

## **MEETING MINUTES**

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As authorized by the County of Sonoma Public Health Recommendation for Safely Holding Public Meetings, dated September 22, 2021, and Government Code section 54953(e)(1)(A), the Santa Rosa City Schools Board Meeting of February 22, 2023, starting at 6:00 pm, is in a hybrid format. The public can attend and comment in person by presenting a blue card to the Executive Assistant at the Santa Rosa City Hall Council Chambers (100 Santa Rosa Ave, Santa Rosa, CA 95404) or attend and comment in a virtual format via Zoom by using the virtual hand raising feature. For more information on virtual attendance (including how to watch, give public comment and listen in Spanish) please click [HERE](#).

Según lo autorizado por la Recomendación de la Oficina de Salud Pública del Condado de Sonoma para la Celebración Segura de Reuniones Públicas, con fecha del 22 de septiembre de 2021, y la sección 54953(e)(1)(A) del Código del Gobierno, la reunión de la mesa directiva de del distrito escolar Santa Rosa City Schools del 22 de febrero de 2023 a partir de las 6 :00 pm, se llevará a cabo en formato híbrido. El público puede asistir y comentar en persona presentando una tarjeta azul a la Asistente Ejecutivo en las Cámaras del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA

95404: hay 17 asientos disponibles para uso público) o asistir y comentar en un formato virtual a través de la aplicación Zoom ,usando la función para levantar la mano

**virtual**. Para obtener más información sobre la asistencia virtual (incluido cómo mirar, dar comentarios públicos y escuchar en español), haga clic [AQUÍ](#).

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

Se les permitirán a los oradores hablar de manera individual por tres minutos ante la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento de la mesa directiva, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo<sub>1</sub> que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80201 or mmartin@srcs.k12.ca.us.

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

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

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80201, mmartin@srcs.k12.ca.us.

To view recordings of past board meetings, click [HERE](#).

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

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

## **Attendees**

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### **Voting Members**

Alegria De La Cruz, Board of Education Director

Ever Flores, Board of Education Director

Laurie Fong, Clerk of the Board

Stephanie Manieri, Board of Education President

Omar Medina, Board of Education Vice President

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Director

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#### **A. CALL TO ORDER (4:45 p.m.)**

##### **1. Public Comment on Closed Session Agenda**

There was no public comment on the Closed Session Agenda.

#### **B. RECESS TO CLOSED SESSION**

##### **1. Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**

##### **2. Public Employee Discipline/Dismissal/Release [Gov. Code § 54957]**

##### **3. Student Expulsions (Case Nos: 22/23-12, 22/23-13, 22/23-14, 22/23-17) [Ed. Code § 48918]**

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

##### **1. Territorial Land Acknowledgment**

Principal Monique Luke led the Territorial Land Acknowledgment.

**2. Pledge of Allegiance**

President Manieri led the Pledge of Allegiance.

**3. Report of Actions Taken in Closed Session**

**Report of Actions Taken In Closed Session:**

The Board voted 7 - 0 (no members absent) to authorize the District Superintendent, or her designee, to adopt Resolution No. 2022/23-42 to notify one or more temporary certificated employees that they will be released at the end of the 2022-2023 school year.

During the closed session, the Board voted 7- 0 (no members absent) to authorize the District Superintendent, or her designee, to adopt Resolution No. 2022/23-41 to notify one (1) administrator, 1.0 FTE, that they may be released or possibly reassigned from their position for the 2022-2023 school year pursuant to Education Code section 44951.

During the closed session, the Board voted 7 - 0 (no members absent) to authorize the District Superintendent, or her designee, to adopt Resolution No. 2022/23-51 to notify one (1) administrator, 1.0 FTE, that they may be released or possibly reassigned from their position for the 2022-2023 school year pursuant to Education Code section 44951.

During the closed session, the Board voted 7 - 0 (no members absent) to authorize the District Superintendent, or her designee, to adopt Resolution No. 2022/23-55 to notify two (2) probationary certificated employees that they will be non-reelected for the 2023-2024 school year pursuant to Education Code section 44929.21.

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

Items considered in Closed Session for Action in Open Session:

**Motion Passed: Case No: 22/23-12**

Motion made by: Ed Sheffield

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - No  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - No  
Ed Sheffield - Yes  
Roxanne McNally - Yes  
Omar Medina - No

**Motion Passed: Case No: 22/23-13**

Motion made by: Ever Flores

Motion seconded by: Laurie Fong

Voting:

Alegria De La Cruz - No  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - No  
Ed Sheffield - Yes  
Roxanne McNally - Yes  
Omar Medina - No

**Motion Passed: Case No: 22/23-14**

Motion made by: Laurie Fong

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes  
Omar Medina - Yes

**Motion Passed: Case No: 22/23-17**

Motion made by: Laurie Fong

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes  
Omar Medina - Yes

**5. Statements of Abstention**

There were no statements of abstention.

**6. Adjustments to Agenda**

Trustee Medina pulled item F.5 for further discussion and comments.

**7. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (Lewis Early Learning Academy and Albert Biella Elementary School)**

The following individuals were acknowledged during the Special Presentation for Student of the Month and Certificated/Classified Employee of the Month.

**Lewis Early Learning Academy (LELA)**

- Carlos Hernandez Rives, Student of the Month
- Griselda Sanchez, Classified Employee of the Month
- Peter Lounibos, Certificated Employee of the Month

**Albert Biella Elementary School**

- Roxy Griggs, Student of the Month
- Andrea Dei Farley, Classified Employee of the Month
- Susan Fries, Certificated Employee of the Month

**8. School Site Parent Organization Updates (Albert Biella Elementary School)**

The following individuals gave an update on parent organizations:

**Albert Biella Elementary School**

- Gracia Heredia, ELAC Representative
- Anna Valle Hope, PTA Representative

**9. Public Comment On Non Agenda Items**

The following individuals addressed the Board during Public Comment:

- Adina Flores - Public Concern

**10. Adoption of Revised 2023 Board Meeting Calendar**

Superintendent Trunnell presented the Adoption of the Revised 2023 Board Meeting Calendar.

Motion Passed: Adoption of the Revised 2023 Board Meeting Calendar.  
Director Bui preferential vote: Aye.

Motion made by: Laurie Fong  
Motion seconded by: Ed Sheffield  
Voting:  
Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

#### **D. REPORTS**

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

No report was given.

**2. Santa Rosa Teachers Association (SRTA) Report**

President Howell gave a report.

**3. Superintendent Report**

Superintendent Trunnell gave a report.

**4. Board President Report**

Board President Manieri gave a report.

**5. Board Member Reports**

Trustee Laurie Fong gave a report.

**6. CSBA Report**

Trustee Flores gave a CSBA report.

#### **E. DISCUSSION / ACTION ITEMS**

**1. (Action) Resolution Celebrating March as Women's History Month**

Associate Superintendent Lisa Cavin presented the Resolution Celebrating March as Women's History Month.

Motion Passed: Resolution Celebrating March as Women's History Month  
Director Bui preferential vote: Aye.

Motion made by: Alegria De La Cruz  
Motion seconded by: Laurie Fong  
Voting:  
Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes

Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

## **2. (Action) Resolution Recognizing March as Arts Education Month**

Assistant Superintendent Roderick Castro and Erik Ohlsen, VAPA TOSA, presented the Board with the Resolution Recognizing March as Arts Education Month.

The following individuals addressed the Board during public comment:

- Margaret Buhn

Motion Passed: Resolution Recognizing March as Arts Education Month  
Director Bui preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

## **3. (Action) Approval of Quattrocchi Kwok Architects (QKA) as the Architect Firm to develop the Facilities Master Plan (FMP)**

Associate Superintendent Lisa Cavin presented the Approval of Quattrocchi Kwok Architects (QKA) as the Architect Firm to develop the Facilities Master Plan (FMP) to the Board.

The duration of the Board's questions lasted 18 minutes.

The following individuals addressed the Board during public comment:

- Steven Kwok

The duration of the Board's comments lasted 2 minutes.

**Motion Passed with Friendly Amendment: Total contract amount to not exceed \$420,750.00**

Director Bui preferential vote: Aye.

Motion made by: Laurie Fong

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

**4. (Discussion) Exploring the Feasibility of a Parcel Tax**

Associate Superintendent Lisa Cavin and Charles Health, Partner of TBWBH Consulting Firm led the discussion regarding Exploring the Feasibility of a Parcel Tax.

The duration of the Board's questions lasted 20 minutes.  
The duration of the Board's comments lasted 4 minutes.

The Board is requesting that TBWBH proceed with the next steps of exploring the possibility of a Parcel Tax for Santa Rosa City Schools.

**5. (Action) Adoption of Board Teleconferencing Provisions**

Superintendent Trunnell and Namita Brown of Fagen, Friedman & Fulfroost, LLP led the discussion of teleconferencing provisions to the Board.

The duration of the Board's questions lasted 5 minutes.  
The duration of the Board's comments lasted 6 minutes.

**Motion Passed: Teleconference Provisions of Ralph M. Brown Act**

Director Bui preferential vote: Aye.

Motion made by: Ever Flores

Motion seconded by: Omar Medina

Voting:

Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - No  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

**6. (Action) Approval of Board Governance Handbook**

Vice President Medina, President Manieri, and Superintendent Trunnell presented the Approval of Board Governance Handbook to the Board.

Motion Passed: Approval of Board Governance Handbook

Director Bui preferential vote: Aye.

Motion made by: Omar Medina

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

**7. (Action) Approval of a Memorandum of Understanding between Santa Rosa City Schools and the Santa Rosa Teachers Association Regarding Educational Specialists Mixed Caseload**

Assistant Superintendent Mike Shepherd presented the Approval of a Memorandum of Understanding between Santa Rosa City Schools and the Santa Rosa Teachers Association Regarding Educational Specialists Mixed Caseload to the Board.

Motion Passed: Approval of a Memorandum of Understanding between Santa Rosa City Schools and the Santa Rosa Teachers Association Regarding Educational Specialists Mixed Caseload  
Director Bui preferential vote: Aye.

Motion made by: Laurie Fong

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

**8. (Action) Approval of Provisional Internship Permit Application (PIP) for Ceanne Browne**

Assistant Superintendent Mike Shepherd presented the Approval of the Provisional Internship Permit Application (PIP) for Ceanne Browne.

Motion Passed: Approval of the Provisional Internship Permit Application (PIP) for Ceanne Browne  
Director Bui preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Yes

**9. (Action) Board Member Request for Leave of Absence Reimbursement Per EC 44987.3**

Trustees Flores and McNally presented the Board Member Request for Leave of Absence Reimbursement Per EC 44987.3 to the Board.

The following individuals addressed the Board during public comment:

- Deanna Olivarez

The duration of the Board's comments lasted 2 minutes.

Motion Passed: Board Member Request for Leave of Absence Reimbursement Per EC 44987.3 to the Board  
Director Bui preferential vote: Aye.

Motion made by: Omar Medina  
Motion seconded by: Ed Sheffield  
Voting:  
Alegria De La Cruz - Yes  
Ever Flores - Abstain  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes  
Ed Sheffield - Yes  
Roxanne McNally - Abstain

**F. CONSENT ITEMS**

Approval of Consent Items F.2-F.4, F.6-F.10

Motion Passed: Approval of Consent Items F.2-F.4, F.6-F.10  
Director Bui preferential vote: Aye.

Motion made by: Alegria De La Cruz  
Motion seconded by: Omar Medina  
Voting:  
Alegria De La Cruz - Yes  
Ever Flores - Yes  
Laurie Fong - Yes  
Stephanie Manieri - Yes  
Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

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

Trustee Medina pulled item F.5, Approval of Contracts, for further discussion.

Trustee Medina made a motion to amend the contract with TBWBH Consulting Services to limit the term of the contract and have a not to exceed \$100,000.

Motion dies.

A correction was noted that the amount of the contract for The Boys and Girls Club is \$45,920.

A correction was noted that the amount of the contract for TBWBH, Inc. is \$168,845.00

The total cost of contracts is \$1,088,447.00

The duration of the Board's comments lasted 5 minutes.

Motion Passed: Approval of Contracts

Director Bui preferential vote: Aye.

Motion made by: Laurie Fong

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

- 6. Approval of Resolution Nos. 2022/23-43, 2022/23-44 for the CalSHAPE Ventilation and Plumbing Grant at Santa Rosa French American Charter School**
- 7. Approval of Resolution Nos. 2022/23-45, 2022/23-46 for the CalSHAPE Ventilation and Plumbing Grant for Elementary Sites**
- 8. Approval of Resolution Nos. 2022/23-47, 2022/23-48 for the CalSHAPE Ventilation and Plumbing Grant for Secondary Sites**

9. **Approval of Professional Services: Parallel Learning**
10. **Approval of Termination and Settlement Agreement between Santa Rosa City Schools and Frontline Technology Group LLC dba Frontline Education (Position Control Subscription Only)**

**G. APPROVAL OF MINUTES**

1. **Approval of Minutes of the Regular Board Meeting Held On February 8, 2023**

Motion Passed: Approval of Minutes of the Regular Board Meeting Held on February 8, 2023

Director Bui preferential vote: Aye.

Motion made by: Alegria De La Cruz

Motion seconded by: Laurie Fong

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Laurie Fong - Yes

Stephanie Manieri - Yes

Omar Medina - Abstain

Ed Sheffield - Yes

Roxanne McNally - Yes

**H. BOARD MEMBER REQUESTS FOR INFORMATION**

Trustee De La Cruz requested a list of classes that meet the requirements for Ethnic Studies for the class of 2025 at all secondary sites.

Trustee Medina requested enrollment numbers for all Ethnic Studies classes.

**I. INFORMATION ITEMS**

1. **Future Board Discussion Items**
2. **Board Conduct and Code of Ethics**
3. **Educational Acronyms and Abbreviations**
4. **2023 Ballot for CSBA Delegate Assembly**
5. **School Site Reports**
  - a. **Lewis Early Learning Academy (LELA)**
  - b. **Albert Biella Elementary School**

**J. ADJOURNMENT**

The meeting adjourned at 9:39 pm.



***Resolution of Release and Possible Reassignment of Certificated Administrator***

**WHEREAS**, Education Code section 44951 permits the Governing Board to give notice on or before March 15th to any administrative employee holding a position requiring an administrative or supervisory credential that he or she will be released from his or her position for the following school year; and

**WHEREAS**, the employee whose name is listed on *Exhibit A* attached hereto is an administrative certificated employee who has been employed by Santa Rosa City Schools during the 2022-2023 school year; and

**WHEREAS**, the District Superintendent or Superintendent's designee has advised the Governing Board that it may be necessary to release the employee listed on *Exhibit A* from their administrative position; and

**WHEREAS**, following discussion, the Board concurs that it may be necessary to release the employee listed on *Exhibit A* from their administrative position.

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of Santa Rosa City Schools hereby authorizes the District Superintendent or the Superintendent's designee to notify the employee named on *Exhibit A* attached hereto that they may be released from their administrative position effective at the end of the 2022-2023 school year. The District Superintendent or Superintendent's designee is further authorized to take any other actions necessary to consummate the intent of this Resolution, including notification to the affected employee of their assignment for the ensuing school year.

**PASSED AND ADOPTED** at the regular meeting of the Governing Board of the Santa Rosa City Schools on February 22, 2023, by the following vote:

AYES: 7

NOES: 0

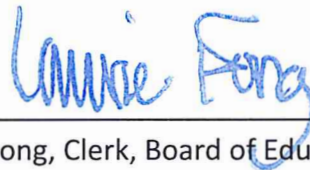
ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_



\_\_\_\_\_  
Stephanie Manieri, President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Santa Rosa City Schools of Sonoma County, California, adopted by said Governing Board at its meeting on February 22, 2023.



\_\_\_\_\_  
Laurie Fong, Clerk, Board of Education

**EXHIBIT A TO RESOLUTION NO. 2022/23-41**

**LIST OF CERTIFICATED ADMINISTRATOR TO BE RELEASED AND POSSIBLY REASSIGNED**

- 1. [REDACTED]



***RESOLUTION TO RELEASE TEMPORARY CERTIFICATED EMPLOYEES***

**WHEREAS**, the Board of Trustees (“Board”) is authorized under Education Code section 44954 to give notice and thereafter release any temporary certificated employee in a position requiring certification qualifications;

**WHEREAS**, the employees listed in Attachment “A” are temporary certificated employees whom the Board has received a recommendation from the District Superintendent or other appropriate District administrator(s) to release; and

**WHEREAS**, the Board has discussed the recommendation made by the administration and concurs in said recommendation;

**NOW, THEREFORE, BE IT RESOLVED** that the Board determines that the employees listed in Attachment “A” shall be released from employment at the end of the current school year and hereby authorizes the District Superintendent, or the Superintendent’s designee, to give notice of the Board’s decision to release them. The District Superintendent, or the Superintendent’s designee, is further authorized to take any other actions necessary to effect the intent of this Resolution.

**PASSED AND ADOPTED** at the regular meeting of the Governing Board of the Santa Rosa City Schools

on February 22, 2023, by the following vote:

AYES: 7

NOES: 0

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_



Stephanie Manferi, President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Santa Rosa City Schools of Sonoma County, California, adopted by said Governing Board at its meeting on February 22, 2023.



Laurie Fong, Clerk, Board of Education

ATTACHMENT "A"

SANTA ROSA CITY SCHOOLS

RELEASE OF TEMPORARY CERTIFICATED EMPLOYEES

	Last Name	First Name	Temp FTE
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	Last Name	First Name	Temp FTE
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	Last Name	First Name	Temp FTE
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	Last Name	First Name	Temp FTE
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***Resolution of Release and Possible Reassignment of Certificated Administrator***

**WHEREAS**, Education Code section 44951 permits the Governing Board to give notice on or before March 15th to any administrative employee holding a position requiring an administrative or supervisory credential that he or she will be released from his or her position for the following school year; and

**WHEREAS**, the employee whose name is listed on *Exhibit A* attached hereto is an administrative certificated employee who has been employed by Santa Rosa City Schools during the 2022-2023 school year; and


**WHEREAS**, the District Superintendent or Superintendent’s designee has advised the Governing Board that it may be necessary to release the employee listed on *Exhibit A* from their administrative position; and

**WHEREAS**, following discussion, the Board concurs that it may be necessary to release the employee listed on *Exhibit A* from their administrative position.

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of Santa Rosa City Schools hereby authorizes the District Superintendent or the Superintendent’s designee to notify the employee named on *Exhibit A* attached hereto that they may be released from their administrative position effective at the end of the 2022-2023 school year. The District Superintendent or Superintendent’s designee is further authorized to take any other actions necessary to consummate the intent of this Resolution, including notification to the affected employee of their assignment for the ensuing school year.

**PASSED AND ADOPTED** at the regular meeting of the Governing Board of the Santa Rosa City Schools on February 22, 2023, by the following vote:

AYES: 7  
NOES: 0  
ABSENT: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_

  
\_\_\_\_\_  
Stephanie Manieri, President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Santa Rosa City Schools of Sonoma County, California, adopted by said Governing Board at its meeting on February 22, 2023.

  
\_\_\_\_\_  
Laurie Fong, Clerk, Board of Education

**EXHIBIT A TO RESOLUTION NO. 2022/23-51**

**LIST OF CERTIFICATED ADMINISTRATOR TO BE RELEASED AND POSSIBLY REASSIGNED**

1.





Resolution No. 2022/23-55

Date: February 22, 2023

**Resolution to Non-Reelect Probationary Certificated Employees**

**WHEREAS**, California Education Code Section 44929.21 requires that the Governing Board notify a probationary employee in a position requiring certification qualifications of the decision to reelect or not reelect the employee to such a position for the succeeding school year; and

**WHEREAS**, the employees identified in Exhibit A hereto are probationary employees in positions requiring certification qualifications; and

**WHEREAS**, the Governing Board of Santa Rosa City Schools has determined not to reelect the employees identified in Exhibit A for the 2023-2024 school year;

**NOW, THEREFORE, BE IT RESOLVED** that the Governing Board of Santa Rosa City Schools directs the Superintendent or designee to deliver a Notice of Non-Reelection to the employee(s) identified in Exhibit A.

**PASSED AND ADOPTED** at the regular meeting of the Governing Board of the Santa Rosa City Schools on February 22, 2023, by the following vote:

AYES: 7

NOES: 0

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

Stephanie Manieri, President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Santa Rosa City Schools of Sonoma County, California, adopted by said Governing Board at its meeting on February 22, 2023.

Laurie Fong, Clerk, Board of Education

**EXHIBIT A TO RESOLUTION NO. 2022/23-55**

**LIST OF PERSONS PROBATIONARY CERTIFICATED EMPLOYEES  
TO BE NON-REELECTED**





**BOARD OF EDUCATION**  
**2023 Meeting Calendar**

(Revised 2/22/23)

The Santa Rosa City Schools’ Board of Education has two board meetings per month (except July, November, and December have only one meeting per month). Board meetings are held on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays of each month (unless otherwise noted). Unless otherwise noted\*\*, all meetings are held in the City Council Chambers of the Santa Rosa City Hall located at 100 Santa Rosa Avenue, Santa Rosa, CA.

The 3<sup>rd</sup> Wednesday of each month is reserved for tentative special board meetings. The meetings are scheduled on an as needed basis. Prior notice will be given.

<b>Month</b>	<b>1<sup>st</sup> Meeting</b>	<b>2<sup>nd</sup> Meeting</b>
January	11 <sup>th</sup>	25 <sup>th</sup>
February	8 <sup>th</sup>	22 <sup>nd</sup>
March	8 <sup>th</sup>	29 <sup>th</sup> *
April	12 <sup>th</sup>	26 <sup>th</sup>
May	10 <sup>th</sup>	24 <sup>th</sup>
June	14 <sup>th</sup>	28 <sup>th</sup>
July	None	None
August	9 <sup>th</sup>	23 <sup>rd</sup>
September	13 <sup>th</sup>	27 <sup>th</sup>
October	11 <sup>th</sup>	25 <sup>th</sup>
November	8 <sup>th</sup>	None
December	13 <sup>th</sup> (Annual Board Organization)	None

\*The 4th Wednesday in March falls during Spring Break.

\*\*On Thursday, September 16, 2021, Governor Gavin Newsom signed Assembly Bill (AB) 361 into law, which gives local agencies, including local educational agency (LEA) governing boards, flexibility in conducting public meetings virtually during a declared state of emergency (wildfires, floods, pandemics, etc.). As an urgency measure, AB 361 went into effect immediately upon Governor Newsom’s signature, meaning its provisions are currently law.

AB 361 authorizes, until January 1, 2024, a local agency to use teleconferencing for public meetings, without complying with certain Brown Act requirements, in any of the following circumstances:

- The legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing
- The legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining by majority vote whether, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees
- The legislative body holds a meeting during a proclaimed state of emergency and has determined by majority vote that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees

Currently, the District may continue to hold virtual Board meetings under the first bullet point since the Sonoma County Public Health Officer has declared that “[o]nline meetings (teleconferencing meetings) are strongly recommended...” for public meetings held by local government agencies. (See, <https://socoemergency.org/recommendation-of-the-health-officer-public-meetings/> )

Notwithstanding, AB 361 also specifies that if a local legislative body determines it is entitled to use the exemptions afforded to it in this bill, then it must abide by the following requirements when conducting a public meeting:

- Notice the meeting and post agendas as the Brown Act requires
- Allow the public to access the meeting and give notice for how the public can access the meeting and provide public comment
- Identify and include in the agenda an opportunity for all persons to attend via a call-in or an internet based service option
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the legislative body
- Provide a public comment period where the public can address the legislative body directly and in real time, and allows for public comment up until the period is closed
- Discontinue any prior Board rule, policy or bylaw which limits public comments to only those submitted in advance
- Provide an opportunity for the public to offer comment in real time, and
- In the event of a disruption that prevents the public agency from broadcasting the meeting or prevents members of the public from offering public comment, the legislative body is prohibited from taking action on items appearing on the meeting agenda until public access to the meeting via the teleconferencing option is restored

The bill stipulates that if the state of emergency remains active or state or local officials have imposed or recommended social distancing measures, a local agency must make the following findings not later than every 30 days after the first virtual meeting by majority vote in order to continue utilizing the bill’s teleconferencing provisions:

- The legislative body has reconsidered the circumstances of the state of emergency; and
- Any of the following circumstances exist:
  - The state of emergency continues to directly impact the ability of the members to meet safely in person
  - State or local officials continue to impose or recommend measures to promote social distancing

The teleconferencing flexibilities for local agencies under AB 361 sunset on January 1, 2024. This means that unless subsequent legislation extends the provisions of AB 361 for local agencies, they will expire on January 1, 2024, and that local agencies would be expected to follow all of the Brown Act requirements regardless of an emergency beginning in 2024.



