SRCS & SCOE
Project Partnership Presentation

September 24, 2025

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Introduction

Dr. Amie Carter, Superintendent of Schools
Dr. Vincent Matthews, Consultant

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Six Projects, Six Months

Communications Support
Elementary and 7-12 Transition Support
Students with IEP Support
Demographic Analysis
Safety & Security Support
Fiscal Support

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Communications

Patrick Gannon, Public Information Officer

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Communication

- Board of Trustees 2025-26 Strategic goal
- Significant shift in direct, clear and consistent communication
- Targeted/tailored communication based on audience needs
- Inside-out communication: Start with staff
- Fostering relationships with media
- Greater engagement with the community through videos and other mediums to ensure transparency with the community

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Elementary and Secondary Instruction

Alisa Haley, Executive Director
Dr. LuzElena Perez, Executive Director
Dr. Sarah O'Connor, Director

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Ad Hoc Work that supported the reconfigurations

Through the Ad Hoc meetings and partnership, SRCS collaborated with SCOE:

- Support in facilitation of the Empower Teams
- Support with District Level Design Team and District Level Implementation Team
- Data gathered by SCOE informed the SRCS teams on the importance of ensuring safety for the Jr High students on the reconfigured Jr/Sr Highs
- Our priority has been to focus on our students and their experiences

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Consolidation of Elementary Schools

- Site Teams Developed and articulated information at staff meetings
- Held joint ELAC and SSC meetings to unify campuses
- Coffee with the principal
- Site to Site Field Trips
- Site teachers came together to build 25-26 classes
- Celebrations held recognizing Albert Biella and Brook Hill

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Jr/Sr High Reconfiguration

- Reconfiguration of Santa Rosa Middle School & Santa Rosa High School, and Slater Middle School & Montgomery High School into High Schools offering junior and senior high programs (grades 7-12)
- Site Empower teams from these sites met
- Information nights were held for middle school families
- Summer work completed to ensure all teacher materials were moved to the new sites and classrooms
- SCOE librarians visited libraries, gave ideas and how to manage materials

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2025-26 Moving Forward as Reconfigured Sites

- Implementation of the SIESO Director role
- Begin reconfiguration for Hilliard Comstock Middle School and Piner High School to include junior and senior programming in 2026-27
- Expanding EAHS to include a Jr High program in 2026-27
- Feeder Forums and Open House opportunities for rising and incoming 7th graders
- Signature Program Strengthening, Branding and Marketing for recruitment
- Integration mapping to maximize student opportunity to leverage best practices

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Focus on Quality First Instruction

- Building on existing work
- Partnering with California Collaborative for Educational Excellence (CCEE) to focus on quality first instruction
- All teachers in SRCS have a goal related to MTSS and meaningful engagement
- Educational Services Division is engaged in greater efforts to collaborate with site leaders and maintain deeper connections with the sites
- Using the Cycle of Inquiry for continuous improvement of student outcomes

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Special Education

John Fischer, Executive Director

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Consolidation of Schools

- 11 program classes moved
  - Selected appropriate spaces
  - Collaboration with sites
  - Field trips to new schools
- SELPA/SCOE collaboration -
  - parent meetings;
  - needed trainings;
  - messaging

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Return Students from Out of District Placements

- Transitioning students from SCOE classrooms to SRCS
- Collaboration with SCOE/SELPA
  - Facilitated parent tours of SRCS classrooms
  - Coordinated transition IEP meetings
  - Communicated with families

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Implementing Special Education Study

- Recommendations included:
  - Increased collaboration with SRCS Departments
  - Develop supports for general education students
  - Develop policies and procedures
  - Reduce on contracted aides
  - Organize a Special Education Task Force
- SELPA/SCOE provided ideas and resources
- Link to Special Services follow up activities

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Enrollment & Demographics

Emanuele Bardelli, Executive Director
Stacy Desideri, Executive Director

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Enrollment & Demographics

- Enrollment projections for 3rd interim multi year projections based on collaborative work between FCMAT, Information & Evaluation, and Fiscal.
- Updated for budget adoption based on I&E projections and pre-enrollment.
- Surveys conducted by Fairbank, Maslin, Maullin, Metz & Associates (FM3) and MGT
- SRCS demographics study from spring 2023 reviewed and analyzed
- Updated demographics study forthcoming based on 10 day counts
- Broader Sonoma County data will be available through the MGT study to ensure planning is based on robust data

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10-Day Attendance - Excluding Charter Schools

	LFCC Projections				
	Enrollment	Att Ratio	ADA	Average	Average
TK-3	1,689	93.9	1,586.0	1,633	2,787
4-6	1,256	93.9	1,179.4	1,155	
7-8	1,994	92.0	1,834.5	1,957	8,290
9-12	7,031	92.0	6,468.5	6,334	
Total	11,970	92.5	11,068.4	11,077.7 ± 40.9	11,077.7 ± 40.9
				92.34%	92.34%

August 13	August 14	August 15	August 18	August 19	August 20	August 21	August 22	August 25	August 26
1,628	1,666	1,670	1,629	1,644	1,638	1,637	1,596	1,600	1,621
1,163	1,167	1,168	1,153	1,166	1,175	1,158	1,125	1,116	1,154
1,896	1,888	1,972	1,972	1,979	1,997	1,994	1,955	1,953	1,962
6,198	6,263	6,370	6,429	6,450	6,373	6,338	6,284	6,289	6,341
10,885	**10,984**	**11,180**	**11,183**	**11,239**	**11,183**	**11,127**	**10,960**	**10,958**	**11,078**
91.37%	**91.88%**	**93.35%**	**93.34%**	**93.68%**	**93.08%**	**92.56%**	**91.12%**	**91.02%**	**91.95%**

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Facilities Use and Capacity

			2025-2026 Room Use				
	School Site	Total Rooms	# Classrooms in Use	Other Use	Other spaces used as classrooms but not classrooms	Building In Progress	Available Rooms for 26/27
Elementary	Abraham Lincoln	27	18				9
	Burbank	22	22		2		-2
	Helen Lehman	22	19	3		3	3
	Hidden Valley	31 (-2)	24	7			0
	James Monroe	28	22	6		5	5
	Proctor Terrace	22	20	2	3		-3
	Steele Lane	28	19	3			6

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Safety and Security

Stacy Desideri, Executive Director

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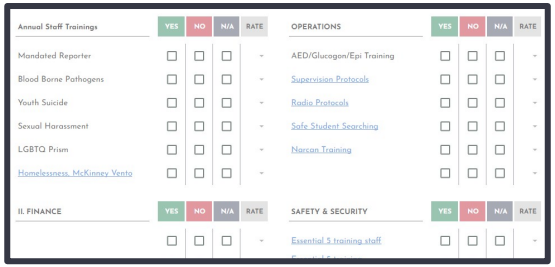
Systems of Security



Annual Staff Trainings	YES	NO	N/A	RATE
Mandated Reporter	☐	☐	☐	
Blood Borne Pathogens	☐	☐	☐	
Youth Suicide	☐	☐	☐	
Sexual Harassment	☐	☐	☐	
LGBTQ Prism	☐	☐	☐	
Homelessness, McKinney Vento	☐	☐	☐	

II. FINANCE	YES	NO	N/A	RATE
	☐	☐	☐	

OPERATIONS	YES	NO	N/A	RATE
AED/Glucagon/Epi Training	☐	☐	☐	
Supervision Protocols	☐	☐	☐	
Radio Protocols	☐	☐	☐	
Safe Student Searching	☐	☐	☐	
Narcan Training	☐	☐	☐	
	☐	☐	☐	

SAFETY & SECURITY	YES	NO	N/A	RATE
Essential 5 training staff	☐	☐	☐	

Consistent Values and Practices

- Resource checklists for sites
- Access to consistent resources
- Enhanced, coordinated Comprehensive Site Safety Plans
- Calibrated, multidisciplinary safety protocols
- Coordinated approaches with city partners

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Training Opportunities

- 8 hours Restorative training (within first 2 weeks)
- In House Training events: Gang awareness, Pro-Act, Investigations
- Welcoming Schools, Trauma Informed Response with Seneca
- Fights: How to prevent and Stop them, De-Escalation, Advanced Body Language
- Tech Training: Radio protocols, Aeries documentation
- First Aid Training: AED, Glucagon, Epi Pens, Narcan

(Not an Exhaustive List)

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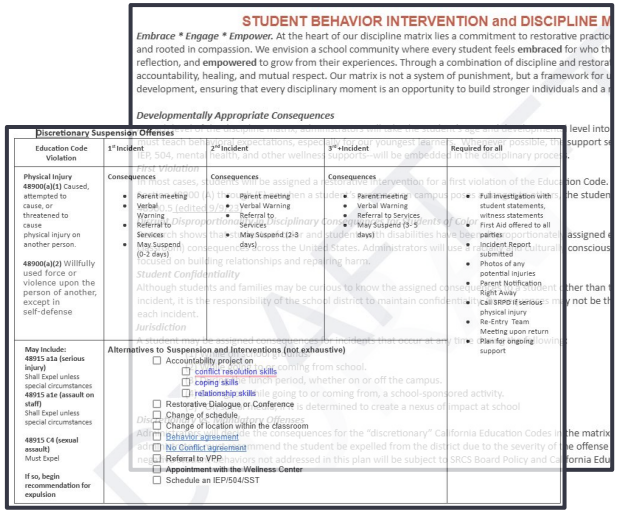
Discipline Matrix

Guiding administration to consistent approaches
Acknowledge and address disproportionality

- Winter, 2025: Exploration of Exemplars
- May, 2025: Presentation to Board of SRCS model
- June, 2025: Review model with Counsel
- August Launch
- August-October: Pilot
- Fall, 2025: Share with district & community
- Fall, 2025 Board Presentation



STUDENT BEHAVIOR INTERVENTION and DISCIPLINE M

*Embrace * Engage * Empower.* At the heart of our discipline matrix lies a commitment to restorative practic
and rooted in compassion. We envision a school community where every student feels **embraced** for who th
reflection, and **empowered** to grow from their experiences. Through a combination of discipline and restora
accountability, healing, and mutual respect. Our matrix is not a system of punishment, but a framework for
development, ensuring that every disciplinary moment is an opportunity to build stronger individuals and a

Developmentally Appropriate Consequences

First Violation

Student Confidentiality

Jurisdiction

Discretionary Suspension Offenses

Education Code Violation	1st Incident	2nd Incident	3rd+Incident	Required for all
Physical Injury 48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury on another person. **48900(a)(2)** Willfully used force or violence upon the person of another, except in self-defense	Consequences • Parent meeting • Verbal Warning • Referral to Services • May Suspend (0-2 days)	Consequences • Parent meeting • Verbal Warning • Referral to Services • May Suspend (2-3 days)	Consequences • Parent meeting • Verbal Warning • Referral to Services • May Suspend (3-5 days)	• Full investigation with student statements, witness statements • First Aid offered to all parties • Incident Report submitted • Photos of any potential injuries • Parent Notification Right Away • Call 911 if serious physical injury • Re-Entry Team Meeting upon return • Plan for ongoing support
May Include: **48915 a1a (serious injury)** Shall Expel unless special circumstances **48915 a1e (assault on staff)** Shall Expel unless special circumstances **48915 C4 (sexual assault)** Must Expel **If so, begin recommendation for expulsion**	**Alternatives to Suspension and Interventions (not exhaustive)** ☐ Accountability project on ☐ conflict resolution skills ☐ coping skills ☐ relationship skills ☐ Restorative Dialogue or Conference ☐ Change of schedule ☐ Change of location within the classroom ☐ Behavior agreement ☐ No Conflict agreement ☐ Referral to VPP ☐ **Appointment with the Wellness Center** ☐ Schedule an IEP/504/SST			

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Fiscal Support

- Fiscal support and oversight is ongoing
- Legally required process under AB 1200

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Closing

Thank you!

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6 Projects, 6 Months in Support of SRCS

Urgent Needs. Focused Action. Clear Goals.

Sept. 24, 2025

Context and Purpose

On March 12, Dr. Amie Carter came before this board with a proposal for a short-term ad-hoc committee for these reasons:

- The Sonoma County Superintendent of Schools' duty to superintend
- SRCS must quickly address deep and long-standing challenges to remain under local control
- The Sonoma County Office of Education (SCOE) has the ability to marshal top-level experts and data
- SCOE and our partners can help build CAPACITY within SRCS and empower district leadership and the board to meet this moment

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Six Focus Areas

The county superintendent and SRCS leadership identified six key areas for assistance:

1. Ongoing fiscal oversight
2. Demographic and community perception data
3. Junior/senior high school campus reconfigurations
4. Safety
5. Special education
6. Communications

Key Takeaways

Although there is still much work to be done, SRCS saw meaningful gains across all six project areas. Improvements made include:

- **Capacity:** District leaders developed new partnerships with expert resources, expanding the district's ability to access and apply specialized knowledge when addressing complex challenges. High-quality data and work in each focus area is available to inform strategies and guide tactical efforts.

- **Culture:** The interim superintendent and trustees have fostered an emerging district culture that addresses system challenges with greater transparency and open communication.

- **Foundational Insights:** This collaboration generated clear recommendations and foundational insights, building momentum and strengthening the SRCS team with richer data, external expertise, and increased capacity.

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The Road Ahead

The responsibility for success now rests squarely with the Santa Rosa City Schools Board of Trustees and leadership team. To retain local control and protect solvency, trustees must confront fiscal realities directly and take the difficult but necessary actions to eliminate deficit spending and rebuild reserves.

SCOE will continue to fulfill its statutory responsibility for fiscal oversight, and under **Education Code §42127.6**, the County Superintendent is required to take *all actions necessary* to ensure SRCS remains solvent. This duty is not optional. If local action proves insufficient, the county superintendent must intervene to safeguard the district's financial stability and protect the community's trust.

The 6 Projects, 6 Months Partnership to Support Santa Rosa City Schools

Urgent Needs. Focused Action. Clear Goals.

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Executive Summary

At the request of the Sonoma County superintendent of schools, the Santa Rosa City Schools (SRCS) Board of Trustees established a new ad hoc committee at its March 12, 2025, regular board meeting. The county superintendent proposed the establishment of the committee to provide additional resources and coordinate state-level partnerships to offer new perspectives and support the district's efforts. The county superintendent selected the scope of the partnership after discussions with trustees, labor partner leaders, and the district superintendent in response to the urgent challenges facing Santa Rosa City Schools.

In spring 2025, SRCS was at a critical inflection point. The district was experiencing compounding fiscal pressures, safety challenges, a decrease of community confidence in the superintendent's leadership, and community criticism of a lack of clarity and coherence in district communications. On Feb. 19, the board voted to close three elementary schools and consolidate three middle schools onto high school campuses over two school years. These significant challenges posed serious risks to the district's ability to deliver on its instructional mission.

Under statute, the county superintendent has the "duty to superintend the schools of the county." (**Ed Code §1240(a)**). Given the challenges of the moment, it was imperative that SRCS achieve not only fiscal stabilization, but also establish a clear, time-bound plan to address these challenges, restore community trust, build organizational capacity and bolster student safety efforts.

The 6 Projects, 6 Months Partnership framework was designed to advance these goals: six focused projects, to be completed within six months, each addressing a high-leverage area necessary for the district's recovery and long-term health. This concentrated approach provided visible progress in key focus areas, deeper insight and collaboration on the root causes of system challenges, and stronger partnerships to support continuous improvement.

The following elements represent this partnership's core areas of work.

1. **Financial Stability Support**
   SCOE partnered with the Fiscal Crisis & Management Assistance Team (FCMAT) to provide SRCS with early financial advice related to the ongoing stability of the district.

2. **Enrollment & Demographic Study**
   SCOE partnered with FM3 and MGT to provide a data analysis that examines the characteristics and demographics of students who reside within SRCS geographical boundaries and seeks to identify insights into reasons families select alternative schools in

an effort to inform educational decision-making within the district.

3. **School Restructuring & Grade Reconfiguration**
   Experienced administrators on the SCOE staff and members from the California Collaborative for Educational Excellence (CCEE) and California Department of Education (CDE) combined efforts to support the significant scope of SRCS planning related to the upcoming restructuring of SRCS's elementary schools and the establishment of 7-12 grade configurations on existing high school campuses.

4. **Student Safety & Threat Assessment**
   SCOE partnered with Redwood Empire Schools' Insurance Group (RESIG) safety experts to train school leaders and staff in student threat assessment teams (STATs) and support SRCS in identifying and implementing recommended safety policies including discipline protocols to identify, prevent, and intervene as necessary in potential school violence situations.

5. **Special Education Transition Planning**
   SCOE partnered with the Special Education Local Plan Area (SELPA) to support SRCS in its work with students with Individualized Education Plans (IEPs) in their transition to 2025–26 schools or programs.

6. **Communications Support**
   SCOE partnered to create an expert three-member communications team to work with SRCS staff to ensure transparency in communications to the community related to the scope of work while highlighting the positive achievements of the district.

Over six months, the ad hoc committee met 16 times, creating a structured forum for progress updates, data sharing, and collaborative problem-solving. These meetings helped reduce silos by bringing together diverse perspectives and fostered transparency.

Between meetings, SCOE dedicated significant staff time and brought in external expertise to stand alongside SRCS in this work. These outside partners worked hand-in-hand with county office experts, recognizing that the challenges facing SRCS are complex and require perspectives broader than any single agency can provide.

By engaging leaders with backgrounds in fiscal stabilization, instructional improvement, communications, and governance, the district was able to benefit from proven practices across the state while shaping solutions to fit local needs. These experts helped name difficult truths with objectivity, modeled effective leadership, and accelerated capacity-building for both staff and

trustees. Most importantly, their involvement underscored that SRCS was not alone in confronting these challenges, but supported by a wider network of expertise committed to helping the district move toward stability and improvement. These outside experts included:

Fiscal Crisis and Management Assistance Team (FCMAT) — An independent state agency created under Assembly Bill 1200, FCMAT helps local educational agencies (LEAs) assess and resolve financial, operational, and management challenges, providing fiscal advice and technical assistance across California.

California Collaborative for Educational Excellence (CCEE) — A statewide agency established under Education Code §52074, CCEE advises and assists districts and county offices in achieving their LCAP goals, especially through continuous improvement frameworks like multi-tiered systems of supports (MTSS). **Dr. Christine Olmstead,** a widely recognized expert in this field, brought both a statewide perspective and a practical understanding of how to move complex initiatives forward. **Learner Centered Collaborative's Dr. Devin Vodicka**, three-time California Superintendent of the Year and author, contributed valuable expertise in guiding large organizations through complex change while balancing innovation efforts.

Fairbank, Maslin, Maullin, Metz & Associates (FM3), is a California-based public opinion research firm that conducts surveys for various organizations, including those involved in education.

MGT is a national corporation specializing in demographic and enrollment studies that provide invaluable insights for businesses, governments, charitable organizations, and educational organizations.

Special Education Local Plan Area (SELPA) — SELPAs are regional consortia mandated by law to ensure provision of high-quality special education services. They serve multiple local educational agencies to coordinate programs, and provide compliance and parent/educator training. Program Specialist **Suzanne Merideth** and **Elizabeth Engelken**, executive director of the Sonoma County SELPA and Charter SELPA, brought both deep technical knowledge of special education law and practical insight into how services are delivered in schools.

Redwood Empire Schools' Insurance Group (RESIG) — Established in 1979 as a joint powers authority, RESIG provides self-insurance and risk management services — including workers compensation, liability, property, and health benefits — to Sonoma County school districts.

Communications specialists — External professionals with experience in public information and strategic messaging were engaged to enhance internal and external communications.

Terilyn Finders and **Terry Koehne** from F3 hold deep expertise in crafting education messages that are clear, honest, and aligned with organizational values.

Retired superintendents — Former district superintendents contributed directly to project advancement by sharing leadership insights, facilitating strategic planning, and offering mentorship to SRCS staff. **Dr. Tim McCarty**, retired superintendent of the Dublin Unified School District and current professor at Chapman University, brought a wealth of expertise in leadership, team dynamics, and the superintendent experience. **Dr. Vincent Matthews** brought the expertise from his work in San Francisco and San Jose Unified, and as a state-appointed administrator in both Oakland and Inglewood Unified. Having led districts through crises and state oversight, he offered clear guidance on what strong leadership requires in times of fiscal and organizational instability.

The ad hoc meetings provided regular opportunities to report out, receive feedback, and establish priorities with the larger group, ensuring that progress was monitored, decisions were informed, and the work stayed aligned to district needs and statutory responsibilities.

