned classrooms at their primary site.

- f. Course sections offered in the 2024-2025 school year at middle schools that the District plans to offer in the 2025-2026 school year shall not be transferred to a Unit Member assigned to a high school (9-12) assignment, and shall continue to be taught by Unit Members assigned to middle school (7-8) sites located on a 7 Jr/Sr high school campus, except where necessary due to enrollment. In this case, normal involuntary transfer procedures will be followed.

3. Provisions to apply to All Unit Members:

- a. Displaced Teachers/Transfers/RIFs
 - i. Article 13 – Transfers and Reassignments shall remain in effect for all Unit Members displaced as a result of school closures and consolidation with the exception of item 2b above. All Unit Members to be involuntarily transferred as a result of school closure/consolidation shall follow Article 13 with the following additions:
 - 1. Unit Members that are displaced and to be involuntarily transferred shall have the right to select their location and assignment from a list of all vacant positions for which the unit member is qualified.
 - 2. Displaced Unit Members shall select their location and assignment starting with the Unit Member with the highest District-wide seniority to the least District-wide seniority.
 - 3. The District shall provide all displaced Unit Members with a list of vacant positions indicating grade level/subject and school site. The list shall be provided at least 5 (five) work days in advance of the involuntary transfer selection process. The involuntary transfer selection process shall be completed no later than May 30, 2025.

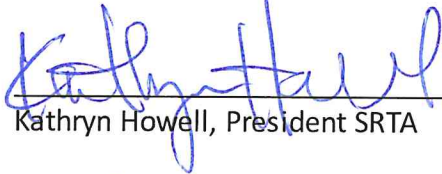
4. Any Unit Member who is issued a Reduction In Force (RIF) notice that is rescinded or rejected by May 14 and is displaced and not at a site that is relocating shall be included in the involuntary transfer process described above.
 - ii. Unit members shall, upon request, be provided a movable cart to transport supplies and instructional materials from space to space, but are not required to use one.
- b. Compensation
 - i. Empower Teams shall be authorized to create staff orientations, site visits and other events for staff to collaborate, embrace school culture, and engage in collaborative and smooth transitions. Days beyond the contract proposed by the Empower Teams shall be voluntary, and paid at the extended day rate. These events require pre approval from Cabinet.
 - ii. As a result of the displacement of unit members due to the closing and consolidation of schools, any newly added trainings will be both voluntary and paid at the extended day rate.
 - iii. For those students with IEPs who will be transitioning from a closed site to a new site, an IEP amendment will be created to change the school of attendance. These amendments will be completed by district or site administrator and signed by administrator and parent pursuant to Cal. Ed. Code Sec. 56380.1. If the student requires more extensive changes to the IEP, then a transition IEP meeting will be convened and compensated per the CBA.
 - iv. Unit members who are assigned to a grade level span (7-8, 9-12) shall not be required to perform work at another site on the same campus. If a unit member is asked to voluntarily support student(s) at another school located on the same campus, the unit member may timecard at the extended day rate, if it is beyond their regular schedule. This will require pre-approval from site administration and will be paid from the site budget.
- c. Relocation Logistics
 - i. District will provide ample moving boxes and packing tape, and access to step stools, recycling bins, dumpsters, etc, by May 15th, 2025 to all unit members at affected sites.
 - ii. Unit members will receive eighteen (18) hours paid time, paid at the extended day rate, for the sorting, packing and unpacking of classroom materials
 1. All district curriculum, bulk textbooks, manipulatives, classroom libraries and materials will be packed and moved by district selected movers.
 2. Employees are responsible for packing and moving their personal items.
 3. Employees are responsible for packing all other classroom items but moving will be provided by district selected movers.