**Resolution No. 2022/23-49**

**Date: February 22, 2023**

**EMBRACE • ENGAGE • EMPOWER**

## **Resolution Recognizing March 2023 As National Women's History Month**

**WHEREAS**, Women’s History Month began as a local celebration in Santa Rosa, CA by the Education Task Force of the Sonoma County (CA) Commission on the Status of Women which implemented a “Women’s History Week” celebration in 1978; and

**WHEREAS**, a consortium of women’s groups and historians led by the National Women’s History Project (now the National Women’s History Alliance) lobbied in 1980 for national recognition; and

**WHEREAS**, in 1980 President Jimmy Carter issued the first Presidential Proclamation declaring the week of March 8, 1980 as National Women’s History Week; and

**WHEREAS**, in 1987 the United States Congress passed a resolution annually to proclaim March as Women’s History Month in order to recognize these many crucial contributions; and

**WHEREAS**, women of every race, class, and ethnic background have made historic and significant contributions to the growth and strength of our nation and state in countless recorded and unrecorded ways; and

**WHEREAS**, women have played and continue to play critical economic, cultural, and social roles in every sphere of the life of the nation and our state by constituting a significant portion of the labor force working inside and outside of the home; and

**WHEREAS**, women have played a unique role throughout our history by providing the majority of the volunteer labor force of the nation and state; and

**WHEREAS**, women were particularly important in the establishment of early charitable, philanthropic, and cultural institutions in our nation and state; and

**WHEREAS**, women of every race, class, and ethnic background served as early leaders in the forefront of every major progressive social change movement; and

**WHEREAS**, women have served our country courageously in the military; and

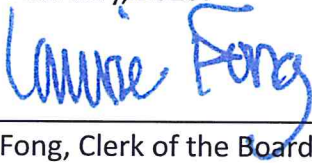
**WHEREAS**, women have been leaders, not only in securing their own rights of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor movement, the civil rights movement, and other movements, especially the peace movement, which create a more fair and just society for all; and

**WHEREAS**, despite these contributions, the role of American women has been consistently overlooked and undervalued in the literature, teaching, and study of American history; and

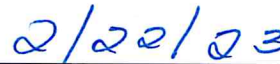
**WHEREAS**, Santa Rosa City Schools District and the community also recognize the importance of understanding the history of this area, particularly with regard to honoring the significant and longstanding contributions women have made in this Nation and in California; and

**NOW, THEREFORE, BE IT PROCLAIMED** by the Governing Board of Santa Rosa City Schools District that March is designated as Women’s History Month and that SRCS calls upon the schools, staff, students, and families to observe March as Women’s History Month by celebrating and recognizing the countless contributions made by women throughout history.

**PASSED AND ADOPTED** by the Governing Board of the Santa Rosa City Schools District on the 22nd day of February, <sup>22</sup>2023.



\_\_\_\_\_  
Laurie Fong, Clerk of the Board



\_\_\_\_\_  
Date

## **RESOLUTION DECLARING MARCH AS ARTS EDUCATION MONTH IN SANTA ROSA CITY SCHOOLS**

**WHEREAS**, Arts Education, which includes dance, theater, music, and the visual arts, is an essential part of basic education for all students, kindergarten through grade twelve, to provide for balanced learning and to develop the full potential of their minds; and,

**WHEREAS**, through well-planned instruction and activities in the arts, children develop initiative, creative ability, self-expression, self-reflection, thinking skills, discipline, a heightened appreciation of beauty, and cross- cultural understandings; and,

**WHEREAS**, experience in the arts develops insights and abilities central to the experience of life, and are collectively one of the most important repositories of culture; and,

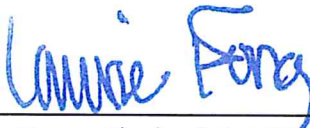
**WHEREAS**, a systematic, substantive, and sequential visual and performing arts curriculum addresses and develops ways of thinking, questioning, expression, and learning that complement learning in other core subjects, but that is unique in what it has to offer; and,

**WHEREAS**, the arts are recognized as part of a quality education, and the University of California and the California State University have instituted a policy that includes visual and performing arts as a college preparatory subject for all high school pupils wishing to enter California's institutions of higher education; and,

**NOW, THEREFORE BE IT RESOLVED**, that the Board of Education of the Santa Rosa City Schools District designates March as Arts Education Month and encourages all educational stakeholders to become familiar with and celebrate the value and benefits provided by Arts Education and their related programs.

**PASSED AND ADOPTED** by the Board of Education of Santa Rosa City Schools, on this 22<sup>nd</sup> day of February, 2023, by the following vote:

AYES: 7    NOES: 0    ABSENT: 0    ABSTAIN: 0

  
\_\_\_\_\_  
Laurie Fong, Clerk of the Board

2/22/23  
\_\_\_\_\_  
Date

## Resources to Share w/Community: Arts Education Resolution

[Creative Sonoma](#) has a large directory of arts educators and organizations who offer arts experiences for all ages across Sonoma County, many of which are free or reduced price for schools!

[Art4Kids Youth Education Program](#)/Museum of Sonoma County: Youth Education Program that brings hands-on arts education to low-income 5th and 6th grade classrooms in Sonoma County...program is free to qualifying schools including transportation and supplies.

[Luther Burbank Center for the Arts](#): LBC offers a wide variety of educational and community events from community and school shows, teaching artists in the schools, professional development and summer camps such as [Mariachi & Arts Camp](#) hosted in Santa Rosa City Schools.

[Green Music Center - FREE Family Day, Somos Amigos: Songs on Common Ground with Sonia De Los Santos and The Okee Dokee Brothers](#): This is a FREE family festival at Sonoma State University's Green Music Center on **Saturday, March 18 at 2pm**. The festival will include refreshments, face painters, workshops led by local teaching artists and a variety of activities for children of all ages.

[Creative Sonoma started a Youth Arts Leaders Program](#) for High School students in the arts to connect and promote arts education within our schools across Sonoma County.

[SRCSArts](#) is a resource for our families and community that shows arts events from all of our schools and also details the VAPA courses being offered at our middle and high schools.

[The Santa Rosa Symphony Educator Office](#) offers free concerts for schools, music curricula, and youth ensembles for students to participate in.

[Sonoma Alternative Symphony for Youth](#) is a new organization building 2 music groups in Sonoma and Santa Rosa/Rohnert Part for musicians of all ages and abilities

# Facilities Master Plan

---

Santa Rosa City Schools RFP for an Update to the FMP

# Purpose of a Facility Master Plan (FMP)

- Provides the district with information regarding current and future needs for student housing
- Quality of the existing facilities
- Facilities renovation and expansion requirements to support the district's educational and programmatic goals
- Assists a district in identifying funding needs for capital improvement and developing financing options

# FMP Funding Options

- Voter Approved Debt (bonds)
- State Matching Funds (reimbursement/matching/cost share)
- Grants
- Developer Fees (qualified improvements and locations)
- Negotiated Fees (Mello Roos)
- Certificates of Participation (loans)

# Santa Rosa City Schools Facilities Master Plan

- In 2014, Santa Rosa voted for bond measures I & L
- In 2015, SRCS created the facilities master plan (identified over \$1 billion dollars of facilities need throughout our district)
- In September of 2022, an update to our existing master plan was completed
- In November of 2022, Santa Rosa Voters passed bond measures C & G
- In 2023, Santa Rosa City Schools issues an RFP for a new FMP

# Facilities Master Plan Timeline

- 12/7/22- RFP Issued
- 1/30/23- Proposals Due
- 2/6/23- Selected Firms Interviewed
- 2/22/23- SRCS Recommendation for Architect Firm
- Spring 2023 Confirmation of FMP Assumptions (classrooms, site conditions, etc.)
- Spring 2023 Stakeholder Meetings
- Spring 2023 Demographer/Projections
- Summer/Fall 2023 Finalization of FMP
- November 2023 Consideration of Proposed FMP

# Facilities Master Plan Scope of Services Included in the Request for Proposals

- Community Outreach
- Development of Educational Specs/Facilities Needs
- Demographics and Enrollment Projections
- Facilities Equity Study
- Cost Estimates
- Development of Future Facilities Needs and Alternatives

# Facilities Master Plan Firm Selection Process

- Seven Proposals
- Four Firms Selected for Interviews
- Interview Process Included Presentation as Well as Q&A
- Panel Included Representatives from Cabinet, Directors, Site Administrators, and Union Leadership
- Panel Agreed to Recommend QKA for Board Consideration

# Questions



30 January 2023

# Santa Rosa City Schools

## Statement of Proposal

Re: Professional Services for a District Facilities Master Plan



**Quattrocchi Kwok Architects (QKA)**  
Main: 636 5th Street, Santa Rosa, CA 95404  
East Bay: 55 Harrison Street, Suite 525, Oakland, CA 94607

**Proposal Contact**  
Aaron Jobson, AIA, LEED AP | Principal  
T (707) 576-0829 | F (707) 576-0295 | E [AaronJ@qka.com](mailto:AaronJ@qka.com) | W [www.QKA.com](http://www.QKA.com)



QUATTROCCHI KWOK  
ARCHITECTS

# QKA Client Reach

K-12 and Higher Education Clients  
Across Northern California

 QKA Office

 QKA Education Clients

## BY THE NUMBERS

**36**

years in business

**\$2.5B+**

in school construction

**2,200+**

education projects

**92**

K-12 and College clients

**57**

awards for school projects

**65+**

staff members:

*18 licensed architects / 10 LEED AP / 5 ALEP*

 SANTA ROSA

 OAKLAND

30 January 2023

Mr. Erik Oden, Director of Maintenance and Operation

Santa Rosa City Schools

211 Ridgway Avenue, Santa Rosa, CA 95401

*Re: Request for Proposals (RFP) for Professional Services for a District Facilities Master Plan*

Dear Mr. Oden and Members of the Architect Selection Committee,

It is with great pleasure that Quattrocchi Kwok Architects (QKA) present our Statement of Proposal for the District Facilities Master Plan for Santa Rosa City Schools. Since its inception in 1986, QKA has logged over three decades of dedicated and extensive experience designing educational facilities. We have completed more than 2,200 education projects and have provided design services for over \$2.5 billion in public school projects across Northern California. QKA is uniquely qualified:

- **Experience with Facilities Master Plan Projects:** QKA has extensive experience working with School Districts to develop Facilities Master Plans to guide effective decision making. We are adept at effectively engaging the stakeholders in your community to understand facilities needs and identify which projects can have the greatest impact on the learning and well being of students and staff.
- **Santa Rosa City School District Experience:** QKA has completed more than 38 successful projects with Santa Rosa City Schools ranging from the current Facilities Master Plan to new buildings like the Piner HS Geospatial Center and Modernizations such as current projects at Santa Rosa HS and Brook Hill ES. We have a deep understanding of your District and your school facilities.
- **Local Team:** Santa Rosa is our home and we have a deep connection to SRCS schools with many of our staff having a connection to your schools as former students, parents of current students or relatives of current staff. We are proud of the work we have done with SRCS and we are invested in continuing to improve Santa Rosa schools.

Quattrocchi Kwok Architects (QKA) and our consultants have the experience and resources to complete the project for Santa Rosa City Schools. **We are committed to providing you with high-quality and professional services that will exceed your expectations.** QKA is very enthusiastic about the possibility of working with you and welcome the creative opportunity to make a long-term and sustainable impact on your community.

Sincerely,



Aaron Jobson, AIA, ALEP

Quattrocchi Kwok Architects

Main: 636 5th Street, Santa Rosa, CA 95404

East Bay: 55 Harrison Street, Suite 525, Oakland, CA 94607

T: (707) 576-0829 | F: (707) 576-0295 | AaronJ@qka.com

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# 3

## Executive Summary

## INTRODUCTION & PHILOSOPHY

Quattrocchi Kwok Architects (QKA) has been designing educational spaces for 36 years and has been at the forefront of conceptualizing the “21st Century School.” It has completed more than \$2 billion in K-12, higher education, historic renovation and community projects throughout Northern California and beyond. QKA is passionate about the direct connection between learning and the learning space, and provides comprehensive master planning, design and construction administration services to create distinctive, purposeful and inspiring educational environments.

The firm was founded on the belief that education design should draw not just from an understanding of today’s needs, but also from a vision of what the learning environment of tomorrow will require – crafting sustainable spaces that unlock student potential for generations. As one of the fastest-evolving design disciplines, schools need to be adaptable and use space efficiently and flexibly. Environments should reflect districts’ core missions and philosophies, as well as encourage and facilitate educational innovation. QKA’s architects pay considerable attention to the outside influences that benefit a learning space, such as workplace, cultural and natural environments.

QKA principals are respected design thinkers and thought leaders on many topical – and often critical – factors affecting schools and those who occupy them, such as natural disaster preparation, safety and security, bond measures and other legislation, energy efficiency and technology infusion. Collaboration with school districts and the communities they serve is a foundational element of QKA’s approach to a project. Each project pursued aims to enhance the environment and reflects QKA’s deep dedication to social and environmental stewardship, consistently raising the bar in design and improving the educational outcomes for today’s students and future generations.

## HISTORY

Headquartered in Santa Rosa and with a second office in Oakland, the firm was founded to serve educational and public agency clients by Mark Quattrocchi in 1986. Steve Kwok joined the firm as a partner in 1993. Long-time firm architects Aaron Jobson and Jim Theiss were elevated to the partnership in 2010 and John Dybczak joined the ranks in 2018. Today, QKA employs more than 20 licensed architects and over 40 additional staff, encompassing a broad range of educational, public and private project experience serving Northern California. QKA has a multitude of LEED Accredited Professionals and is active on many public and private boards shaping education construction and design, such as the School Energy Coalition, Collaborative for High Performance Schools and California’s Coalition for Adequate School Housing.

## MAKE A DIFFERENCE



*We are passionate about education and using our talents, expertise and vision to design purposeful and distinctive school environments that make a positive impact on children, families and faculty. We collaborate with school districts and the communities they serve, bringing better educational experiences to students through design solutions that solve complex problems. We strive to design educational environments that support today’s (and the future’s) teaching and learning methods and set an example for environmental stewardship.*

# 4

## Description of Firm

## INTRODUCTION AND PHILOSOPHY

Quattrocchi Kwok Architects (QKA) provides comprehensive design, master planning, and construction administration services for Northern California K-12 and higher education, historic renovation and community facilities. With more than \$2 billion in projects completed in the company's 35-year history, QKA's award-winning portfolio reflects a commitment to design that emphasizes environmental sustainability and community impact.

QKA is passionate about the direct connection between learning and the learning space, and provides master planning, design and construction administration services to create distinctive, purposeful and inspiring educational environments. The firm was founded on the belief that education design should draw not just from an understanding of today's needs, but also from a vision of what the learning environment of tomorrow will require - crafting sustainable spaces that unlock student potential for generations.

QKA principals are respected design thinkers and thought leaders on many topical - and often critical - factors affecting schools and those who occupy them, such as natural disaster preparation, safety and security, bond measures and other legislation, energy efficiency and technology infusion.

Collaboration with school districts and the communities they serve is a foundational element of QKA's approach to a project. Each project pursued aims to enhance the environment and reflects QKA's deep dedication to social and environmental stewardship, consistently raising the bar in design and improving educational outcomes for today's students and future generations.

## BUSINESS INFORMATION

- **Company Name:** Quattrocchi Kwok Architects
- **Address:** 636 5th Street, Santa Rosa, CA 95404 / 55 Harrison Street, Ste. 525, Oakland, CA 94607
- **Telephone:** (707) 576-0829
- **Fax:** (707) 576-0295
- **Website:** www.qka.com
- **Main Contact:** Aaron Jobson, AaronJ@qka.com
- **Federal Tax I.D. Number:** 68-0378509
- **License:** Aaron Jobson, C30620, exp. Oct. 2023
- **Type of Organization:** Corporation
- **Certificates of Insurance:** *Please see insurance certificates in Section 16 Appendix*
- **Firm History:** Headquartered in Santa Rosa and with a second office in Oakland, the firm was founded to serve educational clients by Mark Quattrocchi in 1986. Steve Kwok joined the firm as a partner in 1993. Long-time firm architects Aaron Jobson and Jim Theiss were elevated to the partnership in 2010 and John Dybczak joined the ranks in 2018. Today, QKA employs 16 licensed architects and over 40 additional staff, encompassing a broad range of educational, public and private project experience serving Northern California.
- **Firm in Good Standing and able to Complete Business in State of California:** *Please see certificate in section 16 Appendix*
- **Number of Employees:** 70 (18 Licensed Architects, 43 technical support staff, 9 support staff)
- **Firm Officers:** Mark Quattrocchi, Steve Kwok, Jim Theiss, Aaron Jobson, John Dybczak
- **Location of Nearest Office:** Santa Rosa (55 staff)
- **Services:** Design, Master Planning/Facilities Assessments, Construction Administration
- **Certifications:** LEED and CHPS Members
- **Financial Solvency:** QKA's solid financial background dates back to the firm's inception in 1986. Our financial viability may be confirmed through our financial institution, Exchange Bank, and includes a \$3 million line of credit: Steve.Herron@exchangebank.com
- **Sub-Consultants:** QKA will utilize a team of consulting structural, mechanical, and electrical engineers. These consultants have a history of successful project experience with QKA— the majority of who have worked on the bulk of QKA's projects over the past 35 years. QKA recognizes that a critical part of our work is the coordination of the work of the consulting engineers in our project team. We have a successful methodology that we employ to ensure that our documents are coordinated.

# 5

## Background of Firm's Personnel



## Aaron Jobson AIA, ALEP

### Principal, President/CEO

Licensed Architect, California (2006): C30620

#### Project Role: Principal-in-Charge

Responsible for leading the project, facilitating community engagement meetings and coordinating the work across the design team.

#### ABOUT

Aaron Jobson, one of QKA's five principals, comes from a family of educators and has a passion for creating dynamic, sustainable learning environments. He is known for his innovative projects, including American Canyon High School (American Canyon, Calif.), one of the highest scoring Collaborative for High Performance Schools (CHPS) Verified projects in California. He is also one of the creators of Folia, a pre-fabricated two-story steel classroom building that dramatically reduces design, permitting and construction time on projects to market. Jobson's work, passion and advocacy has garnered his reputation as a thought leader on how school facility design directly impacts academic success - a subject on which he has spoken about at national education conferences.

A founding member of the School Energy Coalition, Jobson is a legislative advocate for energy efficiency measures affecting schools and a leading voice on sustainability. He is the Co-Chair of the CHPS California Advisory Committee and serves on CHPS' board of directors. He also volunteers for Homes for Sonoma, an organization providing solutions to address the loss of housing in Sonoma County from the 2017 Northern California wildfires.

In 2015, Jobson was certified as an Accredited Learning Environments Planner (ALEP) by the Association for Learning Environments (A4LE), currently held by less than 300 of the nation's most qualified designers and planners of school facilities.

#### RELEVANT EXPERIENCE

##### Facilities Master Planning Mountain View Los Altos High School District Mountain View, CA

###### Principal

Districtwide Facilities Assessments, Education Specifications, and Facilities Master Planning, producing long-term vision for District's five sites.

##### Facilities Master Planning Vallejo City Unified School District Vallejo, CA

###### Principal

Districtwide Educational Specifications, Facilities Assessments, and Master Planning for 25 campuses.

##### Facilities Master Planning Sonoma Valley Unified School District Sonoma, CA

###### Principal

Districtwide Facilities Master Planning for 11 campuses including photovoltaic installations at school sites and District Office.

##### Facilities Master Planning Ravenswood City School District East Palo Alto, CA

###### Principal

Facilities Assessments and Site Level Master Planning for eight K-8 schools.

##### Facilities Master Planning Sequoia Union High School District Redwood City, CA

###### Principal

Facilities Master Planning and Implementation Plan for four high schools.

#### QKA OFFICE

Santa Rosa, CA

#### BACKGROUND

22 Years of Architecture Experience  
Joined QKA in 2002

#### EDUCATION

Bachelor of Arts, Architecture  
University of California, Berkeley  
Berkeley, CA

#### PROFESSIONAL REGISTRATION

Accredited Learning Environments  
Planner (ALEP), Associations for Learning  
Environments (A4LE), 2015

#### AFFILIATIONS

- Member, American Institute of Architects (AIA)
- Board of Directors, Collaborative for High Performance Schools (CHPS)
- Founding Board Member, School Energy Coalition (SEC)
- Founding Board Member, Homes for Sonoma

#### AWARDS

- Recipient, 2018 "Community Philanthropy Award" Winner, *North Bay Business Journal*
- Recipient, 2018 "Top Young Professionals" Winner, *ENR California*
- Recipient, "Forty Under 40" Winner: 2009 *North Bay Business Journal*  
2010 *Building Design + Construction*



## Kevin Chapin LEED AP Studio Lead

Licensed Architect, California (2008): C31640

### Project Role: Project Manager

*Responsible for daily oversight of the project and overseeing the development of the program.*

### ABOUT

Growing up building forts and playing with Legos, Kevin Chapin dreamed of being an architect since a small child and got his wish when he started working at QKA at just 18 years old as a drafter. Kevin continued to work for QKA during college breaks and got hired full-time in 2005 after receiving his Master of Architecture degree.

Since joining QKA more than 20 years ago, Kevin is now an expert in educational design, a LEED Accredited Professional, and one of four of QKA's Studio Leads, where he manages a team of architects, job captains, junior designers, BIM technicians, and construction administration staff on the successful execution of complex educational projects. Currently, he is managing several projects for Liberty Union High School District (Brentwood, Calif.) and San Mateo Union High School District (San Mateo, Calif.). Kevin most enjoys transforming run-down facilities into modern, next-generation learning spaces. But no matter the project, the most rewarding aspect is watching students explore the space for the first time.

Born and raised in Sonoma County, Kevin is committed to staying involved in the community, and is a recipient of the *North Bay Business Journal's* 2016 "Forty Under 40" award. Additionally, he has completed over 50 half marathons and several Ironman 70.3s to date.

### QKA OFFICE

Santa Rosa, CA

### BACKGROUND

24 Years of Architecture Experience  
Joined QKA in 1998

### EDUCATION

Master of Architecture  
Bachelor of Environmental Design  
Montana State University  
Bozeman, MT

### PROFESSIONAL REGISTRATION

LEED Accredited Professional (LEED AP),  
U.S. Green Building Council, 2008

### AWARDS

Recipient, 2016 "Forty Under 40" Winner,  
*North Bay Business Journal*

### RELEVANT EXPERIENCE

#### Facilities Master Planning Piedmont Unified School District Piedmont, CA

##### *Project Architect*

Facilities Assessments, Education Specifications, Facilities Master Planning, and Implementation Plan for six elementary, middle, and high school campuses.

#### Facilities Master Planning Sonoma Valley Unified School District Sonoma, CA

##### *Project Architect*

Districtwide Facilities Master Planning for 11 campuses including photovoltaic installations at school sites and District Office.

#### Master Planning, Modernization, and Addition to Existing Campus Santa Rosa Charter School for the Arts Santa Rosa, CA

##### *Project Architect*

Master Planning, modernization, and new 2-story building addition with 14 classrooms.

#### Facilities Master Planning Hillsborough City School District Sunnyvale, CA

##### *Project Architect*

Facilities Assessments and Facilities Master Planning for four schools and the District Office.



## Juliano Sorondo ASSOC. AIA Project Designer

### Project Role:

*Responsible for the day-to-day management of the project, making design decisions and managing communication with the QKA and consultant team.*

### ABOUT

Juliano Sorondo grew up in Sanger, CA in the California Central Valley as the youngest of three boys. After graduating within the Top-25 of his 2007 high school graduating class, he attended California Polytechnic University, San Luis Obispo where he was conferred a Bachelor of Architecture degree, supplemented with Sustainable Environments and Construction Management minors.

Upon graduation, Sorondo returned to the Central Valley and worked for a premier local housing developer before he moved in 2015 to Sonoma County and joined Quattrocchi Kwok Architects. Sorondo brings collaborative and enthusiastic teamwork qualities to every project he works on, ensuring great communication internally and externally. He is motivated and dedicated to delivering quality work and building long-lasting relationships with everyone.

Sorondo currently lives with his wife, son, and dog in Windsor. He enjoys quality time out with friends and family at the beach or wineries, just as much as staying in with a board game and video games.

### RELEVANT EXPERIENCE

#### Facilities Master Planning Santa Rosa City Schools Santa Rosa, CA *Project Designer*

Districtwide Facilities Master Planning and Implementation Plan for 24 campuses, funded from \$230 million General Obligation Bond.

#### Facilities Master Planning Fremont Union High School District Sunnyvale, CA *Project Designer*

Facilities Assessments and Facilities Master Planning for three high schools.

#### New Education Options Campus Homestead High School | Cupertino, CA Fremont Union High School District *Project Designer*

Two customized FOLIA project buildings serving FUHSD's alternative education program with outdoor courtyard and basketball courts, dining hall, administration & business offices, and varying sizes of learning spaces within 32,000 sq.ft.

#### New Multi-Purpose Building Redwood Adventist Academy Santa Rosa, CA *Project Designer*

New multi-purpose building and outdoor play-yard for a local private elementary school that was lost to 2017 Tubbs Fire in Sonoma, County that supports the school's basketball, volleyball, and performing arts programs along with a full-service kitchen.