Emerging Leadership and the Path to Local Control

A defining strength of this partnership emerged with the May 15, 2025, leadership change, when the interim superintendent set a tone that welcomed candid dialogue and modeled openness to constructive feedback, creating more productive conditions for problem-solving. Despite the intensity of ongoing crises and public scrutiny, a core group of SRCS leaders consistently stood out as leaders who leaned in with persistence and engagement, signaling real growth and the emergence of a new leadership mindset. At the same time, this cultural shift is still relatively new, and it is natural that not everyone is yet in the same place. Retaining and elevating this spirit of leadership will be essential to the district's future success. At the same time, the district must carefully address any lack of engagement as it strives to build a more streamlined team aligned with the urgent work ahead.

Throughout the past six months, three school board trustees actively participated in dialogue, asked probing questions, and demonstrated courage in making difficult decisions. Their commitment to keeping students at the center, even amid the most painful choices, reflects an unwavering focus on the district's mission. At the same time, as lay leaders with various levels of experience in the field of education, trustees must be able to rely on the expertise and proactive guidance of their professional staff. This is an area where senior district leadership has at times fallen short, underscoring the need for staff to provide stronger, more proactive leadership. Supporting the board effectively requires addressing difficult truths directly, without resorting to

sugarcoating or overly positive framing that minimizes the seriousness of the challenges. This will give trustees the clarity they need to make sound decisions for students and the community.

While the road ahead remains difficult, the growth and change demonstrated by SRCS district leadership throughout this process offers hope that a new mindset is taking shape — one that will be essential to confronting the challenges ahead. The real test will be whether this shift can take root quickly enough to meet the urgency of the district's circumstances, particularly in curbing deficit spending and rebuilding reserves. Sustained progress in these areas will be the determining factor in ensuring the district retains local control.

Fiscal Challenges

While five of the six projects will now conclude with the summaries and recommendations contained in this final report, it is important to emphasize that fiscal oversight is not a one-time project — it is a statutory responsibility. SCOE has remained steadfast in fulfilling that duty. Despite significant efforts, SRCS continues to face severe fiscal challenges.

School restructuring, while necessary, has not resolved the district's long-standing deficit spending or brought reserves into compliance. Additional action will be required to safeguard the district's solvency. Looking ahead, the fiscal crisis will remain the most urgent issue before SRCS leadership and the governing board, demanding difficult but essential decisions.

The county office recognizes the dedication of the board of trustees and the extraordinary effort required to govern under such challenging circumstances. SCOE remains fully committed to supporting the district and to ensuring that the board retains local control, which is ultimately dependent on the district's ability to curb deficit spending and rebuild the state-required reserve.

Confronting Hard Truths

In closing, the 6 Projects, 6 Months Partnership has provided Santa Rosa City Schools with targeted support, external expertise, and a framework for progress during one of the most challenging periods in its history. The work has highlighted areas of growth, built capacity, and created momentum toward a stronger leadership culture.

Still, the district's future ultimately rests in the hands of the board of trustees. The situation is dire, and the board cannot minimize the severity of the crisis or attempt to soften its impact through reassuring narratives that obscure the depth of the problem. To retain local control and safeguard solvency, trustees cannot blink, defer, or waver from the difficult but necessary actions required to end deficit spending, rebuild reserves, and confront fiscal realities directly. Anything less risks forfeiting both stability and the community's trust. The time for decisive leadership is now.

Ongoing Fiscal Oversight

Scope of Work

Priority Area 1: SCOE will partner with the Fiscal Crisis & Management Assistance Team (FCMAT) to provide Santa Rosa City Schools (SRCS) with early financial advice related to the ongoing stability of the district.

Chapter Summary

At the start of the 2024-25 fiscal year, SRCS projected the need for $21.3 million in spending cuts across 2025-26 and 2026-27 to comply with state requirements related to its cash reserves. To address these reductions, the SRCS Board of Trustees approved a fiscal stabilization plan that included school closures and expected to generate $11 million in ongoing annual savings beginning in 2025-26. However, the final board-approved configuration of closures and consolidations fell short of this target by approximately $2.64 million.

Under California Education Code, the county superintendent has a duty to review district budgets, certify interim reports, and intervene when a district may be unable to meet its financial obligations.

SRCS is at risk of running out of cash by the start of the 2026-27 fiscal year. Without decisive intervention, this would cause severe disruption to students and staff, likely require a state bankruptcy loan, and result in the loss of local control over fiscal and operational decisions. Immediate action is essential to preserve the district's viability and maintain local control.

Research and Key Findings

As part of SCOE's monitoring of school districts' finances, districts produce three interim reports throughout a school year that evaluate districts' ability to meet financial obligations for the current and two upcoming fiscal years. These reports are certified as "positive," "qualified," or "negative" as to districts' financial solvency. A district with a positive certification is able to meet all obligations. A qualified certification indicates the district may not meet its financial obligations. Lastly, a negative certification is issued when a district will not be able to meet its financial obligations for the current year or the subsequent fiscal year.

For nearly nine years, the SRCS board has dealt with recurring structural deficits without implementing a long-term solution. SRCS has long exhibited a pattern of deficit spending, evidenced by 11 qualified interim certifications over the last 16 reports, a trend projected to continue into 2025-26. Despite this history, the board's actions, including fiscal stabilization plans, short-term borrowing, and school closures/consolidation, have been insufficient to fully address SRCS's financial challenges.

Following the district's qualified second interim certification, SCOE required SRCS to submit a third interim report. With support from a FCMAT consultant, the business team developed the report using FCMAT's Projection-Pro software, allowing for a detailed validation of all revenue, expenditure, and cash flow assumptions.

The preparation and review of SRCS's most recent third interim report identified the following key issues:

- **Ongoing Deficit Spending:** Unrestricted deficit spending, which represents the district's funds that can be used for general, discretionary expenditures including most payroll, is projected at -$21.4 million in 2024-25, -$8.0 million in 2025-26, and -$5.2 million in 2026-27.
- **Growing Deficits from Imbalanced Decision-Making:** The board continues to approve compensation increases before adopting offsetting budget reductions, worsening fiscal distress, and increasing long-term structural deficits.
- **Reserves:** The district's unrestricted reserves are projected to remain negative in all three years, reaching -$16.1 million by 2026-27.
- **Cash Flow:** The general fund cash balance is projected at $10 million by June 30, 2025, but falls to less than $1 million by June 30, 2026, even with $3 million in interfund borrowing and the use of a line of credit.
- **Deteriorating Cash Position:** The district is operating on a $100 million line of credit and projects to close the 2025-26 fiscal year with less than $1 million in the general fund.
- **Risk Indicators:** Several of FCMAT's indicators of risk or potential insolvency apply to SRCS, including multi-year deficit spending, negative reserves, declining enrollment/average daily attendance, and above-average identification rates for special education.

Recommendations and Completed Work

Completed work

- Development of the 2024-25 third interim report in collaboration with SCOE and FCMAT, utilizing Projection-Pro to ensure accurate projections.

- Validation of key assumptions for revenues, expenditures, and cash flow.
- Preparation of multi-year projections to assess solvency through 2026-27.
- Ongoing support throughout the 2024-25 fiscal year and the development of the 2025-26 adopted budget

Recommendations

To address the findings from the 2024-25 third interim report and mitigate the risk of insolvency, SCOE recommends the following:

1. **Adopt and Implement a Fiscal Recovery Plan:** The board must adopt and implement a comprehensive fiscal recovery plan. The plan must include detailed expenditure reductions, strategies to restore reserve levels, and actions to reverse ongoing deficit spending.
2. **Prioritize Restricted Funds:** SRCS should prioritize expenditure of restricted funds before unrestricted funds to help slow the depletion of reserves. This corrective action will help align budget practices with best fiscal management standards and reduce pressure on the general fund.
3. **Strengthen Cash Flow Management:** Cash flow must be carefully monitored each month to ensure positive balances in all months of the fiscal year. Reliance on borrowing, including the line of credit and interfund transfers, must be minimized. Any forecast showing negative cash should be immediately addressed through expenditure reductions, budget realignment, or revenue adjustments.
4. **Address Identified Risk Areas:** In addition to the measures above, the fiscal recovery plan must specifically address the risk indicators identified by FCMAT, including:
    - Restoring the minimum reserve for economic uncertainty in the current and two subsequent years.
    - Stabilizing the unrestricted fund balance and reducing reliance on short-term borrowing.
    - Reconciling and maintaining accurate records for budget, payroll, and staffing levels.
    - Developing a staffing and cost accounting system that captures all positions and related costs.
    - Managing enrollment and attendance declines through multi-year forecasting and planning.
    - Reducing the district's above-average special education identification rate where appropriate through early intervention and programmatic review.
    - Minimizing leadership turnover in fiscal and executive positions to ensure continuity of financial planning.

5. **Collective Bargaining:** Future collective bargaining agreements must comply with disclosure requirements and demonstrate affordability within the district's financial plan.

Conclusion

Time is running out for Santa Rosa City Schools. Without immediate corrective action, these issues put the district at risk of becoming fiscally insolvent.

If the board does not act now, it risks losing the ability to make locally driven decisions. The county office recognizes and respects the dedication of the board trustees and the enormous effort required to govern in challenging times. The county office remains fully committed to supporting the district and ensuring that the board maintains local control.

The Sonoma County superintendent of schools has reviewed the Santa Rosa City Schools district's 2025-26 adopted budget. Based on the district's multiyear projections, the county superintendent has determined the district will be UNABLE to meet its financial obligations in the current or subsequent two fiscal years, and has taken action to identify the district as a "lack of going concern."

A lack of going concern automatically triggers intervention by the county superintendent. Under Education Code Section 42127.6, the superintendent is required to take "all actions that are necessary to ensure that the school district meets its financial obligations." In practice, this means that SCOE and the county superintendent's goal is simple: do everything possible to keep local control in local hands and avoid the loss of governance that comes with state receivership.

SCOE will continue to bring in expertise, provide oversight, and partner with the district to restore financial stability. Our commitment is to exhaust every option available under the law to maintain local control over district decisions.

Demographic and Community Perception Data Collection

Scope of Work

Priority Area 2: SCOE will partner with FM3 to provide a data analysis that examines the characteristics and demographics of students who reside within SRCS boundaries and seek to identify insights into reasons families select alternative schools in an effort to inform educational decision-making within the district.

Chapter Summary

To strengthen district planning through data-driven decision making, SCOE commissioned research firm FM3 to carry out a large-scale community engagement survey of parents and guardians, reflecting SCOE's commitment to supporting schools and families by aligning community input with accurate enrollment projections. Two key areas of focus are being addressed:

1. **Community Engagement Survey:** Providing insights into family perspectives and decision-making factors when choosing schools.
2. **Projected Enrollment Study:** Updating enrollment projections to guide long-term planning and resource allocation.

As part of the committee's work, SCOE coordinated an extensive parent and guardian survey to better understand community priorities across SRCS and its feeder districts. Parent contact information was shared by several partner districts, including Bellevue, Bennett Valley, Mark West, Rincon Valley, Roseland, and Wright. While some districts were unable to provide this information in time, SCOE ensured that the survey captured a broad cross-section of families within SRCS boundaries.

- More than 600 interviews were conducted with parents and guardians.
- An additional 400 interviews were completed with families of students in grades 5-9 to ensure representation of critical transition years.
- These responses were carefully weighted to maintain accuracy across the full sample.

Although the number of interviews from smaller feeder districts was limited, SCOE's leadership ensured the findings were aggregated in a statistically valid way. The survey data will guide district planning by identifying characteristics of SRCS families and highlighting the factors most influential in school choice.

In addition to gathering community input, SCOE has prioritized accurate enrollment projections. SCOE engaged MGT Consulting to lead a new projected enrollment study, based on Day 10 enrollment counts for the 2025-26 school year. Building on the May 2023 study, this updated analysis incorporates refined methodologies and the FM3 team's specialized expertise.

The study will be completed in time for integration into the December 2025-26 first interim report, ensuring SRCS leaders have the most current and reliable enrollment data to guide staffing, budget planning, and program development.

Through these coordinated efforts, SCOE is providing SRCS and its feeder districts with the data, tools, and insights needed to support families and plan effectively for the future.

Research and Key Findings

Methodology:

Survey Methodology

Dates	May 27-June 17, 2025
Survey Type	Dual-mode Parent Survey
Research Population	Parents in Santa Rosa City Schools District and Feeder Districts
Total Interviews	713 Total Interviews Oversample of Grades 5-9 Parents to Reach 410 Interviews
Margin of Sampling Error	(All Parents) ±4.0% at the 95% Confidence Level (Grades 5-9) ±4.9% at the 95% Confidence Level
Contact Methods	Telephone Calls; Email Invitations; Text Invitations
Data Collection Modes	Telephone Interviews; Online Interviews
Languages	English and Spanish

FM3

(Note: Not All Results Will Sum to 100% Due to Rounding)

Research: Overall Impressions

These graphics summarize the results, which are detailed further below:

These views were generally consistent among parents/guardians with kids in SRCS schools and other feeder districts.

Person/Organization	Total Favorable				Total Unfavorable			
	All Parents/ Guardians	Santa Rosa City ES/MS	Santa Rosa City HS	Other Feeder Districts	All Parents/ Guardians	Santa Rosa City ES/MS	Santa Rosa City HS	Other Feeder Districts
Your children's teachers	**89%**	92%	86%	89%	**8%**	8%	9%	7%
~Your school district	**80%**	--	--	80%	**13%**	--	--	13%
Santa Rosa City Schools District teachers	**71%**	87%	81%	58%	**12%**	8%	9%	15%
Santa Rosa City Schools District	**41%**	49%	44%	36%	**49%**	48%	53%	47%
Santa Rosa City Schools Board of Education	**31%**	34%	35%	28%	**54%**	58%	56%	51%

Note:

More from other feeder districts answered "no opinion" for views of SRCS

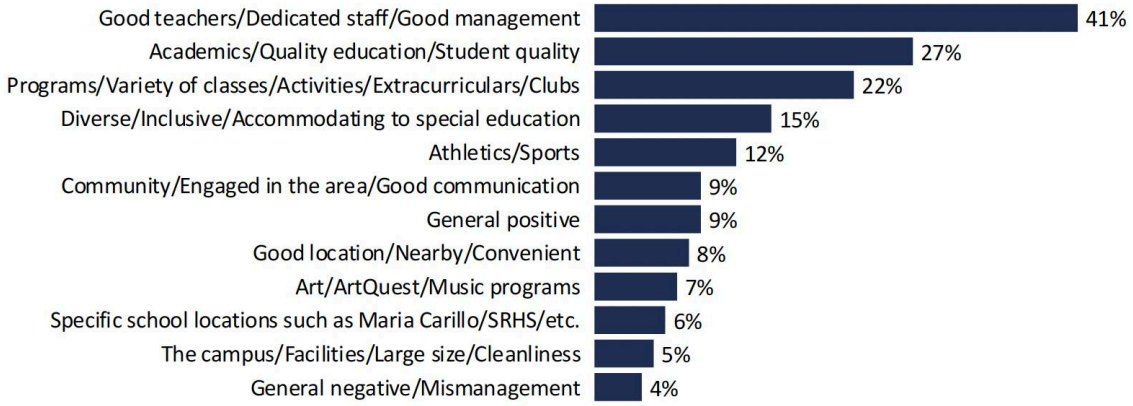
FM3

Q6. Here are some names of people and organizations active in public education. Please indicate whether you have a favorable or unfavorable opinion of that person or organization.
~Asked if Not in Santy Rosa City Schools District Only, n=351

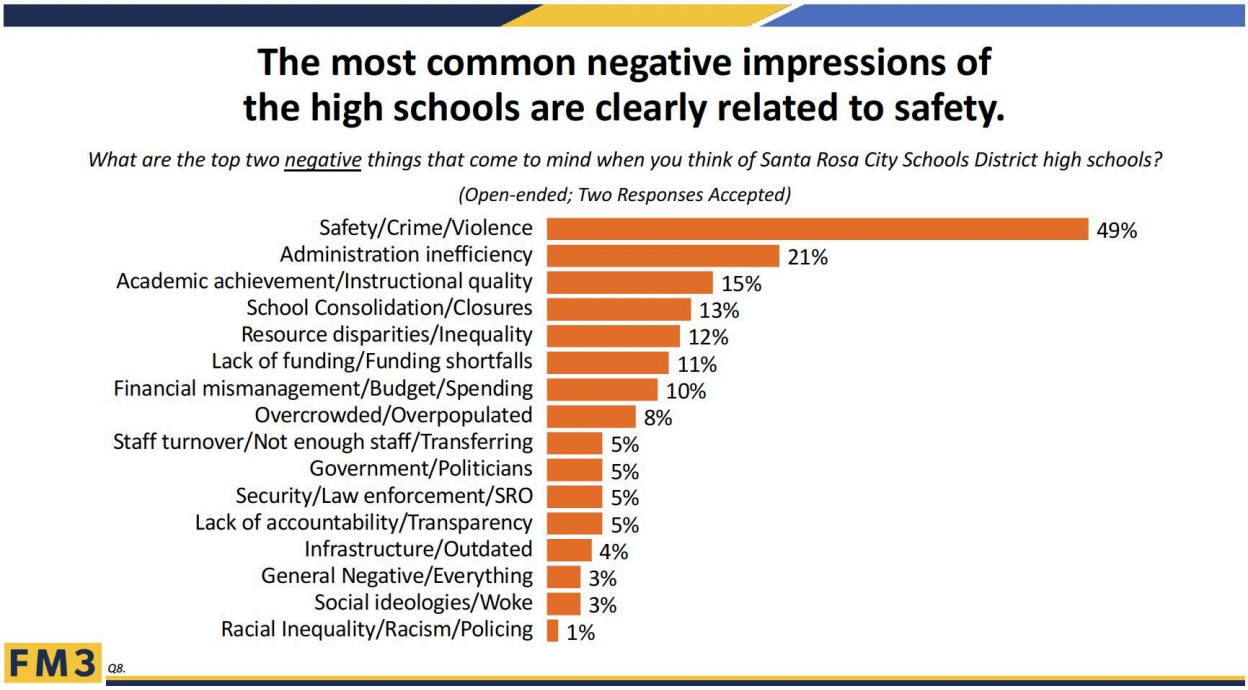
Many positive impressions of SRCSD high schools center around teacher and staff.

What are the top two positive things that come to mind when you think of Santa Rosa City Schools District high schools?

(Open-ended; Two Responses Accepted)



FM3 Q7.



Key Findings: Overall Impressions

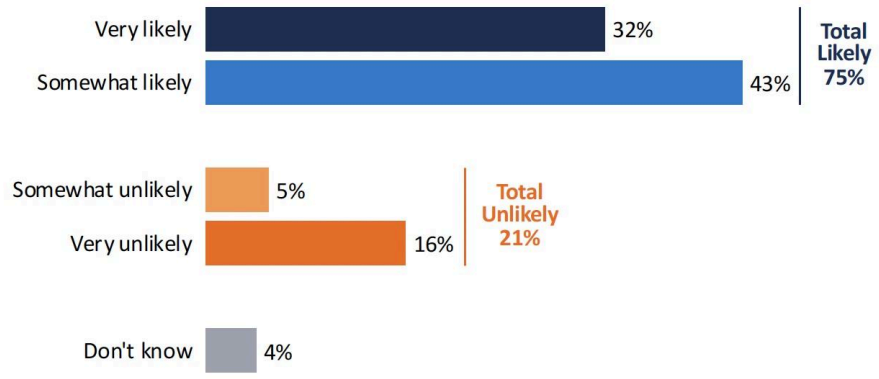
- Parents and guardians of Santa Rosa public school students have generally quite positive impressions of teachers and staff.
- Feeder districts are also viewed favorably, though impressions of SRCS are more mixed.
- Views of the education being provided by the SRCS high schools are generally positive, though perhaps with modest levels of intensity.
- Two of the biggest areas of concern or uncertainty are the safety of SRCS high school campuses and the district's overall financial situation.
- Given the views of the quality of education, it appears that these two factors are key drivers of impressions of the high schools, and perhaps — to a lesser extent — concerns of inequity between the high schools and the stability of leadership.
- Many recall receiving information from SRCS and find what they have received useful.

Research: High School Decision Making

These graphics summarize the results, which are detailed further below:

Three quarters of parents and guardians of children in grades 5-8 are likely to enroll in SRCS high schools; one in five are unlikely.

