

MEETING MINUTES

Santa Rosa City Schools Board Meeting of May 24, 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](#).

La reunión de la mesa directiva del distrito escolar *Santa Rosa City Schools* del 24 del mayo 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 Ejecutiva en las Cámaras del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) 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 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

Voting Members

Alegria De La Cruz, Board of Education Director
Ever Flores, Board of Education Clerk
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
Jeremy De La Torre, Board of Education Director

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

President Manieri called the meeting to order at 4:03 pm.

1. Public Comment on Closed Session Agenda

The following individuals addressed the Board during public comment:

- Janice Rodeck - RVMS Assistant Principal
- Kristen Bathe - RVMS concerns / Assistant Principal
- Kara Myers - Support of Assistant Principal
- Kelly Wattell - RVMS Assistant Principal
- Christine Knight - RVMS Safety Concerns
- Jen Toby - Support of RVMS Assistant Principal
- Jennifer Brown - RVMS concerns
- Ian Myers - Support of RVMS Assistant Principal
- Lindsey Qualls - RVMS concerns / Assistant Principal
- Ann Mary Ferguson - RVMS Assistant Principal
- Vanessa Ruiz - RVMS Assistant Principal
- Cassie Kubiak - Support of RVMS Assistant Principal
- Ola King - Claye - Support of RVMS Assistant Principal
- Nathan Willis - Support of RVMS Assistant Principal

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. Conference With Labor Negotiator (Name of designated rep attending: Mike Shepherd (SRCS); name of organization: SRTA/CSEA [Gov. Code § 54957.6])**
- 4. Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**
- 5. Student Expulsions (Case No: 22/23-29) [Ed. Code § 48918]**

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

The meeting reconvened at 6:05 pm. Director Bui was present.

1. Pledge of Allegiance

President Manieri led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Trustee De La Torre led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

There was no report of action taken in the closed session.

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

Motion Passed: Case No. 22/23-29

Motion made by: Ever Flores

Motion seconded by: Omar Medina

Voting:

Ever Flores - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

5. Statements of Abstention

There were no statements of abstention.

6. Adjustments to Agenda

There were no adjustments to the agenda.

7. Public Comment On Non Agenda Items

The following individuals addressed the Board during public comment:

- Jason Andrews - CSEA negotiations / Increase wages

- Valerie Mentjox - Classified positions and wages
- Karen Wagner - Safety of students and staff / Classified workers
- Carrie Taylor - Understaff of schools
- Adina Flores - Pending lawsuit/concerns about staff and Board members
- Shelby Pryor - Equity, racism, safety
- Margaret Buhn - Classified wage increase
- Victor Magness - Class sizes
- Maria Pozzi - Student Board Member/SRO's
- Heidy Zaragoza - Classified wage increases / CNS
- Deanna Olivarez - Student participation in YouthTruth and Panorama surveys
- Lynnette Casey - Classified wage increase/Student Board Member
- Gerald Staub - Concerns for the Board
- Shamima Ashraf - Classified wage increase

8. Special Presentation for Outgoing Student Board Member Julie Bui

Superintendent Trunnell led the special presentation for outgoing Student Board Member Julie Bui. Each Board member thanked Julie for her service to Santa Rosa City Schools and wished her well in the future.

D. REPORTS

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

President Lehman gave a CSEA Santa Rosa 75 report.

2. Santa Rosa Teachers Association (SRTA) Report

President Howell gave a SRTA report.

3. Superintendent Report

a. Safety Advisory Round Table (SART) Report

Superintendent Trunnell updated the Board on the Safety Advisory Round Table (SART) meetings. Ms. Trunnell will bring the committee's recommendations to the Board on June 28, 2023.

b. Superintendent's Annual Report

Superintendent Trunnell presented her Annual Report to the Board. A copy of the presentation is attached to the meeting minutes.

4. Board President Report

President Manieri gave a report.

5. Board Member Reports

Director Bui, Director De La Torre, Director Sheffield, and Director De La Cruz gave reports.

6. CSBA Report

There was no CSBA report.