### BACKGROUND

9 Years of Architecture Experience  
Joined QKA in 2015

### EDUCATION

Bachelor of Architect  
California Polytechnic University  
San Luis Obispo, CA

### AFFILIATIONS

- Associate Member, American Institute of Architects (AIA)
- Treasurer of American Institute of Architects, Redwood Empire Chapter



# Experience in Development of Facilities Master Plans

### PROVEN TRACK RECORD OF FACILITIES MASTER PLANS

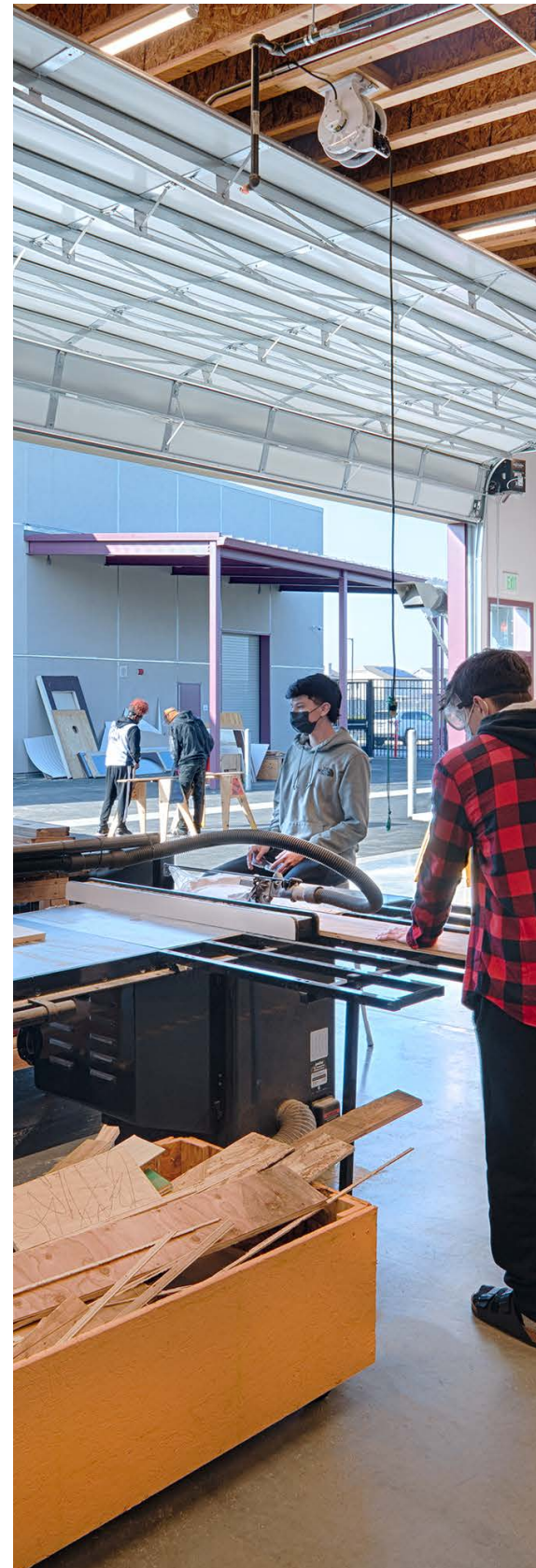
QKA has extensive experience developing a wide range of Facilities Master Plans for School Districts across the Bay Area. These Master Plans have documented facilities needs ranging from a few million dollars at a single school to over \$1 billion across districts of 25 sites or more. In all of these projects we work with school districts to evaluate their educational programs and match those programs to existing facilities to determine building needs for modernizations and new facilities. We develop costs and funding targets and use this information to create schedules for cash flow and construction. We facilitate and organize effective community engagement to make sure the voices of all stakeholders are heard and incorporated into the Master Plan. QKA has completed master plans for local school districts, such as Sonoma Valley USD, Healdsburg USD and West County Union High School District. We have also completed Master Plans across the Bay Area including Fremont Union High School District, Vallejo City Schools, Mountain View Los Altos School District, Alameda Unified School District, and many more.

However, our most important experience has been with you. In 2015 QKA was selected to complete a Facilities Master Plan for SRCS in support of Measures I and L. Over the next 9 months the QKA team conducted on-site assessments of all 23 school sites in the District and conducted more than 60 meetings with stakeholders at every school site. QKA also worked with stakeholders across the District to create an Educational Specification as a benchmark to evaluate each facility and maintain equity between them. QKA also created a unique Indicators of Quality system to evaluate each proposed project based on its contribution to student success. Using all of this information QKA completed the FMP by creating an Implementation Plan to identify which projects to fund with Measures I and L, focusing on making school facilities warm, safe and dry as well as improving technology infrastructure that proved vital during the past few years.

Successfully completing the current FMP makes QKA uniquely qualified to continue this work and update the Facilities Master Plan to guide Measures C and G. Below we have summarized our experience in each category, both with SRCS and other Districts:

#### Facilities Needs Assessment

QKA and our consultant team have completed comprehensive assessments of a wide variety of school facilities. To do this we conduct detailed on-site assessments of the area of work with our consulting engineers and review as-built record drawings and records of project certification to give us a clear understanding of the existing conditions with which we will be working. We also interview District maintenance staff who have experience with the campus to make sure we capture their valuable knowledge. In this assessment we pay particularly close attention to two areas which can lead



to additional work required by Division of the State Architect (DSA): structural design, and accessible path of travel. Through our extensive experience with DSA we understand how they interpret code requirements for existing buildings and the trouble spots to look for early in the project to avoid added scope later. After collecting all of the data, QKA will compile all of this information into a report on each school that provides both a high level analysis of the site's condition and a detailed accounting of what improvements are needed. This data becomes the Facilities Needs Assessment and becomes the basis for the development of the District Facilities Master Plan. It is critical to identify all of the necessary data, compile it and present it in ways that are easy to understand and relate to the community.

### Future Facilities Needs

To equitably identify future facilities needs the QKA team recommends using an Educational Specifications as a District-wide benchmark for the facilities needed to support educational programs, student achievement and wellness at every school. Using this benchmark we have engaged with school communities to identify the facilities projects that are needed in the future to provide an environment that supports their educational goals for years to come.

***QKA has successfully used this methodology on hundreds of school campuses including an extensive assessment of existing SRCS facilities in 2015 and development of the proposed projects in the current FMP. In the current SRCS FMP, Facilities Assessment information is summarized in the Existing Conditions Summary for each building and campus. The Future Facilities Needs that we identified through our assessment and engagement with the community are reflected in the proposed projects identified in the FMP. We can quickly and effectively update that information for the new FMP.***

### School District Demographics and Analysis and Projection of Student Enrollment Numbers

QKA's consulting partner, King Consulting, performs demographic studies which identify local, regional, and

State trends and culminate in a range of enrollment projections to guide districts' facility planning efforts for the long and short term. Our projections create clear insight of enrollment trends, analyzing populations by school and grade while accounting for numerous influencing factors such as student cohort growth, local births, residential and commercial development, community demographics, economic trends, changes in neighboring school districts, and many more. We create projections of how many students live in different areas of your District, illustrating potential facility needs that may be overlooked when considering enrollment projections singularly. Our detailed capacity calculations help districts operate to their full potential; we base these on current room uses and loading factors and take CDE optimal capacity and total maximum capacity into consideration. It is crucial to know the number and type of units, and build-out timeline for all residential construction happening in and around your district so you know how many students will be generated, where, and when.

### Prioritizing Projects Based on District Needs and Providing Cost Benefit Analysis Concerning Potential Future Construction or Modernization of District Facilities

In developing the FMP we know that one of the hardest challenges is determining which projects are the best use of the limited funds available. There are always more facilities needs than funding available. The QKA team has extensive experience working with School Districts and communities to identify which facilities improvements have the most impact on student achievement and well-being. We combine our professional expertise and experience with the input from staff, students, parents and other stakeholders to evaluate projects. We also carefully look at equity between school sites to make sure that every school's projects receive the same consideration. Through this approach we provide unbiased recommendations on which projects should be developed with the available funding.

***In the current FMP for SRCS, QKA developed a rubric for evaluating projects called Indicators of Quality (IoQ). We used weighted scores in six categories to evaluate the impact of each proposed project on different impacts on student success. The scores were developed using the professional expertise of the QKA team as well as input we received throughout the community engagement process. They showed that improvements to technology, safety and basic infrastructure were the highest priority across the District and should be the focus of Measures I and L. The rigor of the IoQ system helped to make difficult decisions and to communicate them clearly to the Board and to the Community.***

### **Exploring Alternative Funding and Financing Options for Improvement of District Facilities, including Analysis of Potentially Seeking Passage of a Bond**

Whether it's Local, State, or Federal funding, we understand what's out there, and we show districts how to get it and how to keep it. No matter how big or small your District is, we will work with you to discover opportunities and transform your facilities to match your vision. We explore every eligibility option that the Office of Public School Construction (OPSC) accepts to ensure your District maximizes its eligibility. We are experts in all programs, including New Construction, Modernization, Career Technical Education Facilities Program (CTEFP), Facility Hardship, Financial Hardship, Seismic, Charter School Facility Program, Minimum Essential Facilities, and Full Day Kindergarten. We know all the rules and regulations to ensure every angle to maximize your eligibility. We'll help you with planning, funding, and timing to effectively deliver the facilities you need. Understanding the direct cost of the district's facilities helps the district make the decision on how much to charge outside users for community use. Recouping the costs helps to fund the maintenance of district facilities.

### **Integration of Technology into Existing Facilities to Improve Student Educational Opportunities**

QKA has extensive experience in integrating technology into schools for the past 35 years. We understand that now, more than ever, technology is a core part of education and critical to student success. This

influences facilities planning in a number of ways. First and foremost, we evaluate classroom technology and technology infrastructure as part of our assessment and identify any needed improvements in the FMP. The QKA team will also identify areas where facilities can be improved beyond basic classroom WIFI and AV systems by creating Makerspaces, Career Technology Education Labs and Digital Media Centers. These spaces create new opportunities for students not just to use technology but to explore and design it as a core part of their educational experience. Through all of these steps we work closely with your IT Department, teachers and educational leadership to make sure the FMP is clearly aligned with their goals and efforts.

***One of the key projects QKA identified at each school site in the current SRCS FMP was technology infrastructure. When we conducted our assessments most SRCS classrooms had outdated AV systems, where they had them at all, there was little working WIFI and the technology wiring and infrastructure was outdated. Together with your IT team we identified budgets for each school to provide new data cabling and infrastructure, new AV systems in every classroom and campus wide WIFI. The technology improvement projects were consistently high priority in the IoQ scoring process and were some of the first projects to be completed under Measures I and L. This investment proved to be critical during the COVID-19 pandemic, allowing SRCS schools to continue to serve students in remote and hybrid learning environments and they continue to serve schools well as you maintain high levels of technology integration post-pandemic.***

**Integration of Sustainable Building Systems into Facility Improvement, Particularly towards Reducing Energy and Water Use**

Reducing the environmental impact of the District's operations is an important goal and consideration that influences decisions and practices throughout the Master Planning process. At QKA we believe sustainability and energy efficiency are not isolated issues, but should be considered holistically, as factors in every decision. This is how the greatest positive impact on the environment and the District's General Fund is achieved.

QKA is a recognized leader in the design of high-performance schools. QKA staff was involved in the initial creation of the Collaborative for High Performance Schools (CHPS) Best Practices Manuals and implements these practices on every project. QKA designed three CHPS schools including the first California school to follow the independently reviewed CHPS Verified program; American Canyon High School which earned nearly \$1 million in additional funding for its high-performance features. Guiding QKA's sustainable design solutions are LEED Accredited Professionals on staff whose experience in designing high performance school buildings enables us to find sustainable solutions to a variety of challenges in the Master Planning Process. As part of this process QKA looks for ways to improve all facets of sustainability in your facilities. This includes traditional improvements to mechanical and

lighting systems to improve energy efficiency as well as strategies such as daylighting, natural ventilation, acoustic materials, and low emitting materials to improve the classroom indoor environment. By identifying and prioritizing these improvements we can make a significant impact on the quality of your learning environments and generate significant savings on utility bills.

**Outreach to District Constituents**

It is very important that the community's voice is heard and their interests considered, as their support is critical to the success of the FMP. QKA has extensive experience working with communities—we have successfully involved diverse community groups, faculty, trustees, parents, students, project committees and district staff in resolving complicated issues and ultimately creating a plan that everyone can support. QKA will work with your staff to develop a clear Community Engagement and Communications plan that best works for your community. We typically recommend using a varied approach to community engagement to meet people where they are. This can include meetings with a site committee at each school, surveys of parents, students and community members, meetings with stakeholder organizations and open community forum meetings. Wherever possible we strive to engage a broad group of stakeholders directly to create consensus and understanding. QKA then works to gather, summarize and

incorporate this input into the FMP process to help guide identifying and prioritizing facility's needs.

***Community engagement was a critical part of QKA's development of the current FMP. QKA and the District held over 60 meetings at every school site in the District to meet with stakeholders and hear what was important to them. This input was fundamental to shaping the site master plans, the proposed projects and perhaps most importantly to the Indicators of Quality (IoQ) scoring system that helped to prioritize the projects. The community input was summarized and presented both in the FMP documents and in our presentations to the Board and Community groups.***

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## Litigation History

### South San Francisco Unified School District, 2022

At the end of December 2022 QKA along with several other companies were named in a cross-complaint by a construction manager, Swinerton. The cross-complaint is related to a general contractor's suit against our client, South San Francisco Unified School District, in which Swinerton was also named by the contractor.

No allegations have been made that any services provided by QKA did not meet the standard of care.

The cross-complaint by Swinerton listed QKA along with several other design entities for equitable indemnity contribution. This case was initiated on December 14, 2016. QKA was not summoned until December 23rd, 2022. The cross-complaint case number is CJC-17-004928. We have been told that a hearing by Special Master is anticipated within the next couple months.

### Sequoia Union High School District, 2020

The General Contractor was pursuing a claim against the Owner for retention, general conditions and unpaid change orders in excess of \$2,000,000. The issues stem largely from the significant delay in completion of the project by the General Contractor due to their mismanagement. The Contractor has claimed that the delay was in some part caused by QKA. The Owner and QKA agree that the Contractor is at fault and worked together in defense against this claim. The Owner tendered QKA as part of the mediation process to resolve the Contractor's claim. Mediation has been completed and a settlement between the District and Contractor was approved by the Board of Education. QKA was not required to make a financial contribution to this settlement.



# 8 & 9

## Complaints Lodged with Local, State, or Professional Agencies & Insurance

## COMPLAINTS LODGED WITH LOCAL, STATE, OR PROFESSIONAL AGENCIES

QKA does not currently and has not had any complaints lodged with Local, State, or Professional Agencies.

## INSURANCE

QKA has not filed any claims during the past five (5) years. QKA's insurance carriers are as follow:

### Commercial General Liability Insurance

**Agent:** Jeff Young

**Company Name:** Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc.

**Address:** 800 Edgewood Place, Windsor CA 95492-9207

**Phone:** 707-687-2200

**Fax:** 707-687-2021

**Insurance Company:** Travelers Property Casualty Co of America

**Policy Number(s):** 6800J8414122247

### Automobile Liability Insurance

**Agent:** Jeff Young

**Company Name:** Arthur J. Gallagher & Co. Insurance Brokers of CA, Inc.

**Address:** 800 Edgewood Place, Windsor CA 95492-9207

**Phone:** 707-687-2200

**Fax:** 707-687-2021

**Insurance Company:** Travelers Property Casualty Co of America

**Policy Number(s):** BA7R8031482247G

### Professional Liability Insurance

**Agent:** Angela Borg

**Company Name:** Assured Partners Professional Insurance Services, LLC

**Address:** 3697 Mt. Diablo Blvd., Suite 230, Lafayette CA 94549

**Phone:** 510-272-1429

**Fax:**

**Insurance Company:** Travelers Casualty and Surety Co of America

**Policy Number(s):** 106534233



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## References

Amongst the many School Districts QKA has provided Facilities Master Planning Services in California for, we are proud to present the following five (5) references for your information. We have also listed a few past Facilities Master Planning project profiles in the Appendix section (following the '16. Other' section) with a project summary, project details, and additional references you are welcome to contact to gain a better idea of QKA's work.

### VALLEJO CITY UNIFIED SCHOOL DISTRICT

**Years of Service:** since 2015, (7) years

**Becky Oraboni** Director of Operations | (707) 556-8921 x 51473  
roraboni@vcusd.org

### ALAMEDA UNIFIED SCHOOL DISTRICT

**Years of Service:** since 2011, (12) years

**Robbie Lyng** Director of Maintenance, Operations & Facilities  
(510) 337-7000 x 77047 | rLyng@alamediaunified.org

### MOUNTAIN VIEW-LOS ALTOS SCHOOL DISTRICT

**Years of Service:** since 2018, (5) years

**Mike Mathiesen** Associate Superintendent of Business Services  
(650) 940-4667 | mike.mathiesen@mvla.net

### CABRILLO UNIFIED SCHOOL DISTRICT

**Years of Service:** since 2016, (7) years

**Sean McPhettridge** Superintendent  
(650) 712-7100 | mcphetridges@cabrillo.k12.ca.us

### HILLSBOROUGH CITY SCHOOL DISTRICT

**Years of Service:** since 2019, (4) years

**Louann Carlomagno** Superintendent  
(650) 342-5193 | lcarlomagno@hcsdk8.org



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# Experience with State Regulatory Agencies

## STATE AGENCY EXPERIENCE

The school construction and design process requires multiple steps and can involve several state agencies. Through its rich history of designing educational spaces, Quattrocchi Kwok Architects (QKA) is well versed in navigating matters relating to governmental oversight units, which include, but are not limited to, the Division of the State Architect, California Department of Education, Office of Public School Construction, the State Allocations Board and a myriad of local agencies.

### Division of the State Architect

The Division of the State Architect (DSA) provides design and construction oversight for K-12 schools, community colleges, and other various state-owned and leased facilities. As educational specialists, nearly all QKA projects are reviewed and approved by DSA. Having successfully completed more than a thousand projects with DSA, the firm has established a deep understanding of the agency's requirements and procedures and a reputation for successfully seeing projects through approval, construction and closeout. .

Through a shared overarching commitment to safety and an understanding of each party's roles and responsibilities, the relationship between DSA and QKA has prospered and led the way to the collaborative partnership that benefits our clients today. The firm regularly consults with DSA to ensure timely reviews on initial plan submittals and change directives, and the accessibility to agency personnel allows QKA to resolve issues quickly and efficiently for its clients.

### California Department of Education

The California Department of Education (CDE) requires preliminary and final plan review submittals, and QKA is intimately familiar with the agency's submittal requirements for a successful plan review. We are familiar with CDE's Title 5 standards and guidelines for school facilities and how they should be applied to projects. The firm has facilitated the creation of numerous educational specification documents, and has developed an excellent working relationship with CDE staff.

### Office of Public School Construction

QKA also has a long history of working with OPSC to obtain state funding for a wide variety of school projects. This includes a variety of programs such as Charter School funding, Career Technology Education grants, new construction and modernization programs. QKA has successfully assisted SRCS with OPSC funding including Charter School funding for the SR Charter School for the Arts, CTE grants for the Piner HS Geospatial Center and modernization funding for our current projects as well as projects completed with other design firms under Measures I and I, which our partner King Consulting is currently completing. QKA believes these efforts are a core part of our services to help provide additional funding that can further support our shared goals of improving your educational facilities.



**12**

**Project  
Plan and  
Methodology**

QKA crafts a unique planning approach to meet the needs of each School District and community we work with. Our job as your consultants is to use our expertise, knowledge, and experience to guide you through this process and produce a comprehensive plan that identifies, prioritizes and quantifies the improvements for each facility. Since QKA completed the District's current Facilities Master Plan we start with a strong understanding of your facilities needs and communities. We propose a customized project approach that builds on our existing work to efficiently and effectively update the FMP based on the scope of work provided in the RFP. This is a starting point and we look forward to collaborating with you to fine tune the methodology.

### Community Outreach

A comprehensive approach to community outreach and engagement was the center point of the development of the previous FMP and we look forward to building on that success. The QKA team proposes a combination of methods to engage the community to make sure we hear from the full spectrum of stakeholders:

- **School Site Committees:** We recommend the formation of a Site Committee to represent all stakeholders at each school site. These are typically convened by a site administrator to include faculty, staff, parents and students. We would propose one to two meetings at each school site to review the previous FMP, discuss site priorities and review and finalize the updated FMP. These meetings can be conducted in person at the school sites or online.
- **Community Forums:** QKA also recommends holding a series of open community meetings across the District to allow interested stakeholders to see the draft FMP and provide input on district wide plans and priorities. These can be in-person meetings across the District and/or online meetings open to anyone.
- **Surveys:** To collect data and input from the broader community we can also use online surveys. We would recommend starting with the data collected in the facilities survey conducted by the District last year to inform prioritization of proposed improvements. QKA can also assist with additional surveys if further input from the community is desired.

### Development of Educational Specifications/Facilities Needs Assessment

QKA worked closely with over 50 SRCS stakeholders to develop an Educational Specification as the starting point for the current FMP. The Ed Spec identified the type, size and quality of facilities needed for each type of school to be successful as well as the key characteristics they should have. For this FMP process we would propose to convene a similar group of stakeholders from across the District to re-evaluate that standard and make sure it aligns with the District's current education programs and priorities.

QKA also evaluated the facilities needs of each school site in the District in the development of the current FMP. This included on-site assessments of facilities conditions by QKA and our engineering consultants. It also included an assessment of the educational adequacy of the facilities using the Ed Spec as a baseline. For this FMP we would propose to update that information based on our original data and incorporating the work that has been done under Measures I and L and other programs over the past 6 years. We will also re-evaluate the educational adequacy of the facilities based on the updated Ed Spec. Together this will provide an up to date and complete picture of facilities needs across the District.

### Demographics and Enrollment Projections

QKA sub-consulting partner, King Consulting's demographic studies identify local, regional, and State trends and culminate in a range of enrollment projections to guide districts' facility planning efforts for the long and short term. Our projections create clear insight of enrollment trends, analyzing populations by school and grade while accounting for numerous influencing factors such as student cohort growth, local births, residential and commercial development, community demographics, economic trends, changes in neighboring school districts, and many more. We create projections of how many students live in different areas of your District, illustrating potential facility needs that may be overlooked when considering enrollment projections singularly. Our detailed capacity calculations help districts operate to their full potential; we base these on current room uses and loading factors and take CDE optimal capacity and total maximum capacity into consideration. It is crucial to know the number and type of units, and build-out timeline for all residential construction happening in and around your district so you know how many students will be generated, where, and when.

### Capacity and Utilization Study/Determination of Eligibility for State Funding

Similar to the Facilities Needs Assessment we can begin the Capacity and Utilization study using the data from the current FMP. We will work with the District team to confirm assumptions such as class size and classroom utilization and update our evaluation of the capacity of each school site to confirm capacities. This will also reflect any changes to the number of classrooms available at each site. The study will also incorporate updated demographic data to identify available capacity at each school site and how that is expected to change in the coming years. This analysis will help make sure we are concentrating any proposed improvements on facilities that are critical for the long term future of the District.

QKA's partner, King Consulting, is currently under contract with the District to analyze the District's eligibility for funding under all available OPSC programs,

both for projects completed under Measures I and L and for future projects. This work will be incorporated into the updated FMP at no additional cost.

### Facilities Equity Study

Although a formal analysis of equity between SRCS campuses was not part of the development of the current FMP, equity was an important consideration of the planning process and the principal reason for using the Ed Spec as benchmark for evaluating all schools. For the updated FMP the QKA team will utilize the data compiled in the Capacity and Utilization Study and the information gathered in the updated Facilities Needs Assessment to evaluate equity across the District. We will continue to use the Ed Spec as a benchmark and clearly identify areas where each school needs improvement to meet or exceed that benchmark. This can be summarized in narrative and graphic form to paint a clear picture of equity across District Facilities and inform the identification and prioritization of facilities needs.

### Development of Future Facilities Needs and Alternatives

The current FMP establishes a vision for the future facilities needs of each campus based on the input of stakeholders and needs of the educational programs at the time it was developed. For the updated FMP we propose to collaborate with stakeholders to explore alternatives and update these visions to reflect current educational programs, community priorities and goals. This process will include cost-benefit analysis of multiple alternatives including renovation and replacement of existing facilities. We will also include proposed improvements to improve the environmental quality of the learning spaces and reduce energy and water use. The updated overall vision for each campus can then be broken down into specific projects and prioritized based on an updated version of the Indicators of Quality process we developed for the original FMP. This will provide a clear plan for each school of proposed projects prioritized by the positive impact they will make on student learning and well-being and allow us to create an Implementation Plan for Measures C and G to maximize the use of that funding.

### Cost Estimates

Understanding the costs of proposed improvement is a critical part of the development of the FMP. Like in the current FMP we will work with our partner tbd Consulting to provide up to date cost estimates for each proposed project. These will include construction costs as well as associated costs for design, permitting, construction management, contingency, etc. to provide a comprehensive picture of probable costs. We can also provide comparative analysis of the benefits of renovation verses replacement of existing facilities to help inform decision making. This comprehensive cost estimating provides the best possible data to inform the development of the FMP and decisions on which projects to include in the Measure C and G Implementation Plan.