Are you likely to consider enrolling your child in a Santa Rosa City Schools District school for high school?
(Asked if Children in Grades 5-8, n=333)

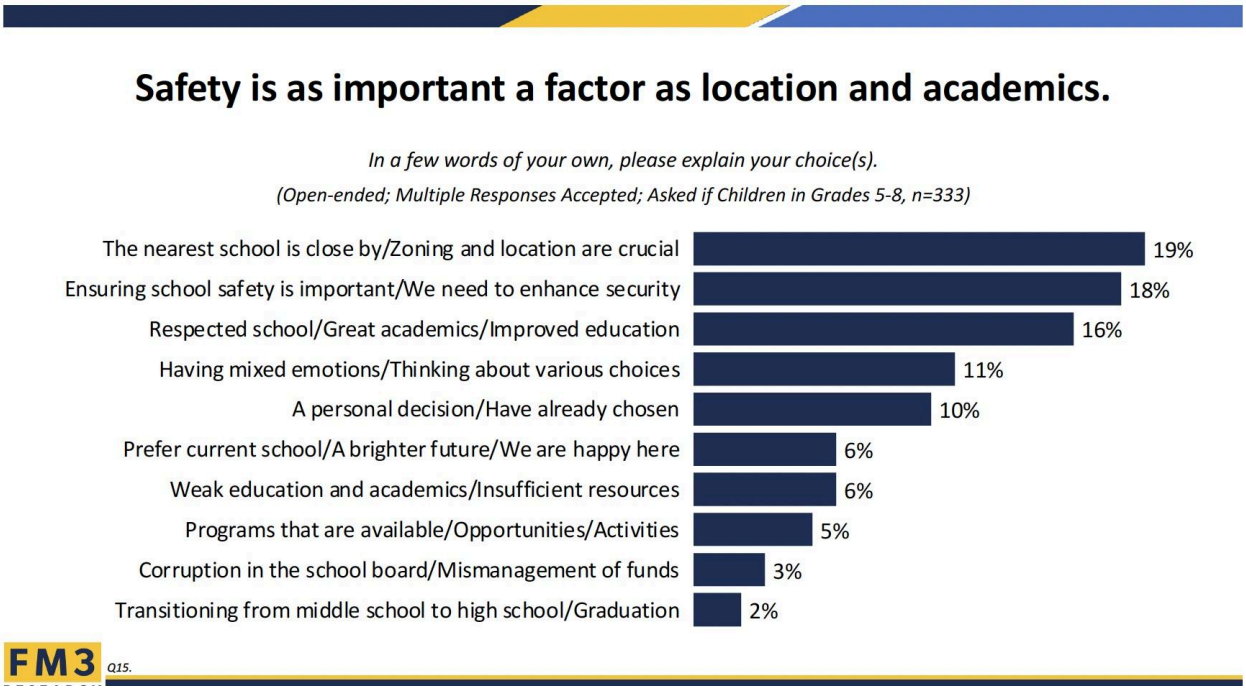


FM3 Q13.

Those with kids in other feeder districts are less likely to say they intend to send their children to SRCS high schools.

Demographic Group	Total Likely	Total Unlikely	Don't Know
All Parents/Guardians	**75%**	**21%**	**4%**
District			
Santa Rosa City Schools District (Elementary/Middle)	81%	18%	2%
Santa Rosa City Schools District (High School)	83%	14%	3%
Other Feeder Districts	72%	24%	5%

FM3 *Q13. Are you likely to consider enrolling your child in a Santa Rosa City Schools District school for high school? Asked if Children in Grades 5-8, n=333*



Key Findings: High School Decision Making

- While many parents and guardians of children in grades 5-8 are still considering their high school options, about three-quarters (75%) are at least somewhat likely to send their kids to SRCS high schools.
    - That number is higher among SRCS middle school parents/guardians (81%) compared to other feeder districts (72%)
- However, 1 in 5 (21%) are not likely to send their children to SRCS high schools, including 16% who are “very unlikely” to do so.
- White parents/guardians are comparatively less likely to send their kids to SRCS high schools than parents/guardians of color.
- Parents/guardians from households with the lowest income levels are especially likely to send their kids to SRCS high schools.
- Key factors in these enrollment decisions appear to be maintaining educational quality and, critically, improving perceptions of school safety. Addressing concerns about financial management and leadership stability are also important.

Recommendations

- **Increase enrollment:** Analyze the data collected about community perceptions to create goals and actions to increase enrollment in Santa Rosa City Schools.
- **Address safety concerns:** Prioritize attention on **increased safety and security measures** as it is one of the key areas of concern across all community groups.

- **Aggressively track data:** Monitor enrollment and mobility trends closely in the first month of school to ensure accurate attendance and enrollment data.

Conclusion

The data collected through SCOE's partnership efforts provides both a clear picture of current community perceptions and a roadmap for future planning. Families expressed confidence in the quality of instruction and staff across SRCS, but also raised important concerns about school safety, financial stability, and inconsistency and lack of confidence in leadership. These factors weigh heavily in high school enrollment decisions and must be addressed alongside ongoing commitments to equity and the quality of education.

By commissioning a comprehensive community survey and a new enrollment projection study, SCOE has positioned SRCS to make informed decisions that respond directly to the needs of the community. The findings point to actionable next steps: enhancing safety measures, improving communication around finances and leadership, and continuing to monitor enrollment closely. Taken together, these efforts will allow SRCS to strengthen trust with the community, support families in their school choices, and plan responsibly for the future.

Junior/Senior High School Reconfiguration

Scope of Work

Priority Area 3: Experienced administrators on the SCOE staff and members from the California Collaborative for Educational Excellence (CCEE) and California Department of Education (CDE) will combine efforts to support the significant scope of SRCS planning related to the upcoming restructuring of SRCS's elementary schools and the establishment of 7-12 grade configurations on existing high school campuses.

Chapter Summary

Experienced administrators from the Sonoma County Office of Education (SCOE), alongside members of the California Collaborative for Educational Excellence (CCEE) and California Department of Education (CDE), have worked in partnership with Santa Rosa City Schools (SRCS) to support the significant scope of planning associated with restructuring elementary and secondary schools. This restructuring includes the closure of two elementary and two middle schools, with the integration of 7th and 8th graders into 7-12 grade configurations on existing high school campuses. Additionally, for the start of the 2026-27 school year, one additional 7-8 school, Hilliard Comstock Middle School, will merge with Piner High School.

SCOE's role has been to ensure a coordinated, student-centered approach that prioritizes operational efficiency, transparent communication, and, most importantly, the success of students as the district transitions to this new model.

Early work has focused on establishing clear structures for design and implementation, supporting feeder district engagement, and launching an initial community survey to gather input from families of incoming 6th, 7th, and 8th graders.
Key steps have included:

- SCOE/CCEE walk-throughs of Santa Rosa High School and Montgomery High School campuses.
- SCOE leadership joining design team and implementation team meetings to assist in reconfiguration of secondary sites.
- Collaboration with SRCS staff and feeder superintendents to develop, refine, and administer the enrollment projection survey.
- Reviewing enrollment monitoring processes with the SRCS Wellness & Engagement Department.
- Reviewing the processes for staffing and master scheduling in the secondary schools.

- Sharing survey findings with the ad hoc committee in May 2025.
- Provided recommendations for a staff transition process for the reconfiguration of middle schools and high schools.
- Advising the empower teams and design team regarding the importance of the team building experiences needed for the blended middle school and high school staff.

The data collected, combined with SCOE's technical assistance, ensures SRCS has both a foundation of community input and clear operational pathways to guide this transformation.

Research

While SCOE was working with FM3 to design and execute the full demographic analysis, it was critical for the SRCS team to have some preliminary data to use in their junior/senior high school reconfiguration planning. To support their urgent need for enrollment projections, SCOE, in collaboration with SRCS staff, developed a community engagement survey to distributed to families across feeder districts, including:

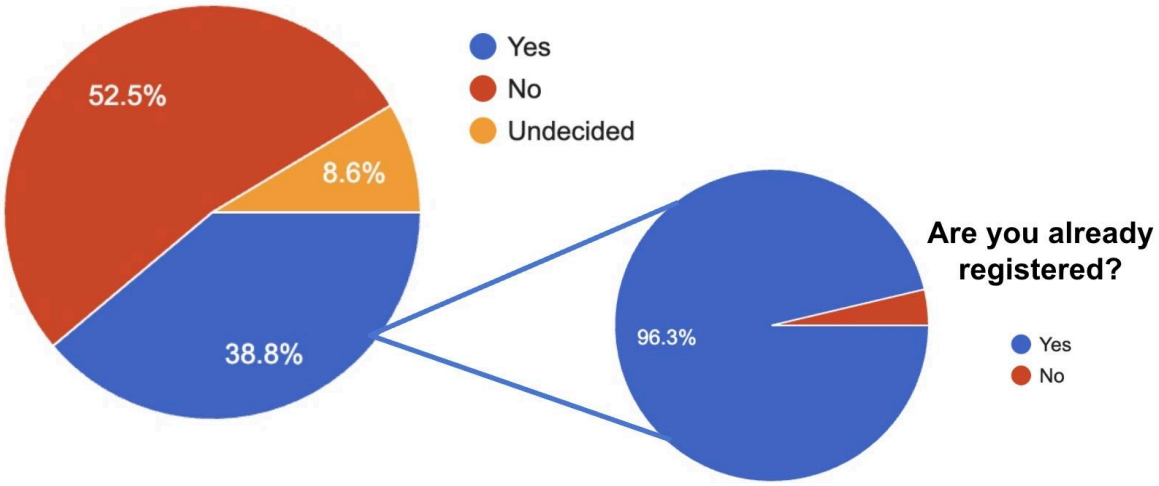
- Bellevue Union School District
- Bennett Valley Union School District
- Kenwood Elementary School District
- Mark West Union School District
- Piner-Olivet Union School District
- Rincon Valley Union School District
- Roseland School District
- Wright Elementary School District

The survey targeted families of incoming 6th-8th grade students to understand preferences, concerns, and logistical needs associated with the transition to a junior/senior high school model.

Key Findings

These graphics summarize the results, which are detailed further below:

Do you plan to attend a school in SRCS next year?



For those planning to attend SRCS next year, here are the top 6 reasons:

1. **Tradition and Personal History**
2. **Family and Logistical Considerations (primarily transportation)**
3. **Lack of Alternatives**
4. **Hope / Desire to Support the Community**
5. **Student Preference and/or Social Factors**
6. **Programs and Activities (primarily athletics)**

For those who were still undecided, here is what they shared would need to be in place to decide to attend SRCS?

1. **Adequate Time** – There must be a clear, well-structured timeline to allow the transition or program to be thoughtfully implemented and evaluated for success.

2. **Safety Measures** – Ensuring physical and emotional safety for all students is a top priority, especially during times of change or transition.

3. **Transportation Options** – Reliable transportation must be in place, particularly for students coming from areas like Roseland, to ensure equitable access to education.

4. **Clear Communication and Support** – Families, students, and staff need transparent, consistent communication and real, accessible support services throughout the process.

5. **Student Integration Strategy** – Clarify whether students will be integrated or kept separate during the day, and ensure integration plans promote inclusion, equity, and a positive school culture.

6. **Staffing Levels** – Address concerns about teacher shortages; adequate staffing is necessary to prevent student needs from being overlooked.

Recommendations for future Planning

Prioritize Student Safety

- Reintroduce School Resource Officers (SROs)
- Increase adult supervision
- Implement safety protocols for shared spaces (e.g., restrooms, lunch areas)

Prioritized Student-Facing Staff

- Retain experienced teachers
- Protect student-facing roles (ex: aides, counselors, mental health support, special education services, intervention staff)

Maintain Focus on Academics

Protect Enrichment Programs (ex: Music, STEM, Extracurricular Activities)

Prioritized Smooth Transitions Between Junior & High School Students

- Sibling coordination for drop-off/pick-up
- Separate bell schedules for middle and high schoolers

SCOE's key takeaways from the survey include:

- Families voiced strong advocacy for prioritizing school and student safety, including an increase in adult supervision on each campus.
- While many families recognize the reason for a shift to the junior/senior high structure, many expressed concerns about ensuring safe, developmentally appropriate environments for younger students on high school campuses.
- The transition requires robust coordination of transportation, wellness, and engagement support, especially for students moving from closing schools.

- Local Control Accountability Plan (LCAP) alignment and monitoring processes are critical to ensuring the reconfiguration supports both equity goals and measurable student outcomes.
- Families emphasized the need for assurance that the transition to a junior/senior high school model will not create inequities between schools or limit access to core curriculum.

These findings underscore the importance of continuing SCOE's support in guiding the planning, addressing parent concerns, making adjustments, and ensuring alignment with district priorities through the ongoing work with CCEE and Learning-Centered Collaborative.

Completed Work

- **Survey Design and Launch:** SCOE collaborated with SRCS leaders and feeder superintendents to design and refine the enrollment projection survey. Contact lists were secured from feeder districts, and the survey was successfully distributed to families of incoming 6th- through 8th-graders.
- **Committee Support:** SCOE participated in design team and implementation meam meetings, providing technical assistance and input into planning processes.
- **Ad Hoc Committee Data Review:** Survey results were shared in May 2025, ensuring district leaders had timely access to family perspectives.
- **Wellness & Engagement Collaboration:** SCOE reviewed SRCS's enrollment monitoring process with the district's wellness and engagement director to strengthen accountability.
- **LCAP Alignment:** SCOE supported SRCS in connecting the reconfiguration process to LCAP goals and actions.

Recommendations

- **Prioritize School Safety:** Respond to strong community feedback by making safety planning a central focus of the reconfiguration and any communications efforts. This includes ensuring appropriate supervision, facilities adjustments, and age-appropriate support for younger students on high school campuses.
- **Build Coherence Across LCAP and MTSS:** Align reconfiguration goals with multi-tiered system of supports (MTSS), which offers increasing levels of support to students tailored to their levels of need, to create equity-driven structures and consistent student support.
- **Expand Leadership Engagement:** Continue engaging district and site leaders in structured learning opportunities to deepen shared understanding of how reconfiguration aligns with equity and improvement frameworks.
- **Develop a Phased Transition Roadmap:** Create a clear roadmap that sequences key changes across the next 1-3 years, ensuring operational efficiency and minimizing disruption for families.
- **Strengthen Scheduling Support:** Review and adjust secondary site master schedules to ensure staffing is used efficiently and cost-effectively while providing students with engaging core curriculum and maintaining equity across schools.
- **Visit Exemplary Reconfigured Schools.** Identify and schedule visits to school districts that have successfully implemented reconfigured junior and senior high schools. Develop implementation plans from these visits.

Conclusion

Santa Rosa City Schools is undertaking a significant transformation with the move to junior/senior high school grade configurations. SCOE's leadership and facilitation have ensured that this process is grounded in community input, aligned with accountability structures, and supported by state partners. Early steps — such as survey design, stakeholder engagement, and committee participation — have laid the foundation for a transition that centers students and responds to the needs of families.

Looking ahead, the district's success will depend on continued investment in alignment between LCAP goals and MTSS structures, and the creation of a phased implementation plan that reflects both state expectations and local priorities. By maintaining coherence, transparency, and student-centered decision making, SRCS — supported by SCOE, CCEE, and Learning-Centered Collaborative — has the opportunity to ensure that this restructuring strengthens educational opportunities and equity for all students.

Safety

Scope of Work

Priority Area 4: SCOE will partner with Redwood Empire Schools' Insurance Group (RESIG) safety experts to train school leaders and staff in student threat assessment teams (STATs) and support SRCS in identifying and implementing recommended safety policies including discipline protocols to identify, prevent, and intervene as necessary in potential school violence situations.

Chapter Summary

This report provides an overview of the current Santa Rosa City Schools safety landscape from the perspectives of students, parents and administrators at secondary sites. The findings are based on a series of interviews conducted in 2025 with students from Montgomery (MHS), Santa Rosa (SRHS), and Elsie Allen (EAHS) high schools, plus administrators from those three schools as well as Slater and Santa Rosa (SRMS) middle schools. This report also incorporates student data from YouthTruth, parent survey data from the research firm FM3, and interviews with the Santa Rosa Police Department to support the analysis. The goal is to foster a safer and more positive school environment for all students and staff, by identifying key areas of concern and providing concrete recommendations for improvement.

The data reveals significant safety concerns stemming from a lack of consistent disciplinary practices, a strong presence of gangs and weapons on campuses, and a perceived disconnect between school sites and district administration. Students report feeling unsafe in certain areas, particularly bathrooms, and describe a culture where safety is often dependent on one's social group. Administrators express frustration with the absence of a district-wide discipline matrix, leading to subjective decision-making. Furthermore, there is a perception among administrators that a student's past behavior is not a significant factor in disciplinary considerations.

In contrast, Santa Rosa Middle School provides a positive case study, demonstrating the effectiveness of an integrated approach that combines restorative and assertive discipline. Their model has led to marked improvements in student perceptions of fairness, respect, and school community. Based on these findings, this report recommends the development of a consistently applied district-wide discipline matrix, revised expulsion guidelines, enhanced training for administrators, and improved communication between the district and school sites.

Research and Key Findings

Discipline and Consequences

A primary concern among administrators is the lack of a formal district-wide discipline matrix. This absence leads to several issues, including uneven application of discipline, subjectivity, and potential bias in decision-making. One administrator noted, "It feels very arbitrary. They consider things like who their parents are." Without a clear matrix, there is a lack of transparency for administrators, teachers, parents, and students regarding consequences for specific behaviors.

Another significant issue is the practice of not considering a student's disciplinary record beyond the current school year. This is a cultural norm within the district for many administrators, who state they do this to avoid bias and give students a "blank slate." This practice has serious implications, as a student's past behavior is not considered when assessing a threat, and a student can be involved in numerous fights throughout both middle and high school without facing expulsion. One administrator described a “3-4 rule (at our school site)” requiring multiple fights before considering expulsion, but admitted that despite many opportunities to apply it, the rule had never been invoked to expel a student.

When applied consistently and fairly, expulsion can be a valuable tool to address student safety concerns. It removes a student with a pattern of violent or threatening behavior from the school setting, increasing feelings of safety; it also connects that student with an educational setting that can offer a higher level of support.

Student Safety Concerns

According to the YouthTruth Survey, a significant percentage of students do not feel safe from violence at their schools. The perception of safety varies by school, with Maria Carrillo having the highest percentage of positive responses (56%) and Santa Rosa High having the lowest (25%). A major safety concern for students is the school bathrooms, which are viewed as unsafe across campuses. Students report avoiding bathrooms due to drug use, vaping, and harassment.

Furthermore, students' sense of safety is often tied to their social group. One student stated, "If you aren’t involved with ‘those type of people’ then you don’t have things to worry about." Another student shared, "If you involve yourself in the violence and the group of people in the violence, but if you stay out of it and just stay with your close circle of friends then you are safe." These statements suggest that safety is not a universal experience but is instead dictated by peer relationships and social affiliations. The most common student safety concerns mentioned were fights, substance use, and unsafe bathrooms.

Gangs and Weapons

Street gangs have long had a presence in Sonoma County and Santa Rosa, and because of that, it's important that our schools acknowledge it and address it with clear policies and practices. There is a "strong criminal street gang presence in our schools," according to Santa Rosa Police Chief John Cregan. Sgt. Travis Menke of the SRPD Gang Task Force noted that "the gang presence in Santa Rosa City Schools is very deep, and kids as young as 10 or 11 are being recruited." One school administrator recounted an incident where "a student stabbed another student because he was wearing the 'wrong' color." Another administrator expressed concern that the "gang problem is much deeper than even I thought," noting that students have access to weapons and even machines capable of manufacturing guns.

Adding to the concern, some administrators reported being redirected by district staff for using the term "gangs" and told to use the phrase "different student groups" instead. The gravity of this issue is further underscored by the fact that the SRPD has seen a 129% increase in firearm seizures, with 55% of that increase coming from juveniles. Recent news stories also highlight the issue, with multiple reports over the last year of loaded handguns and stabbings at district schools.

Converging Evidence

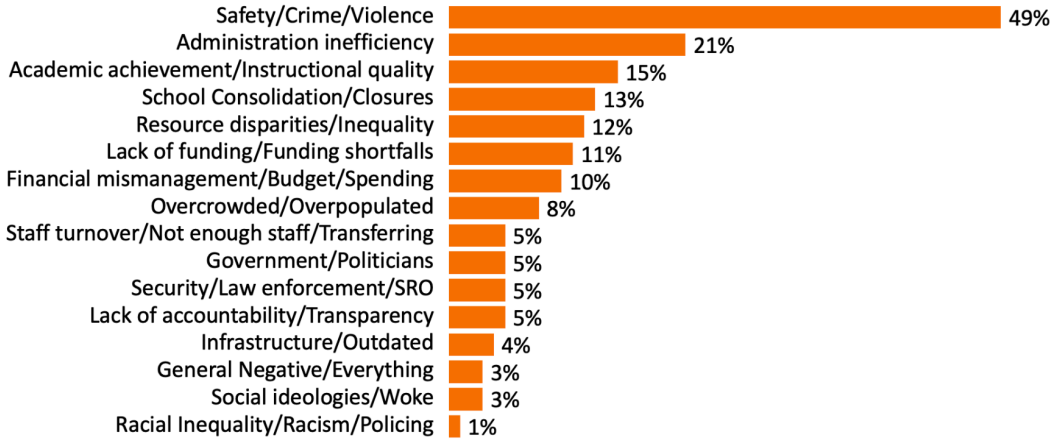
FM3:
The research firm FM3 conducted a survey between May 27 and June 14, 2025, that included 713 parent or guardian interviews. They presented the results at the June 25, 2025, SRCS board meeting. Their findings quantify the concern parents have over school safety. Specifically:

Nearly **half of parents (49%)** volunteering a negative comment about SRCS high schools cited *"Safety / crime / violence"*—far more than any other issue.