4. Equipment and materials from specialty classes, including but not limited to, PE, CTE, VAPA, Science, Culinary/Industrial/Tech, Leadership (ASB), Student Activities, will be packed, labeled, and moved by district selected movers. Personal items are not considered specialty equipment or materials.
 5. Unit Members who are displaced, relocated, or involuntarily transferred, who are staying within the same subject, grade span, or job description may take the teaching-related manuals and materials with them to their new site.
- iii. Unit Members who are displaced, relocated, or involuntarily transferred, who are staying within the same subject, grade span or job description may request to take their current furniture with them to their new site. Requests to transfer furniture must be reviewed and approved by the Executive Director of FMO, and the site Principal.
 1. Request form to be provided by FMO.
 - iv. Unit members may take all items, acquired through “Donors Choose,” or similar programs/organization(s) to their new site or location.
 - v. District will provide information to all closing and consolidating sites regarding a process for staging of packed materials, who has access to packed materials, timeline for transport of materials, and what the process is when materials are missing, no later than May 15th, 2025.
 - vi. Unit members are encouraged to turn in their keys as early in June as possible, however all keys must be turned in to the site principal or designee prior to June 30, 2025.
 - vii. Unit Members will be provided with classroom space that is empty, cleaned, fully operational, and suitable for setup no later than August 1, 2025.
 - viii. Unit Members will receive keys to their new sites, classrooms, etc as soon as possible and no later than August 1, 2025.
 - ix. Physical moving of materials shall be done by appropriate staff no later than, August 1, 2025.

As more information and/or changes are presented by SRCS, the SRCS Board of Education, and/or SCOE throughout the closure and consolidation process, SRTA reserves the right to negotiate further impacts and effects of these changes.

Dated: 4/18/25

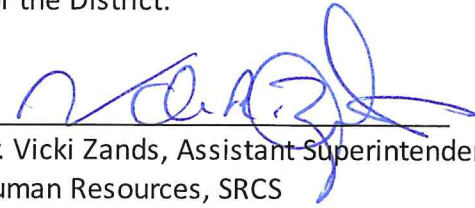
For the Association:


Kathryn Howell, President SRTA


Ian Myers, Chief Negotiator SRTA

Dated: 4/18/25

For the District:


Dr. Vicki Zands, Assistant Superintendent
Human Resources, SRCS


Lisa August, Associate Superintendent
Business Services, SRCS

Dr. Daisy Morales, Superintendent, SRCS

Approved by the Board: 4/23/25



Elsie Allen High School “Graduate Profile”

Language Update¹ - Final Draft

June 17, 2024

Resilient Learners	I am motivated to overcome obstacles and reach my goals. <ul style="list-style-type: none"> ● I enjoy learning ● I can effectively plan and manage my time to support my academic goals. ● I can demonstrate a “growth mindset” in personal and academic pursuits. ● I can incorporate self-care practices and reach out for help to overcome challenges.
Goal Oriented Achievers	I am able to navigate educational and job opportunities so that I feel empowered to reach my goals. <ul style="list-style-type: none"> ● I can explore my interests and create an education and career plan that leads to success. ● I can leverage learning opportunities to inform and achieve my education and career goals.
Globally Aware Citizens	I can embrace global ideas and experiences in the community and world around me. <ul style="list-style-type: none"> ● I am aware and respectful of the cultures, values and beliefs of others. ● I am able to participate in difficult conversations while valuing differing opinions. ● I am able to learn from the perspective of others and work towards positive change.
Effective Communicators	I am able to communicate effectively. <ul style="list-style-type: none"> ● I can speak and listen with purpose and in multiple languages. ● I can use multiple mediums to share and exchange information. ● I can advocate for myself with confidence. ● I can build empathy, trust, and respect with others.
Financially Empowered Individuals	I am educated so that I can be financially empowered. <ul style="list-style-type: none"> ● I can manage my personal finances successfully. ● I can take advantage of financial opportunities that align with my goals and abilities.

Resilient **L**earners

Goal-**O**riented Achievers

Glo**B**ally Aware Citizens

Effective **C**ommunicators

Financially Empowered Individual**S**

¹ The Elsie Allen HS Graduate Profile Coordinating Committee is made up of students, alumni, parents, teachers, counselors, administrators, and classified staff. Monthly meetings began in January 2024. The Language Clarification working group sought to clarify and simplify language, while honoring the work completed by the original group.