### Preparation of Final Digital Facilities Master Plan

The QKA team will prepare a complete digital package for the FMP including an executive summary summarizing the process and findings across the District and individual sections for each campus. As with the current FMP, these will all be published in PDF format and provided to the District for publication on their website.

### Facilitation of FMP Presentations to District Governing Board

One of the most critical steps in the FMP Process is engagement with the governing Board and eventually the presentation and approval of the FMP. During the development of the current FMP, the QKA team made presentations to the Board throughout the process to update on progress and inform the Board and the public of upcoming meetings and opportunities for engagement. We also presented the draft FMP to the Board for input and the final FMP for approval as well as the Implementation Plan for Measures I and L. At each of these presentations the QKA team worked with the District to present concise and comprehensive information that explained our methodology, how we engaged the community and an example of how it was applied to specific schools. The success of that process is demonstrated by the unanimous approval of both the FMP and Implementation Plan by the Board. For the update FMP we recommend building on that success by continuing to engage and inform the Board throughout the process and provide clear, complete and concise information.

By working closely with the District team and building on the work already completed for the current FMP, the QKA team can efficiently and effectively create an updated FMP that reflects the current and future educational priorities, community needs of the District and guides facilities decision making to benefit student success.



**13 & 14**

**Project Current  
Projects and  
Workload  
&  
Joint Ventures  
and Associations**

### STAFF AVAILABILITY AND MEETING DEADLINES

QKA's experienced staff of nearly 70 people in our two offices in Santa Rosa and Oakland is dedicated solely to educational projects. Given our size and laser-like focus, we have a proven track record of successfully managing our personnel to meet the deadlines of all projects we take on. This includes a detailed process for planning our work and assigning staff to ensure every project has the necessary resources. Although we have many projects underway for School Districts across the Bay Area, this will be our primary Master Planning project and one of our highest priorities. We are confident that QKA can provide detailed, innovative and efficient Master Planning services for Santa Rosa City Schools and meet or exceed you proposed schedule for this project.

### JOINT VENTURES AND ASSOCIATIONS

QKA does not propose any joint ventures or associations for this project. We will employ consultants and engineers as necessary to complete the scope of work as sub-consultants to QKA and subject the terms of our Agreement with SRCS.



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# **Fee Estimate Range and Terms**

Facilities Master Planning is a complex process that should be customized to the needs of Santa Rosa City Schools through an open dialog with our team. For this reason, we appreciate that you have asked for an estimate of hours and not a firm price proposal at this time. **We fully support the stated approach of negotiating a fixed fee with the selected firm based on an agreed upon scope of work.**

Based on the information provided in this RFP and our experience and understanding of Master Planning work we have prepared the following estimates for the number of hours required for each portion of the project. Factors such as the number of meetings required, level of detail of assessments, information provided by the District and amount of communications will affect the final cost of the FMP, but we would expect to be within these ranges:

Task	Estimated Hours	
	Low	High
Community Outreach	400	500
Development of Educational Specifications/Facilities Needs Assessment	200	250
Demographics and Enrollment Projections	90	110
Capacity and Utilization Study/Determination of Eligibility for State Funding	40	80
Facilities Equity Study	80	140
Development of Future Facilities Needs and Alternatives	250	375
Cost Estimates	120	200
Preparation of Final Digital Facilities Master Plan	100	120
Facilitation of FMP Presentations to District Governing Board	40	80
<b>TOTAL</b>	<b>1320</b>	<b>1855</b>

**HOURLY RATE SCHEDULE FOR CALENDAR YEAR 2023**

Principal.....	\$260/hr	Interior Designer.....	\$220/hr
Project Manager / Associate / Director.....	\$240/hr	CADD / Drafting / BIM Modeler.....	\$195/hr
Project Architect / Designer.....	\$225/hr	Construction Admin. Project Coordinator.....	\$185/hr
Job Captain.....	\$210/hr	Clerical.....	\$135/hr
Construction Admin. Project Manager.....	\$220/hr		
Assistant Construction Admin. Project Manager ..	\$200/hr	Consultants.....	1.1 x consultants’ standard hourly rates

*The above rates are effective January 1, 2023, and are in effect for the calendar year 2023. On January 1 of each year, these rates shall be adjusted at the rate of the Consumers Price Index as published by the Bureau of Labor Statistics.*

**SUB-CONSULTANT’S HOURLY RATES**

Our sub-consultants for this project will be tbd consulting for cost estimating, and King Consulting for demographics and planning consulting. Their hourly rates are listed as follow:

TBD - Cost Estimating	\$250 per hour
King Consulting - Demographics and Planning	\$185 per hour

**16**  
**Other**

## HIGH PERFORMANCE LEARNING ENVIRONMENTS

One of the unique aspects of our QKA's approach to Master Planning is our understanding of the impact that facilities have on learning and how it is incorporated into our planning and evaluation process. Multiple academic studies have now shown that well designed learning environments can have a significant impact on student achievement and engagement; up to 16%. QKA uses the research-based recommendations of the Collaborative for High Performance Schools as a benchmark for our evaluation of your facilities and identify areas where improving ventilation, lighting, views to the outdoors, connection and ownership can significantly improve student success and wellness.

## ACCREDITED LEARNING ENVIRONMENT PLANNERS

For more than a decade the international organization the Association for Learning Environments (A4LE) has developed and implemented a rigorous training and accreditation program to teach professionals best practices for understanding, evaluating, and planning school facilities. Professionals who complete the training and evaluation process, as well as ongoing continuing education, receive the Accredited Learning Environment Planner (ALEP) certification, currently held by approximately 350 professionals across the globe. QKA has long recognized the value of this program and has 5 ALEPs on staff as well as a faculty member in the current Advanced Academy training program. We bring the expertise and best practices we learn to this and every project.

## FACULTY AND STAFF HOUSING

An emerging facility planning issue for Districts across the Bay Area is faculty and staff housing. With an ever-increasing housing affordability crisis and ongoing challenges hiring and retaining teachers and staff, many Districts are exploring options for building affordable housing on current or former school sites. QKA has worked with multiple Districts and partners to evaluate housing options and coordinate them with educational facilities' needs.

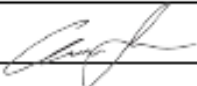
We have also developed strong connections to the housing advocacy and development community in Sonoma County through our volunteer work and support of a local non-profit called Homes for Sonoma since the devastating fires of 2017. We are happy to assist the District with exploring and evaluating housing development options as part of the FMP process.



**EXHIBIT A**

**Non-Collusion Certification**

The party making the foregoing proposal, affirms that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proposer has not directly or indirectly induced or solicited any other proposer to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any proposer or anyone else to put in a sham proposal, or that anyone shall refrain from proposing; that the proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the proposal price of the proposer or any other proposer, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the proposal are true; and further, that the proposer has not, directly or indirectly, submitted his or her proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any depository, or to any member or agent thereof to effectuate a collusive or sham proposal.

Name of Firm: Quattrocchi Kwok Architects  
Signature:   
Printed Name: Aaron Jobson  
Title of Signatory: Principal, President

**CERTIFICATION**

I certify that I have read the attached **REQUEST FOR PROPOSALS FOR PROFESSIONAL SERVICES FOR DEVELOPMENT OF DISTRICT FACILITIES MASTER PLAN** and the instructions for providing a response. I further certify that I must submit five (5) hard copies and one (1) flash drive with an electronic copy of Firm's proposal in PDF format to this request and that I am authorized to commit Firm to the qualifications submitted.

  
\_\_\_\_\_  
Signature

Aaron Jobson  
\_\_\_\_\_  
Type or Print Name

Principal, President  
\_\_\_\_\_  
Title

Quattrocchi Kwok Architects  
\_\_\_\_\_  
Company

636 Fifth Street, Santa Rosa CA 95404  
\_\_\_\_\_  
Address


(707) 576 -0829  
\_\_\_\_\_  
Telephone

aaronJ@qka.com  
\_\_\_\_\_  
Email

January 30, 2023  
\_\_\_\_\_  
Date

If you are responding as a corporation, please provide your corporate seal here:

Attest:

  
James Theiss, Secretary

All materials submitted in response to this RFP shall become the property of the Santa Rosa City Schools and may be subject to disclosure under the California Public Records Act.





# CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
5/24/2022

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).**

<b>PRODUCER</b> Arthur J. Gallagher & Co. Insurance Brokers of CA., Inc. 800 Edgewood Pl. Windsor CA 95492-9207  License#: 0726293 QUAT&KW-01	<b>CONTACT NAME:</b> PHONE (A/C. No, Ext): 707-687-2200      FAX (A/C. No): 707-687-2021 E-MAIL ADDRESS:														
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : Travelers Property Casualty Co of America</td> <td>25674</td> </tr> <tr> <td>INSURER B : Security National Insurance Company</td> <td>19879</td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A : Travelers Property Casualty Co of America	25674	INSURER B : Security National Insurance Company	19879	INSURER C :		INSURER D :		INSURER E :		INSURER F :
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INSURER C :															
INSURER D :															
INSURER E :															
INSURER F :															
<b>INSURED</b> Quattrocchi & Kwok Architects, Inc. 636 Fifth Street Santa Rosa CA 95404															

**COVERAGES      CERTIFICATE NUMBER: 562645173      REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> <b>COMMERCIAL GENERAL LIABILITY</b> <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PROJECT <input checked="" type="checkbox"/> LOC OTHER:			6800J8414122247	5/13/2022	5/13/2023	EACH OCCURRENCE	\$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 1,000,000
							MED EXP (Any one person)	\$ 5,000
							PERSONAL & ADV INJURY	\$ 2,000,000
							GENERAL AGGREGATE	\$ 4,000,000
							PRODUCTS - COMP/OP AGG	\$ 4,000,000
								\$
A	<input checked="" type="checkbox"/> <b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY OTHER:			BA7R8031482247G	5/13/2022	5/13/2023	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
A	<input checked="" type="checkbox"/> <b>UMBRELLA LIAB</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 0			CUP8B5969372247	5/13/2022	5/13/2023	EACH OCCURRENCE	\$ 3,000,000
							AGGREGATE	\$
								\$
B	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N Y N/A	SWC1390965	5/1/2022	5/1/2023	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT	\$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 Cancellation: except 10 days notice for non payment premium

<b>CERTIFICATE HOLDER</b>  Proof Of Insurance	<b>CANCELLATION</b>  SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 



# Secretary of State Certificate of Status

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, hereby certify:

**Entity Name:** QUATTROCCHI KWOK ARCHITECTS, INC.  
**Entity No.:** 1964607  
**Registration Date:** 03/25/1996  
**Entity Type:** Stock Corporation - CA - General  
**Formed In:** CALIFORNIA  
**Status:** Active

The above referenced entity is active on the Secretary of State's records and is authorized to exercise all its powers, rights and privileges in California.

This certificate relates to the status of the entity on the Secretary of State's records as of the date of this certificate and does not reflect documents that are pending review or other events that may impact status.

No information is available from this office regarding the financial condition, status of licenses, if any, business activities or practices of the entity.



**IN WITNESS WHEREOF**, I execute this certificate and affix the Great Seal of the State of California this day of October 05, 2022.

**SHIRLEY N. WEBER, PH.D.**  
Secretary of State

**Certificate No.:** 050432117

To verify the issuance of this Certificate, use the Certificate No. above with the Secretary of State Certification Verification Search available at [bizfileOnline.sos.ca.gov](http://bizfileOnline.sos.ca.gov).

**17**

# Appendix

# Alameda Unified School District

## Alameda, CA

### 33 Elementary, Middle, and High School Facilities Master Plan



Aging facilities, changing demographics and long overdue upgrades to meet 21st century educational standards created a need for the Alameda Unified School District (AUSD) to develop a comprehensive Facilities Master Plan (FMP) for its 33 schools with a student population of nearly 9,500. In addition to assessments of its administration and teaching spaces, a critical goal of the plan was to determine if the closed, but community beloved, 100,000-square-foot 1924 Historic Alameda High School could be seismically upgraded and returned to student use.

QKA worked closely with a diverse stakeholder group, comprised of school faculty and representatives, as well as heavily engaged members of the community, to identify and prioritize the improvement needs for all AUSD elementary, middle and high schools. Over the course of six months, nearly 60 design committee meetings were held at each school site, where detailed subject area specific feedback was solicited in order to provide grade level recommended facility needs.

The resulting FMP was comprised of thorough improvement recommendations, including: replacing of some classroom buildings and enlarging others to accommodate support and breakout spaces, relocating administration offices to improve security, and repurposing underutilized buildings for art spaces and STEM labs. To the community's pleasure, the master planning process recommended that AUSD seismically retrofit and restore the Historic Alameda High School - a registered Historical Landmark built in 1924 - to safely provide classrooms with modern amenities and a new science wing.

Taking community relations another step further, QKA collaborated with AUSD to maintain and update the facilities portions of the District's website, which outlined the entire master planning process, and provided regular updates, renderings and press releases for AUSD's public information and social media platforms.

#### PROJECT DATA:

**Number of Schools:** 33  
**Start Date:** November 2014  
**Completion Date:** August 2015  
**Updated Date:** 2022

#### TEAM & ROLES

##### Quattrocchi Kwok Architects:

- » **Principal-in-Charge:** Aaron Jobson
- » **Project Manager:** Joel Williams
- » **Project Architect:** Cam Hawing

**Sub-Consultants:** LCA Architects, Costa Engineers, OMM Electrical, Guttman & Blavoet

#### CLIENT CONTACT/REFERENCE

##### Robbie Lyng

Director of Maintenance,  
 Operations & Facilities  
 (510) 337-7000 x 77047  
 rLyng@alamediaunified.org

## Cardinal Newman High School (Diocese of Santa Rosa) Santa Rosa, CA

Facilities Master Planning to Guide Rebuilding of Campus  
Lost to Wildfires



Approximately half of the campus of the private Catholic Cardinal Newman High School was destroyed by the devastating Tubbs Fire in October 2017. While a tremendous loss, the Diocese of Santa Rosa sought to use this opportunity to rebuild a campus that would truly deliver all of their needs. The first step was the formation of an Educational Committee and Site Committee, which included teachers, school administrators, and staff. It quickly became clear that the committees did not want to simply rebuild the same structures that were lost, but instead, design a new campus that would address any current facilities shortcomings.

With feedback from the administration and community in hand, QKA developed a complete Facilities Master Plan that would guide the rebuilding of the campus over the next 20 years.

QKA has provided design services for multiple phases of the Master Plan including facility repairs which have been completed, a new classroom building which is under construction and a new Student Life Center which is nearing construction.

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#### PROJECT DATA:

**Number of Schools:** 1

**Start Date:** May 2018

**Completion Date:**

November 2018

---

#### TEAM & ROLES

##### Quattrocchi Kwok Architects:

- » **Principal-in-Charge:** Mark Quattrocchi
- » **Project Manager:** John Dybczak
- » **Project Architect:** John Dybczak

**Sub-Consultants:** Costa, OMM, Brelje & Race, ZFA Structural, Gates Landscape

---

#### CLIENT CONTACT/REFERENCE

**Laura Held**

President

(707) 546-6470

held@cardinalnewman.org

## Hillsborough City School District Hillsborough, CA

Facilities Assessments, Educational Programming,  
and Facilities Master Planning



The 2019-2020 Facilities Master Plan (FMP) was the first step in a possible multi-year effort to upgrade existing spaces and construct new facilities. These facilities would support existing and new education programs and transform the District's facilities into Next Generation learning environments supporting the high level of student achievement that Hillsborough City School District students are known for. The plan had significant input from the various stakeholder groups; District administration, faculty, parents, community members and various non-profits partners. In all, there were more than 40 planning meetings with these constituent groups.

The District had come to the end of its successful 2002 Bond Program and wanted to continue to make improvements to its facilities. It retained QKA to assess its existing facilities and then create a comprehensive Facilities Master Plan to provide a road map for the improvements needed to provide the learning environments for the next generation of students. The FMP includes detailed project descriptions and cost estimates for improvements at all of the schools and the District Office. This FMP detailed a long-term master plan that will serve as a basis for the planned November 2022 Bond Campaign. Upon the conclusion of a successful bond election, QKA will be developing an implementation plan that will identify and prioritize projects at each of the school sites to be included in the approximately \$100M program.

#### PROJECT DATA:

**Number of Schools:** 4  
**Start Date:** January 2019  
**Completion Date:** March 2020

#### TEAM & ROLES

**Quattrocchi Kwok Architects:**

- » **Principal-in-Charge:** Steve Kwok
- » **Project Manager:** Kevin Chapin
- » **Project Architect:** Kevin Chapin

**Sub-Consultants:** Costa Engineers, O'Mahony & Myer, TBD Consultants

#### CLIENT CONTACT/REFERENCE

**Louann Carlomagno**  
Superintendent  
(650) 342-5193  
lcarlomagno@hcsdk8.org

## Kentfield School District Kentfield, CA

### Updated Master Plan to Better Suit District Needs



When QKA began working with Kentfield School District in 2016, they had recently completed a Master Plan with another design firm. That process, based on enrollment projections at that time, showed a need for a significant expansion in capacity of both of the District schools requiring new facilities at both campuses, including a new 15-classroom building at Kent Middle School and changing the grade level configurations of both campuses. However, shortly after hiring QKA, the District realized that enrollment was growing significantly slower than projected and that the previous plan had not adequately accounted for the costs of modernizing the existing facilities.

QKA worked closely with District Staff, stakeholder groups at each campus and the Board of Trustees to address these issues by updating the FMP and re-evaluating priorities. Our team conducted a careful capacity analysis of each campus and developed multiple scenarios to review with the Board and decide on how to best prioritize the use of the limited funds from the recently passed bond measure. Through that process QKA was able to develop an updated plan that eliminated the need for grade level re-configuration and reduced the amount of new facilities. This allowed the District to focus more of their funds on improving their existing buildings and other important priorities. QKA has worked closely with the District over the past five years to implement this plan with the final phase completed in 2019.

---

#### PROJECT DATA:

**Number of Schools:** 2

**Start Date:** February 2017

**Completion Date:** January 2018

---

#### TEAM & ROLES

##### Quattrocchi Kwok Architects:

- » **Principal-in-Charge:** Aaron Jobson
- » **Project Manager:** Lyanne Schuster
- » **Project Architect:** Lyanne Schuster

**Sub-Consultants:** Costa, OMM, Brelje & Race, ZFA Structural, Carducci Landscape

---

#### CLIENT CONTACT/REFERENCE

##### Raquel Rose

Superintendent  
(415) 458-5130  
rrose@kentfieldschools.org

## Mountain View-Los Altos School District Mountain View, CA

Facilities Assessments, Education Specifications, and Facilities Master Planning to support Districtwide Enrollment Growth



Anticipating future enrollment growth, the Mountain View Los Altos High School District (MVLHSD) needed a plan to support an increase in students via maintenance and new facilities for existing and future educational programs on each of the District's five campuses. QKA first identified outstanding maintenance and physical improvements needed by conducting a thorough Facility Assessment of each site. Next, with extensive collaboration with stakeholders from each of the five campuses, the Board of Education, and the community, final Education Specifications were prepared, providing a clear narrative of instructional goals. Finally, preliminary cost estimates were developed.

As a result of this detailed process, QKA produced a comprehensive Facilities Master Plan (FMP) and Implementation Plan that established a long-term vision for each campus. The \$300-million FMP addressed the District's needs for additional classrooms and enhanced facilities that support current and future educational program goals.

MVLHSD has hired QKA to design the first set of projects, including new classroom buildings, gymnasiums, and Student Services Buildings at both of the District's traditional high schools, a new digital arts academy, as well as the modernization of a performing arts center and cafeteria.

### PROJECT DATA:

**Number of Schools:** 5  
**Start Date:** February 2017  
**Completion Date:** January 2018

### TEAM & ROLES

**Quattrocchi Kwok Architects:**

- » **Principal-in-Charge:** Mark Quattrocchi
- » **Project Manager:** Debra McGuire
- » **Project Architect:** Eddie VanSlambrouck

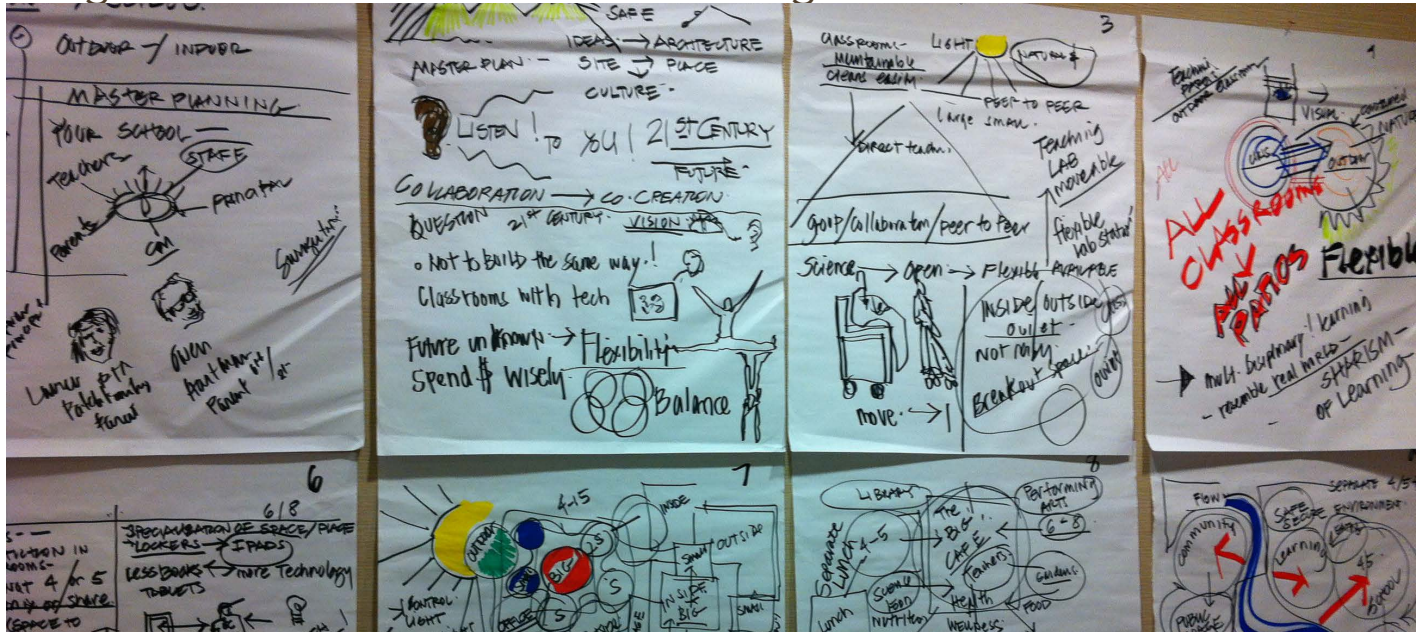
**Sub-Consultants:** Brelje & Race, Bartlett, Costa Engineers

### CLIENT CONTACT/REFERENCE

**Mike Mathiesen**  
Associate Superintendent  
of Business Services  
(650) 940-4667  
mike.mathiesen@mvla.net

# Vallejo City Unified School District Vallejo, CA

## Long-Term Vision Secured Bond Passage



Like many school districts in California, Vallejo City Unified School District (VCUSD) required significant upgrades to their aging facilities to meet its students’ needs for 21st century learning environments.

The Facilities Master Plan (FMP) process included room-by-room facility assessments at each of VCUSD’s 25 campuses, and QKA collaborated with representative stakeholders from the various schools, Board of Education and the community to identify needed improvements. As a result of this detailed process, VCUSD was provided with a comprehensive plan that established a long-term vision for each school. The FMP identified the specific facilities improvements needed to achieve that vision. It provided preliminary cost estimates and prioritized those improvements into three categories: current facilities needs, education program needs and future facilities needs. Organized around themes like safety and security and STEAM education, the plan clearly identified how each proposed facility improvement would affect students, teachers and the community. The development of the FMP was well received by VCUSD and the community and culminated in the Board successfully passing a \$239 million general obligation bond to fund the first phase of improvements.

**PROJECT DATA:**

- Number of Schools:** 25
- Start Date:** November 2014
- Completion Date:** August 2015
- Updated Date:** 2019

**TEAM & ROLES**

- Quattrocchi Kwok Architects:**
- » **Principal-in-Charge:** Steve Kwok
  - » **Project Manager:** Aaron Jobson
  - » **Project Architect:** Aaron Jobson
- Sub-Consultants:** Brelje & Race, Chaudhary and Associates, Costa Engineers, OMM Electrical Engineers
- CLIENT CONTACT/REFERENCE**
- Becky Oraboni**  
 Director of Operations  
 (707) 556-8921 x 51473  
 roraboni@vcusd.org

# Business Information

**Company name:**

King Consulting

**Number of employees:**

6

**Address:**

2901 35th St., Sacramento, CA 95817

**Number of current projects and present workload and where possible, projected workload for the period in question, for those individuals proposed to work the District's project:**

King Consulting has 52 current clients for whom we provide ongoing School Facility Funding support and strategy. Our present and projected workload allows the time and commitment provide the same high level of service for your District. Due to the size of our small firm and emphasis on personal attention to our client's needs, we believe we are unique to school facility planning and funding consulting. Our firm's commitment to establishing a collaborative working relationship with school district personnel, as well as timely and cost-effective delivery of services, allows us to provide planning and funding strategies and services in a cost effective and timely manner that meets your District's specific needs.