The most common negative impressions of the high schools are clearly related to safety.

What are the top two negative things that come to mind when you think of Santa Rosa City Schools District high schools?

(Open-ended; Two Responses Accepted)

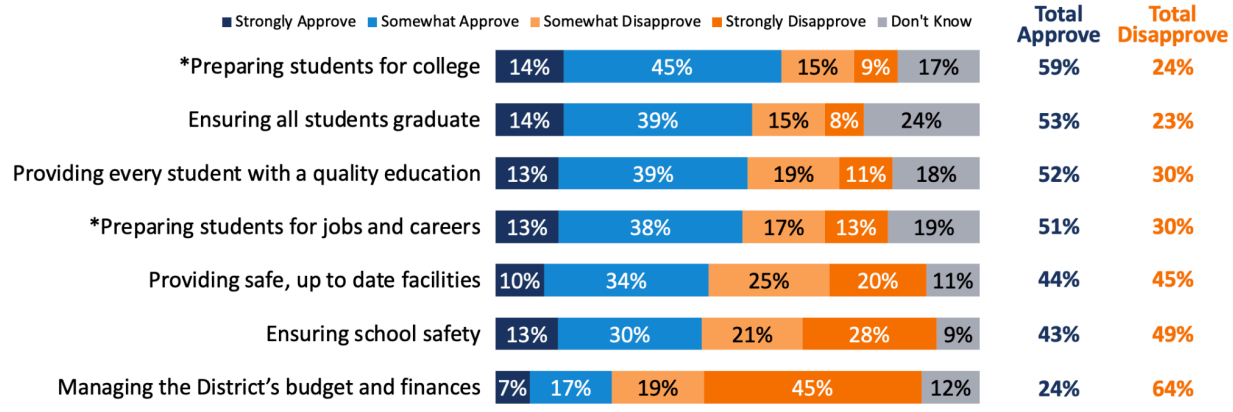


FM3 RESEARCH Q8.

Only **43% approve** of how the high schools are *"ensuring school safety,"* while 49% disapprove.

Views of the high schools' educational outcomes are generally positive, though many are concerned about safety and financial management.

Please indicate whether you strongly approve, somewhat approve, somewhat disapprove, or strongly disapprove of the job that the SRCS high schools are doing on each of the following items.

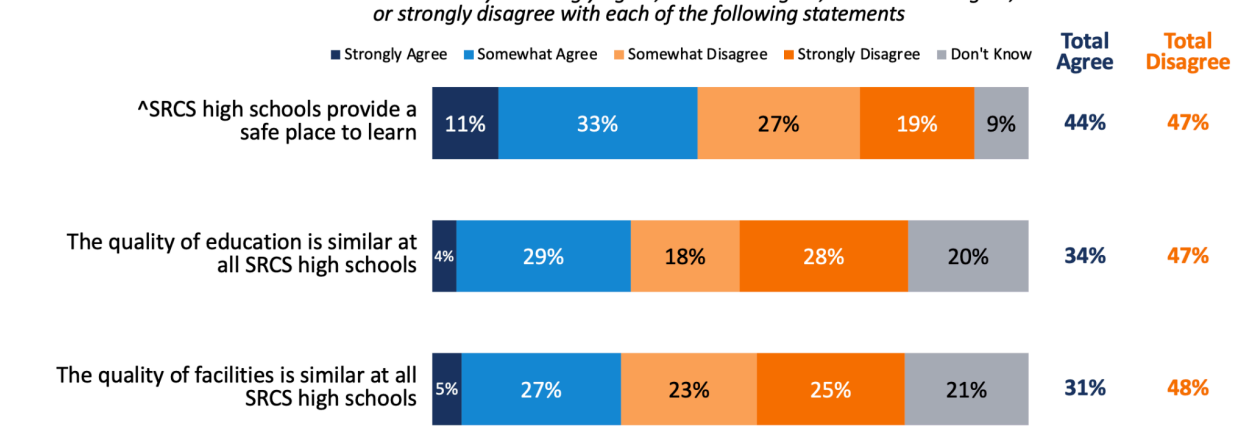


FM3 RESEARCH Q10. *Split Sample

Just **44% agree** that SRCS high schools *"provide a safe place to learn,"* versus 47% who disagree.

Opinions are split on high school safety and pluralities feel there are inequities between the high schools' education and facilities.

Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each of the following statements

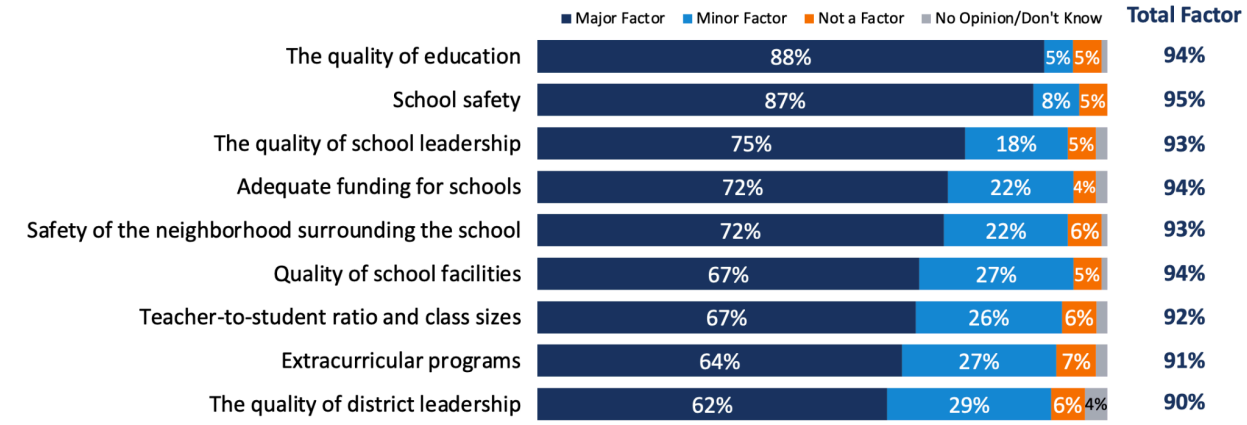


FM3 RESEARCH Q11. ^Not Part of Split Sample

87% of parents with children in grades 5-9 say *school safety* is a **major factor** when choosing a high school (95% factor overall).

Educational quality and safety are top decision-making factors.

Here are some factors families may consider when choosing which high school to enroll their child in. Please tell me if this is a major factor, a minor factor, or not a factor for you and your family as you consider which school your child should attend next.
(Asked if Children in Grades 5-9, n=371)



FM3 RESEARCH Q19.

Analysis

Fewer than half of parents or guardians surveyed expressed confidence in the overall safety of district schools, indicating a substantial gap between district actions and parent perceptions. Moreover, safety concerns outweigh all other issues, underscoring the need for immediate attention. Because nearly all parents or guardians consider safety a key factor in choosing a school, these perceptions are likely to influence both enrollment decisions and student retention.

Site and District Relations

A significant gap exists in communication and support between the district and site administrators. Administrators describe a feeling of isolation, with one stating, "It feels like you're on an island and trying to build a boat and get to shore." They feel that the district is not providing the necessary support and that decisions are often made "to us, not with us." Another administrator commented on the lack of district staff presence on campuses, which results in a lack of understanding of the day-to-day realities at school sites. This disconnect is seen as a barrier to promoting a safe and positive school climate.

Spotlight: Santa Rosa Middle School

In contrast to these challenges, Santa Rosa Middle School has demonstrated a highly effective approach to discipline. They have successfully integrated restorative and assertive discipline practices, starting with "accountability projects" for a student's first offense. This model involves students researching, reflecting, and presenting their findings to two adults before returning to class.

Over the course of three years, this approach has led to significant improvements in student perceptions of school climate as measured by YouthTruth data. For example, the percentage of students who believe "Discipline in this school is fair" increased by 21 percentage points. Similarly, the percentage of students who feel "Adults in my school treat students with respect" also increased by 20 points. This case study provides a proven model for success within the district.

Recommendations

Based on the evidence from student and administrator interviews and supporting data, the following recommendations are proposed:

- **Develop and Implement a District Discipline Matrix:** Create a clear, transparent, and consistent district-wide discipline matrix that integrates assertive discipline with restorative

practices. The matrix should be clearly communicated to administrators, teachers, families, and students to ensure a common understanding of consequences.

- **Revise Expulsion Guidelines:** Current guidelines for expulsion should be revised to be less tolerant of violent behavior. The bar for expulsion should be lowered to ensure that students with a history of violent behavior face appropriate consequences.
- **Enhance Administrator Training:** Provide mandatory training for administrators on the importance of reviewing a student's complete history of threatening and violent behaviors. This training should emphasize that considering a student's historical record is crucial for maintaining a safe school environment.
- **Improve Communication Between Sites and the District Office:** Implement regular, structured opportunities for dialogue and collaboration between district-level staff and site administrators. The goal is to build stronger relationships and ensure that decisions made at the district level are informed by the realities on school campuses. This will help close the gap between the district and sites and foster a more supportive and unified administration.

Action Taken

Santa Rosa City Schools has taken initial steps to respond to the report's findings. In the joint meetings with SCOE, the following plan was presented by the district.

In January 2025, the cabinet and board began discussions on a discipline matrix. At the Sept. 18, 2025, ad hoc committee meeting, SRCS reported that a discipline matrix is now in place at all sites.

From February through May, the district explored exemplar models, customized them for SRCS, and presented them to the board in mid-May. In June, legal counsel reviewed the exemplars.
In August, the administrative team launched a review and revision of the matrix, refining the preferred model. A pilot of the matrix began in August, which consisted of collecting ongoing feedback and making adjustments. In September, the refined exemplar will also be brought to the School Advisory Round Table and Article 8 team for discussion. The behaviorist team is contributing a section of the matrix to develop "early warning signs" as part of the process.
This winter, the board will consider the proposed matrix for adoption.

Conclusion

The safety and well-being of students are paramount to a thriving educational environment. This report highlights a critical need for systemic changes in how the district approaches discipline, addresses gang and weapon-related issues, and fosters communication between different levels of administration. The current practices, or lack thereof, have created an environment where students

do not consistently feel safe, and administrators feel unsupported and ill-equipped to handle complex disciplinary issues.

However, the success story of Santa Rosa Middle School offers a powerful and encouraging path forward. Their model proves that a thoughtful and consistent approach to discipline can significantly improve student safety and respect. By adopting similar strategies, the district can move from a reactive stance to a proactive one, creating a culture of accountability, fairness, and mutual respect. Implementing the recommendations outlined in this report will be the first step toward building a safer and more positive school climate for every student, every day. It is through conscious acknowledgement of these imperfections and a collective commitment to finding solutions that the district can fulfill its promise of providing a safe experience for all students.

Special Education

Scope of Work

Priority Area 5: The Sonoma County Office of Education (SCOE) will partner with the Special Education Local Plan Area (SELPA) to support Santa Rosa City Schools (SRCS) in its work with students with individualized education plans in their transition to 25-26 schools or programs.

Shortly after the 6 Projects, 6 Months partnership began, SRCS's high rate of identification of students who receive special education services and referrals of students to nonpublic schools were highlighted as drivers behind the district's high expenses. This section of the report also addresses these topics.

Research and Key Findings

SRCS's elementary and high school districts have each been in the bottom 11% to 20% of English language arts (ELA) and mathematics for two consecutive years, requiring the district to participate in the California Department of Education (CDE)'s compliance and improvement monitoring. This qualifies the district for a higher level of monitoring, collaboration with the CDE, and access to technical assistance providers and the Sonoma County SELPA as needed. As part of this process, CDE closely monitors progress, providing guidance and requiring corrective action to address identified needs.

Additionally, the Santa Rosa Elementary district was found to have a disproportionate representation of non-Hispanic white students with disabilities in separate schools for the past three years.

An audit completed in January 2025 found a number of factors contributing to the district paying high costs for special education. First, SRCS identifies roughly 20% of its students as qualifying to receive special education services, well above averages for Sonoma County (16%) and the state (14%). The audit estimated this overclassification costs the district $26 million annually. Second, the district qualifies a disproportionate number of English language learners for special education services compared to its overall student population. Third, just over 150 of the district's students attended nonpublic schools during the 2024-25 school year, at a cost of $9 million. Finally, the January report identified the district as having "a heavy reliance on contracted instructional assistants due to lower district pay," leading to contractual staffing ratios that exceeded statewide standards.

The overidentification of students and reliance on outside service providers also increases costs to transport students who receive special education services, the January report found. Such services were projected to cost $9.6 million in 2024-25, with 60% of that cost borne by the district.

Recommendations and Completed Work

Completed Work

SRCS has made efforts to transition students from nonpublic schools to less restrictive settings, such as district-operated programs. Several of the district's extensive support needs (ESN) programs were nominated for the SELPA's Spirit of Education Award. Through this process, these classrooms for students with significant behavioral, emotional, communication, sensory, or motor impairments were visited by a number of SELPA representatives. These observations found that many of these classrooms offer inclusion opportunities for students with disabilities to learn with peers. This type of inclusion is not available for students placed in nonpublic schools.

In addition, members of both the SELPA and SCOE Behavioral Health department visited a classroom with a new teacher staffed with a high ratio of contractual assistants. The SELPA and SCOE provided feedback to members of the SRCS Special Education department regarding staffing and offered specific strategies.

SRCS was able to create a job description and hire instructional aides in an effort to move away from heavy reliance on contracted support. As a result, SRCS was able to hire a number of district staff to support students rather than using nonpublic agencies. This has potential to be more cost effective long-term by avoiding unanticipated rate changes or administrative costs from contracted entities. Other advantages include direct oversight and management of staff and increased opportunities for inclusion.

The SELPA and SRCS co-hosted two parent/guardian listening sessions in spring 2025. The purpose of these meetings was to share information and answer questions about the upcoming transition for extensive support needs programs due to the reconfiguration of schools. One session was hosted at the SELPA location, with a second session held in SRCS.

The SELPA initiated contact with the CDE's Diagnostic Center Northern California on behalf of SRCS to explore a project intended to provide behavioral support to key classrooms in the district. SRCS decided to postpone this opportunity.

The SELPA has offered meetings to plan for SRCS staff learning opportunities and resources in the following areas: IEP reviews for least restrictive environments, using the SELPA nonpublic schools matrix, supporting parents with walk-throughs of new sites, and planning nonpublic school visits to extensive support needs classes. In addition, the SELPA has offered a meeting with behavioral specialists to target training for new teachers in the lower elementary and the use of behavioral screeners and other supports targeted for at-risk students. These meetings have yet to take place.

The SELPA is currently attending the technical assistance meetings alongside SRCS to provide ongoing support and resources as part of their compliance and improvement monitoring process.

The SELPA Alternative Dispute Resolution program supported families with their questions about the transition/reconfiguration, in addition to working with nonpublic schools in our area to promote least restrictive environments and more inclusive practices.

Both SELPA and SCOE have provided dates to meet and discuss staffing ratios.

Recommendations

SRCS is encouraged to continue to focus on the creation of a **comprehensive MTSS structure** to address the overidentification of students with disabilities and provide intervention prior to referral for special education assessment and service delivery. Significant collaboration and integration with Educational Services and Student Services within the MTSS structure will be necessary to address referral patterns district wide.

SRCS is encouraged to work with the **SELPA and nonpublic school partners to address the high number of placements in a separate setting**. Inviting nonpublic school partners to visit extensive support needs classrooms, and having IEP teams trained to use the SELPA NPS Matrix at every IEP meeting when students are either being considered for or enrolled in a nonpublic school, will enable teams to make data-informed decisions for determining least restrictive environments.

SRCS is encouraged to **train IEP team members in the use of the SELPA Special Circumstances Instructional Assistance (SCIA) Guidelines**, with an emphasis on fading support by using progress monitoring data. Additional training for IEP teams on making decisions for transportation and extended school year would also be beneficial.

SRCS is encouraged to participate in **alternative dispute resolution training** for site administrators, increasing communication and relationship-building efforts when addressing special education conflicts and parent concerns.

The district, including school and labor leaders, needs to engage in collaborative efforts to identify, recruit, and staff areas which support both preventive and interventive strategies for students with learning challenges. Specific agreements which **alleviate the reliance on contracts with nonpublic schools** will not only address fiscal areas of concern, but provide direct training and support pathways. School, family and student cultures will be positively impacted by receipt of direct services from district hired staff.

Conclusion

SCOE, in partnership with the SELPA, will continue to support SRCS efforts to increase effective communication pathways with families and agency partners, including nonpublic schools and nonpublic agencies. The SELPA remains committed to address the overidentification of students with disabilities, while supporting the development of comprehensive, district-wide multi-tiered systems of support tailored to students' needs. The utilization of current data measures, compliance monitoring activities, and SELPA training resources will support these efforts.

Communications

Scope of Work

Priority Area 6: The Sonoma County Office of Education (SCOE) will partner with a communications specialist to ensure transparency in communications to the community related to the scope of work while highlighting the positive achievements of Santa Rosa City Schools (SRCS).

Chapter Summary

Over the past six months, SCOE and two communications specialists with F3 Law have reviewed SRCS's communications practices, recommended changes, and assisted the district during transitions between superintendents and communications coordinators. Throughout the project, SCOE has stressed the role the SRCS Board of Trustees and district staff play in communicating about the district's financial challenges and the scope of changes.

SCOE's collaboration with the district has contributed to more concise messaging and staff receiving information first. This approach ensures that families with questions can have them answered confidently by school staff with whom they have strong relationships. Each of the district's audiences is receiving information tailored to their questions and needs.

During this project, SCOE assisted the district with transitions to a new superintendent and a new communications coordinator, leveraging relationships with news media and ensuring initial messaging from the acting superintendent was closely aligned with her goals.

Research and Key Findings

Situation Analysis

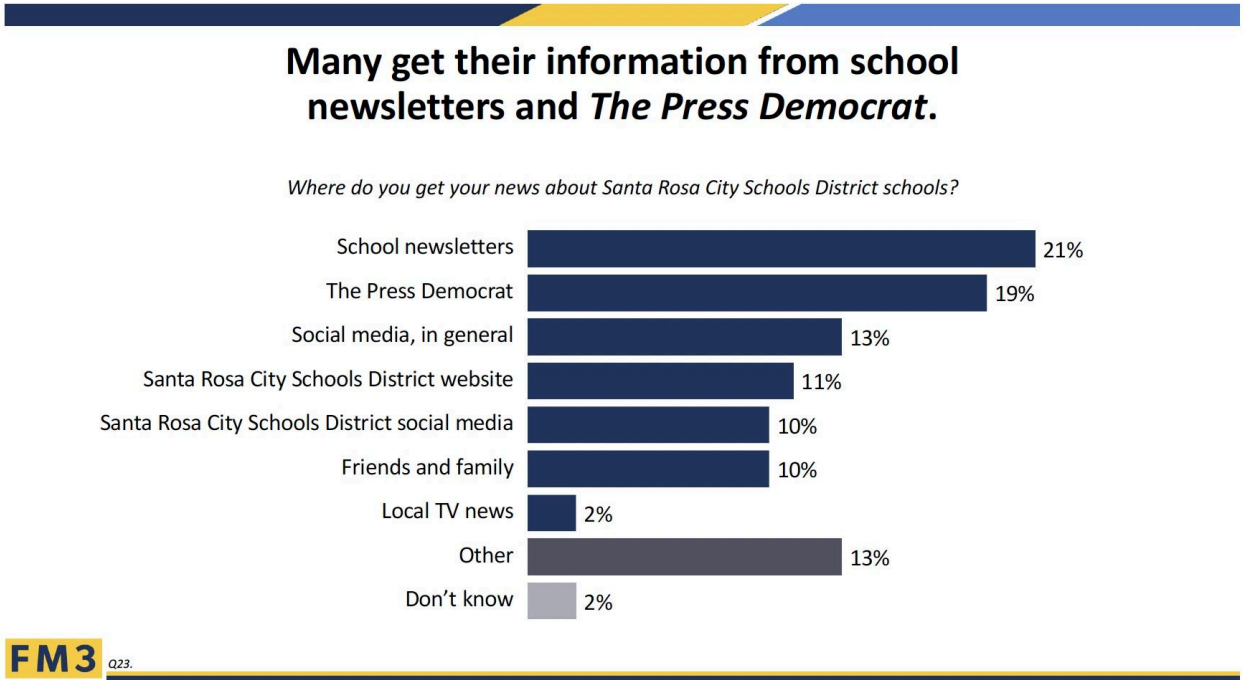
When this project began, SRCS faced communications challenges on multiple fronts. A lengthy process to gather public input about which school campuses to close or consolidate culminated in a vote by the SRCS Board of Trustees to close three elementary schools and three middle schools over two years. Instead of closing a high school as discussed, this new scenario moved 7th and 8th graders to high school campuses. This quick pivot prompted a flood of questions from the public that staff could not answer because important aspects of the plan had yet to be identified or communicated by the board or by district leadership to the staff, who also had their own questions.