E. DISCUSSION / ACTION ITEMS

1. (Discussion) Empowering Student Learning Through Technology

Michael Reimer and Adrian Bica led the discussion regarding empowering students to learn through technology to the Board. Mr. Bica demonstrated the 75" ViewSonic Interactive Flat Panel (IFP) and its combination of durable construction and hardware, software, and ease of use features. Dr. Reimer introduced the possibilities for learning with demonstrations from Tiffany Millea, Teacher, Proctor Terrace Elementary School and Brett Ainsworth, Teacher, Hilliard Comstock Middle School. Linda Kastanis, Technology Integration TOSA, also attended the meeting and was on-hand to answer questions regarding training for staff.

The duration of the Board's questions and comments lasted 41 minutes.

The following individuals addressed the Board during public comment:

- Kathryn Howell
- Adina Flores
- Shelby Pryor
- Brittany Engelke-Affronti
- Deanna Olivarez
- Ashley Bell

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

Associate Superintendent Lisa Cavin and Director of Child Nutrition Services (CNS) Ed Burke led the update on the CNS department. Mr. Burke provided the Board with the latest news in CNS and a snack offered at school sites.

The duration of the Board's questions lasted 21 minutes.

The following individuals addressed the Board during public comment:

- Shelby Pryor
- Adina Flores

At 9:53 pm, Director Flores made a motion to extend the meeting to 12:00 am. Director Medina seconded the motion. All were in favor, no opposition and no abstentions.

Director Bui left the meeting at 10:00 pm.

3. (Action) Form a Board Subcommittee in Relationship with the City of Santa Rosa

President Manieri and Vice President Medina presented the information necessary to form a Board Subcommittee in relationship with the City of Santa Rosa. It was recommended that the committee be comprised of three (3) SRCS Board members and (3) the City of Santa Rosa Board members.

The following individuals addressed the Board during public comment:

- Shelby Pryor
- Adina Flors
- Deanna Olivarez
- Rigel Brown
- Gerald Staub

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

Motion Passed: Director Medina, Director De La Cruz, Director De La Torre to be appointed to serve on the Board Subcommittee.

Motion made by: Ed Sheffield

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

4. (Action) Approval of First Read, and Potential Waive of Second Read for CSBA Updated Policy 6146.1 - High School Graduation Requirements: Ethnic Studies

Assistant Superintendent Dr. Castro and Executive Director Tim Zalunardo presented the Approval of First Read and Potential Waive of Second Read for CSBA Updated Policy 6146.1 - High School Graduation Requirements: Ethnic Studies to the Board.

The following individuals addressed the Board during public comment:

- Shelby Pryor
- Adina Flores
- Ashley Bell

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

Motion Passed: Approval of First Read and Potential Waive of Second Read for CSBA Updated Policy 6146.1 - High School Graduation Requirements: Ethnic Studies

Motion made by: Omar Medina

Motion seconded by: Alegria De La Cruz

Voting:

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

5. (Discussion) First Reading of Updated Board Policy 6146.1 - High School Graduation Requirements: Special Education

Executive Director Steve Mizera led the discussion regarding the First Reading of Updated Board Policy 6146.1 - High School Graduation Requirements: Special Education.

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

The following individuals addressed the Board during public comment:

- Adina Flores
- Margaret Buhn
- Ashley Bell
- Shelby Pryor

6. (Discussion) Governor's May Revision Update to the Proposed 2023-24 State Budget

Associate Superintendent Lisa Cavin and Executive Director Joel Dontos led the discussion of the Governor's May Revision Update to the Proposed 2023/24 State Budget.

The duration of the Board's questions lasted 3 minutes.

The following individuals addressed the Board during public comment:

- Adina Flores
- Shelby Pryor
- Ashley Bell

7. (Action) Approval of Proposed Revisions to the Certificated Guest Teacher and Classified Substitute Salary Schedule Rates

Assistant Superintendent Michael Shepherd presented the Approval of Proposed Revisions to the Certificated Guest Teacher and Classified Substitute Salary Schedule Rates to the Board.

The following individuals addressed the Board:

- Ashley Bell
- Adina Flores
- Shelby Pryor

The duration of the Board's comments lasted for 6 minutes. The Board requests that District staff return with more information on how we can reduce the differential pay for our teachers now that the emergency order is over.