**Telephone:**

916-706-3538

**Fax:**

N/A

**Website:**

www.kinginc.com

**Name and email of main contact:**

Jamie King-Iseman, jamie@kinginc.com

**Location of office where the bulk of services solicited will be performed:**

2901 35th St. Sacramento, CA 95817

**Federal tax I.D. number:**

46-0601254

**License information including number and expiration date:**

N/A

**Proof of Errors and Omission insurance and coverage amounts:**

*Please see attached Professional Liability Insurance with the required coverage.*

**Business structure:**

S Corporation

**A brief description and history of the firm:**

King Consulting was established in 1997 by President Jamie King-Iseman as a comprehensive school facilities consulting firm, and has assisted hundreds of school districts throughout California and the nation. Everyone at King loves what they do and channels their enthusiasm into producing the highest quality work for our clients. King offers a wide array of consulting services in Demographics, Financial Services, and Facilities Planning.





# Jamie King-Iseman

## President

2901 35th St. Sacramento, CA 95817  
jamie@kinginc.com · 916-706-3538

## Education

**Master of Science, Geography**  
University of South Carolina, 2001

**Bachelor of Science, Geography**  
Sacramento State University, 1999

## Skills

- Creative and strategic funding and facility planning.
- Unique ability to disseminate complex information to Board, community members, and committees.
- Develops close and long-lasting relationships with clients, State agents, and industry partners.

## Professional Summary

Jamie has over 24 years of experience assisting school districts with capital facility planning needs. Over the course of her career she has secured over \$1 billion dollars in Local, State, and Federal capital outlay funds for public schools in California. Through regular interaction with relevant public agencies, a strong presence in Sacramento, and involvement with organizations that support school districts such as CASH, CASBO, and SSDA, she continues to advance her knowledge and has developed invaluable relationships with these stakeholders and other leaders in the industry. As the President and Co-Founder of King Consulting, she's determined to discover new opportunities and funding for her clients and firmly believes all children deserve the opportunity to learn in safe and effective learning environments. These core values in conjunction with Jamie's extensive experience make her uniquely qualified to support school districts in their strategic planning efforts.

## Experience

### President

**1998-present | King Consulting, Inc., Sacramento, CA**

Work closely with District staff, project managers, architects, and other stakeholders to secure State School Facility Program funding and prepare Strategic Funding Plans for California school districts. Prepare and assist school districts with State Allocation Board Appeals. Prepare Developer Fee Studies and School Facilities Needs Analysis. Assist and support school district with Developer Mitigation, including the preparation of Development Impact Reports and Facility Master Plans. Prepare Demographic Analyses, including the preparation of enrollment projections, capacity analysis, spatial analysis, and facility options.





# Rob Murray

## Director of Demographics and Planning

2901 35th St. Sacramento, CA 95817  
rob@kinginc.com · 916-706-3538

## Education

**Master of Science, Geography**  
Pennsylvania State University, 2005

**Bachelor of Science, Geography**  
Arizona State University, 2003

## Skills

- Accurately projects future student enrollments and resident distribution throughout a school district
- Creates maps and conducts spatial analysis for a wide range of public schools related data
- Generates school boundary scenarios for school districts adding or consolidating schools
- Drafts comprehensive reports summarizing the demographics, enrollment projections, or other work performed for a school district
- Guides school districts through the process of creating and adjusting trustee election areas in accordance with elections code and the California Voting Right Act
- Establishes or updates eligibility

## Professional Summary

Rob provides services to assist public school districts with demographics, spatial analysis, enrollment projections, boundary adjustments, State School Facility Program eligibility calculations, and other analyses in order to maximize district State funding for capital facilities planning.

## Experience

### Director of Demographics & Planning

**2014-present | King Consulting, Inc., Sacramento, CA**

Works with public school districts throughout California and the nation to provide services for projecting student population and enrollments, analysis of current facilities and needs, and spatial analysis and mapping work, including school boundary analysis and adjustment. For California Districts, calculate eligibility and estimate funding from the School Facility Program to maximize local District funds.

### Planning Analyst

**2011-2014 | San Juan Unified School District, Carmichael, CA**

Worked with District staff, cabinet, and Board of Education to conduct analysis and create deliverables and presentations of student populations, facilities, and enrollment projections and trends. Managed documentation for charter school housing, utility easements, facility use fees, and developer fees.



916-706-3538 · info@kinginc.com · kinginc.com

# References

## References

### Castro Valley Unified School District

4400 Alma Avenue  
Castro Valley, CA 94546

**Contact:**

Sharon Trieu-Quince,  
Director of Facilities

**Phone:** 510.537.3000 x6903

### Paradise Unified School District

6696 Clark Rd.  
Paradise, CA 95969

**Contact:**

David McCready, Assistant Superintendent,  
Business Services

**Phone:** 530.872.6400 x1233

### Chico Unified School District

163 E. 7th St.  
Chico, CA 95928

**Contact:**

Julie Kistle, Director,  
Facilities and Construction

**Phone:** 530.891.3410

### Pleasanton Unified School District

4750 First St.  
Pleasanton, CA 94566

**Contact:**

John Chwastyk, Executive Director  
of Facilities and Construction

**Phone:** 925.426.4281

### Napa Valley Unified School District

2425 Jefferson St,  
Napa, CA 94558

**Contact:**

Rob Mangewala, Assistant Superintendent,  
Business Services

**Phone:** 707.253.3533





**CONTACT US**

**San Francisco, CA**  
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 San Francisco, CA 94111  
 Phone: (415) 981-9430  
 Fax: (415) 981-9434

**Orinda, CA**  
 93 Moraga Way, Orinda, Ste.  
 206, Orinda, CA, 94503  
 Phone: (415) 981-9430

**Los Altos, CA**  
 2063 Grant Road  
 Los Altos, CA 94024  
 Phone: (650) 386-1728

**Sacramento, CA**  
 6518 Lonetree Boulevard  
 Suite 164  
 Rocklin, CA 95765  
 Phone: (916) 742-1770

**San Diego, CA**  
 4655 Cass Street  
 San Diego, CA 92109  
 Phone : (619) 814-6793

**Seattle, WA**  
 8538 173rd Avenue NE  
 Redmond, WA 98052  
 Phone : (206) 571-0128

**Los Angeles, CA**  
 750 N San Vicente Blvd, Red  
 Building, 7th Floor  
 West Hollywood, California  
 90069  
 Phone : (424) 343-2652

**Dublin, Ireland**  
 78 Heathervue,  
 Greystones, Wicklow, A63Y997  
 Phone : +353 86-600-1352

WEBSITE:  
[www.tbdconsultants.com](http://www.tbdconsultants.com)

EMAIL:  
[info@tbdconsultants.com](mailto:info@tbdconsultants.com)

**OUR PROFILE**

We are a certified small business enterprise dedicated to the provision of excellence in construction cost management and project management services to owners and their professional consultants.

We specialize in developing construction cost estimates based on the most conceptual information as well as the detailed and complex later stages of design. We are also expert in project delivery, schedule analysis, and project controls services.

Our clients rely on our ability to provide them with defensible and reliable information at all stages of their project. They also depend on our expertise to control time and budget and manage risks throughout the project, from inception to completion.

**OUR PROJECT & COST MANAGEMENT EXPERIENCE**

- Cost Management
- Project Management
- Project Controls
- Scheduling
- Constructability Reviews
- Claims Settlement
- Dispute Resolution
- Quantity Surveys/Audits

**OUR PROJECT EXPERIENCE**

- Health Care Facilities
- K-12 & Higher Education Facilities
- Research Laboratories
- Hi-Tech Office Facilities & Data Centers
- Multi-Family & Luxury Residential
- Hospitality & Entertainment Facilities
- Aviation Facilities
- Museums & Art Galleries
- Commercial Office Buildings
- Industrial & Manufacturing Facilities



# BRIAN TOLLAND

## Principal

### PROFILE

Brian Tolland is President of TBD Consultants and has responsibility for corporate operations and the provision of Cost Management and Project Management services. Prior to the formation of TBD, he was a Senior Project Manager and Estimator for Faithful & Gould and Hanscomb. Brian performed Quantity Surveying and Project Management roles for several Private Quantity Surveying / Cost Management / Architectural firms in the UK.

### CONTACT

PHONE:  
(415) 981 9430

WEBSITE:  
[www.tbdconsultants.com](http://www.tbdconsultants.com)

EMAIL:  
[btolland@tbdconsultants.com](mailto:btolland@tbdconsultants.com)

ADDRESS:  
2063 Grant Road  
Los Altos, CA, 94024

### EDUCATION

**B.S. IN QUANTITY SURVEYING, GLASGOW CALEDONIAN UNIVERSITY, SCOTLAND, 1987**

### CERTIFICATIONS/AFFILIATIONS

**Member, Royal Institution of Chartered Surveyors, (MRICS)  
25 years of industry experience**

### REFERENCES

Chuck Wright, Tishman Speyer  
(415) 344 6629

Marty Hochroth, Artik & Architecture  
(408) 224 9890

Henry Ruhnke, WRD Architects  
(831) 649 4642

### SKILLS/SPECIAL EXPERIENCE

Brian has worked on projects located within many regions of the US as well as overseas in South America, Europe and Asia.

He has provided Cost Management and Project Management services on a range of project types within various industry sectors, including hi-tech and bio-tech laboratories, hospitals, universities, schools, theaters, libraries, residential and commercial buildings.

### Project Management | Construction Cost Management

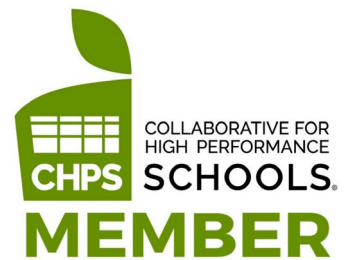
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QUATTROCCHI KWOK  
ARCHITECTS

# make a **DIFFERENCE**



**Quattrocchi Kwok Architects (QKA)**

Main: 636 5th Street, Santa Rosa, CA 95404

East Bay: 55 Harrison Street, Suite 525, Oakland, CA 94607

T (707) 576-0829 | F (707) 576-0295 | W [www.QKA.com](http://www.QKA.com)



**SANTA ROSA CITY SCHOOLS**

**REQUEST FOR PROPOSALS FOR PROFESSIONAL SERVICES FOR A  
DISTRICT FACILITIES MASTER PLAN**

Santa Rosa City Schools (“District”) is inviting submittals from qualified firms (“Firms”) to provide professional services for the updating the District’s Facilities Master Plan (“FMP”).

It is the intention of the District to select a qualified Firm that can provide professional services to the District for the preparation of an FMP that will serve as a tool in guiding the District in facilities planning for the next ten (10) years. The plan will address the long range and the short-term goals and objectives of the Governing Board (“Board”) and reflect the needs of the school community, including staff and students. The FMP will facilitate the Board’s ranking of priorities and considerations in future facility investments and improvements.

It is the intention of the District to select a Firm and award a contract at the **February 22, 2023** Board meeting and then commence planning efforts immediately.

Five (5) hard copies of your complete proposal in response to this RFP and one (1) flash drive with an electronic copy of your proposal in PDF format must be received by the District by **3:00 PM on Monday, January 30, 2023** at the following address:

**Santa Rosa City Schools  
Attn: Erik Oden, Director of Maintenance and Operations  
211 Ridgway Ave  
Santa Rosa, CA 95401**

Any proposals not received by such time may be disqualified at the sole discretion of the District.

Questions regarding this RFP may be directed to Erik Oden and Kelley Cook, in writing, by email at [eoden@srcs.k12.ca.us](mailto:eoden@srcs.k12.ca.us) and [kcook@srcs.k12.ca.us](mailto:kcook@srcs.k12.ca.us) . Questions must be received by the District no later than the date and time established in the Tentative Schedule provided herein. No other members of the District’s staff or Board should be contacted about this procurement during the procurement process. The District may, in its sole discretion, disqualify any proposer who engages in any prohibited communications.

The District reserves the right to cancel or revise, for any or no reason, in part or in its entirety, this RFP. If the District cancels or revises the RFP prior to the deadline for the submission of proposals, notification will be placed on the District’s website. The District makes no representation that any contract will be awarded to any proposer responding to this RFP. The District expressly reserves the right to postpone proposal

consideration for its own convenience, to waive any informality or irregularity in a proposal received, and to reject any and all proposals received in response to this RFP.

## **INTRODUCTION**

As background, the District currently operates multiple school sites and programs, including preschool, elementary school, middle school, and high school programs, with a total of approximately 15,500 students. The District also currently operates administrative and maintenance facilities. The District is interested in modernizing and remodeling our sites, adding new TK classrooms, removal of dated or unused portables, and securing our campuses and district facilities. The District recently completed a master plan in 2016, but wishes to take a fresh look at its facilities and create a new master plan that reflects the current goals and priorities of the District.

## **SCOPE OF SERVICES**

The District seeks a variety of professional master planning services, including:

- **Community Outreach.** Meeting and outreach facilitation associated with updating of the FMP. This includes meetings/forums with the community and staff to identify key issues related to school facilities and to weigh in on the FMP process. The Firm should be prepared to facilitate these meetings and collect and document the input from the participants. The Firm will also meet with District staff to review the requirements of the District's administrative and maintenance facilities. The Firm shall propose additional methods (e.g., interviews, surveys, and focus groups) to gather information and a schedule to obtain additional community input regarding school facilities.
- **Development of Educational Specifications/Facilities Needs Assessment.** Based on the District's educational program and input from the community and District staff, develop educational specifications detailing the facilities needs within the District, including analysis of existing facilities and their conditions to understand the needs in areas of growth, structural improvement, direction of curriculum, technology infrastructure, seismic safety, accessibility, modernization, and maintenance/repair costs.
- **Demographics and Enrollment Projections.** Perform a study of housing markets within the District and enrollment projections for the current attendance areas for 3, 5, and 10 year periods. Firm will review these findings and utilize this information to make recommendations to achieve school site sizes that will accommodate the enrollment projections.
- **Capacity and Utilization Study/Determination of Eligibility for State Funding.** Perform a school site capacity study, including a full facilities inventory, along with established state and local loading standards. Firm will provide recommendations regarding maximum site sizes, possible school additions, or new sites. Firm will also prepare an Office of Public School

Construction Eligibility Determination for new construction and modernization funding under the School Facility Program.

- **Facilities Equity Study.** Analyze and compare teaching and support spaces among the school sites. Firm will compare these findings with the educational specifications to determine the need for changes or additions in facilities and spaces necessary to accommodate the instructional program.
- **Development of Future Facilities Needs and Alternatives.** Prioritization of short-term and long range District needs, exploring community and joint use needs, preparing individual site FMPs to provide recommendations for incorporating deferred maintenance needs into each site, and providing recommendations for energy savings. Firm will include information on possible future sites that could be acquired and utilized to accommodate District growth. Firm will develop concrete strategies and implementation steps necessary to fulfill the needs identified by the FMP.
- **Cost Estimates.** Identify and project all costs associated with the recommended facility additions and improvements. This will include a cost benefit analysis for options including remodeling, changes in use, new construction, and new site acquisition.
- **Preparation of Final Digital Facilities Master Plan.** Prepare FMP in PDF format that can be uploaded to the District’s website and easily accessed by the public.
- **Facilitation of FMP Presentations to District Governing Board.** This includes facilitation of presentations/discussions of the findings, recommendations, estimates, schedules, possible funding scenarios, etc. to the Board.

## TENTATIVE SCHEDULE

The District anticipates the process for evaluating, selecting a proposer, and awarding the contract will be according to the following tentative schedule:

- |    |  |                          |
|----|--|--------------------------|
| A. | Issue RFP                                      | December 7, 2022         |
| C. | Last Day to Submit Questions Regarding RFP     | January 24, 2023         |
| D. | Proposal Due Date                              | January 30, 2023         |
| E. | Interviews (if any)                            | Week of February 6, 2023 |
| G. | Board Meeting to Select Firm/Approve Agreement | February 22, 2023        |

All dates are tentative and subject to revision.

## INSTRUCTIONS TO PROPOSERS

The District is inviting proposals from qualified Firms to provide professional services for the updating of the District's FMP.

### A. GENERAL

#### 1. Responsibilities of Firm

The responsibilities and duties listed in this RFP are stated in general terms and are for informational purposes only. The parties shall negotiate a services agreement after a recommended Firm has been selected. **Any contract negotiated shall be subject to Board approval.**

The Firm selected is expected to have the qualifications and experience to complete an FMP update on behalf of the District. The completed FMP shall comprehensively examine the District's long-term facilities needs, evaluate the District's demographics and trends to understand potential future enrollment, and identify priority projects for potential construction over the next 10 years.

**The District expects the FMP to be completed by November 30, 2023.**

#### 2. Questions and Inquiries

Any questions regarding this RFP or the FMP shall be directed, in writing, to the District representative specified below. Transmission of questions may be made in writing by e-mail only, and must be received by the District no later than the date and time established above in the Tentative Schedule. All requests for modification, interpretation, or clarification must be accompanied by all relevant information supporting the request. The District will evaluate any question or request submitted, but reserves the right at its sole discretion to determine whether to respond or accept the requested change.

Proposers are strongly cautioned to refrain from contacting any other member of the District staff, administration or any member of the District's Board prior to the final selection of a Firm for the project. Any prohibited communications may result in immediate disqualification of a Firm's response to this RFP.

#### District Representative:

Name: Erik Oden, Director, Maintenance and Operations

Telephone: (707) 890-3800 x 80231

Email: eoden@srcs.k12.ca.us

#### 3. Proposal Validity Period

The proposer agrees that its proposal will remain valid for 180 calendar days ("Validity Period") following the Proposal Due Date. The District may request an extension of the Validity Period. The Validity Period shall be automatically extended during the pendency

of a protest or any legal action challenging the validity of the procurement. Once an award is made to a proposer, all elements of that proposer's proposal shall remain valid until the completion of the project where an agreement is executed.

4. Public Records

All proposals and documents submitted in response to this RFP become the property of the District and responses to this RFP are subject to the provisions of the California Public Records Act (Government Code sections 6250 et seq.).

**B. INSTRUCTIONS FOR SUBMITTING RESPONSE**

Each Firm responding to the RFP shall address the following items in its response. Each item below shall be separated and clearly marked by tabs, or other means, to allow for easy review by the District. The RFP response shall not exceed twenty-five (25) pages, excluding front and back covers, tabs, and table of contents.

1. Cover Letter

A maximum one-page, dated introductory letter must be submitted including the legal name of the proposer, address, telephone and fax numbers, RFP number and the name, title, and signature of the person(s) authorized to submit the qualifications on behalf of the Firm.

2. Table of Contents

A table of contents of the material contained in the proposal should follow the cover letter.

3. Executive Summary

The executive summary should contain an outline of the Firm's business approach, a synopsis of the Firm's experience working with school districts on FMPs, along with a brief summary of the Firm's qualifications to engage in a professional relationship with the District.

4. Description of Firm

Provide specific information regarding the size, financial strength, location, nature of work performed, number of employees, years in business, California business license number (if applicable), and tax identification number of Firm. Please identify the principal-in-charge who will serve as the District's main contact throughout the project. Include the address, telephone, and fax number of the office that will be primarily responsible for providing services under the proposal.

Please also provide evidence that the Firm is in good standing and able to complete business in the State of California.

5. Background of Firm's Personnel

Identify and provide the background, including resumes, of employees whom the Firm expects will be utilized on the project and will make up the project team. The team proposed must remain intact during the procurement process and the life of the project, if the proposer is selected, unless otherwise agreed in writing by District. By submitting a proposal, proposer acknowledges that the District is making a selection based on the experience and qualifications of the team presented in the proposal and any changes to the team without the consent of the District may constitute a breach of contract by the proposer.

6. Experience in Development of Facilities Master Plans

Provide a detailed summary of the Firm's experience working with other California public school districts to provide professional services for the development of FMPs. Provide specific examples of projects of similar scope and character as the proposed work described in this RFP. Demonstrate knowledge, experience, and success in:

- Assessment of existing and future facilities needs;
- Understanding of school district demographics and analysis and projection of student enrollment numbers;
- Prioritizing projects based on district needs and providing cost benefit analysis concerning potential future construction or modernization of district facilities;
- Exploring alternative funding and financing options for improvement of district facilities, including analysis of potentially seeking passage of a bond;
- Integration of technology into existing facilities to improve student educational opportunities;
- Considering the integration of sustainable building systems into facility improvement, particularly towards reducing energy and water use; and
- Outreach to district constituents, including staff, students and parents concerning viewpoints on district facilities needs and compilation of such outreach for easy analysis by the district's governing board and administration.

7. Litigation History

The Firm shall list all services-related litigation and/or claims in the last five (5) years, filed either by a client, a client's representative, or a contractor, which names the Firm, Firm's employees, or Firm's consultants as defendants of any type or seeks compensation arising out of Firm's provision of planning or architectural services. State the nature of the complaint or claim, the beginning and end date, or anticipated end date, of each lawsuit, case number of proceeding, and the judgment or resolution or the anticipated judgment or resolution, including any settlement outside of court.

The Firm shall also provide specific information on termination for default and information concerning any convictions for filing false claims within the past five (5) years.

The Firm shall state whether the Firm has or has not filed a petition for bankruptcy. If the Firm has filed a petition for bankruptcy, the Firm shall provide the date the petition was filed and identify the jurisdiction in which the petition was filed.

8. Complaints Lodged with Local, State, or Professional Agencies

The Firm shall disclose complaint(s), if any, that have been lodged against the Firm with any local public agency, any agency of the State of California, or any professional organization with which the Firm is affiliated and, if so, describe the nature of the complaint(s) and outcome(s) or anticipated outcome(s).

9. Insurance

The Firm shall describe the outcome of claims, if any, filed against Firm's general liability, professional liability, or automobile liability insurance carriers during the past five (5) years. Identify the Firm's insurance carriers' name and address and policy number(s) for general liability and professional liability for the past five (5) years.

10. References

The Firm shall list a minimum of five (5) references for whom Firm has provided FMP services in California for state and/or federally funded public schools. As part of the evaluation process, the District will diligently follow up on references to confirm experience and qualifications of proposers. Please include the following information for each reference provided on separate pages:

- 1) Year(s) of services
- 2) School district
- 3) Current contact person
- 4) Title/position
- 5) Contact phone number
- 6) Project description
- 7) Dollar value of the project

11. Experience with State Regulatory Agencies

Specify the Firm's experience working with State agencies, including the Office of Public School Construction, State Allocation Board, California Department of Education, and Division of the State Architect.

12. Project Plan and Methodology

Describe the procedures that the Firm will employ to ensure that the needs of the District will be satisfied, including completion of the project in a cost-effective and timely manner. Please describe how the Firm will manage and control costs, while providing the highest quality of design and planning services. Include an estimate of the amount of District staff time needed for assistance.

13. Current Projects and Workload

Please describe current projects that the Firm is engaged in of similar size and scope. Please describe how current workload demands on the Firm may impact the preparation of the FMP for the District on schedule and to the satisfaction of the District.

14. Joint Ventures and Associations

If the project is to be undertaken by the Firm in joint venture or in association with one or more other entities, identify the parties involved in such a joint effort, the roles and responsibilities of each party, and whether all parties will be jointly and severally liable for performance and all contractual liabilities. In the event of a joint venture, please provide a copy of the joint venture agreement and identify which firm will be the lead member of the venture. The District reserves the right to require the lead firm to sign a Guaranty concerning the work to be completed.

15. Fee Estimate Range and Terms

Please provide rates and fees for all proposed members of the Firm's team who will provide services in response to this RFP. Please provide an estimate for the number of hours that the proposed work will take in the judgment of the Firm. Please include rates for all expected fees associated with the work (e.g., travel expenses, copying and printing costs, etc.).

The District seeks to negotiate a fixed, not-to-exceed fee based on the final negotiated scope of work with any "additional work" being subject to reimbursement based on agreed upon rates for each member of the FMP team. However, the District will consider a cost reimbursement contract should such an approach be determined to be in the best interests of the District when selecting the Firm to perform the work.

16. Other

Each Firm is encouraged to provide a description of resources or any other information the Firm believes is pertinent to its proposal. Please do not include brochures or other marketing-related materials.