New School Model Elsie Allen High School

April 23, 2025



Embrace • Engage • Empower

What is the New School Model?

Vision: A student-centered model that transforms futures by connecting learning to purpose, careers, and community.

Develop **integrated college and career pathways** that:

- Align with high-wage, high-skill, high-growth sectors.
- Reflect diverse student interests and local community needs and connect to regional network.
- Equitably boost academic achievement and postsecondary readiness.
- Enhance student engagement and school culture by connecting learning to real-world experiences through integrated pathways and work-based learning.



Focused on **accelerating** and **enhancing** efforts to **transform Elsie Allen High School** into a community resource that serves Southwest Santa Rosa by providing a rigorous, relevant educational program with extended learning opportunities, and family and community engagement.

Key Objectives

- Operationalize a Graduate Profile
- Redesign and Develop New Integrated Career Technical Education Pathways
- Invest in Professional Development



CAREER TECHNICAL
EDUCATION
FOUNDATION

We invest in connected learning:

- Set students up for success after high school by aligning academic curriculum, career opportunities and student ambition.
- Incentivizing local districts to reimagine high school, college and career (New School Model)
- Allow educators to deepen their joy in teaching and inspire the joy of learning.
- Empower Sonoma County employers to prepare the workforce of tomorrow today.

Our mission is to innovate the education-to-career experience to strengthen student success.



Nationally Connected

A movement for Accelerated Pathways



Bringing a national movement to Sonoma County:

Since 2023, we have been part of AccelerateEd Network. An initiative of the Bill & Melinda Gates Foundation, it is a national network created to support accelerated and integrated educational pathways in regions and states throughout the country.

- Long-standing local commitment
- Deep partnerships in Sonoma County
- Building a mutually supportive ecosystem
- Stronger together
- Fostering regional partnerships
- Developing a shared regional vision
- Defining quality pathway elements
- Uniting stakeholders for coherence
- Planning for long-term sustainability

Investments

Grants & Supports since 2015

Direct Support from CTE Foundation

Grants direct to EAHS: \$700,000+

Consultation Support Services: \$306,293

Indirect Support through other grants

Golden State Pathways Program: \$746,183 (EAHS and PHS)

College and Career Access Pathways: \$100,000

K12 Strong Workforce: \$64,079

Dual Language Immersion Grant: \$380,000 (EAHS & CCLA)

Let's build on this investment!



Student Voice and Engagement

Relevant Learning / Pathways

Student Support:
Foster environments and pathways that ensure students are seen, heard, and empowered in achieving our Portrait of Graduate.

Equitable Student Achievement

Want to be at school and value learning

See relevancy in their learning

Believe they can succeed

Students

Portrait of Graduate:
Refine and implement our Portrait of a Graduate across departments, pathways, and PLC groups to ensure every student is prepared for college and career success.

EAHS Students

Teacher Support:
Cultivate environments where teachers feel recognized, valued, and empowered to collaborate and grow together.

Professional Learning Communities (PDSA Cycles)

Integrated College and Career Pathways

Instructional Leadership Team

Implement through PLCs, Depts. and Pathways

Project-Based Learning

Teachers

Align curriculum, instruction and assessment



**EAHS Strategic Goals
2024-2025**

Graduate Profile

- Developed a draft Portrait of a Graduate with input and leadership from students, teachers, parents, and community members.
- Portrait of Graduate Committee – students, parents, staff – continues to meet and work with departments on piloting implementation
- Implementation strategy = use of **student portfolios** to build student agency, give students voice, personalize their HS journey, and capture how they have demonstrated gains in academics, career readiness, and life skills (i.e., Graduate Profile outcomes)

Resilient **L**earners
Goal-**O**riented Achievers
Glo**B**ally Aware Citizens
Effective **C**ommunicators
Financially Empowered Individual**S**

EA



Career Technical Education

- **Agriculture:** Connects students to Sonoma County's agricultural industry through hands-on learning in a key regional economic sector.
- **Public Safety:** Provides students with training in professions that ensure the safety, security, and wellness of the community such as police, fire and emergency medical services.
- **Public and Community Health:** Prepares students for careers in healthcare and public health, aligning with local workforce needs and providing access to a growing sector.
- **Education:** Equips students with foundational skills for multiple careers in education and/or related fields, addressing community demand for staff in this sector.