This abrupt rollout and subsequent information gap fueled speculation, damaged trust in the district, and left members of the public who had attended numerous public meetings on potential school closures feeling as if their input had been disregarded.

The district was facing significant criticism from staff and families who were anxious, as well as frustrated by the information they were receiving about reconfigurations of campuses and the leadership teams. In response and with the goal of being transparent, the district began overcommunicating around upcoming changes. Staff and the community were getting every piece of information at the same time, sometimes in the form of meeting notes or partial updates about items that were still under discussion.

These two groups' negative perceptions were compounded by district leadership's adversarial relationship with the news media. At a time when the public was seeking details about what the reconfiguration of middle and high school campuses would look like, the district's former superintendent waited several weeks for her interview with The Press Democrat about the reconfiguration. It was the superintendent's first face-to-face sitdown with the paper in nearly six months, the paper reported. Also around this time time, public dissatisfaction boiled over into protests at the district office, plus a Change.org petition and flyers around Santa Rosa calling for the former superintendent's ouster.

During this period and from the outset of SCOE's work to support SRCS's communication, the board of trustees, staff, and school families have stressed the need for stronger communication. Improving relations with local media, specifically The Press Democrat, needs to be a top goal. The family survey that FM3 and SCOE conducted among feeder districts showed that The Press Democrat is one of the community's two top sources of school information, along with students' school sites. This underscores the importance of maintaining strong relationships and clear channels of communication with each of these essential constituencies.



Despite the negative sentiment this spring and looming challenges later this fall, SRCS is in position to build on recent positive momentum. Sonoma County and Santa Rosa are places where people have deep ties and feel deep pride for their local schools. People want SRCS to succeed, they like its teachers, and they want to help.

Recommendations and Completed Work

Recommendations

Throughout this collaboration, SCOE has stressed several key points:

Prioritize communications with staff: The district's staff can either be its best ambassadors, or its biggest critics. They are often the first people families turn to when they want information. Therefore, the district needs to ensure that staff's questions about the changes ahead are answered clearly and consistently, and that staff have the information they need to confidently answer inquiries from the public. Prioritizing employee communication to help build public and family confidence and trust was profoundly important in the context of campus changes and declining enrollment.

Different audiences, different needs: The district has several key circles of individuals or audiences with which it communicates. Each of these groups has its own priorities and questions. Therefore, communications tactics and content should be tailored to what each of these groups wants or needs to know.

Improve relations with local media: With nearly a fifth of families receiving information about their students' schools from The Press Democrat, the district needs to prioritize repairing a relationship where trust, cooperation, and transparency has eroded. Part of having a strong relationship with the media is recognizing that the district and the media are not going to see eye to eye on every story and that, so long as coverage is factual, it is neither productive nor important to haggle over minor details. The goal should be making sure families are getting accurate information.

Communication is everyone's job: Clear, effective communication must be consistent and originate with the district's board and leadership. It should then flow outward through the rest of the organization before it reaches school families and the public. Communication is not the sole purview of the communications coordinator.

Be direct: The challenges facing SRCS are deep and complex. Previous leadership acknowledged a lack of awareness from the general public about the scope of the budget cuts that would be necessary. As the district seeks to rebuild trust, it is vital its leaders be clear and firm in their assessments of the district's finances, and that the message be consistent at all levels of the organization. One of the fastest ways to undo the rebuilding of trust would be to go back to the public for repeated rounds of cuts, each time explaining the issue is worse than acknowledged previously. Avoiding that scenario needs to be a priority.

Completed work

In late March, the SCOE communications team presented a series of questions about campus consolidations to the ad hoc committee that the board and district leaders needed to answer before changes could be communicated effectively. One example concerned the terminology that would be used to refer to campuses with students from grades 7-12, with the district ultimately preferring to refer to the campuses as high schools with junior and senior programs.

The answers to these questions immediately led to the creation of a communications plan outline, key messages, and several communications tactics such as infographics and explainers. The plan outline and key messages were presented to the ad hoc committee on April 17.

When the district parted ways with its superintendent and communications coordinator over a 24-hour period. In the aftermath of the SRCS Board of Trustees' vote to release the former

superintendent, SCOE's communications team collaborated with the district to introduce its acting superintendent to staff, school families, and the news media. That effort included debriefing Acting Superintendent August about her priorities and collaborating on written and video messages reflecting those priorities. SCOE helped prepare Acting Superintendent August and Board President McNally for media interviews about the leadership change and the work that lay ahead.

From the outset, Acting Superintendent August prioritized streamlining and recalibrating the district's weekly message that was being distributed simultaneously both to school staff and families. The SCOE communications team assisted with developing a new format/template for these messages as well as an overhaul of the district's online resources concerning its upcoming campus reconfigurations.

While SRCS moved to fill its communications coordinator vacancy, SCOE worked with district leadership to refine interview questions and sat in on the interview panel. After the district successfully recruited its preferred candidate, SCOE brought him up to speed on the past several months' work and facilitated warm introductions to key members of the local news media.

The SCOE team has continued to be a resource and thought partner, collaborating on communications planning related to safety fencing at SRCS campuses, upcoming conversations regarding future budget cuts, and other emerging issues.

Conclusion

The communications project with Santa Rosa City Schools has led to a number of short-term improvements as the district seeks to rebuild trust. The change in leadership and communications personnel and outlook were an opportunity for the district to refine messaging and prioritize staff updates, empowering them to answer questions. Additionally, different groups now receive information with formatting and content designed to feature the information most relevant to them. Lastly, SRCS is working to strengthen its relationships with The Press Democrat and other local media, which should improve discourse and clarity about the changes to come. As this collaboration wraps up, SCOE has worked with the district to create key documentation, practices, and guidelines for communicating with its most important audiences as it addresses significant financial challenges.

The 6 Projects, 6 Months Partnership Recommendations Matrix

Items in this section are marked “complete,” “in progress or incomplete,” or “ongoing.” Ongoing items designate work that is continuous without a defined end point or task to be completed. Some ongoing items may also be marked as complete or in progress if they have short-term and long-term components.

Complete	In Progress or Incomplete	Ongoing	Focus Area 1: Fiscal Analysis
			Develop the 2024-25 third interim report in collaboration with SCOE and FCMAT, utilizing Projection-Pro to ensure accurate projections.
			Validate key assumptions for revenues, expenditures, and cash flow.
			Prepare a multi-year projection to assess solvency through 2026-27.
			Engage in ongoing support throughout the 2024-25 fiscal year and the development of the 2025-26 adopted budget
			Adopt and Implement a Fiscal Recovery Plan: The board must adopt and implement a comprehensive fiscal recovery plan. The plan must include detailed expenditure reductions, strategies to restore reserve levels, and actions to reverse ongoing deficit spending.
			Prioritize Restricted Funds: The district should prioritize expenditure of restricted funds before unrestricted funds to help slow the depletion of reserves. This corrective action will help align budget practices with best fiscal management standards and reduce pressure on the general fund.
			Strengthen Cash Flow Management: Cash flow must be carefully monitored each month to ensure positive balances in all months of the fiscal year. Reliance on borrowing, including the line of

			credit and interfund transfers, must be minimized. Any forecast showing negative cash should be immediately addressed through expenditure reductions, budget realignment, or revenue adjustments.
			Address Identified Risk Areas: In addition to the measures above, the fiscal recovery plan must specifically address the risk indicators identified by FCMAT, including: ● Restoring the minimum reserve for economic uncertainty in the current and two subsequent years. ● Stabilizing the unrestricted fund balance and reducing reliance on short-term borrowing. ● Reconciling and maintaining accurate records for budget, payroll, and position control. ● Developing a staffing and cost accounting system that captures all positions and related costs. ● Managing enrollment and average daily attendance declines through multi-year forecasting and planning. ● Reducing the district's above-average special education identification rate where appropriate through early intervention and programmatic review. ● Minimizing leadership turnover in fiscal and executive positions to ensure continuity of financial planning.
			Collective Bargaining: Future collective bargaining agreements must comply with disclosure requirements and demonstrate affordability within the district's financial plan.
Focus Area 2: Demographic Analysis			
			Increase Enrollment: Analyze the data collected about community perceptions to create goals and actions to increase enrollment in Santa Rosa City Schools.
			Address Safety Concerns: Prioritize attention districtwide on increased safety and security measures as it is one of the key areas of concern across all community groups surveyed.
			Aggressively Track Data: Monitor enrollment and mobility trends closely in the first month of school to ensure accurate attendance and enrollment data.

Focus Area 3: Junior/Senior High School Reconfiguration			
			Survey Design and Launch: SCOE collaborated with SRCS leaders and feeder superintendents to design and refine the enrollment projection survey. Contact lists were secured from feeder districts, and the survey was successfully distributed to families of incoming 6th- through 8th-graders.
			Committee Support: SCOE participated in design team and implementation team meetings, providing technical assistance and input into planning processes related to secondary site reconfigurations.
			Ad Hoc Committee Data Review: Survey results were shared in May 2025, ensuring district leaders had timely access to family perspectives.
			Wellness & Engagement Collaboration: SCOE reviewed SRCS's enrollment monitoring process with the district's wellness and engagement director to strengthen accountability.
			LCAP Alignment: SCOE supported SRCS in connecting the reconfiguration process to Local Control and Accountability Plan (LCAP) goals and actions.
			Prioritize School Safety: Respond to strong community feedback by making safety planning a central focus of the reconfiguration and any communications efforts. This includes ensuring appropriate supervision, facilities adjustments, and age-appropriate support for younger students on high school campuses.
			Build Coherence Across LCAP and MTSS: Align reconfiguration goals with multi-tiered system of supports (MTSS), which offers increasing levels of support to students tailored to their levels of need, to create equity-driven structures and consistent student support.

			Expand Leadership Engagement: Continue engaging district and site leaders in structured learning opportunities to deepen shared understanding of how reconfiguration aligns with equity and improvement frameworks.
			Develop a Phased Transition Roadmap: Create a clear roadmap that sequences key changes across the next 1-3 years, ensuring operational efficiency and minimizing disruption for families.
			Strengthen Scheduling Support: Review and adjust secondary site master schedules to ensure staffing is used efficiently and cost-effectively while providing students with engaging core curriculum and maintaining equity across schools.
			Visit Exemplary Reconfigured Schools. Identify and schedule visits to school districts who have successfully implemented reconfigured junior and senior high schools. Develop implementation plans from these visits.
Focus Area 4: Safety			
			Develop and Implement a District Discipline Matrix: Create a clear, transparent, and consistent district-wide discipline matrix that integrates assertive discipline with restorative practices. The matrix should be clearly communicated to administrators, teachers, families, and students to ensure a common understanding of consequences.
			Revise Expulsion Guidelines: Current guidelines for expulsion should be revised to be less tolerant of violent behavior. The bar for expulsion should be lowered to ensure that students with a history of violent behavior face appropriate consequences.
			Enhance Administrator Training: Provide mandatory training for administrators on the importance of reviewing a student's complete history of threatening and violent behaviors. This training should emphasize that considering a student's historical record is crucial for maintaining a safe school environment.

			Improve Communication Between Sites and the District Office: Refine the district's regular, structured opportunities for dialogue and collaboration between district-level staff and site administrators. The goal is to build stronger relationships and ensure that decisions made at the district level are informed by the realities on school campuses. This will help close the gap between the district and sites and foster a more supportive and unified administration.
			Focus Area 5: Special Education
			SRCS is encouraged to continue to focus on the creation of a **comprehensive MTSS structure** to address the overidentification of students with disabilities and provide intervention prior to referral for special education assessment and service delivery. Significant collaboration and integration with Educational Services and Student Services within the MTSS structure will be necessary to address referral patterns district wide.
			SRCS is encouraged to work with the **SELPA and nonpublic school partners to address the high number of placements in a separate setting**. Inviting nonpublic school partners to visit extensive support needs classrooms, and having IEP teams trained to use the SELPA NPS Matrix at every IEP meeting when students are either being considered for or enrolled in a nonpublic school, will enable teams to make data-informed decisions for determining least restrictive environments.
			SRCS is encouraged to **train IEP team members in the use of the SELPA Special Circumstances Instructional Assistance (SCIA) Guidelines**, with an emphasis on fading support by using progress monitoring data. Additional training for IEP teams on making decisions for transportation and extended school year would also be beneficial.
			SRCS is encouraged to participate in **alternative dispute resolution training** for site administrators, increasing communication and relationship building efforts when addressing special education conflicts and parent concerns.

			The district, including school and labor leaders, needs to engage in collaborative efforts to identify, recruit, and staff areas which support both preventive and interventive strategies for students with learning challenges. Specific agreements which **alleviate the reliance on contracts with nonpublic schools** will not only address fiscal areas of concern, but provide direct training and support pathways. School, family and student cultures will be positively impacted by receipt of direct services from district hired staff.
Focus Area 6: Communications			
			Prioritize communications with staff: The district needs to ensure that staff's questions about the changes ahead are answered clearly and consistently, and that staff have the information they need to confidently answer inquiries from the public. Prioritizing employee communication to help build public and family confidence and trust was profoundly important in the context of campus changes and declining enrollment.
			Different audiences, different needs: The district has several key circles of individuals or audiences with which it communicates. Each of these groups has its own priorities and questions. Therefore, communications tactics and content should be tailored to what each of these groups wants or needs to know.
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			Communication is everyone's job: Clear, effective communication must be consistent and originate with the district's board and leadership. It should then flow outward through the rest of the organization before it reaches school families and the public. Communication is not the sole purview of the communications coordinator.

			Be direct: The challenges facing SRCS are deep and complex. Previous leadership acknowledged a lack of awareness from the general public about the scope of the budget cuts that would be necessary. As the district seeks to rebuild trust, it is vital its leaders be clear and firm in their assessments of the district's finances, and that the message be consistent at all levels of the organization. One of the fastest ways to undo the rebuilding of trust would be to go back to the public for repeated rounds of cuts, each time explaining the issue is worse than acknowledged previously. Avoiding that scenario needs to be a priority.

SRCS Fault Trench Investigation

September 24th, 2025

SANTA ROSA CITY SCHOOLS

Agencies & Codes

SANTA ROSA CITY SCHOOLS

Division of the State Architect (DSA)

- California school construction is governed by DSA.
- In 1933, the 6.4 Magnitude Long Beach Earthquake severely damaged or destroyed most schools in the area.
- The Field Act was passed in response to ensure that schools were built to a higher standard and are more resistant to earthquakes.
- Lead to the creation of DSA and higher enforcement of seismic standards.
- Since the passage of the Field Act, no school has collapsed as a result of a seismic event.

DSA Requirements for School Construction

- Geohazard reports need to be created by a Licensed Engineering Geologist for all new public school structures and critical facilities.
- Needs to be submitted to the California Geological Survey (CGS) for their review and approval.
- Report looks at any geologic condition that is a potential damage to life or property. Geohazards include, but are not limited to, ground shaking, surface rupture, liquefaction, tsunami and landslide.

California
Department of Conservation
California Geological Survey

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Alquist - Priolo Act

- The Alquist-Priolo Act was created after the 1971 San Fernando earthquake, which caused extensive surface fault ruptures. The goal of the Act is to reduce the damage and loss of life from future earthquakes
- Alquist-Priolo Earthquake Fault Zones (APEFZ) are regulatory zones surrounding the surface traces of known active faults in California. (A trace is a line on the earth's surface defining a fault.) Per the Field Act, school structures are not permitted within 50 feet of an active fault (with few exceptions for non-habitable buildings).
- Specific Fault Rupture Hazard studies (aka Fault Trench Investigations) are required in APEFZs to confirm the existence of mapped faults, determine whether they are active, and recommend appropriate setbacks conforming to the Field Act.

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Alquist Priolo Earthquake Fault Zones

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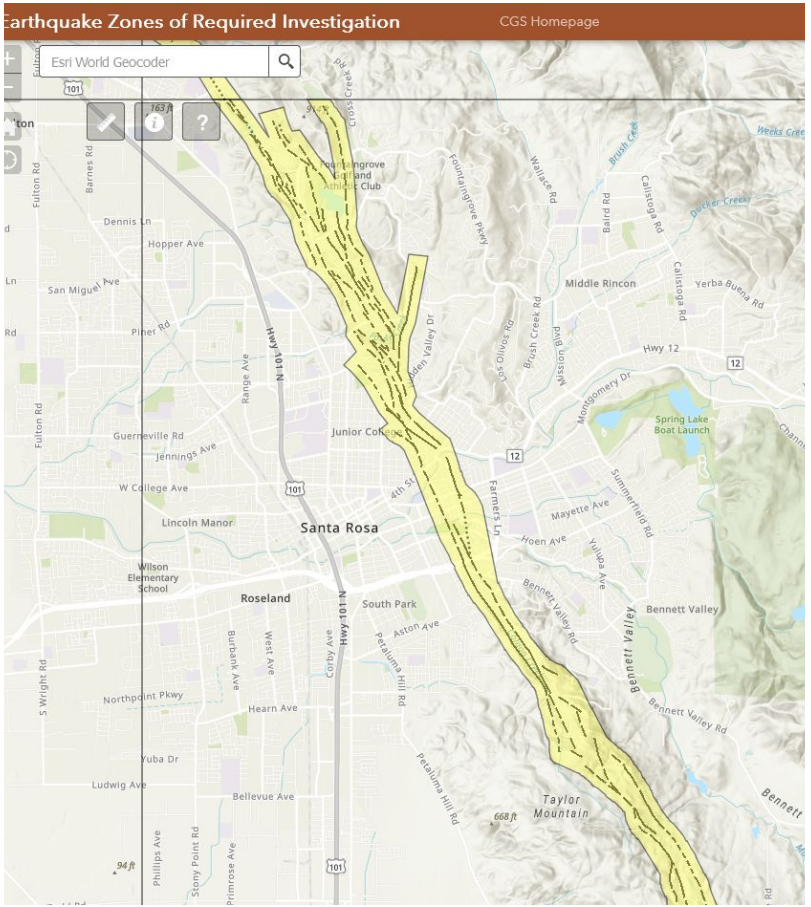
Earthquake Fault Maps

- CGS prepares and periodically updates the APEFZ maps defining where fault rupture studies are required. CGS maintains a web-based tool that identifies specific parcels that are within the APEFZ and subject to special fault studies.
- The map covering Santa Rosa (dating to 1983) was updated in February of 2024, and expanded the APEFZ to include several fault traces identified during the course of more recent academic research by USGS and CGS, and during site-specific studies around the City.
- Parcels identified in the map are either partially or fully in an Alquist-Priolo Earthquake Fault Zone.
- SR French American Charter, Hidden Valley ES, Proctor Terrace ES and Brook Hill ES are now within the AP Zone.