**C. DISTRICT'S EVALUATION PROCESS**

Upon the District's receipt of the proposals, each proposal will be reviewed for (a) minor informalities, irregularities, and apparent clerical mistakes which are unrelated to the

substantive content of the proposal; (b) conformance to the RFP instructions regarding organization and format; and (c) responsiveness of the proposer to the requirements set forth in this RFP. Those proposals determined to not be responsive to the requirements of this RFP may be excluded from further consideration and the proposer will be so advised. The District may also exclude from consideration any proposer whose RFP contains a material misrepresentation. The District reserves the right to reject any or all proposals, to waive minor technicalities, or to advertise for new proposals if, in the judgment of the District, such course of action is in the best interests of the District.

The District will establish an Evaluation Committee for the purpose of reviewing and evaluating proposals submitted in response to the RFP. Selection of candidate(s) will be based on demonstrated competence and on the professional qualifications necessary to meet the District's needs to perform the services described in this RFP.

After an initial screening of Firms, the District may conduct in-person interviews with three or more Firms. Interviews will consist of a proposer's presentation to the Evaluation Committee and a question and answer discussion session with possible role playing in response to a given scenario. The presentation will afford the proposers the opportunity to highlight the significant aspects of their approach and understanding of the project and offer a chance for the Evaluation Committee to ask clarifying questions of their proposals. The oral presentation shall not be used to fill in missing or incomplete information that was required in the written proposal. No new information shall be presented by any proposer at the interview. An interview invitation letter will provide items for discussion during the interview presentation. Specific topics shall be provided in the interview letter. Date, time, location, required personnel, allotted time for the interviews, as well as equipment available to proposer for the presentation, shall also be provided in the interview letter. **The key project personnel listed by the proposer in its proposal should participate in the interview.**

The District reserves the right to contract with one or more Firms. The District makes no representation that any participation in the RFP process will lead to an award of a contract or any agreement whatsoever.

The District may perform an investigation of the Firms that extends beyond contacting the school districts or other entities identified in the proposals. The District shall have the right to request any additional information from any or all of the proposing Firms, to select, in its sole discretion, Firms that will be interviewed, and to select, in its sole discretion, the Firm that best meets the needs of the District and to initiate negotiations to engage that Firm. In the event that such negotiations are determined, in the District's sole discretion, to be unsuccessful, the District shall have the right to terminate such negotiations and enter negotiations with the next most preferred Firm.

Each responsive proposal will be evaluated according to the criteria set forth below:

### **PROPOSAL EVALUATION CRITERIA**

#### Category

- Firm Experience and Qualifications

- Litigation/Claims/Complaint History
- Project Plan and Methodology
- Fees
- References
- Compliance with RFP

The District will make its selection based on its impressions of which firm will be the best fit based on these categories. These categories will not be formally scored.

The following are conditions precedent to final award of the contract(s): (a) successful completion of negotiations (if held); (b) receipt by District of all of the documents required to be provided prior to execution of the agreement; and (c) any other conditions required by the District's Board. Final award will be evidenced by execution of the agreement by the District's designee following approval by the District's Board. In the event only one proposal is received in response to this RFP, District reserves the right to move forward with award to that proposer if determined to be in the best interests of the District.

#### **D. MISCELLANEOUS**

The individual or official of Firm who has the authority to contractually bind Firm must sign the RFP response.

The RFP response preparation and associated costs are the sole responsibility of the proposer and no proposer will be reimbursed by the District for any costs associated with responding to this RFP.

Submission of proposals by facsimile or email is not acceptable. Firm is entirely responsible for the means of delivering the proposal to the appropriate office on time.

Each proposer shall be solely responsible for examining this RFP and all its parts with appropriate care and diligence. Each proposer is also responsible for monitoring the information concerning this RFP and the procurement.

Throughout this procurement and any subsequent contract executed, all proposers are required to comply with all applicable state, federal, and local laws and regulations including, but not limited to, the California Labor Code. Proposers shall be responsible for complying with all applicable prevailing wage requirements and any applicable reporting and registration requirements as required by the California Department of Industrial Relations.

Each proposer agrees that the District shall be entitled to use all work product that is not returned to the proposer (including concepts, ideas, technology, techniques, methods,

processes, drawings, and reports) contained in its proposal or generated by or on behalf of the proposer for the purpose of developing its proposal without compensation or consideration to the proposer, except such work product specifically labeled as a Trade Secret or Proprietary. By submitting a proposal, each proposer acknowledges that the District may incorporate and use such work product or concepts based thereon in the performance of its functions. The use of any of the work product by the District is at the sole risk and discretion of the District and shall in no way be deemed to confer liability on the unsuccessful proposer. By submitting a proposal, each proposer acknowledges and agrees that it does not have the right to keep the contents of its proposal from being used by the District, as described herein.

## **EXHIBIT A**

### **Non-Collusion Certification**

The party making the foregoing proposal, affirms that the proposal is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the proposal is genuine and not collusive or sham; that the proposer has not directly or indirectly induced or solicited any other proposer to put in a false or sham proposal, and has not directly or indirectly colluded, conspired, connived, or agreed with any proposer or anyone else to put in a sham proposal, or that anyone shall refrain from proposing; that the proposer has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the proposal price of the proposer or any other proposer, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the proposal are true; and further, that the proposer has not, directly or indirectly, submitted his or her proposal price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any depository, or to any member or agent thereof to effectuate a collusive or sham proposal.

Name of Firm: \_\_\_\_\_

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Title of Signatory: \_\_\_\_\_



420-233/6348372.1

# Locally Controlled Parcel Tax Funding

Charles Heath  
Partner



**PROPS & MEASURES**  
STRATEGY & COMMUNICATIONS

# Parcel Tax Basics

- Can be structured on a per parcel or per square foot basis
- Tax must be applied uniformly across all parcels
- Exemptions may be offered to senior citizens and low-income homeowners with disabilities
- Funds may be used for any purpose including staffing and programming
- Tax may be temporary or “until ended by voters”
- Accountability protections like an independent citizens’ oversight committee are optional
- Not limited to regularly scheduled primary and general election
- Setting the right tax rate is essential

# Statewide Passage Rates for School Parcel Taxes

Election	Prop 39 Bond Measure Passage Rate
November 2022 General (5/7)	71%
June 2022 Primary (7/7)	100%
November 2020 General (10/13)	77%
<b>March 2020 Primary (14/28)</b>	<b>50%</b>
November 2018 General (11/14)	79%
June 2018 Primary (10/11)	91%
November 2016 General (17/22)	77%
June 2016 Primary (7/7)	100%
November 2014 General (8/8)	100%
June 2014 Primary (5/5)	100%

# Simple majority parcel taxes?

- **Current Law**: Special taxes qualified for the ballot via the citizens' initiative process (signature gathering) may be approved with a simple majority of votes cast
- CA school districts not subject to initiatives
- Must be written as a city tax initiative with funds directed to school district
- Signature threshold to qualify: 10% of votes cast in your district in last gubernatorial election
- Initiative development, qualification and campaign, must be 100% independent of school district
- November 2024 Statewide Initiative: Taxpayer Protection and Government Accountability Act (applies retroactively)

# Simple majority parcel taxes?

- San Francisco (2018)
  - \$298 per parcel for 20 years
  - Passed with 60.7% Yes
- Oakland (2018)
  - \$198 per parcel for 30 years
  - Passed with 62.5% Yes
- South San Francisco (2022)
  - \$2.50 per square foot on commercial offices
  - Failed with 47.2% Yes
- San Francisco City College (2022)
  - \$150-\$4,000 per parcel for 20 years
  - Failed with 36.7% Yes
- Manhattan Beach Unified School District (2022)
  - \$1,095 per parcel for 12 years
  - Failed with 31.9% Yes

# 2018 Parcel Tax Feasibility Study

## Findings

- When backed with positive messaging, support for parcel tax proposals in both districts surpasses the 66.7% approval threshold (HSD: 69% / ESD 71%)
- Tax rate recommendations:
  - HSD: \$50 per parcel generating approximately \$3 million annually
  - ESD: \$75 per parcel generating approximately \$1 million annually
- Exemptions and Accountability Requirements:
  - 8 year sunset
  - Exemptions for homeowners age 65+ and low-income homeowners with disabilities
  - Independent citizens' oversight committee and mandatory annual audits

# 2018 Voter Priorities for Use of Funds

- Improve quality core academic programs including science, technology, engineering and math instruction
- Enhance math, science, engineering, and technology programs
- Provide music at every elementary school
- Attract and retain excellent teachers
- Enhance reading and writing programs
- Provide outstanding math and science programs
- Maintain art, drama and music programs
- Keep school libraries open
- Prepare students for college and careers

# Upcoming Election Opportunities

## 2023

- August 29 – Mail Ballot Special Election (qualification deadline June 2)
- November 7 – Regular Special Election (qualification deadline August 11)

## 2024

**Takes effect on FY  
2024-25 property tax bills**

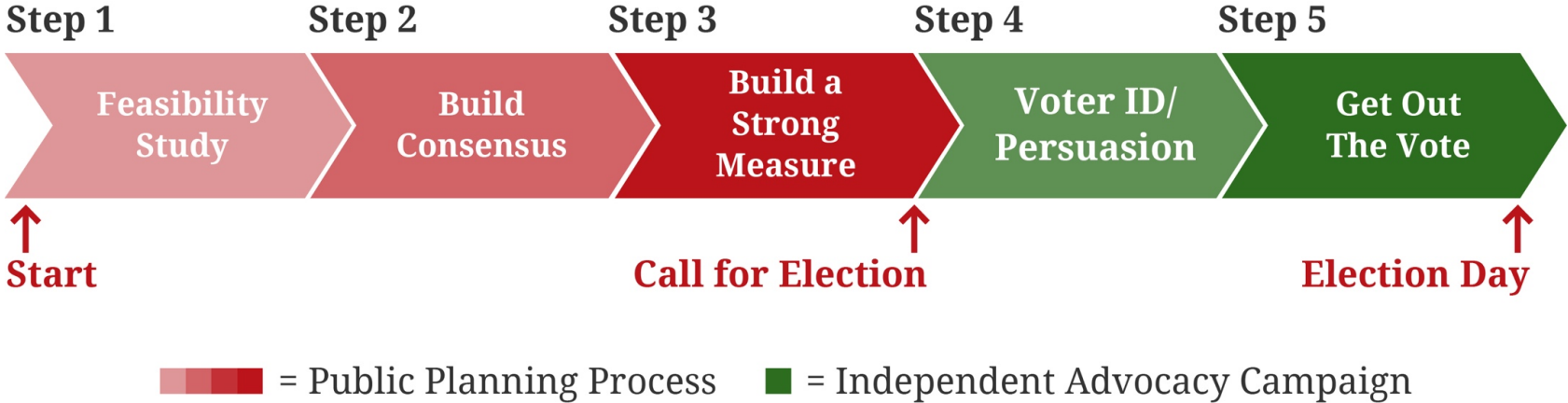
- March 5 – Statewide Primary Election (qualification deadline December 8)
- April 2 – Regular Special Election (qualification deadline January 5)
- May 7 – Mail Ballot Special Election (qualification deadline February 9)

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**Takes effect on FY  
2025-26 property tax bills**

- August 27 – Mail Ballot Special Election (qualification deadline May 31)
- November 5 – Presidential General Election (qualification deadline August 9)

# Parcel Tax Planning Process



# Getting Started

- Update parcel tax modeling – tax rates and revenue estimates
- Update potential use of funds
- Evaluate feasibility with public opinion poll
- Board considers recommendations regarding election timing, tax rates and program priorities
- Begin informational outreach and consensus building

For more information:

Charles Heath

Partner

415-810-8053 (mobile)

[cheath@PropsandMeasures.com](mailto:cheath@PropsandMeasures.com)

[www.PropsandMeasures.com](http://www.PropsandMeasures.com)



**PROPS & MEASURES**  
STRATEGY & COMMUNICATIONS

# **Santa Rosa City Schools Board of Education**

## **GOVERNANCE HANDBOOK**



**Embrace, Engage, Empower**

*This handbook reflects a framework for effective governance. The Board sees this handbook as a “living document” and will annually review and update its content. Trustee roles, commitment to norms, and developing consensus on protocols will enable*

*the governance team to perform its responsibilities in a way that best benefits the students of Santa Rosa City Schools.*

*This handbook is adapted in part from CSBA's guide and other training materials. It is the result of the collaborative effort of the Board of Education and the Superintendent.*

## **Board of Education**

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Stephanie Manieri, President, Trustee Area 6

Omar Medina, Vice President, Trustee Area 4

Laurie Fong, Clerk, Trustee Area 7

Ever Flores, Trustee Area 1

Roxanne McNally, Trustee Area 2

Alegría De La Cruz, Trustee Area 3

Ed Sheffield, Trustee Area 5

Julie Bui, Student Board Member

Superintendent Anna Trunnell, Secretary to the Board

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Board of Education  
Strategic Plan 2019-24

Vision:

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

Mission:

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

<b>Board Strategic Priorities</b>  <b>State Priorities</b>	<b>Board Values and Commitments</b>
<b>Priority 1- Life Ready Learners</b>  1,2,3,4,5,7,8	SRCS supports students to embrace their identities and claim their own agency in order to navigate diverse, complex and constantly changing environments by developing the following capacities: literacy, inquiry, investigation, collaboration, creativity, communication, problem solving, critical thinking, empathy, civic participation, and cultural consciousness.
<b>Priority 2- Whole Person Focus</b>  2,7,4,5,6,8,	SRCS recognizes our responsibility to develop and care for the whole person so that each is mentally, emotionally, and physically healthy. We commit to policies, practices, and relationships that help ensure each person is safe, engaged, supported, and challenged.
<b>Priority 3-High Quality Staff</b>  1,2,7	SRCS values and supports growth-minded professionals. We commit to provide collaborative, high-quality professional development to staff members so they can successfully educate and support students. SRCS commits to fairly compensating staff.
<b>Priority 4- Teaching and Learning Environment and Resources</b>  1,2,5,6	SRCS will provide safe and clean schools. We will provide flexible learning environments that are conducive to teaching and learning. SRCS is committed to supporting teachers with current tools and training to support pedagogical leadership and innovation. SRCS believes in building a staff that reflects the students we serve.
<b>Priority 5- Equity and Excellence</b>  2,3,4,5,6,7	SRCS grounds our work in a deep understanding of students' identities and the historical and cultural contexts in which we all operate. SRCS will remove barriers and create structures that provide opportunities to further personal and academic student success. SRCS believes that student-centered, differentiated practices lead to equitable teaching and learning.
<b>Priority 6- Family Engagement and</b>	SRCS understands the value of engaging our students' families and our larger community. SRCS commits to

<p><b>Community Partnerships</b></p> <p>3,5,6</p>	<p>providing its resources and educational opportunities to families equitably, and developing lasting partnerships with our community to deepen and expand student success.</p>
<p><b>Priority 7- Sustainable Funding</b></p> <p>1-8</p>	<p>SRCS believes that the chronic underfunding of public education in California is unacceptable and undermines the health of our community. The current funding levels limit student outcomes and staff compensation. The SRCS Board commits to working with our community to create additional funding opportunities and to being consistent and fierce advocates for full and fair funding from the State of California.</p>

[Link to CA State Priorities](#)

## State LCAP Priorities

In California, LEA/Districts are required to write a Local Control Accountability Plan (LCAP). The LCAP is a tool for LEA/Districts to set goals, plan actions, and leverage resources to improve student outcomes. The LCAP goals, actions, and services should address each of the eight priorities.

California has identified eight priorities that form the basis for California's integrated accountability system, which meets both state and federal requirements. Unlike the former Academic Performance Index (API), which was based solely on testing results, this new accountability system uses multiple measures to determine performance and progress and emphasizes equity by focusing on student group performance.



The 8 state priorities are categorized into 3 main categories:

### **Conditions of Learning:**

- **(1) Basic Services:** providing all students access to fully credentialed teachers, instructional materials that align with state standards, and facilities that are maintained in good repair.
- **(2) Implementation of State Standards:** implementing California's academic standards, including the Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, history-social science, visual and performing arts, health education, and physical education standards.
- **(7) Course Access:** student enrollment in a broad course of study that includes all of the subject areas.

## **Pupil Outcomes:**

- **(4) Pupil Achievement:** improving student achievement and outcomes along multiple measures, including test scores, English proficiency and college & career preparedness.
- **(8) Other Pupil Outcomes:** includes the measurement of other important student outcomes related to required areas of study, including physical education and the arts.

## **Engagement:**

- **(3) Parental Involvement:** districts will seek parent input in decision-making and they will promote parent participation in the educational programs of all students.
- **(5) Pupil Engagement:** measured by school attendance rates, chronic absenteeism rates, dropout rates, and high school graduation rates.
- **(6) School Climate:** measured by student suspension and expulsion rates, and other locally identified means, such as surveys of pupils, parents, and teachers on the sense of school safety and connectedness.

## SRCS LCAP Goals

1. SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:
  - increasing programs and services that maximize student learning and agency
  - fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
  - supporting Multilingual Learners and Differently Abled Learners
  - providing resources and educational opportunities to families equitably
  
2. SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:
  - engaging our students' families and our larger community
  - developing lasting partnerships with our community
  - embracing cultural, linguistic and familial wealth
  - attending to health and well-being through trauma informed care
  - fostering positive, inclusive school cultures
  - promoting engagement and inclusion
  
3. SRCS values and supports growth-minded professionals and positive learning environments by:
  - providing educators with current tools and training to support pedagogical leadership and innovation
  - providing safe and clean schools
  - providing flexible learning environments conducive to teaching and learning

# **Governance Principles and Governance Norms and Protocols**

## **Role of the Board BB 9000**

The Board of Education has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the district by:
  - a. Employing the Superintendent and setting policy for hiring of other personnel
  - b. Overseeing the development and adoption of policies
  - c. Establishing academic expectations and adopting the curriculum and instructional materials
  - d. Establishing budget priorities and adopting the budget
  - e. Providing safe, adequate facilities that support the district's instructional program
  - f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements
3. Providing support to the Superintendent and staff as they carry out the Board's direction by:
  - a. Establishing and adhering to standards of responsible governance
  - b. Making decisions and providing resources that support district priorities and goals
  - c. Upholding Board policies
  - d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the district's schools by:
  - a. Evaluating the Superintendent and setting policy for the evaluation of other personnel
  - b. Monitoring and evaluating the effectiveness of policies
  - c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements
  - d. Monitoring student achievement and program effectiveness and requiring program changes as necessary
  - e. Monitoring and adjusting district finances
  - f. Monitoring the collective bargaining process
5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

## **Communication Norms:**

### Communication with the Board and with the Superintendent

1. Assume positive intentions and be open minded
2. Listen to understand
3. Respect confidentiality
4. Be honest and respectful
5. Encourage and honor inquiry
6. Commit to direct communication to fill gaps and be forthcoming with information
7. Be timely and responsive with communication
8. Fact check communication
9. Learn, share and respect each other's communication style
10. Respect other perspectives, actions and opinions

### Communication during problem solving / Conflict resolution

1. Address conflict as soon as possible in an honest and respectful manner
2. Seek to resolve issues at the lowest possible level and commit to moving forward as a collaborative governance team
3. Lean in and embrace conflict and work towards resolution
4. Voice concerns in deliberations and accept final outcome
5. Be compassionate and empathetic
6. Be at cause in your words and actions

## Basics: Who, What, When

**Meetings:** The Board shall hold regular meetings each month. In ~~July~~, November and December, the Board shall meet only once per month, in all other months, the Board meet shall meet at 6:00 p.m. on the 2nd and 4th Wednesday of the month, but may be rescheduled by the Board pursuant to District needs. The third Wednesday of each month is designated for a “study, discussion or Special meeting” as needed, with prior Superintendent and Board President agreement. Unless otherwise stated in a meeting's agenda, posted pursuant to the Brown Act, the Board regular meetings shall be held at Santa Rosa City Hall Council Chambers at 100 Santa Rosa Ave., Santa Rosa, California. BB9320 Per passage of [AB 361](#), meetings may be conducted in a hybrid model. The onset of [AB 2449](#) in 2023 will allow a continuance of a hybrid model.

Name, role	Email contact
Stephanie Manieri, Trustee Area 6. First elected 2018. <b>President</b>	stephaniemanieri@gmail.com
Omar Medina, Trustee Area 4. First elected 2018. <b>Vice President</b>	omedina@srcs.k12.ca.us
Laurie Fong, Trustee Area 7. First elected 2016. <b>Clerk</b>	lfong@srcs.k12.ca.us
Ever Flores, Trustee Area 1. First elected 2020.	efloresderas@srcs.k12.ca.us
Roxanne McNally, Trustee Area 2. First elected 2022.	rmcnally@srcs.k12.ca.us
Alegria De La Cruz, Trustee Area 3. First appointed 2019.	adelacruz@srcs.k12.ca.us
Ed Sheffield, Trustee Area 5. First elected 2016.	edsheff5@gmail.com
Julie Bui, Student Board member July 2022-June 2023.	
Anna Trunnell, Superintendent / Secretary to the Board July 2021 - 2025	atrunnell@srcs.k12.ca.us
Melanie Martin, Executive Assistant to the Superintendent	mmartin@srcs.k12.ca.us

## **BB 9005.1 Code of Ethics**

This Code of Ethics expresses the personal ideals the Board believes should guide each school Board member's activities.

As a member of the Santa Rosa City Schools Board, I will perform my duties in accordance with my oath of office. I am committed to serving the educational needs of the students in our schools. My primary responsibility is to provide high quality learning opportunities to each student in accord with our district Mission Statement, Strategic Plan and LCAP goals.

As a Board Member:

1. I will hold myself to the highest standards of ethical conduct.
2. I will be responsible to ALL residents of the district and not solely to those who elected me from my trustee area nor solely to any organization to which I may belong, or to my social class, ethnic group, and economic standing, or which may have supported my election.
3. I will have a direct concern for my duties. I represent the authority and responsibility of the government. This authority must be exercised with as much care and concern for the least influential as for the most influential member of the community.
4. I recognize that my actions may affect the capability of district employees to practice their trade or profession and I will encourage their increasing competence and professional growth.
5. I will be aware of, and comply with, the Constitutions of State and Nation, the Education Code of the State of California, other laws pertaining to public education, and the established policies of the district.
6. I am obliged by law to participate in decisions pertaining to education in the district. As an elected representative of the people, I can neither relinquish nor delegate this responsibility to any other individual or group.
7. I have something to contribute to society, and to this district.
8. I consider my position on the Board as a public trust and will not use it for private advantage or personal gain.
9. I will remember at all times that, as an individual, I have no legal authority outside the meetings of the Board, and conduct my relationships with staff, students, and local citizenry, and the media on that basis.
10. I will encourage ideas and opinions from ALL residents of the district and endeavor to incorporate community views into the deliberations and decisions of the Board.
11. I will devote sufficient time, thought, and study to proposed actions so as to be able to base decisions upon all available facts and vote in accordance with honest convictions, unswayed by partisan bias of any kind.

12. I will remember that the basic functions of the Board are to establish the policies by which district schools are administered, implement those policies, and hold them accountable for the administration of the district.
13. I will promote and participate actively in a concerted program of timely exchange of information with all district residents, parents, employees and students.
14. I will make use of opportunities to enlarge my potential as a Board member through participation in educational conferences, workshops, and training sessions made available by local, state, and national agencies.
15. I will work with my fellow Board Members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during vigorous debates of points at issue.
16. I will base my personal decisions upon all available facts in each situation, vote my honest conviction in every case unswayed by partisan bias, including by constituents from the trustee area in which I reside, and abide by and uphold the final majority decision of the Board.
17. I recognize that it is important for the Board to understand and evaluate the educational programs of Santa Rosa City Schools.
18. I will recognize that deliberations of the Board in closed session are not mine to release or discuss in public without the prior approval of the Board by majority vote.
19. I will keep informed about educational research and the actions and positions of regional, state, and national School Board groups.
20. I will strive to provide the most effective Board service of which I am capable, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
21. I will not raise or discuss topics in closed session that should by law be only discussed in open session.