Motion Passed: Approval of Proposed Revisions to the Certificated Guest Teacher and Classified Substitute Salary Schedule Rates.

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

8. (Action) Approval of Provisional Internship Permit Application (PIP) for Taylor Barstow

Assistant Superintendent Mike Shepherd presented the Approval of the Provisional Internship Permit Application (PIP) for Taylor Barstow to the Board.

Motion Passed: Approval of the Provisional Internship Permit Application (PIP) for Taylor Barstow

Motion made by: Alegria De La Cruz

Motion seconded by: Omar Medina

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

9. (Action) Approval of Provisional Internship Permit Application (PIP) for Celina Luna

Assistant Superintendent Michael Shepherd presented Approval of the Provisional Internship Permit Application (PIP) for Celina Luna to the Board.

Motion Passed: Approval of Provisional Internship Permit Application (PIP) for Celina Luna

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

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

10. (Action) Approval of Provisional Internship Permit Application (PIP) for Dylan Santiago

Assistant Superintendent Michael Shepherd presented the Approval of the Provisional Internship Permit Application (PIP) for Dylan Santiago to the Board.

Motion Passed: Approval of Provisional Internship Permit Application (PIP) for Dylan Santiago.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

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

11. (Action) Approval of Short-Term Staff Permit (STSP) for Kurt Chapman

Assistant Superintendent Michael Shepherd presented the Approval of a Short-Term Staff Permit (STSP) for Kurt Chapman to the Board.

Motion Passed: Approval of a Short-Term Staff Permit (STSP) for Kurt Chapman

Motion made by: Ever Flores

Motion seconded by: Omar Medina

Voting:

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

F. CONSENT ITEMS

Motion Passed: Approval of Consent Items F.2-F.17

Motion made by: Omar Medina

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

- 1. Approval of Absent Board Members**
- 2. Approval of Personnel Transactions**
- 3. Approval of Vendor Warrants**
- 4. Approval of Donations and Gifts**
- 5. Approval of Contracts**
- 6. Approval of California Interscholastic Federation Representatives**
- 7. Approval of Proposal for In-Wall Lunch Tables for Proctor Terrace, Steele Lane, Hidden Valley Elementary Schools, and Santa Rosa French-American Charter School**
- 8. Approval of Proposal for Special Inspection and Testing Services on the Cesar Chavez Language Academy Roof and HVAC Replacement Project**
- 9. Approval of Proposal for Special Inspection and Testing Services on the Santa Rosa High School Phase 3 and DeSoto Hall Roof and HVAC Replacement Projects**
- 10. Approval of New Course Proposal: Small Group Instruction**
- 11. Approval of Job Description for Operations Manager, Child Nutrition Services**
- 12. Approval of Job Description for Certified Occupational Therapist Assistant (COTA)**
- 13. Approval of Job Description for Coordinator, Multilingual Services**
- 14. Approval of Job Description for Coordinator, Alternative Education**
- 15. Approval of the Proposal from Van Pelt Construction Services for Program Management for Bond Measures C & G**
- 16. Approval for Professional Services Proposal for Axia Architects for the Architectural and Engineering of the Helen Lehman Roofing and HVAC Project (Measure L)**
- 17. Approval of the Student Representative to the Board of Education for 2023/2024 School Year**

G. APPROVAL OF MINUTES

1. Approval of Minutes of the Regular Board Meeting Held On May 10, 2023

Motion Passed: Approval of Minutes of the Regular Board Meeting held on May 10, 2023.

Motion made by: Ed Sheffield

Motion seconded by: Omar Medina

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

H. BOARD MEMBER REQUESTS FOR INFORMATION

I. INFORMATION ITEMS

- 1. Future Board Discussion Items**
- 2. Board Conduct and Code of Ethics**
- 3. Educational Acronyms and Abbreviations**

J. ADJOURNMENT

The meeting adjourned at 11:21 pm.

Superintendent's Annual Report

Board Meeting - May 24, 2023

Presented by Superintendent Anna Trunnell

Embrace • Engage • Empower

Abrazar • Involucrar • Empoderar

Santa Rosa City Schools - MVP's

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.