SANTA ROSA CITY SCHOOLS

SRCS Map

2024 ALQUIST PRIOLO ZONE MAP (ORANGE)

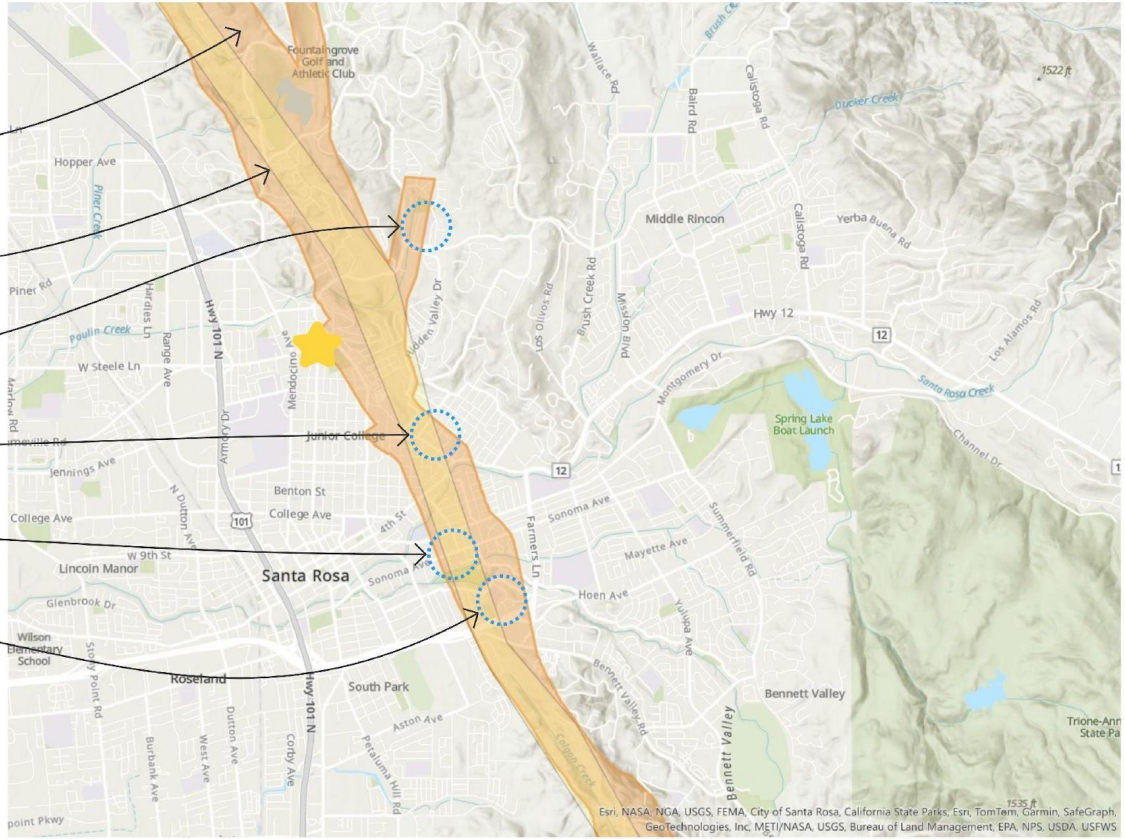
2022 ALQUIST PRIOLO ZONE MAP (YELLOW)

HIDDEN VALLEY ES

PROCTOR TERRACE ES

SRFACS

BROOK HILL ES



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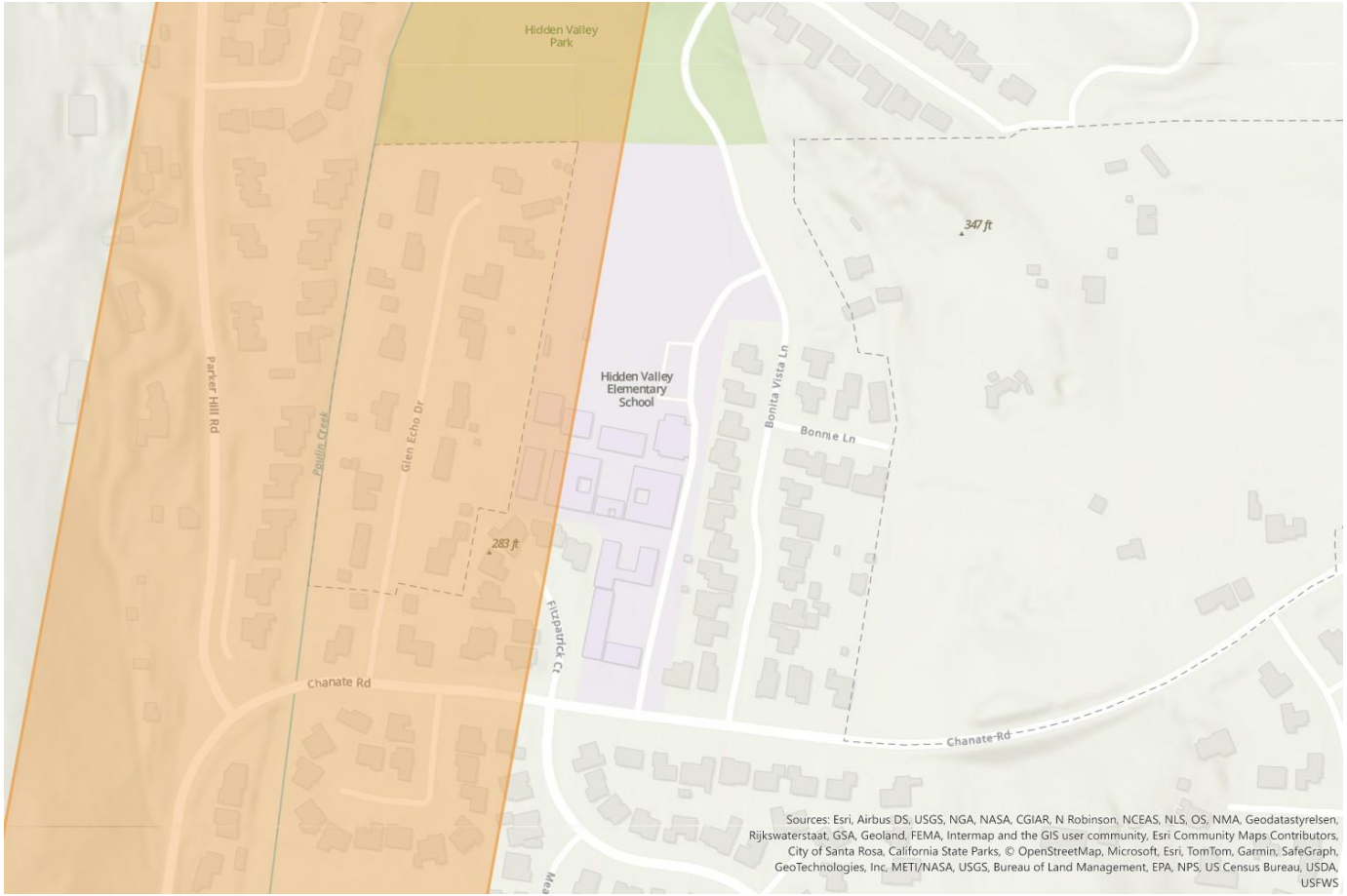
Hidden Valley ES



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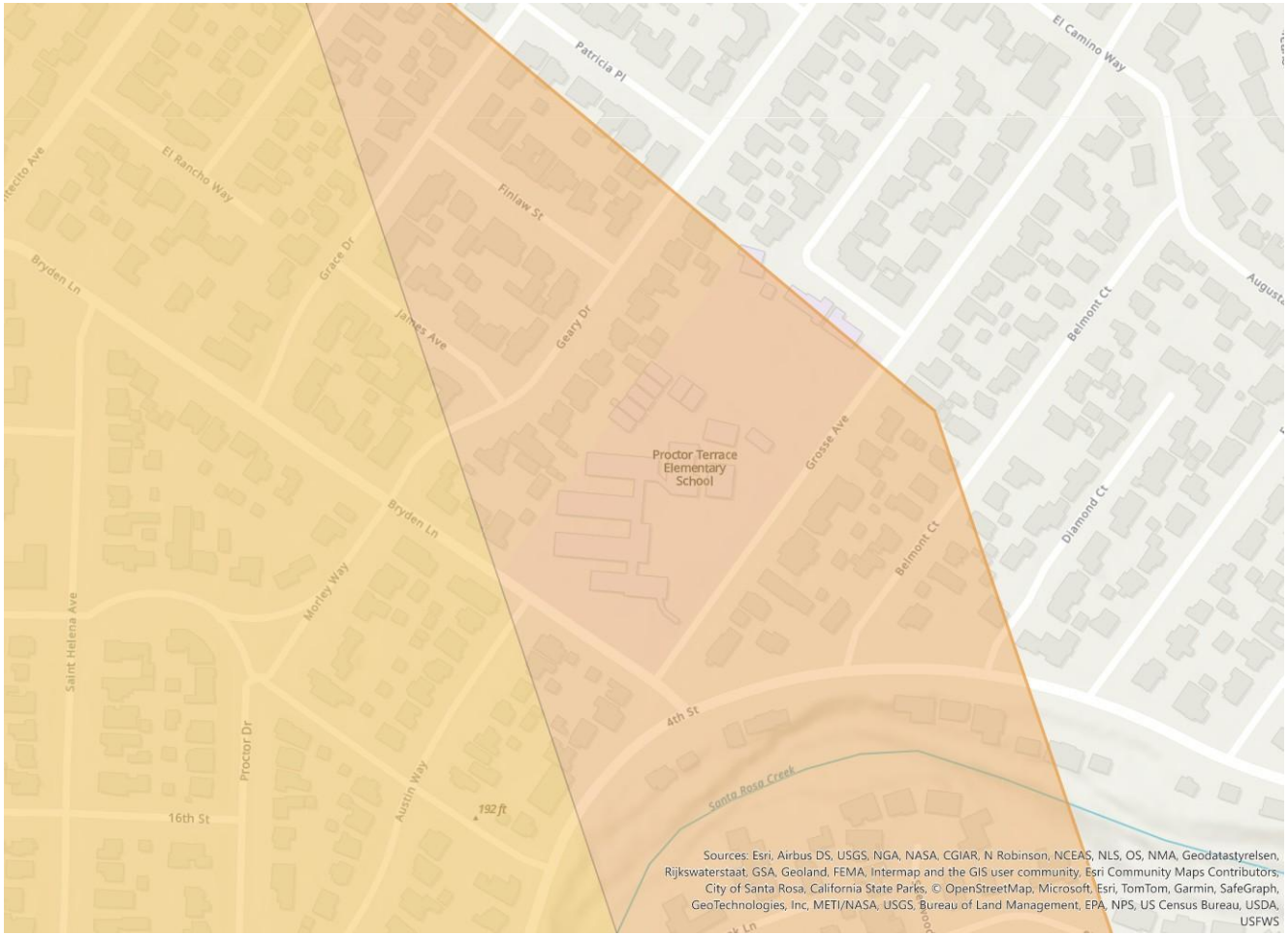
Proctor Terrace ES



SANTA ROSA CITY SCHOOLS

Building in an Alquist-Priolo Zone

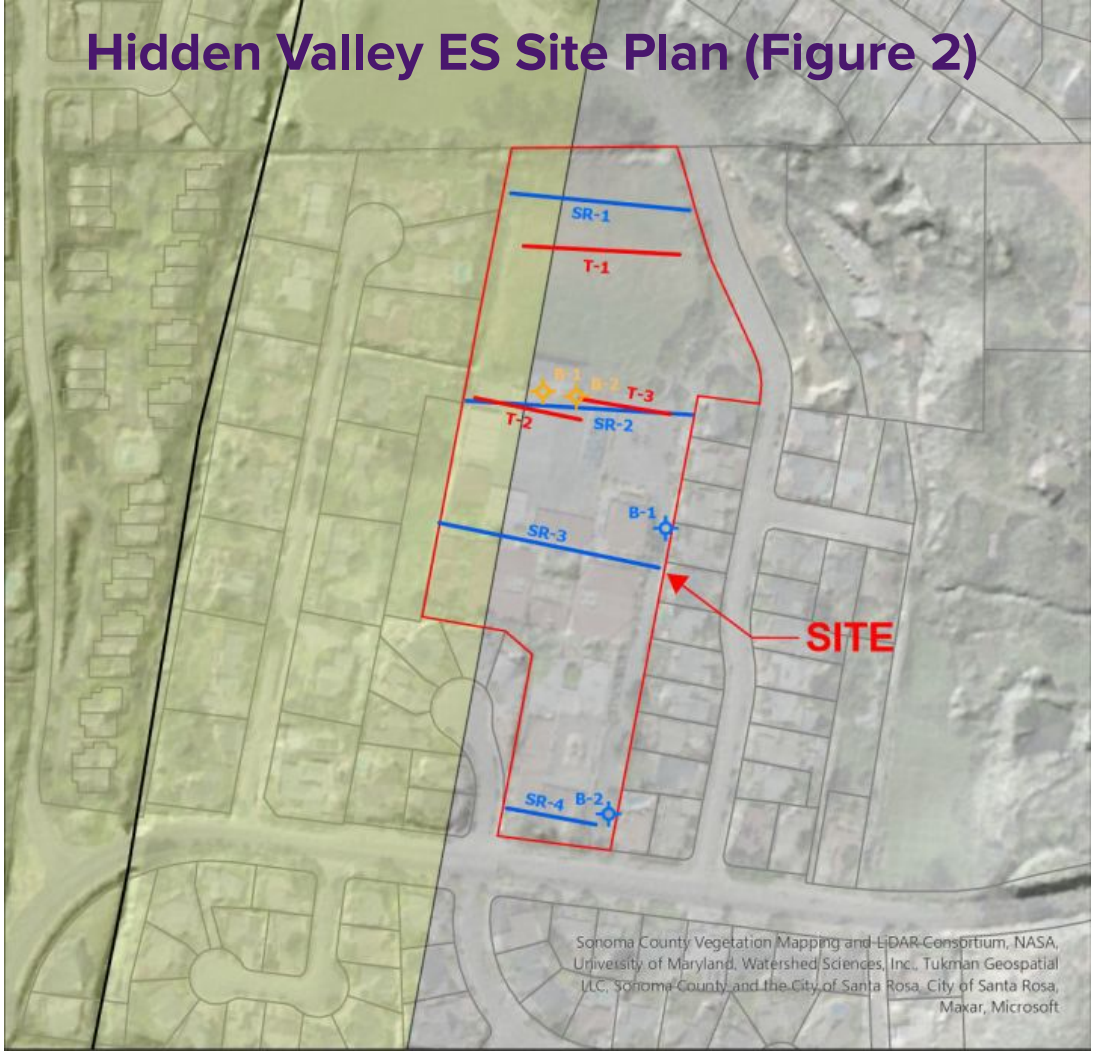
- CA Admin Code 4-317(e): "No school building shall be constructed, rehabilitated, reconstructed or relocated within 50 feet of the trace of an active fault that has experienced surface displacement within Holocene time (approximately 11,000 years)."
- Per CGS Special Publication 42 - "faults within an APEFZ are presumed to be active until adequate evidence shows otherwise."
- *Absence of evidence* shall not count as *evidence of absence*.
- It is the District's responsibility to prove that there are no fault traces within 50 feet of planned buildings before construction projects will be allowed by CGS and DSA.

SANTA ROSA CITY SCHOOLS

Fault Trench Investigation Findings

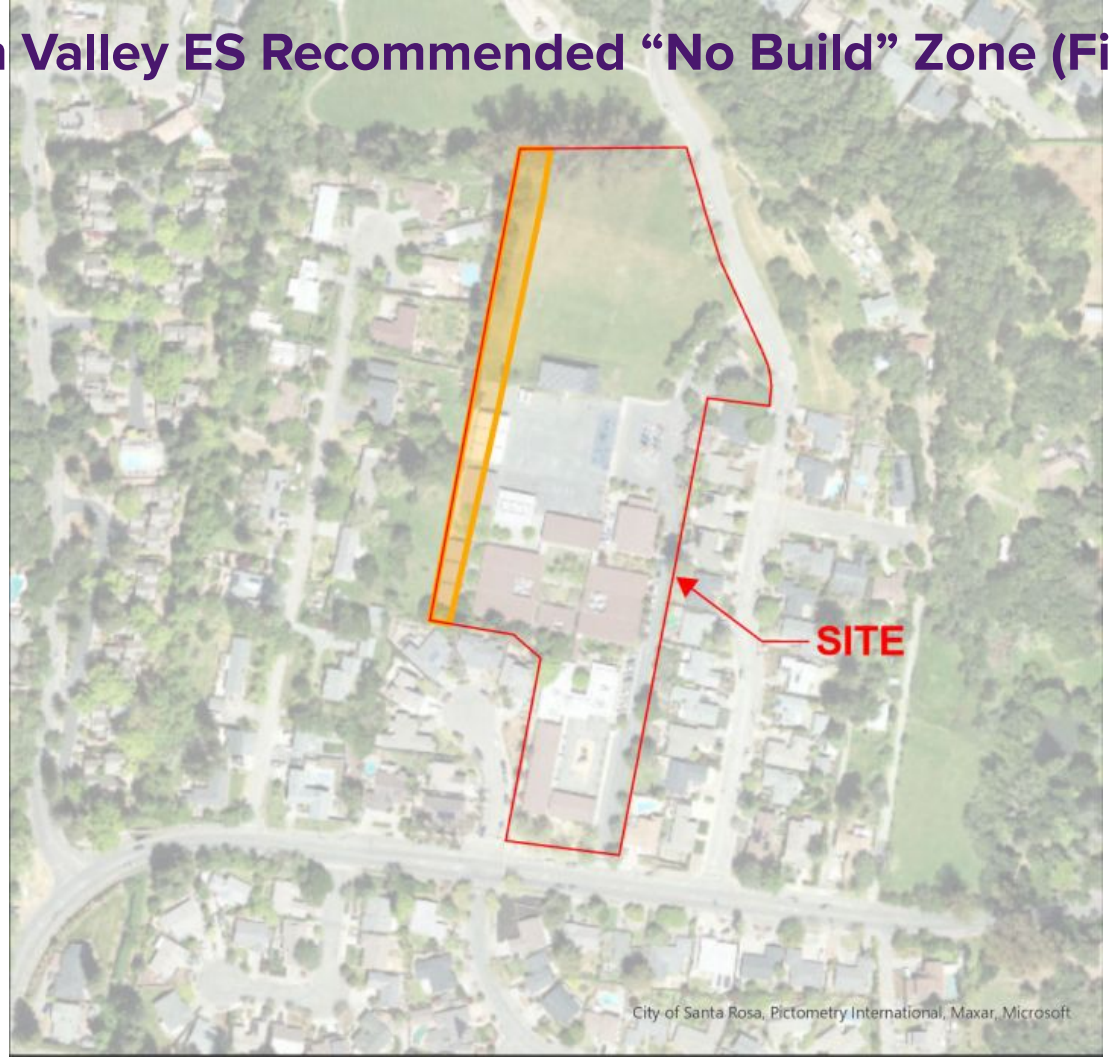
SANTA ROSA CITY SCHOOLS

Hidden Valley ES Site Plan (Figure 2)



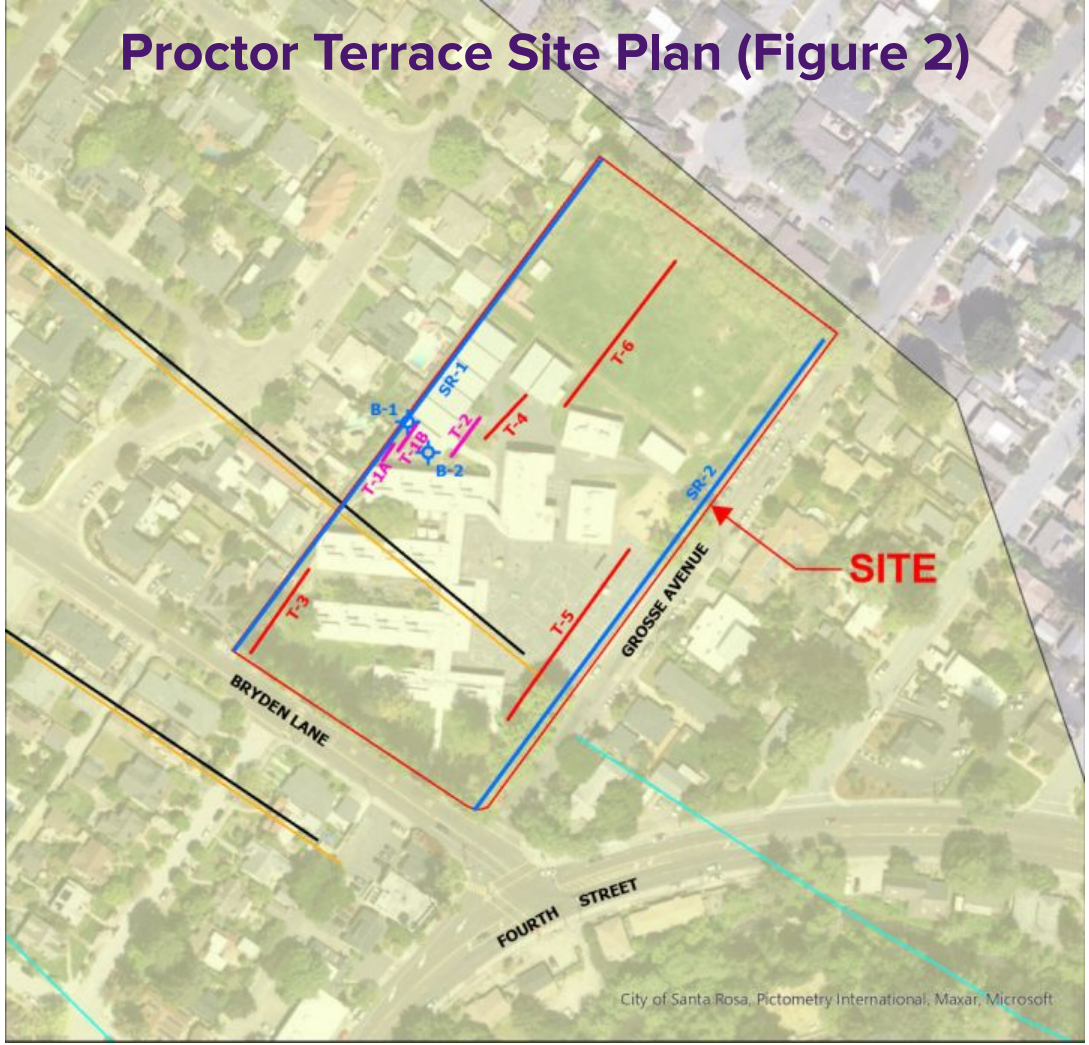
SANTA ROSA CITY SCHOOLS

Hidden Valley ES Recommended “No Build” Zone (Figure 7)