## **Board Bylaws**

<b>9000</b>	<b><u>Role Of The Board</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9005</b>	<b><u>Governance Standards</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9010</b>	<b><u>Public Statements</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9011</b>	<b><u>Disclosure Of Confidential/Privileged Information</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9012</b>	<b><u>Board Member Electronic Communications</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9100</b>	<b><u>Organization</u></b>	<b>B</b>	<b>08/22/2018</b>
<b>9110</b>	<b><u>Terms Of Office</u></b>	<b>B</b>	<b>12/11/2019</b>
<b>9121</b>	<b><u>President</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9122</b>	<b><u>Secretary</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9123</b>	<b><u>Clerk</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9124</b>	<b><u>Attorney</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9130</b>	<b><u>Board Committees</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9140</b>	<b><u>Board Representatives</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9150</b>	<b><u>Student Board Members</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9200</b>	<b><u>Limits Of Board Member Authority</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9222</b>	<b><u>Resignation</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9223</b>	<b><u>Filling Vacancies</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9224</b>	<b><u>Oath Or Affirmation</u></b>	<b>B</b>	<b>04/12/2017</b>
<b>9230</b>	<b><u>Orientation</u></b>	<b>B</b>	<b>01/08/2020</b>

9240	<u>Board Training</u>	B	04/12/2017
9250	<u>Remuneration, Reimbursement And Other Benefits</u>	B	07/27/2022
9260	<u>Legal Protection</u>	B	04/12/2017
9270	<u>Conflict Of Interest</u>	B	04/12/2017
9270-E(1)	<u>Conflict Of Interest</u>	E	04/12/2017
9310	<u>Board Policies</u>	B	09/25/2019
9320	<u>Meetings And Notices</u>	B	12/12/2018
9322	<u>Agenda/Meeting Materials</u>	B	04/12/2017
9323	<u>Meeting Conduct</u>	B	01/08/2020
9323.2	<u>Actions By The Board</u>	B	04/12/2017
9323.2-E(1)	<u>Actions By The Board</u>	E	04/12/2017
9324	<u>Minutes And Recordings</u>	B	04/12/2017
9400	<u>Board Self-Evaluation</u>	B	04/12/2017

## Roles of Board Trustees and Role of the Superintendent

Board Role	Superintendent Role
<p>The Board is the what...</p> <p>The Board steers.</p>	<p>The Superintendent is the how...</p> <p>The Superintendent rows...and takes care of the boat.</p>
<ol style="list-style-type: none"> <li>1. Set direction through policy, per <a href="#">BB 9310</a>                      Work with the Superintendent to set the vision and goals for the District</li> <li>2. Establish structure                      Prioritize and keep District resources focused on student learning</li> <li>3. Ensure accountability                      Approve the budget                      Assess progress towards goals                      Hire and evaluate the Superintendent</li> <li>4. Demonstrate community leadership                      Be an advocate for education                      Listen to the community                      Be supportive of students, staff and administration                      Refer complaints and concerns to the Superintendent</li> <li>5. Create a supportive environment for Board governance and community relations</li> </ol>	<ol style="list-style-type: none"> <li>1. Provide recommendations and implement Board policy                      Provide support and leadership to implement the vision for the district</li> <li>2. Build a positive environment throughout the district                      Serve as a resource to the Board                      Bring options and recommendations to the Board</li> <li>3. Be the “day to day” decision maker                      Manage and delegate the work of the district                      Oversee fiscal health of district                      Lead in negotiations with labor partners                      Recommend for hire and supervise all district staff</li> <li>4. Act as the primary district communicator                      Provide timely responses to complaints and concerns referred by the Board                      Be a liaison between and representative of district, staff, Board, community and other stakeholders</li> </ol>

<p>Cultivate a unity of purpose and positive governance culture</p> <p>Support actions taken by the Board and clearly differentiate personal opinion from Board decisions when speaking</p> <p>(CSBA Governance Core)</p>	<p>5. Create the conditions for a strong governance team</p> <p>Ensure Board members' understanding of issues</p> <p>Provide pertinent and legal information for the Board to make decisions</p>
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<p><b>The role of the Board is not to:</b></p>	<p><b>The role of the Superintendent is not to:</b></p>
<p>Carry out policies or micro-manage</p> <p>Direct staff members other than the Superintendent</p> <p>Create surprises</p> <p>Abdicate Board responsibility</p> <p>Pursue narrow personal agendas</p> <p>As individuals, make promises that would appear to bind the district or Board</p>	<p>Solicit votes for or against any agenda item, nor with regard to any candidate for a board leadership position.</p> <p>Engage in sequential communications with board members to ensure a specific outcome, as to do so would be akin to a serial meeting.</p> <p>Make policy</p> <p>Create surprises</p> <p>Assume Board responsibilities</p> <p>Press narrow personal agendas</p> <p>Speak on behalf of the Board unless authorized by the Board</p> <p>Discourage open discussion and feedback</p>

## **Orientation for School Board Candidates**

The Board of Education desires to provide possible Board candidates and registered Board candidates with information that will enable them to understand the responsibilities and expectations of Board membership.

- Prior to the candidate filing deadline to run for school board office, the Superintendent will hold an informational meeting for would-be candidates. This meeting will describe the duties and responsibilities of Board members
- The Superintendent will hold a candidate orientation meeting within a month of the close of filing. The superintendent is to advertise the date and time of the candidate orientation meeting on the SRCS website with at least two weeks' advance notice.
- SRCS will pay for the cost of filing with the Registrar of Voters, including the transcription of candidates' description in Spanish.

## Welcoming New Members to the Board

- The Board President, within 30 days of the election, will convene an orientation meeting with the newly elected Board member(s), to provide information and materials necessary to assist in understanding their role in as a governing Board members, the Board's function, authority, policies, procedures, and agreed-upon standards of conduct.
- Incoming Board members will receive the District's governance handbook, adopted budget, adopted goals and priorities, LCAP documents and other materials related to the District and Board responsibilities.
- Upon their election, incoming Board members are provided with an electronic copy of the Ralph M. Brown Act and are informed that they must conform to the Act's requirements as if they had already assumed office.
- The Superintendent provides incoming Board members with additional background information regarding the District's vision and adopted goals, operations, and current challenges in areas that include, but are not limited to, student achievement, curriculum, finance, facilities, policy, human resources, and collective bargaining.
- Incoming Board members, before taking office, are encouraged to attend Board meetings and review agenda materials available to the public in order to become familiar with current issues facing the District.
- It is highly recommended that incoming members enroll in the California School Boards Association's New Board Member Training, Masters in Governance program and any other workshops and conferences relevant to their needs or the needs of the Board as a whole or the District.
- Once sworn in, the Superintendent will schedule informational meetings with the existing executive management team to provide new Board members with specific information regarding the operations, policies, procedures of each department including but not limited to finance, safety, facilities, human resources, curriculum, special education and student services.

## Governance Protocols

Area	Protocol / Agreement
Schedule and hold regular meetings for the year, and special meetings as necessary.	<p>The Board shall establish an annual calendar of meetings. <a href="#">BB 9100</a></p> <p>The Board shall hold regular meetings each month, unless specified. <a href="#">BB 9320</a></p>
Developing and reviewing the board meeting agenda.	<p>The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting. Each agenda shall reflect the district's vision and goals and the Board's focus on student learning. <a href="#">BB 9322</a></p>
Include a Territorial Land Acknowledgement on each regular meeting agenda, unless specified.	<p>While not currently in policy, the Board has determined that introducing a Land Acknowledgement:</p> <ul style="list-style-type: none"> <li>● Offers recognition and respect.</li> <li>● Counters the “doctrine of discovery” with the true story of the people who were already here.</li> <li>● Creates a broader public awareness of the history that has led to this moment.</li> <li>● Begins to repair relationships with Native communities and with the land.</li> <li>● Supports larger truth-telling and reconciliation efforts.</li> <li>● Reminds people that colonization is an ongoing process, with Native lands still occupied due to deceptive and broken treaties.</li> <li>● Takes a cue from Indigenous protocol, opening up space with reverence and respect.</li> <li>● Inspires ongoing action and relationship.</li> </ul> <p>Acknowledgment by itself is a small gesture. It becomes meaningful when coupled with authentic relationships and informed action. But this beginning can be an opening to greater</p>

	<p>public consciousness of Native sovereignty and cultural rights, a step toward equitable relationship and reconciliation.</p>
<p>Bringing up new ideas or placing items on the board meeting agenda</p>	<p>Board members are free to bring up new ideas provided they fall within the purview of the Board of Education.</p> <p>It is recommended that a Board member wishing to present a new idea to the Board of Education first consult with the Superintendent.</p> <p>Also, any Board member (or member of the public) may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. <a href="#">BB 9322</a></p> <p>No timely request will be unreasonably denied. The board president will have the final decision in this regard.</p>
<p>Obtaining additional information about board meeting agenda items</p>	<p>Trustees agree to first contact the Superintendent with requests for information. The Superintendent will then provide the information to the Board or, when necessary, facilitate contact with staff.</p> <p>Information provided to one trustee will be provided to all trustees, as appropriate.</p>
<p>Board Meeting Preparation and Attendance</p>	<ul style="list-style-type: none"> <li>• Consistent, punctual attendance at Board meetings is expected. If a Board member is</li> </ul>

unable to attend or will be late, the Board President is to be notified as soon as possible.

- Board members will review agenda materials prior to each meeting.
- Board members direct all questions regarding items on the agenda to the Superintendent.
- Should Board members require additional information, a request should be submitted to the Superintendent 24 hours in advance of the the Board meeting. The Superintendent will endeavor to provide a timely response. As appropriate, the Superintendent ensures all trustees are privy to the information requested and given.
- Should the Superintendent determine that more than thirty minutes are required to research and prepare a response, she/he will inform the trustee who made the request that she/he will confer with the Board President to determine the next steps.
- Board members are encouraged to improve, through independent learning, their knowledge about general matters related to public education.
- All inquiries should be directed to the Superintendent who will then direct them to the appropriate individual or department to respond. All responses will be shared with the entire Board.

Meeting Conduct / Procedures

Considering a motion

Meeting length and time extension

Quorum and abstentions

Public Comment on non-agenda and agendized items

[BB 9323](#)

The procedure for hearing, considering and debating a motion on an action item before the Board shall be as follows:

1. The Superintendent or designee, shall introduce the item and provide a report;
2. The presiding officer shall call for questions or clarifications to the Superintendent or designee regarding the report given;
3. Public Comment shall be heard on the item;
4. The presiding officer may call for discussion;
5. Once discussion is complete, the presiding officer shall call for a motion;
6. Any Board Member may make a motion on the item placed before the Board;
7. If there is a second to the motion, the presiding officer shall call for discussion on the motion. If none, or after further discussion, the presiding officer shall call for a Roll Call vote. [BB 9323](#)

Responding to staff or community complaints or concerns at board meetings and/or about employees

Board cannot prohibit public criticism of its policies.

For complaints against an employee, the President shall cite protection of the employee's right to adequate notice...for the Board to hear the complaints in closed session... and to use the Uniform Complaint procedure.

The Board welcomes input from a variety of stakeholders, however, the Board cannot engage in debate with the audience. Board Meetings are meetings of the Board held in public, not "meetings of the public".

[BB 9323](#)

<p>Deliberation by the Board</p>	<p>The Governing Board represents the entire community and models effective deliberation at Board meetings:</p> <ul style="list-style-type: none"> <li>● Board members strive for authentic and honest discussion in a respectful climate.</li> <li>● The Superintendent and trustees agree that each member will be proactive in identifying and sharing issues of concern. When an issue is potentially polarizing or divisive, the Board promotes thoughtful deliberation and strives for consensus. When a topic is difficult or challenging, the Board will outline a timeline to discuss the topic, the process that will be used and the opportunities for input.</li> <li>● Board members practice active listening strategies including allowing the speaker to finish and raising one’s hand before speaking out.</li> </ul>
<p>Audience Participation at Meetings During agendized Items</p>	<p>The public is encouraged to attend Board meetings and have their opinions and comments heard by the Board. The Board wishes to create an open and informal atmosphere at Board meetings while still remembering that the Board should discuss mainly among themselves and not engage in debates or extended discussions with the public. Board meetings are not Town Hall meetings; they are for the Board to do their work. Typically, the Board clarifying questions will precede audience participation.</p> <p>Time limits for comments from the public are specified in Board policy and can be modified by the Board as desired.</p> <p><a href="#">BB 9323</a></p>
<p>Communications between and among the board,</p>	<p>Individual Trustees may contact the</p>

board members and the superintendent	superintendent directly for requests, concerns. Individual trustees may also contact other trustees. Trustees must be aware of the Brown Act. Board members should direct their inquiries of the district solely to the superintendent and the superintendent shall answer individually and shall send out the answer to all Trustees, bcc.
Communications between the board and other staff	Trustees do not contact staff; they are to communicate with the Superintendent. During Board meeting presentations by staff, it is appropriate to ask questions of staff who are presenting. “No surprises” is helpful to staff so that they may be prepared.
Responding to parent, staff, or community complaints or concerns outside of board meetings	<ul style="list-style-type: none"> <li>● We respond to concerns or complaints in accordance with uniform procedures to ensure not only that matters are handled expeditiously but also that everyone is treated fairly and without bias.</li> <li>● We protect the confidentiality and due process rights of students and staff members.</li> <li>● When listening to a concern or complaint, we are neutral in our position and fully aware that we are hearing only one side of the story.</li> <li>● We are consistent in our responses and function within our roles, conveying that individual Board members have no authority to resolve matters.</li> <li>● We use the California School Boards Associations 6R’s to ensure we listen actively to our parents, members of the community and staff and that we abide by uniform procedures:  Receive – listen to what the person has to say without preparing a response.  Repeat – paraphrase or ask a question to clarify for understanding. We ask the person to identify</li> </ul>

	<p>those to whom s/he has spoken to about the matter prior to contacting a Board member.</p> <p>Request - ask what the person would like the Board member to do with the information and/or what is seen as a solution to the problem.</p> <p>Review – go over the real options available to the person to remedy the situation.</p> <p>Redirect – put the person back into the system at the appropriate place – respecting District lines of authority and chains of command.</p> <p>Report – maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible.</p> <p>This ensures that the Superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate, and that the Superintendent knows first-hand what the Board member said to the parent, community or staff member. any issues that involve student &amp; staff safety concerns, anything illegal, potentially litigious, and/or that might end up in the newspapers, TV, and/or social media.</p> <ul style="list-style-type: none"> <li>● Board members have no individual authority to fix a problem.</li> </ul>
<p>Individual board member requests for information from staff</p>	<p>The Board will strive to find ways to improve and encourage innovation and new ideas, while maintaining focus on District goals.</p> <ul style="list-style-type: none"> <li>● A section at the end of each Board meeting will be set aside for Board members to request information.</li> <li>● When a new idea is suggested, the Board President will ask trustees if there is general interest in the topic.</li> </ul>

	<ul style="list-style-type: none"> <li>● The Board will arrive at consensus about whether or not a particular topic or subject of interest will be added to a future agenda.</li> <li>● If the Board agrees, the Superintendent will move forward in gathering information. If the topic will impact the current workload, the supt will suggest a timeline for consideration</li> <li>* The board Clerk will record each request including the date subject of request and board member making the request and will read the list of requests and whether they have been fulfilled at the next board meeting as part of the public record.</li> </ul>
Board member participation on district committees and in district activities	Service on district committees are appointed by the Board President. Participation in district activities is on a case-by-case basis, always with the Superintendent's oversight.
Closed Session/Confidentiality	<p>Closed Sessions shall be held only for the purposes defined in the Education Code. Examples are: meeting with the Board's negotiator, conferring with legal counsel regarding litigation, meeting with the district attorney, police or security consultants regarding threats, consideration of employment, discipline or dismissal of an employee or to hear complaints against an employee, to meet with their designated representative, purchase, sale or lease of real property negotiations, student expulsion consideration (see Brown Act for more specific definitions). The governance team is responsible for keeping closed session information confidential, that is the proper and lawful subject of a closed session. This includes, but not limited to, district litigation, personnel matters, negotiations, superintendent evaluation, student issues (student discipline).</p>

	<p>The Board president will report out in open session any discussion which inadvertently occurred during closed session which should have been held in open session.</p>
<p>Public Statements</p>	<p>Public statements on behalf of the board shall be made by the Board President, the Superintendent, or designee. Trustees will monitor their social media presence, keeping the Brown Act in mind and modeling good behavior for students and our stakeholders.</p> <p>Board members and the superintendent shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agenda Board meeting.</p> <p>Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.  <a href="#">BB 9010</a>, <a href="#">BB 9012</a></p>
<p>Media Relations</p>	<ul style="list-style-type: none"> <li>● To maintain message consistency and discipline, Board members and the Superintendent are obligated to speak with a common voice about District issues to the staff and community.</li> <li>● Some situations have legal or other considerations that may place restrictions on what may be told to the media or public.</li> <li>● The Board President and Superintendent work together as spokespersons for the District. The District's Communications and Public Relations Officer may speak on behalf of the Superintendent and Board President.</li> <li>● The Communications and Public Relations Officer or his/her designee prepares and distributes press releases.</li> <li>● The Superintendent and/or Public Relations Officer, in collaboration with the Board President,</li> </ul>

	<p>is responsible for contacting the media on behalf of the District.</p> <ul style="list-style-type: none"> <li>● Media inquiries are directed to the Superintendent</li> <li>● The Superintendent conducts official correspondence for the Board.</li> <li>● Official correspondence from the Board is signed by the Board President.</li> <li>● Letters and emails addressed to all Board members regarding matters related to the school system are answered by the Board President or designee.</li> <li>● Emails and letters should be forwarded to the Board President and Superintendent to ensure that the right staff person is able to handle the response.</li> <li>● Board members may respond to emails directed to them personally but must make clear that their views are expressed as an individual and are not the perspective of the Board.</li> </ul>
Electronic media and communication	<p>The Board will use electronic media (e.g. email and texting) carefully to ensure that there is no violation of the Ralph M. Brown Act*.</p> <ul style="list-style-type: none"> <li>● Board recognizes that by using “reply All” in email/text messages, the email/text message: <ul style="list-style-type: none"> <li>o Becomes part of the deliberative process</li> <li>o Creates a public record, and</li> <li>o Inhibits opportunity for any other Board members to have a conversation on a topic</li> </ul> </li> </ul> <p><a href="#">BB 9012</a></p>
Self-monitoring of governance team effectiveness	<p>Reflection and ongoing self-assessment are important tools for the governing team to assess their own performance.</p> <p>The Board will schedule at least one session annually to review governance team agreements and processes and to participate in a self-evaluation process. This will include evaluation of meeting effectiveness and</p>

	<p>assessing whether Board protocols are regularly followed.<a href="#">BP 9400 Board Self-Evaluation</a></p>
<p>When and how the board evaluates the superintendent</p>	<p>The Board shall evaluate the Superintendent at least annually and give him/her feedback on their performance and achievement of goals as outlined in Board policy.</p> <p>In addition to a formal annual evaluation, the Board President and Superintendent shall regularly confer and discuss goals and progress. <a href="#">BB 9000</a></p>
<p>Allowing the majority vote to set the direction for the school district</p>	<p>The authority to direct action rests with the Board of trustees only when seated at a regular or special meeting.</p> <p>It is important to the effectiveness of the governing team that a majority vote of the Board set the direction for the district.</p> <p>Once a vote has been taken, those in the minority agree to support and abide by the decision.</p> <p>Each board member shall have individual autonomy as to how to cast their vote on any given issue, and shall not be subject to undue pressure by the superintendent or other board members.</p>
<p>Meetings with Employee Unions</p>	<p>The District values the participation and input of recognized employee unions. Representatives are welcome to address the Board at Board Meetings during the times designated for that purpose. Board members will decline individual meetings requested by bargaining units. When non-individual meetings are requested by employee organizations, the Board members involved shall inform the President and the superintendent. Meetings to discuss items within</p>

	<p>the scope of negotiations will be declined as per Brown Act.</p>
<p>Avoiding Improprieties and Appearance Thereof</p>	<ul style="list-style-type: none"> <li>● Board members do not accept invitations from the Superintendent, attorneys, or staff members to any non-District event unless all other members of the governance team are invited.</li> <li>● Board members do not invite the Superintendent, attorneys, or administrative staff members to any non-District event unless all other members of the governance team are invited.</li> <li>● Board members do not sit in on collective bargaining meetings, even if invited.</li> </ul>
<p>Board President roles and responsibilities <a href="#">BB 9121</a></p>	<p>Confer with the Superintendent before the Board meeting to prepare, as necessary for Board meetings.</p> <p>To facilitate the Board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task, moving forward, and maintaining proper meeting decorum.</p> <p>Model the tone and behavior the Board wishes to convey to the community.</p> <p>Serve as the primary spokesperson for the board</p>
<p>Board Vice President Roles and Responsibilities</p>	<p>When the president resigns or is absent or unable to fulfill his/her responsibilities, the vice president shall perform the president's duties and shall also consult with the President and the Superintendent or designee on the preparation of the Board's agendas.</p>

<p>Board Clerk Roles and Responsibilities <a href="#">BB 9123</a></p>	<p>Certify or attest to actions taken by the Board when required.</p> <p>Maintain such other records or reports as required by law.</p> <p>Serve as presiding officer in the absence of the president and vice president.</p> <p>Perform any other duties assigned by the Board.</p>
<p>Board Secretary Roles and Responsibilities <a href="#">BB 9122</a></p>	<p>The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:</p> <ol style="list-style-type: none"> <li>1. Prepare, distribute and maintain the Board agenda</li> <li>2. Record, sign, distribute and maintain the Board minutes</li> <li>3. Maintain Board records and documents</li> <li>4. Conduct official correspondence for the Board</li> <li>5. As directed by the Board, sign and execute official papers</li> <li>6. Perform other duties as assigned by the Board</li> <li>7. Sign documents on behalf of the district as directed by the Board</li> <li>8. Not engage and/or encourage serial meetings with or by board members on a particular issue.</li> </ol>
<p>Ethics Policy and Financial Disclosure</p>	<p>State law requires that each Board Member complete an annual financial disclosure form (Form 700) for the preceding calendar year, to be filed by April 1 every year.</p>

## Board Member Benefits

Stipend	\$486.20 per month (updated annually)
Health Benefits (may adjust annually)	<p>The district pays up to \$12,588 for medical benefits for the member and dependent medical is paid by the board member.</p> <p>The district pays \$72 per month for dental premium for the member and dependents.</p> <p>Vision \$8.28 monthly premium paid by the district for the member and dependents.</p> <p>The first \$50,000 life insurance premium is paid by the district.</p>
Attending conferences, educational meetings, community events	Determined as needed
Making reservations for conferences, workshops, district business trips	Determined as needed
Travel expenses and reimbursements	Determined as needed

## **Visiting Schools, District departments and other facilities**

School visitations are encouraged to build understanding of the District's instructional programs, curriculum, and staff.

- Board members will contact a school principal to make an appointment for a visit, notifying the Superintendent before the visit takes place. Any other request for appointments with other district staff or facilities will be made through the Superintendent.
- Board members will wear their Santa Rosa City school badge during all visits to sites and facilities. Trustees will check in the office whenever visiting schools.
- Board members agree to RSVP to the Superintendent's Office so they may be aware of who is attending each school event.
- Board members are careful not to encroach on the learning environment. As such, the Superintendent instructs principals and teachers not to interrupt lessons when a Board member is visiting.
- Board members may attend celebratory events on campuses but do not sit in on staff meetings, IEP meetings, or parent-teacher conferences, except as related to their own children, even if invited.
- Board members shall avoid giving, or the appearance of giving, staff direction or any evaluation.
- Board members will let the Superintendent know about the visit and keep the Superintendent informed of any issues, concerns or observations.

## APPENDICES

### Board Member School-Site Liaisons

<b>Board Member Trustee Area</b>	<b>School Sites (Trustee Area)</b>
<b>Ever Flores Director 1</b>	Elsie Allen High (6) Cesar Chavez Language Academy Charter (6) Santa Rosa French-American Charter (4) Brook Hill Elementary (4)
<b>Roxanne McNally Director 2</b>	Maria Carrillo High (7) Rincon Valley Middle (7) Proctor Terrace Elementary (3) Santa Rosa Accelerated Charter (7)
<b>Alegría De La Cruz Director 3</b>	Santa Rosa High (1) Santa Rosa Middle (1) James Monroe Elementary (2) Santa Rosa Charter School for the Arts (1)
<b>Omar Medina Vice President 4</b>	Montgomery High (5) Herbert Slater Middle (5) Helen Lehman Elementary (1) Abraham Lincoln Elementary (1)
<b>Ed Sheffield Director 5</b>	Piner High (2) Hilliard Comstock Middle (2) Albert F. Biella Elementary (2) Hidden Valley Elementary (3)
<b>Stephanie Manieri President 6</b>	Lewis Early Learning Academy (3) Kid Street Learning Center (Ind Charter)
<b>Laurie Fong Clerk 7</b>	Ridgway High (1) Steele Lane Elementary (3) Luther Burbank Elementary (4) Learning House (4)

# SRCS Board Self-Evaluation

## BP 9400

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

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

### Introduction to Board self-evaluation:

The trustees of the SRCS Board believe that a Board self-evaluation leads to a stronger Governance Team that will more ably support our District's performance.

### From the California School Boards Association:

School boards evaluate themselves to demonstrate that the district's leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.

School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create the culture that makes it safe to reflect on performance in order to improve it.

School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

### Completing the Self-Evaluation

Your answers will be confidential. If you provide comments, your text may be edited to preserve confidentiality, unless you explicitly give permission to share as written. Per BP 9400, "any discussion of the Board's self-evaluation shall be conducted in open session."

Instructions: Please indicate your level of agreement or disagreement with the following statements. Please answer the questions thinking about your experience since January 1, 2021.