Santa Rosa City Schools - MVP's

Strategic Priorities

- Priority 1: Life Ready Learners
- Priority 2: Whole Person Focus
- Priority 3: High Quality Staff
- Priority 4: Teaching and Learning Environment and Resources
- Priority 5: Equity and Excellence
- Priority 6: Family Engagement and Community Partnerships
- Priority 7: Sustainable Funding

Re-election of Board Members!



New Board Members!



#SRCSHearSandMinds

<https://www.facebook.com/hashtag/srcsheartsandminds>



Our Schools

Elementary (10)

- Abraham Lincoln
- Albert Biella
- Brook Hill
- Helen Lehman
- Hidden Valley
- James Monroe
- Learning House
- Luther Burbank
- Proctor Terrace
- Steele Lane

Middle (4)

- Herbert Slater
- Hilliard Comstock
- Rincon Valley
- Santa Rosa

High School (6)

- Elsie Allen
- Maria Carrillo
- Montgomery
- Piner
- Ridgway
- Santa Rosa

Charters (4)

- Santa Rosa Accelerated
- Santa Rosa Charter School for the Arts
- Santa Rosa French-American
- Cesar Chavez Language Academy

Preschool (2)

- Lewis Early Learning Academy
- Steele Lane Preschool

Staff Demographic Information

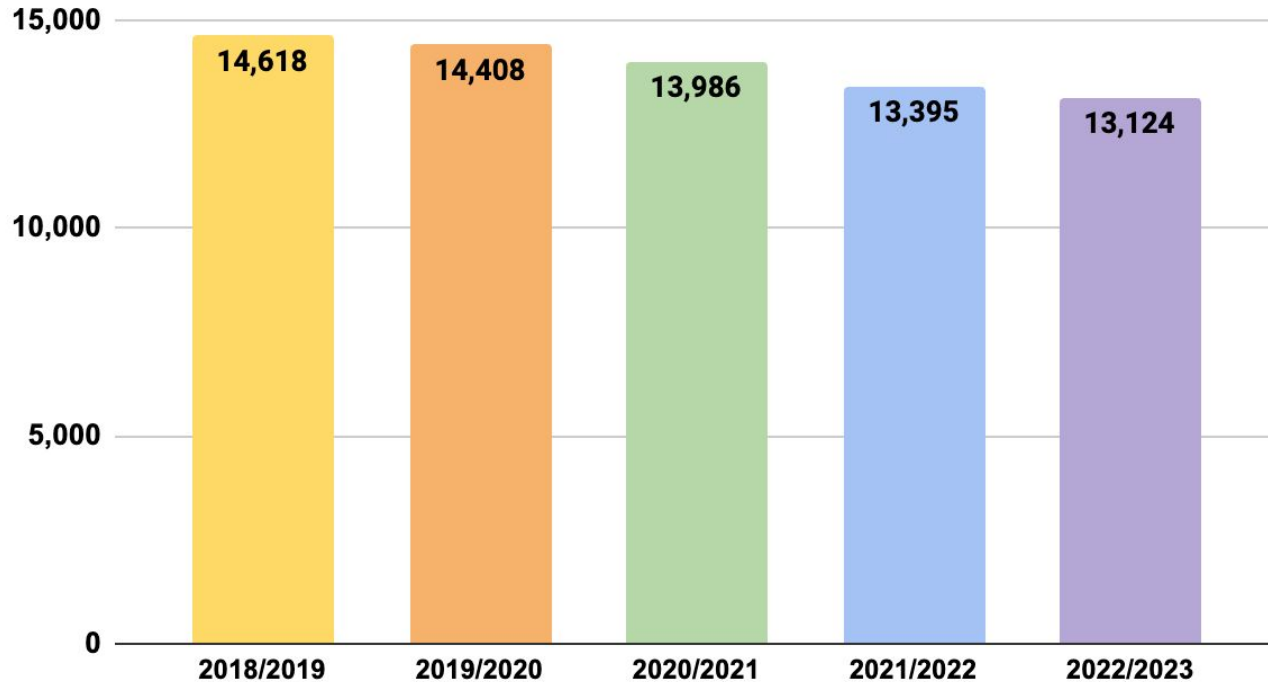
Total		
Race/Ethnicity	Number	%
African American	51	3%
American Indian/Alaskan	35	2%
Asian	1	0%
Asian Indian	9	1%
Cambodian	4	0%
Chinese	12	1%
Filipino	15	1%
Hawaiian	1	0%
Hispanic/Latino	115	7%
Japanese	9	1%
Korean	1	0%
Laotian	10	1%
Other Asian	8	0%
Other Pacific Islander	2	0%
Samoan	1	0%
Vietnamese	2	0%
White	1383	83%
Declined to State	15	1%
Total	1674	100%