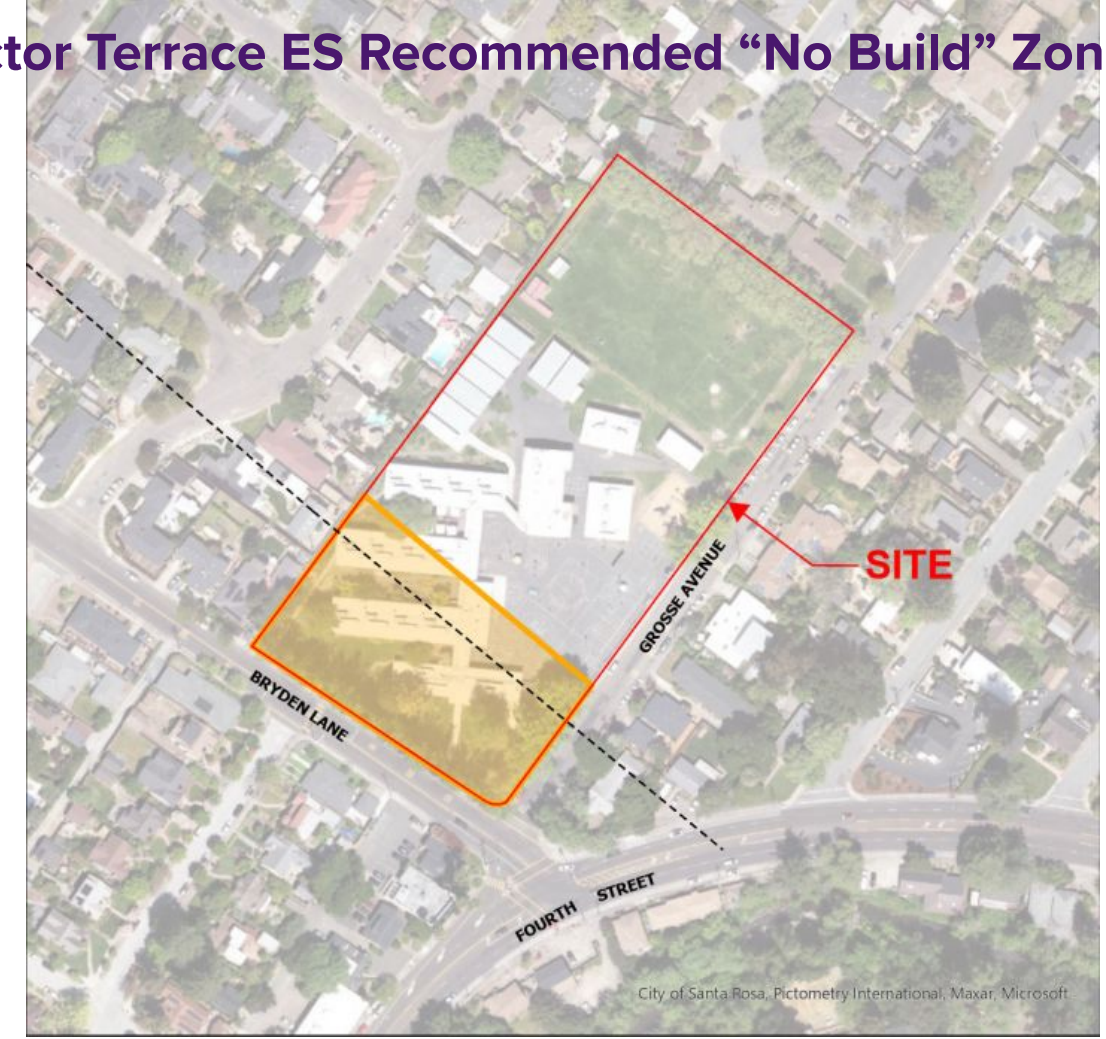
SANTA ROSA CITY SCHOOLS

Proctor Terrace Site Plan (Figure 2)



SANTA ROSA CITY SCHOOLS

Proctor Terrace ES Recommended “No Build” Zone (Figure 7)



SANTA ROSA CITY SCHOOLS

Existing Buildings at Proctor Terrace

- There is no immediate danger to the occupants of these buildings. School buildings are designed to higher standards than almost all other types of buildings.
- This campus has been in operation for many years and gone through previous earthquakes with no damage.
- The goal of these regulations is to reduce the potential for damage and loss of life from future earthquakes by regulating construction, so additional investigation is required before construction can happen on school campuses located entirely or partially within the AP zone.
- These requirements apply to the construction of new buildings and renovation of existing buildings. They have no impact on the ongoing use of existing school sites or buildings.

SANTA ROSA CITY SCHOOLS

Questions?

SANTA ROSA CITY SCHOOLS

Attendance Boundaries

SANTA ROSA CITY SCHOOLS

Elementary District by Neighborhood

Coffey Lane
Projected Enrollment: 9 students

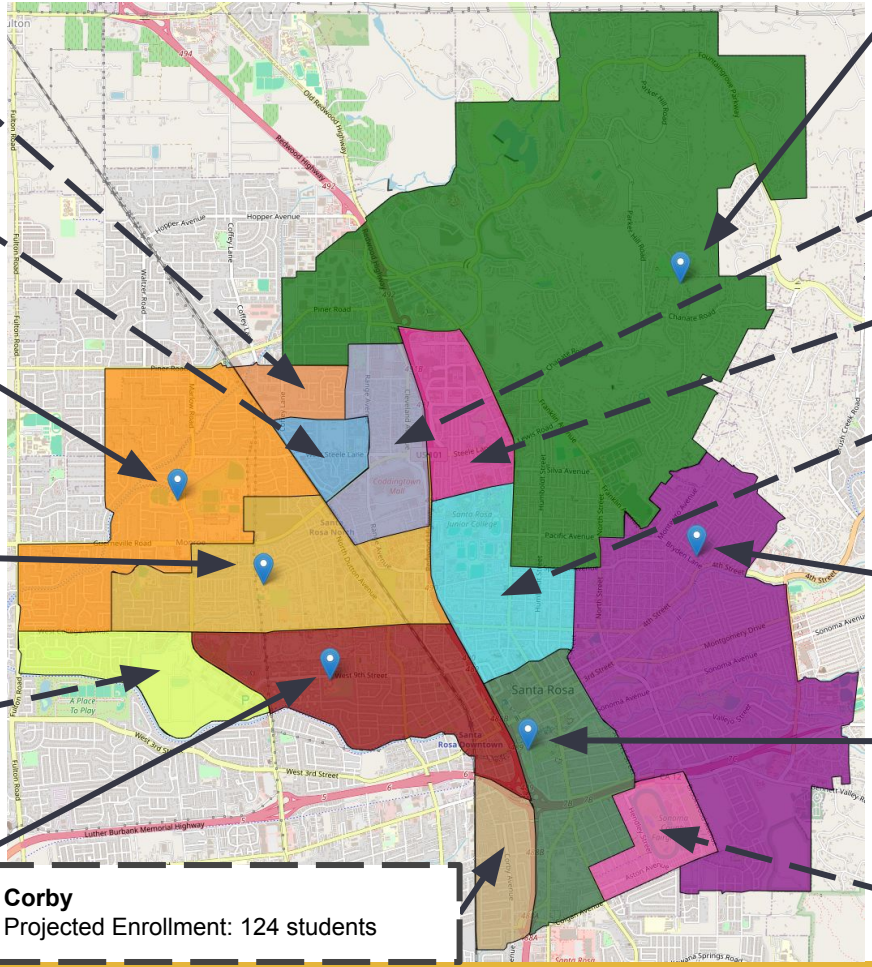
West Steele Lane
Projected Enrollment: 91 students

James Monroe Elementary School
Projected Enrollment: 424 students
Current Enrollment: 417 students
Change: 7 students

Helen Lehman Elementary School
Projected Enrollment: 470 students
Current Enrollment: 487 students
Change: -17 students

Copperfield
Projected Enrollment: 17 students

Abraham Lincoln Elem School
Projected Enrollment: 325 students
Current Enrollment: 320 students
Change: 5 students



Corby
Projected Enrollment: 124 students

Hidden Valley Elementary School
Projected Enrollment: 540 students
Current Enrollment: 504 students
Change: 36 students

Coddingtown
Projected Enrollment: 96 students

Steele Lane
Projected Enrollment: 62 students

College
Projected Enrollment: 43 students

Proctor Terrace Elem School
Projected Enrollment: 478 students
Current Enrollment: 441 students
Change: 37 students

Luther Burbank Elem School
Projected Enrollment: 457 students
Current Enrollment: 461 students
Change: -4 students

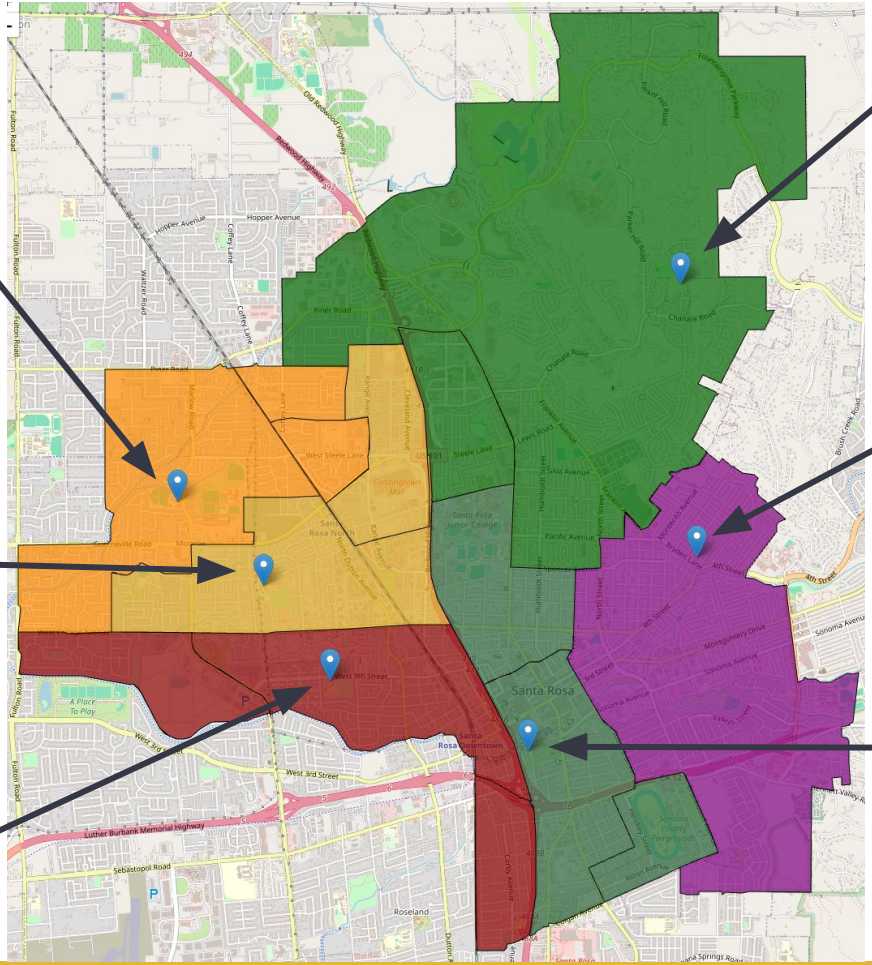
Fairgrounds
Projected Enrollment: 45 students

Elementary District

James Monroe Elementary School
Projected Enrollment: 524 students
Current Enrollment: 417 students
Change: 107 students

Helen Lehman Elementary School
Projected Enrollment: 566 students
Current Enrollment: 487 students
Change: 79 students

Abraham Lincoln Elem School
Projected Enrollment: 466 students
Current Enrollment: 320 students
Change: 146 students



Hidden Valley Elementary School
Projected Enrollment: 602 students
Current Enrollment: 504 students
Change: 98 students

Proctor Terrace Elem School
Projected Enrollment: 390 students
Current Enrollment: 441 students
Change: -51 students

Luther Burbank Elem School
Projected Enrollment: 421 students
Current Enrollment: 461 students
Change: -40 students

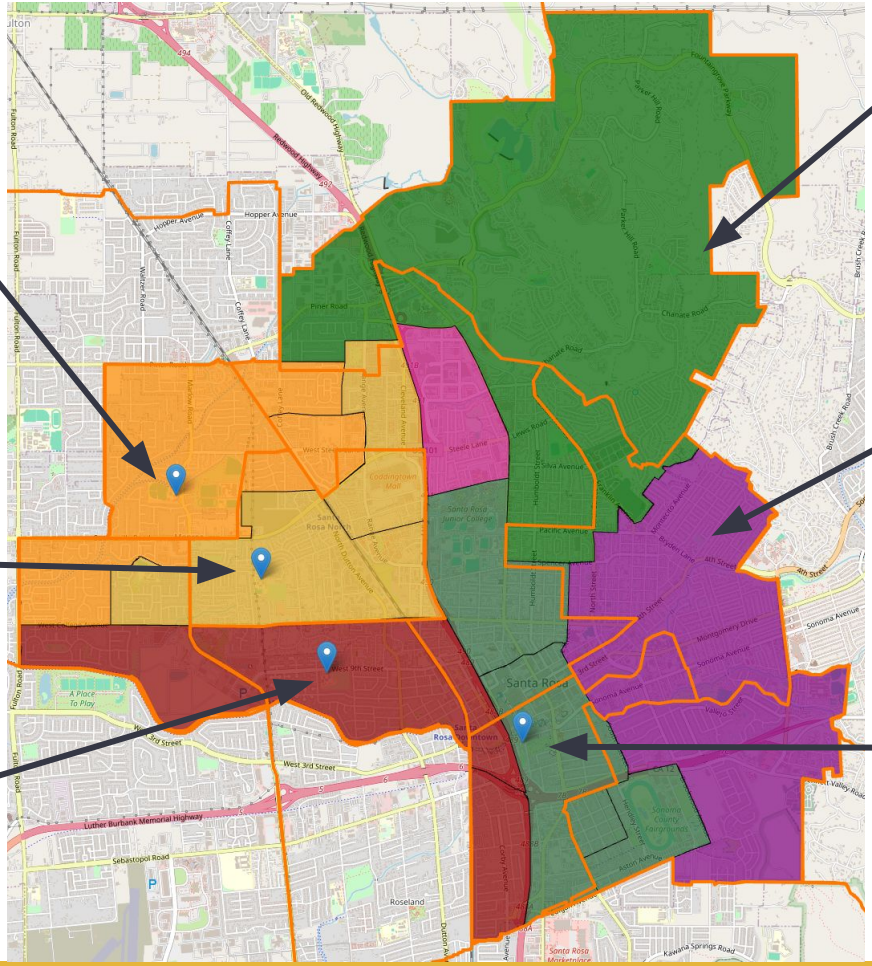
SANTA ROSA CITY SCHOOLS

Elementary District with pre-2024 boundaries

James Monroe Elementary School
Projected Enrollment: 524 students
Current Enrollment: 417 students
Change: 107 students

Helen Lehman Elementary School
Projected Enrollment: 566 students
Current Enrollment: 487 students
Change: 79 students

Abraham Lincoln Elem School
Projected Enrollment: 466 students
Current Enrollment: 320 students
Change: 146 students



Hidden Valley Elementary School
Projected Enrollment: 602 students
Current Enrollment: 504 students
Change: 98 students

Proctor Terrace Elem School
Projected Enrollment: 390 students
Current Enrollment: 441 students
Change: -51 students

Luther Burbank Elem School
Projected Enrollment: 421 students
Current Enrollment: 461 students
Change: -40 students

New Slide

SANTA ROSA CITY SCHOOLS

Secondary District

Hidden Valley
Projected Enrollment: 74 students
Current Enrollment: 0 students
Change: 74 students

Franklin
Projected Enrollment: 48 students
Current Enrollment: 0 students
Change: 48 students

Larkfield
Projected Enrollment: 0 students
Current Enrollment: 0 students
Change: 0 students

Maria Carrillo High School
Projected Enrollment: 1,648 students
Current Enrollment: 1,582 students
Change: -8 students

Mark West-Wikiup
Projected Enrollment: 23 students
Current Enrollment: 0 students
Change: 23 students

Proctor Terrace
Projected Enrollment: 45 students
Current Enrollment: 0 students
Change: 45 students

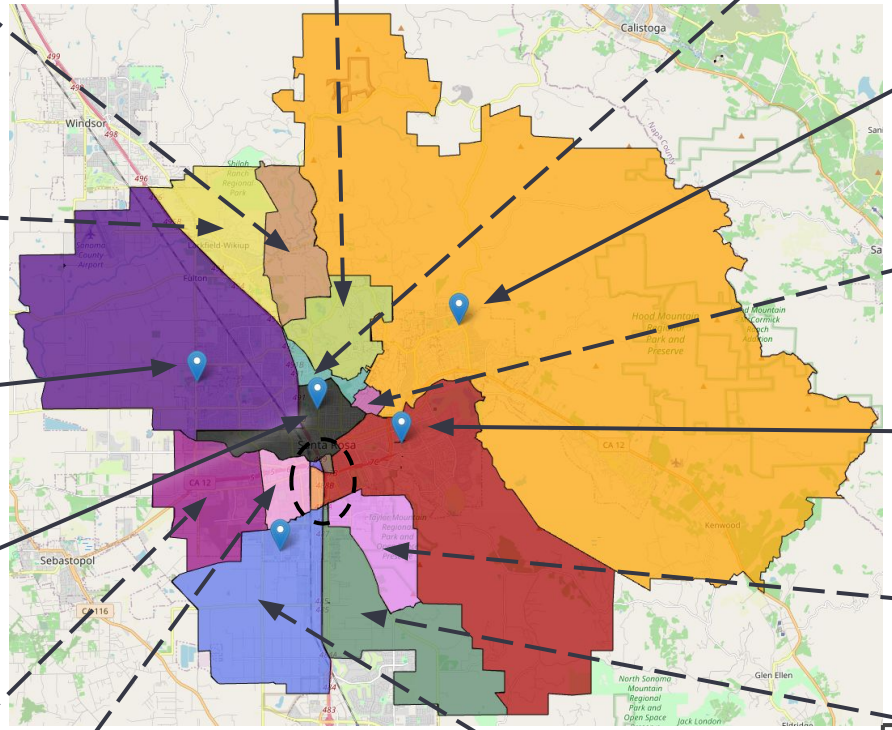
Piner High School
Projected Enrollment: 1,853 students
Current Enrollment: 1,539 students
Change: 314 students

Montgomery High School
Projected Enrollment: 1,400 students
Current Enrollment: 1,732 students
Change: -332 students

Santa Rosa High School
Projected Enrollment: 1,650 students
Current Enrollment: 1,919 students
Change: -269 students

Kawana Springs
Projected Enrollment: 207 students
Current Enrollment: 0 students
Change: 207 students

Wright
Projected Enrollment: 188 students
Current Enrollment: 0 students
Change: 188 students



Roseland
Projected Enrollment: 197 students
Current Enrollment: 0 students
Change: 197 students

Bellevue West
Projected Enrollment: 565 students
Current Enrollment: 0 students
Change: 565 students