Revised October 20, 2021. Adopted by the SRCS Board of Education: February 22, 2023

(survey will use the metric below for answers:)

1                      2                      3                      4                      5  
Strongly agree    Agree    Neither agree or disagree    Disagree    Strongly disagree

1. Trustee Preparation 1: I read through the Board's packet of supporting and background material prior to meetings so that I am prepared to discuss and make decisions on agenda items.
2. Trustee Preparation 1: Comments (If you have suggestions on how to improve the Board's packet so that you can be better prepared, please describe them here.)
3. Trustee Preparation 2: I ask sufficient questions of the Superintendent, staff, and other stakeholders to prepare me to understand staff presentations at the Board meetings; I take the time to learn about important issues facing schools to increase my contextual knowledge.
4. Trustee Preparation 2: Comments
5. Trustee Preparation 3: I work to increase my effectiveness as a Governance Team member: I attend CSBA Masters in Governance courses and various webinars for deeper learning on Board issues.
6. Trustee Preparation 3: Comments
7. Board Logistics 4: The Board avoids extensive inquiry or debate on non-critical operational or administrative details that should be left to the discretion of the administration and staff.
8. Board Logistics 4: Comments
9. Board Logistics 5: In general, Board members have adequate opportunity to discuss and understand the impact of decisions before taking action.
10. Board Logistics 5: Comments
11. Board Logistics 6: The Board stays aware of its debt limitations and sets priorities based on total financial needs of the system and maintaining an adequate financial reserve.
12. Board Logistics 6: Comments
13. Board Logistics 7: The Trustees model mutual respect, effective interpersonal communication, and professional behavior (e.g. convictions, criticisms, and concerns are presented in a constructive, rather than confrontational or personalized, manner) in each meeting.
14. Board Logistics 7: Comments
15. Board as a Governance Team 8: At Board meetings, there is at least as much dialogue among members of the Board as there is with members and staff.
16. Board as a Governance Team 8: Comments
17. Board as a Governance Team 9: There is respect among Board members for time and process: Board members balance air time, giving adequate time for questions and input of the seven Board members.
18. Board as a Governance Team 9: Comments

19. Board as a Governance Team 10: Board members are analytical: we examine the unintended consequences of important decisions; we “brainstorm” for creative approaches to important problems; and, we request input from staff and stakeholders likely to be affected by decisions.
20. Board as a Governance Team 10: Comments
21. Board as a Governance Team 11: It is probable that each of the meetings, taken as a whole, serve as evidence to the community that the district is governed by a committed leadership team working together toward common goals.
22. Board as a Governance Team 11: Comments
23. Board as a Governance Team 12: Strategically, the Board asks the Superintendent to articulate her/his vision for the district’s future and the Board makes explicit use of long-term priorities of the District in dealing with current issues.
24. Board as a Governance Team 12: Comments
25. Board - Other 13: The Board proactively works to address our Mission, Vision, and Priorities. As a trustee, I look for data that shows the Board if we are on track with our goals.
26. Board - Other 13: Comments

## Board Annual Calendar

### Sample School District Governance Calendar

Other than legally required dates, each governance team should develop its own calendar. Timing of tasks and scheduling of special events depends on the culture and priorities of each district. What is important is that governance team members ensure they are fulfilling their governance responsibilities in a logical sequence (e.g., setting annual goals before setting budget priorities.)

**Bold items are legal timelines.**

Job Area	January	February	March	April	May	June	July	August	September	October	November	December
<b>Governance Team Effectiveness</b>	<ul style="list-style-type: none"> <li>Annual study session for:               <ol style="list-style-type: none"> <li>review governance team norms &amp; protocols</li> <li>develop governance calendar</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>CSBA The Brown Act</li> <li>CSBA Board President's Workshop</li> <li>CSBA New Board Member Institute</li> </ul>		<ul style="list-style-type: none"> <li>Board self-evaluation</li> </ul>				<ul style="list-style-type: none"> <li>Orientation for board candidates</li> </ul>	<ul style="list-style-type: none"> <li>CSBA Masters in Governance</li> </ul>		<ul style="list-style-type: none"> <li>Orientation for new board members</li> </ul>	<ul style="list-style-type: none"> <li>CSBA Annual Conference</li> <li>New board members sworn in</li> </ul>
<b>Setting Direction for the District</b>	<ul style="list-style-type: none"> <li>Supt's mid-year progress report on goals to the board</li> </ul>	<ul style="list-style-type: none"> <li>Report progress on goals to the community</li> </ul>	<ul style="list-style-type: none"> <li>Every 2-3 years review district vision using an inclusive process</li> </ul>			<ul style="list-style-type: none"> <li>Finalize goals and success indicators for coming year</li> </ul>				<ul style="list-style-type: none"> <li>Discuss priorities and preliminary goals for following year</li> <li>Report progress on goals to the community</li> </ul>		
<b>Student Learning and Achievement</b>		<ul style="list-style-type: none"> <li>Schedule study sessions on topics related to student learning and achievement so board members are current on this important topic</li> </ul>				<ul style="list-style-type: none"> <li>Attend Graduations &amp; Promotions</li> </ul>	<ul style="list-style-type: none"> <li>CSBA Curriculum Institute</li> </ul>		<ul style="list-style-type: none"> <li>Receive and review state test results</li> <li>Study session to review recommendations from the superintendent regarding district response to test results</li> </ul>			
<b>Finance</b>	<ul style="list-style-type: none"> <li>Governor proposes state budget</li> <li>CSBA Forecast Conference</li> <li>Staff projects next year's revenues and expenses</li> <li>Board sets budget priorities</li> </ul>	<ul style="list-style-type: none"> <li><b>2<sup>nd</sup> Interim Report</b></li> <li>Staff concludes staffing level study</li> <li>Schedule budget study sessions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Schedule budget study sessions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Governor's May Revise of the budget</li> <li>Report to the board</li> <li>Schedule budget study sessions as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Schedule budget study sessions as necessary</li> <li><b>Adopt the budget</b></li> </ul>			<ul style="list-style-type: none"> <li>Staff closes books; defines actuals; determines ending balance</li> <li>Report to the Board</li> </ul>			<ul style="list-style-type: none"> <li><b>Receive Audit</b></li> <li><b>1<sup>st</sup> Interim Report</b></li> <li>Staff projects next year's revenue and expenses</li> </ul>	

## Sample School District Governance Calendar

Job Area	January	February	March	April	May	June	July	August	September	October	November	December	
<b>Facilities</b>	Be familiar and current with the district's facilities plan – Approve actions as necessary – Monitor, review and revise facilities plan as necessary												
<b>Policy</b>	Develop and adopt new policies as necessary or required - Review policies on a regular basis and revise as necessary												
<b>Judicial Review</b>	Maintain confidentiality on issues that may come before the board - Hold hearings and decide appeals to the board as necessary												
<b>Human Resources</b>	• Supt's mid-year progress report on goals to the board	• Every several years review hiring & evaluation policies	• <b>Lay-off notifications to staff by March 15</b>	• Evaluate the superintendent	• Finalize goals and success indicators for coming year						• Provide ongoing climate of support for staff		
<b>Collective Bargaining</b>	Be familiar with the district's bargaining process as defined in board policy - Establish parameters for negotiations - Receive reports on negotiations - Approve negotiated contracts												
<b>Community Relations</b>	• Involvement and/or attendance at school and community events. • Development and dissemination of key messages about important district topics & issues, including progress on district goals			• Attend Open House Nights at schools	• Ensure there is a plan in place for communicating with and engaging the community (internal and external) in the schools • Involvement and/or attendance at school and community events • Development and dissemination of key messages about important district topics & issues, including the district budget					• Attend Back to School Nights at schools	• Involvement and/or attendance at school and community events • Development and dissemination of key messages about important district topics & issues, including test results		
<b>Advocacy</b>	• Finalize advocacy plan for the year	• Follow bill development in legislature • Implement advocacy plan			• CSBA Legislative Action Conference	• Follow bill development in the legislature • Implement advocacy plan				• Study session to begin development of advocacy plan for the coming year			

# SRCS Superintendent Evaluation

## Part 1: Goals

Part of the superintendent's job is to guide the SRCS toward successful completion of goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

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### Goal Statement 1:

Implementation and progress monitoring of the LCAP that prepares all students for college and career, wellness and engagement, with emphasis on equity metrics on unduplicated count students to ensure that funding is benefitting students as intended.

*The superintendent's performance:* Meets   Needs discussion   Does not meet

Areas for growth:

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### Goal Statement 2:

Use SRCS's Mission/Vision/Strategic Priorities to create, implement and assess systems to educate with and for equity. This includes how we ensure that each student is supported in their unique circumstances and learning needs and how we build on what we've learned during distance-learning and Return to School.

*The superintendent's performance:* Meets   Needs discussion   Does not meet

Areas for growth:

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### Goal Statement 3

Leverage remaining Bond funds, COVID ESSER funds, other State and Federal funds to advance our work on the Facilities Master Plan to create optimum spaces for teaching and learning that are safe, warm and dry; updating as necessary. Consider a plan for a future bond measure to continue facilities upkeep and improvement.

The superintendent's performance: Meets   Needs discussion   Does not meet

Areas for growth:

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#### Goal Statement 4:

Deepen our transparent budgeting process, that our public is involved for full understanding of how our community and California funds education. Monitor our fiscal health, strategically use resources in the district and use data to assess impact of programs and make changes when necessary.

The superintendent's performance: Meets Needs discussion Does not meet

*Areas for Growth:*

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#### Goal Statement 5:

Manage specific challenges and crises:

*5(a) Lead the district through the pandemic, including safety and mitigation of interruptions to learning.*

*5(b) Prepare for/respond to fire season, smoke, and power outages.*

*5(c) Address the gap in personnel to develop a pipeline for culturally responsive and excellent teaching and learning.*

The superintendent's performance: Meets Needs discussion Does not meet

*Areas for Growth:*

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### *Part 2: Performance Standards for Evaluation*

#### *Standard 1: LEADERSHIP*

This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate and understanding multi-cultural and ethnic differences.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

*Areas for growth:*

---

#### *Standard 2: POLICY AND GOVERNANCE*

Working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board, and demonstrating effective governance to staff and the community at large.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

Areas for growth:

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**Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS**

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders, the community as a whole including beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

Areas for growth:

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**Standard 4: ORGANIZATIONAL MANAGEMENT**

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

Areas for growth:

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**Standard 5: HUMAN RESOURCES MANAGEMENT**

This performance standard requires skills in developing and implementing a staff performance evaluation system. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

Areas for growth:

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**Standard 6: LABOR RELATIONS**

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

*The superintendent's performance for this standard:* Meets Needs discussion Does not meet

Areas for growth:

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*Standard 7: VALUES AND ETHICS*

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires superintendents to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

*The superintendent's performance for this standard:* Meets    Needs discussion    Does not meet

Areas for growth:

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## ***Articles/Links***

The Brown Act

<https://firstamendmentcoalition.org/facs-brown-act-primer/>

1st Amendment at Board Meetings, as of October 2019, National School Boards Association

<https://nsba.org/ASBJ/2019/October/First-Amendment>

California School Boards Association

<https://csba.org>

Asian Pacific Islander School Board Member Association

<https://apisbma.org/>

California Association of Black School Educators

<https://cabse.org/>

California Latino School Boards Association

<https://clsba.org/>

*We have reviewed and agreed to these Governance norms and protocols in order to support a positive and effective relationship among Trustees, staff, and our community. We shall renew these agreements annually.*

Affirmed on this \_\_\_\_\_ day of \_\_\_\_\_, 2023

Stephanie Manieri, Trustee Area 6, President \_\_\_\_\_

Omar Medina, Trustee Area 4, Vice President \_\_\_\_\_

Laurie Fong, Trustee Area 7, Clerk \_\_\_\_\_

Ever Flores, Trustee Area 1 \_\_\_\_\_

Roxanne McNally, Trustee Area 2 \_\_\_\_\_

Alegría de la Cruz, Trustee Area 3 \_\_\_\_\_

Ed Sheffield, Trustee Area 5 \_\_\_\_\_

Julie Bui, Student Board Member \_\_\_\_\_

Anna Trunnell, Superintendent \_\_\_\_\_

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

**Mixed Caseloads**

This Agreement was made and entered into this day **February 2, 2023**, by and between Santa Rosa City Schools (“District”) and Santa Rosa Teachers Association (“Association”).

Santa Rosa City Schools (SRCS) and Santa Rosa Teachers Association (SRTA) enter this Memorandum of Understanding and have negotiated and agreed to the following clarification to Article 14.6(d) of the collective Bargaining Agreement.

- 1) Article 14.6(d) currently reads: “Education Specialist (Formerly RSP/SDC: Mixed caseload with a minimum of 7) 22:1”
  - a) A mixed caseload is defined as an Education Specialist with an RSP caseload and a minimum of 7 SDC students and shall be 22:1
    - i) Caseloads with a number of at least 9 and up to 15 SDC students shall be subject to the 15:1 ratio.  
e.g.:
      - 0-6 SDC students = 28:1
      - 7-8 SDC students = 22:1
      - 9+ SDC students = 15:1

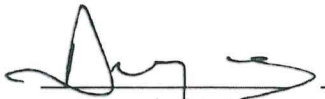
Absent mutual agreement, this MOU will sunset **June 30, 2024**.

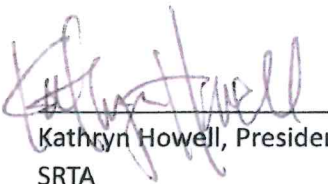
The Association and the District agree that this Memorandum of Understanding shall not constitute a precedent in any grievance proceeding, claim, or litigation raising the same or similar issues.

Dated: 2/3/23

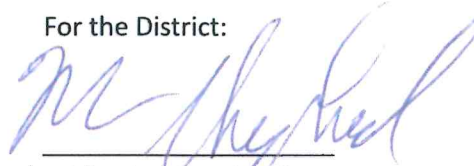
Dated: 2/3/23

For the Association:

  
Ian Myers, Chief Negotiator  
SRTA

  
Kathryn Howell, President  
SRTA

For the District:

  
Michael C. Shepherd, Assistant Superintendent  
Human Resources, SRCS

  
Lisa Cavin, Associate Superintendent  
Business Services, SRCS

  
Anna Trunnell, Superintendent  
SRCS

**Supporting members of the SRTA Association and District negotiating teams:**

SRTA Negotiating Team

Ashley Bell  
Alma Conde  
Kristine Erken  
Angela Ghigliazza  
Danita Haynes  
Hannah Hofman  
Dale Horine  
Tara Lyon

SRCS Negotiating Team

Dr. Roderick Castro  
Dr. Kimberly Clissold  
Kelley Dillon  
Steve Mizera  
Rand Van Dyke  
Amber Williams  
Tim Zalunardo  
Dr. Vicki Zands

Ratified by SRTA:

Approved by the Board:



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 1900 Capitol Avenue  
 Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## VERIFICATION OF REQUIREMENTS For the Provisional Internship Permit

This form must be completed by the employing agency and submitted with each application for a Provisional Internship Permit.

Name of Applicant Ceanne Browne

SSN \_\_\_\_\_

Name of Employing Agency Santa Rosa City Schools

County/District/CDS Code 49-10496/49-70920

- Multiple Subject
- Single Subject - Specify subject(s): \_\_\_\_\_
- Education Specialist - Specify specialty area(s): Mild-Moderate Support Needs

By submitting this form, the employing agency named above verifies that items 1-6 have been completed.

1. A diligent search has been conducted for a suitable credentialed teacher or qualified intern teacher by the following methods and verification of such recruitment efforts is attached:

**Required** recruitment methods (provide photocopies of **all** of the following 3 methods):

- Distributed job announcements
- Contacted college or university placement centers
- Advertised on the Internet

**Optional** recruitment methods (in addition to the required methods above):

- Advertised in professional journals
- Attended job fairs in California
- Attended recruitment out-of-state
- Contacted California teacher recruitment centers
- Advertised in local/national newspapers
- Other (explain)

2. The permit holder will be provided orientation, guidance and assistance during the valid period of the permit

3. Public notice of intent to employ the applicant in the identified position has been given and meets the following criteria (check the box that applies):

**Public School District**

Public notice was presented as an action item on the governing board agenda and acted upon favorably. A copy of the agenda item is attached.

(continued)

The agenda item included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

**County Offices of Education, Nonpublic Schools, Statewide Agencies, and Charter Schools**

Public notice was posted at least 72 hours before the position was filled. A copy of the dated notice is attached.

Public notice included the applicant's name, assignment, including subject(s) grade level(s), school site, and a statement that the applicant will be employed on the basis of a Provisional Internship Permit.

Public notice included a signed statement from the superintendent or administrator confirming there were no objections to the issuance of the permit.

- 4. The permit holder will be provided assistance in developing a personalized plan through an agency-defined assessment that would lead to meeting subject matter competence related to the permit
- 5. The permit holder will be provided assistance to seek and enroll in subject matter training, such as workshops or seminars and site-based courses along with training in test-taking strategies and will assist the permit holder in meeting subject matter competence related to the permit
- 6. The candidate has been apprised of the steps required to earn a credential and enroll in an intern program

I understand that I must complete core academic area subject matter to enroll in an intern program for the Education Specialist Instruction Preliminary Credential (academic areas include art, English, foreign language, mathematics, music, science, social science, and multiple subjects)

Applicant Signature \_\_\_\_\_

**Employing Agency Certification**

This form must be signed by the District/County Superintendent, Personnel Administrator, NPS/NPA Administrator, or Designee.

I certify under penalty of perjury that the information provided on this form is true and correct.

Signature           Jaima Osew          

Title           Human Resources Technician III          

Date           02-06-23

<b>Summary of Contracts -2/22/2023</b>	<b>Cost</b>
Boys and Girls Club Sonoma / Marin	\$45,920.00
Syserco / CalSHAPE	\$818,712.00
The Northern California Center for Well-Being	No Cost
Terris Barnes Walters Boigon Heath Lester (TBWBH), Inc.	\$168,845.00
King Consulting Professional Services	\$55,000.00
<b>Total Cost of Contracts</b>	<b>\$1,088,477.00</b>

Contract Details on Subsequent Pages

Board Meeting Date: February 22, 2023	Contract Number: 1						
<b>Vendor</b>		<b>Service Provided to the following sites or individuals</b>					
<b>Boys and Girls Club Sonoma / Marin</b>		Students at Elementary Sites					
<b>Department / Person Submitting Contract</b>	<b>Cost</b>	<b>Length of Contract</b>			<b>Object Code</b>	<b>Funding Source</b>	
Educational Services / Michael Reimer	Increase Cost of \$45,920.00	March 20-March 24, 2023			1112	Expanded Learning Opportunities Program (ELOP) Fund	
<b>Description of Services</b>		<b>Consideration</b>			<b>Evaluation and Metrics</b>		
The Boys & Girls Club of Sonoma-Marina will expand their services for our district's elementary students. Additional services will include a 5 full day (8:00 - 5:30) camp of enrichment activities during Spring Break (March 20th - 24th) for 160 students. Students can select between a STEM or Arts themed maker camp for the week long program.		This program will be an expansion of the pre-existing extended day services that started in the school year 2020. The original contract date was approved on 6/10/2020, with the most recent annual contract dated 8/10/2022.			The District and the B&G Club will work together on the successful integration of the program and services for up to 160 students and families.		
					<b>Contract Type</b>		
					<b>New &lt; \$5000</b>	<b>Renewal</b>	<b>Addendum</b>
					<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Strategic Priorities:</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>	<b>Priority 6</b>	<b>Priority 7</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Board Meeting Date: February 22, 2023	Contract Number: 2						
<b>Vendor</b>		<b>Service Provided to the following sites or individuals</b>					
<b>Syserco / "CalSHAPE" Plumbing and Ventilation Program</b>		Santa Rosa French American Charter School, Montgomery HS, Piner HS, CCLA, Slater MS, Proctor Terrace ES, and Hidden Valley ES					
<b>Department</b>	<b>Cost</b>	<b>Length of Contract</b>			<b>Object Code</b>	<b>Funding Source</b>	
Business Services / Erik Oden	\$818,712.00	March 1, 2023 - March 1, 2024			N/A	Grant Funding	
<b>Description of Services</b>		<b>Consideration</b>			<b>Evaluation and Metrics</b>		
Purchase and installation of low water use fixtures, installation of new air filters, and maintenance on various HVAC units at various school sites.		SRCS is benefitting from grant monies to help with water efficient fixtures. New sinks, toilets, and landscape sprinkler timers will be installed throughout the District. SRCS will also benefit by receiving new air filters and maintenance to our rooftop HVAC systems.			SRCS will benefit from these new efficiencies and maintenance on HVAC units that will save the District on its utility bills each month. An added benefit is that this is 100% covered by grant funds. The new plumbing fixtures and air filters will also save the District's maintenance budget. Students and staff at seven schools will benefit from the current round of CalSHAPE projects.		
					<b>Contract Type</b>		
					<b>New &lt; \$5000</b>	<b>Renewal</b>	<b>Addendum</b>
					<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Strategic Priorities:</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>	<b>Priority 6</b>	<b>Priority 7</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Board Meeting Date: February 22, 2023	Contract Number: 3							
<b>Vendor</b>		Service Provided to the following sites or individuals						
<b>The Northern California Center for Well-Being</b>		Students and Staff at Elsie Allen HS						
<b>Department / Person Submitting Contract</b>		<b>Cost</b>	<b>Length of Contract</b>			<b>Object Code</b>	<b>Funding Source</b>	
Educational Services / SAFE		No Cost to the District	February 23 - June 30, 2023			N/A	N/A	
<b>Description of Services</b>		<b>Consideration</b>				<b>Evaluation and Metrics</b>		
Northern California Center for Well Being will train students to be peer mentors to educate on healthy practices, drug and alcohol avoidance, and self-care. This is one of the many ways the Elsie Allen High Schools uses the Mission, Vision, and Priorities of the Board to support students. This program is called Project True.		The program will build the Peer Mentor's confidence in developing and facilitating workshops for their peers, where they will teach trauma-informed coping strategies and educate their peers on healthy self-care behaviors and the risk of substance use. Project TRUE was established in 2010 as a program of the Center for Well-Being and is funded in part by a state tobacco prevention grant that the Center holds from 2020 to 2025.				This program will serve up to 20 students during two (2) five (5) week sessions.		
						<b>Contract Type</b>		
						<b>New &lt; \$5000</b>	<b>Renewal</b>	<b>Addendum</b>
						<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Strategic Priorities:</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>	<b>Priority 6</b>	<b>Priority 7</b>	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Board Meeting Date: February 22, 2023	Contract Number: 4							
<b>Vendor</b>		District Wide						
<b>Terris Barnes Walters Boigon Heath Lester (TBWBH), Inc.</b>								
<b>Department</b>		<b>Cost</b>	<b>Length of Contract</b>			<b>Object Code</b>	<b>Funding Source</b>	
Business Services / Lisa Cavin		*Monthly Consulting Fee - \$6500.00 *Hybrid Survey not to exceed - \$39,225.00 *Informational Brochure Mailings - \$51,620.00	March 1, 2023 ongoing until resolution			5800	General Fund	
<b>Description of Services</b>		<b>Consideration</b>				<b>Evaluation and Metrics</b>		
TBWB will provide Parcel Tax ballot measure electoral feasibility, public outreach, and communication consulting services.		SRCS has worked with TBWBH in the past for bond and proposed parcel tax research and communication.				Based on the outcome of the polling (likelihood of passage of a ballot measure), the Board will make a determination of whether or not to call for a parcel tax ballot measure.		
						<b>Contract Type</b>		
						<b>New &lt; \$5000</b>	<b>Renewal</b>	<b>Addendum</b>
						<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Strategic Priorities:</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>	<b>Priority 6</b>	<b>Priority 7</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Board Meeting Date: February 22, 2023	Contract Number: 5						
<b>Vendor</b>							
<b>King Consulting Professional Services</b>		District Wide					
<b>Department</b>	<b>Cost</b>	<b>Length of Contract</b>		<b>Object Code</b>	<b>Funding Source</b>		
Business Services / Lisa Cavin and Erik Oden	Increase cost of, not to exceed \$55,000	2022/2023 fiscal year		9040	Special Reserve for Capital Outlay Fund		
<b>Description of Services</b>		<b>Consideration</b>			<b>Evaluation and Metrics</b>		
Consultant will make determination of the District's State School Facility Program (SFP) New Construction Eligibility and assist SRCS in applying for modernization funding reimbursements from the state.		King Consulting is an established and recognized school facility planning firm. With a wide array of services, King Consulting to assist school districts across California with their school planning needs and funding opportunities. This addendum is to provide an additional 300 hours for the professional consulting services agreement that was Board approved on 10/26/2022. This addendum will provide the additional hours to prepare and obtain the necessary State agency approvals to prepare and submit State Modernization Funding Applications. When reimbursement funding is received, it must be reinvested in district facilities, unless the original project was funded from general fund dollars.			So far, King has helped identify over \$12 million dollars for our elementary district and \$37 million dollars in our secondary district for potential state funding. The continued work will help gain additional funding in the upcoming years. Specifically, the addendum for the remainder of 22/23 will cover the work required to submit up to five applications for a total of approximately \$11 million in reimbursements for completed projects. The reimbursed funds may be used to repair, maintain, or upgrade district facilities.		
<b>Contract Type</b>							
<b>New &lt; \$5000</b>		<b>Renewal</b>		<b>Addendum</b>			
<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>			
<b>Strategic Priorities:</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>	<b>Priority 6</b>	<b>Priority 7</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>