Established CCAP Agreements with the Santa Rosa Junior College,
Expanding Work-based Learning Opportunities for Students, Supporting
Integration of CTE and Core Academics

Professional Development

- **Professional Learning Communities** (Plan, Do, Study, Act Cycles)
- **Integrated College and Career Pathways** (Project-Based Learning)
- **Inclusive and Empowered Instructional Leadership Team** (new focus of ILT on instruction and school culture)

2024-25 School wide PLC goal was focused on making school a place where students wanted to be. Making school a place of joy and learning.

Youth Truth - Students

- **I am able to motivate myself to do school work:** improved from 33rd to 76th percentile
- **I am able to focus on my school work:** improved 38th to 69th percentile
- **I am able to create goals for my own learning:** improved 17th to 53rd percentile



Youth Truth Survey - Students

- **My teacher expectations want me to do my best:** improved from 36th to 46th percentile
- **What I learn in class helps me outside of school:** improved 54th to 80th percentile
- **I enjoy school most of the time:** improved 45th to 75th percentile
- **I am getting a high quality education at this school:** improved 22nd to 46th percentile



Dual Language Immersion (DLI) Grant

The Dual Language Immersion (DLI) Grant supports **expanding** the DLI program at **Elsie Allen High School** for students from Cesar Chavez Language Academy, newcomers, and others in Sonoma County. Its goal is to offer Spanish instruction in core subjects promoting multilingualism, multiculturalism, and academic success through an asset-based lens.

Key Objectives

- Expand DLI program to the high school
- Elevate multilingualism
- Professional Development focused on multilingual/multicultural education

Dual Language Immersion (DLI) Grant

2024-2025

- DLI Program at Elsie Allen High School supports Cesar Chavez Language Academy students and newly arrived students.
- DLI World History in Spanish and Spanish for Spanish Speakers courses
- DLI Team Collaboration Meetings to support instructional strategies
- Dual Language Immersion TOSA supporting Elsie and CCLA
- SRCS DLI Advisory Team meetings
- Bilingual, Cross Cultural, Language and Academic Development (BCLAD) credentialing support for staff
- Partnership with SSU's North Bay Bilingual Residency Program to place bilingual resident teachers at CCLA and EAHS
- CCLA and EAHS staff professional development opportunities
- Partnered with Dr. José Medina Educational Solutions to provide job-embedded coaching for dual immersion teachers using the C6 Biliteracy Instructional Framework.

Building on our Pathway Investments

- Leverage the **Phased Pathway Development Plan** and **Golden State Pathway resources** to build integrated pathways aligned with high-wage, high-skill, high-growth sectors.
 - a. Strengthen **WBL coaching and project development** with industry partners.
 - b. **Broaden educator and community involvement** in pathway design and implementation.
 - c. Foster **student-centered pathways** with real-world relevance and strong community ties.
 - d. **Regional Health Science Pathway Blueprint**
 - e. **Early college credit:** Intro. to Health Careers and COUN 53
 - f. **Dual Language Immersion:** Exploring US History and Health Pathway courses in Spanish

Looking Towards the Future: Accelerating Transformation at Elsie Allen High School

- Fuel the momentum and build on the foundation - as we chart the path ahead to continue to serve the students and families in the community.
- Continue to support Professional Learning Communities, to strengthen **project-based learning** as a core instructional strategy.
- Expand **industry** and **community** partnerships.
- Continue to empower the **Instructional Leadership Team** to lead the school transformation process.



How Change Happens

In all living systems, change always happens through emergence. Yet emergence doesn't start big. It begins with small local actions. Large-scale change emerges from connections among these local efforts, from the exchanges of learning and the forging of relationships.

- *Margaret Wheatley, "Bringing Schools Back to Life"*