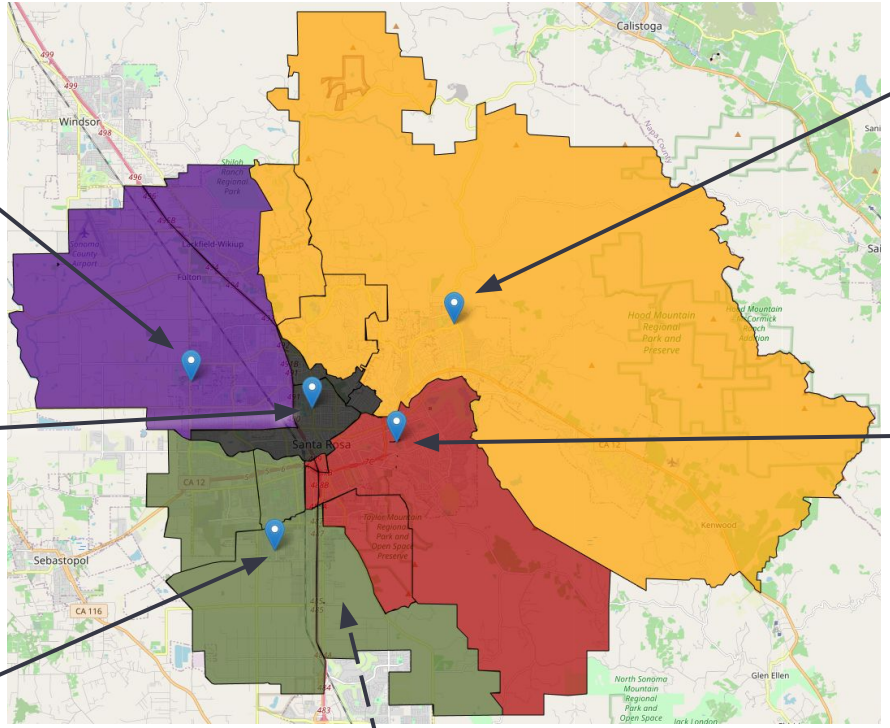
Bellevue East
Projected Enrollment: 157 students
Current Enrollment: 0 students
Change: 157 students

Secondary District

Piner High School
Projected Enrollment: 1,876 students
Current Enrollment: 1,539 students
Change: 337 students

Santa Rosa High School
Projected Enrollment: 1,743 students
Current Enrollment: 1,919 students
Change: -176 students

Elsie Allen High School
Projected Enrollment: 1,101 students
Current Enrollment: 935 students
Change: 166 students



Maria Carrillo High School
Projected Enrollment: 1,648 students
Current Enrollment: 1,582 students
Change: 66 students

Montgomery High School
Projected Enrollment: 1,725 students
Current Enrollment: 1,732 students
Change: -7 students

Elsie Allen High School Priority Area
Priority Enrollment Area

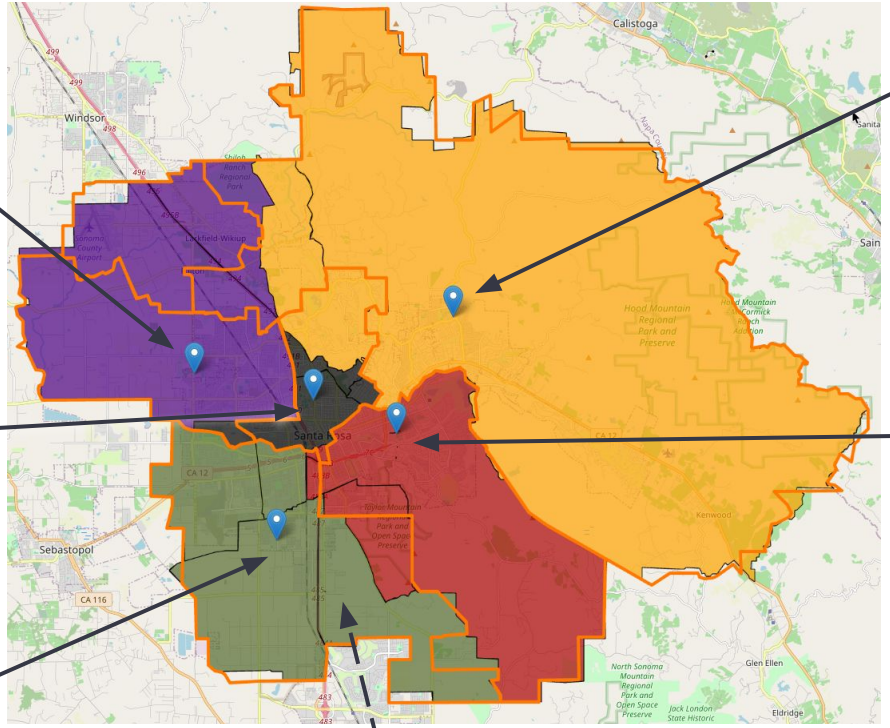
SANTA ROSA CITY SCHOOLS

Secondary District with pre-2024 boundaries

Piner High School
Projected Enrollment: 1,876 students
Current Enrollment: 1,539 students
Change: 337 students

Santa Rosa High School
Projected Enrollment: 1,743 students
Current Enrollment: 1,919 students
Change: -176 students

Elsie Allen High School
Projected Enrollment: 1,101 students
Current Enrollment: 935 students
Change: 166 students



Maria Carrillo High School
Projected Enrollment: 1,648 students
Current Enrollment: 1,582 students
Change: 66 students

Montgomery High School
Projected Enrollment: 1,725 students
Current Enrollment: 1,732 students
Change: -7 students

Elsie Allen High School Priority Area
Priority Enrollment Area

New Slide

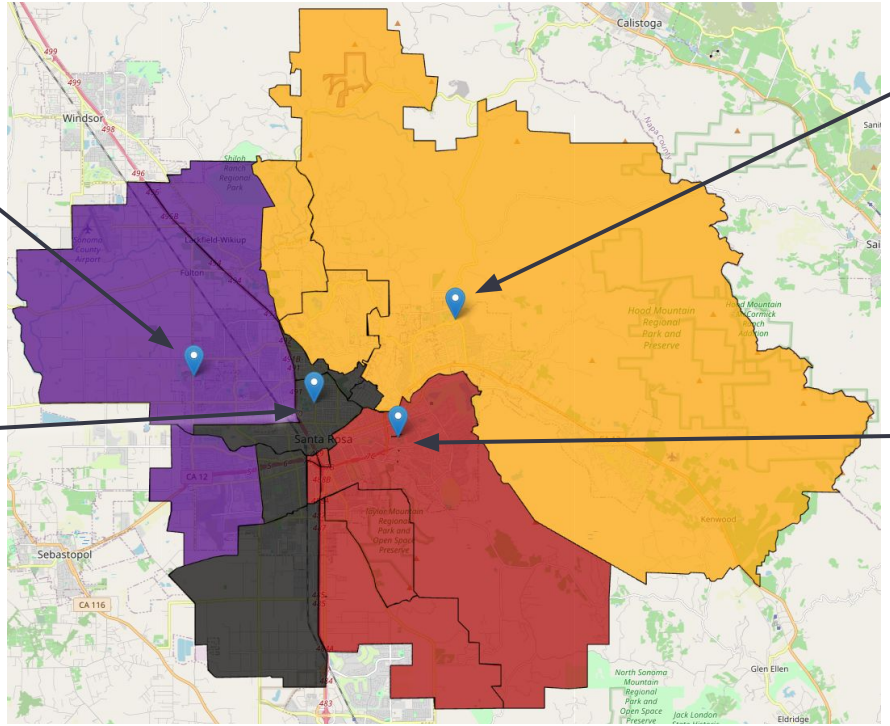
SANTA ROSA CITY SCHOOLS

Secondary District - 4 school boundaries

Piner High School
Projected Enrollment: 2,064 students
Current Enrollment: 1,539 students
Change: 525 students

Santa Rosa High School
Projected Enrollment: 2,505 students
Current Enrollment: 1,919 students
Change: 586 students

Elsie Allen High School
Magnet school with open enrollment



Maria Carrillo High School
Projected Enrollment: 1,648 students
Current Enrollment: 1,582 students
Change: 66 students

Montgomery High School
Projected Enrollment: 1,876 students
Current Enrollment: 1,732 students
Change: 144 students

New Slide

SANTA ROSA CITY SCHOOLS

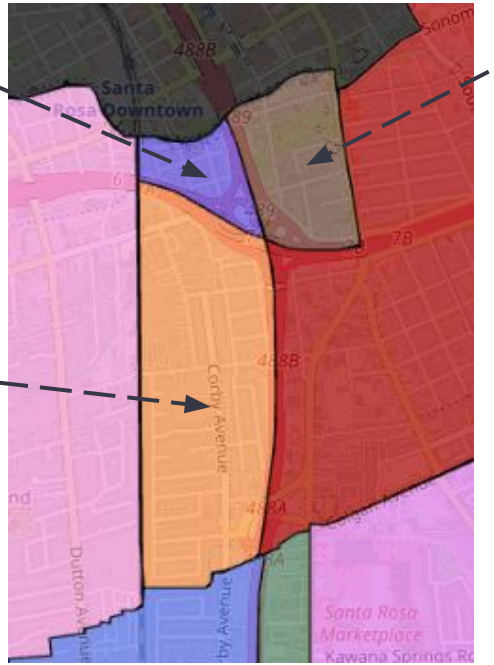
Supplement

SANTA ROSA CITY SCHOOLS

Secondary District - Detail

Julliard Park
Projected Enrollment: 22 students
Current Enrollment: 0 students
Change: 22 students

Olive Park
Projected Enrollment: 5 students
Current Enrollment: 0 students
Change: 5 students



Corby
Projected Enrollment: 91 students
Current Enrollment: 0 students
Change: 91 students

SANTA ROSA CITY SCHOOLS

Table 1. Elementary School Age Residents									
	Grade								
Area	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Abraham Lincoln Elementary School	29	30	35	29	40	35	32	33	263
Helen Lehman Elementary School	28	59	44	42	49	49	63	45	379
Hidden Valley Elementary School	56	76	61	71	77	83	62	51	537
James Monroe Elementary School	28	42	47	70	66	67	57	64	441
Luther Burbank Elementary School	14	35	31	28	22	35	21	23	209
Proctor Terrace Elementary School	32	38	38	29	33	32	30	36	268
Coddingtown	6	18	22	28	29	25	27	25	180
Coffey Lane	1	0	0	1	1	5	2	3	13
College	1	4	6	5	9	14	4	7	50
Copperfield	1	5	5	6	1	6	4	3	31
Corby	13	22	10	20	16	26	17	25	149
Fairgrounds	0	5	10	15	9	9	14	9	71
Steele Lane	10	16	12	10	7	9	8	5	77
West Steele Lane	4	15	15	23	11	26	16	12	122

Note. Residents include students whose residential address is within a geographic area. Transfer student are counted at their assigned school rather than their destination school.

SANTA ROSA CITY SCHOOLS

Table 2. Elementary Students									
	Grade								
Area	**TK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**Total**
Abraham Lincoln Elementary School	33	43	49	34	39	45	42	35	320
Helen Lehman Elementary School	28	59	56	64	63	62	68	61	461
Hidden Valley Elementary School	56	72	52	68	71	75	51	55	500
James Monroe Elementary School	26	45	48	55	66	67	53	57	417
Luther Burbank Elementary School	23	39	43	42	36	44	39	56	322
Proctor Terrace Elementary School	33	45	46	37	55	68	56	44	384
Coddingtown	5	12	9	19	12	12	15	12	96
Coffey Lane	0	0	0	0	0	2	0	0	2
College	1	2	1	2	4	2	1	1	14
Copperfield	1	4	2	4	0	1	3	1	16
Corby	10	19	7	18	13	20	15	18	120
Fairgrounds	0	2	5	8	4	7	13	4	43
Steele Lane	12	23	24	26	28	30	24	26	193
West Steele Lane	3	12	14	19	7	18	8	9	90

Note. Students attend the school assigned to their geographic area. Transfer students are counted in their destination school instead of their assigned school.

SANTA ROSA CITY SCHOOLS

Table 3. Secondary School Age Residents

	Grade						
Area	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Maria Carrillo High School	258	276	350	306	287	280	1223
Montgomery High School	235	185	265	277	279	303	1544
Piner High School	229	182	418	437	399	393	2058
Santa Rosa High School	132	114	177	184	158	187	952
Bellevue East	16	41	57	66	58	54	292
Bellevue West	24	40	142	137	107	146	596
Corby	17	24	29	27	42	35	174
Franklin	6	5	17	11	11	15	65
Hidden Valley	42	30	25	32	44	28	201
Julliard Park	2	5	5	7	2	4	25
Kawana Springs	32	40	50	41	56	60	279
Larkfield	1	2	3	2	0	2	10
Mark West-Wikiup	7	19	21	26	31	44	148
Olive Park	2	3	1	0	0	1	7
Proctor Terrace	12	9	9	16	6	19	71
Roseland	26	29	57	85	83	72	352
Wright	14	38	72	110	123	121	478

Note. Residents include students whose residential address is within a geographic area. Transfer student are counted at their assigned school rather than their destination school. Maria Carrillo High School total only includes grades 9 through 12. All other schools include grades 7 and 12.

Updated Slide

SANTA ROSA CITY SCHOOLS

Table 4. Secondary Students							
	Grade						
Area	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
Maria Carrillo High School	366	357	399	396	387	402	1584
Montgomery High School	223	188	260	237	257	265	1430
Piner High School	188	149	422	396	376	346	1877
Santa Rosa High School	179	174	284	358	351	386	1732
Bellevue East	9	31	37	27	31	22	157
Bellevue West	9	21	140	154	105	146	575
Corby	13	24	15	12	15	14	93
Franklin	3	5	13	8	10	11	50
Hidden Valley	7	12	16	16	12	12	75
Julliard Park	2	5	5	7	0	4	23
Kawana Springs	25	33	40	29	44	45	216
Larkfield	0	0	0	0	0	0	0
Mark West-Wikiup	1	3	10	5	1	6	26
Olive Park	2	3	0	0	0	0	5
Proctor Terrace	7	2	8	10	3	15	45
Roseland	14	17	27	54	49	43	204
Wright	7	18	22	55	45	48	195

Note. Students attend the school assigned to their geographic area. Transfer students are counted in their destination school instead of their assigned school. Maria Carrillo High School total only includes grades 9 through 12. All other schools include grades 7 and 12.

Updated Slide

SANTA ROSA CITY SCHOOLS

Resolution: 2025/26-10
Date: September 24, 2025

RESOLUTION
City of Santa Rosa Elementary School District
Resolution Number: 2025/26-10

SUFFICIENCY OF TEXTBOOKS OR INSTRUCTIONAL MATERIALS

On motion of Board Member Medina, Seconded by Board Member Kirby, the following resolution is adopted:

WHEREAS, in order to comply with the requirements of Education Code Section 60119, the Governing Board is required to hold a public hearing and adopt a resolution on or before the end of the eighth week of school, determining that each pupil, including English learners, has sufficient textbooks or instructional materials that are aligned with the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following subjects: English/language arts, including English language development, history-social science, mathematics, and science.

WHEREAS, "sufficient textbooks or instructional materials" means that each pupil, including English learners have a textbook or instructional material, or both, to use in class and to take home. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE BE IT RESOLVED, that the Governing Board hereby determines, as required by Education Code Section 60119, that the school district has provided each pupil, including English learners, with sufficient textbooks or instructional materials that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the subjects of English/language arts, including English language development, history-social science, mathematics and science.

PASSED AND ADOPTED by the Governing Board on September 24, 2025 by the following vote:

AYES: 6 NOES: 0 ABSENT: 1

STATE OF CALIFORNIA
COUNTY OF SONOMA

I, Jeremy De La Torre, Clerk of the Board of Education of the City of Santa Rosa Elementary School District, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Governing Board at a regularly called and conducted meeting held on said date:

Clerk, Board of Education
City of Santa Rosa Elementary School District

Elsie Allen High School Update

What Was
What Is
What Could Be

SANTA ROSA CITY SCHOOLS

What Was...

SRCS Secondary Landscape in January 2025

-4 Comprehensive Middle Schools
-5 Comprehensive High Schools
-1 Continuation High School
-Significant Space Surplus across Comprehensive Secondary Sites

Elsie Allen Board Decision in February 2025

Elsie Allen High School will be restructured to provide a **targeted alternative 7-12 education program** starting in the **2026-2027** school year using **project-based learning with experiential methodology** incorporating the **University Center** and existing **Career Technical Education (CTE) programs.**

SANTA ROSA CITY SCHOOLS

What Is...

SRCS Secondary Landscape

-2 High Schools with Jr/Sr Programs in Year 1 (**Montgomery, Santa Rosa**)
-1 High School with Jr/Sr Programs in process (**Piner**)
-1 stand alone middle school and 1 stand alone high school (**Rincon Valley, Maria Carrillo**)
-**Near capacity across all sites listed above**

Elsie Allen

-Motivated administrative team and staff
-Year 1 of 4x4 scheduling
-Renewed energy around University Center, CTE and VAPA programs with a goal of integrated pathways
-Excitement for 7 & 8 expansion including outreach to surrounding area and K-8 sites
-Early, but positive data around improved attendance and student engagement

SANTA ROSA CITY SCHOOLS

Building on EAHS Roots Toward a New Focus

7th/8th
Wheel Exposure of Pathway Options

Tailored Scheduling
4x4 Scheduling
AVISPA (Hybrid)

Integrated Pathways
University Center
CTE & VAPA

SANTA ROSA CITY SCHOOLS

What Could Be...

Allow for real-time data informed decision making

Boundary Decisions with Most Current Data

- Pause major secondary boundary changes data

Community Responsive Jr/Sr Program Design

- Monitor enrollment at the 4 High Schools engaged in Jr and Sr programs: Year 1 Elsie Allen and Piner & Year 2 Montgomery and Santa Rosa

Developing of Magnet Programming

- Conduct broad surveying and data collection to determine the magnet focus need

SANTA ROSA CITY SCHOOLS

Recommendation–a Phased in Model

- Year 0 25-26
  - Implementation of 4x4 model
  - **Broad community surveys to determine interest in special and alternative programs**
  - Improve the attendance rate to meet or exceed 94%
  - Feeder school outreach to share EAHS options

- Year 1 26-27
  - Implement 7-8 grades at Elsie Allen
  - **Design targeted alternative or magnet component**
    - For example, hybrid model instruction at EAHS using AVISPA
  - **Maintain adjusted boundaries**

- Year 2 27-28
  - **Implement Targeted Alternative/Magnet Approach**
  - **Revisit Boundaries** based on real-time data

- Year 3 28-29
  - Strength and Grow **Targeted Alternative/Magnet**
  - **Introduce magnet attendance boundaries**

SANTA ROSA CITY SCHOOLS

SANTA ROSA
CITY SCHOOLS

Resolution: 2025/26-11
Date: September 24, 2025

RESOLUTION
City of Santa Rosa High School District
Resolution: 2025/26-11

SUFFICIENCY OF TEXTBOOKS OR INSTRUCTIONAL MATERIALS

On motion of Board Member Medina, Seconded by Board Member Kirby, the following resolution is adopted:

WHEREAS, in order to comply with the requirements of Education Code Section 60119, the Governing Board is required to hold a public hearing and adopt a resolution on or before the end of the eighth week of school, determining that each pupil, including English learners, has sufficient textbooks or instructional materials that are aligned with the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the following subjects: mathematics, science, history-social science, and English/language arts.

WHEREAS, as part of the required hearing, the Governing Board must also make a written determination as to whether each pupil enrolled in a foreign language or health class has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

WHEREAS, the Governing Board shall also determine the availability of laboratory science equipment as applicable to science laboratory courses offered in grades 9 to 12, inclusive
.

WHEREAS, "sufficient textbooks or instructional materials" means that each pupil, including English learners have a textbook or instructional material, or both, to use in class and to take home. This does not require two sets of textbooks or instructional materials for each pupil.

THEREFORE BE IT RESOLVED, that the Governing Board hereby determines, as required by Education Code Section 60119, that the school district has provided each pupil, including English learners, with sufficient textbooks or instructional materials that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the subjects of mathematics, science, history-social science, and English/language arts, as well as foreign language and health.

BE IT FURTHER RESOLVED, that there is available laboratory science equipment for students in science laboratory courses offered in grades 9 to 12, inclusive.

PASSED AND ADOPTED by the Governing Board on September 24, 2025 by the

following vote:

AYES: 6 NOES: ∅ ABSENT: 1

STATE OF CALIFORNIA
COUNTY OF SONOMA

I, Jeremy De La Torre, Clerk of the Board of Education of the City of Santa Rosa High School District, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Governing Board at a regularly called and conducted meeting held on said date:

_____

Clerk, Board of Education
City of Santa Rosa High School District