Certificated		
Race/Ethnicity	Number	%
African American	12	1%
American Indian/Alaskan	17	2%
Asian	0	0%
Asian Indian	1	0%
Cambodian	1	0%
Chinese	6	1%
Filipino	8	1%
Hawaiian	1	0%
Hispanic/Latino	41	4%
Japanese	2	0%
Korean	1	0%
Laotian	0	0%
Other Asian	1	0%
Other Pacific Islander	0	0%
Vietnamese	2	0%
White	926	91%
Declined to State	2	0%
Total	1021	100%

Classified		
Race/Ethnicity	Number	%
African American	39	6%
American Indian/Alaskan	18	3%
Asian	1	0%
Asian Indian	8	1%
Cambodian	3	0%
Chinese	6	1%
Filipino	7	1%
Hawaiian	0	0%
Hispanic/Latino	74	11%
Japanese	7	1%
Korean	0	0%
Laotian	10	2%
Other Asian	7	1%
Other Pacific Islander	2	0%
Samoan	1	0%
Vietnamese	0	0%
White	457	70%
Declined to State	13	2%
Total	653	100%

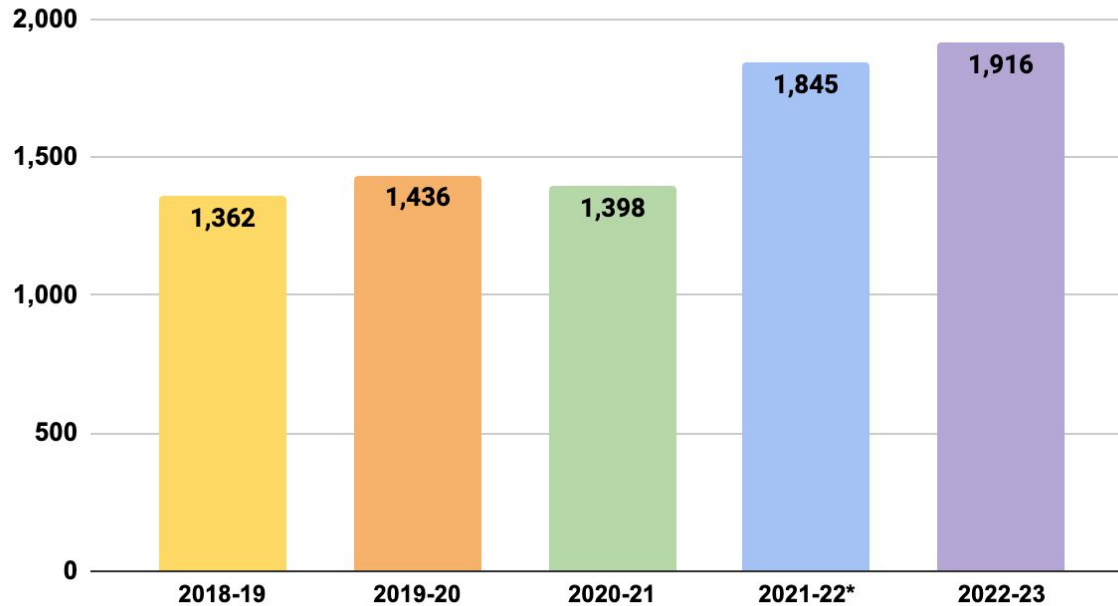
Our Students

SRCS K-12 Enrollment Trends (Non-Charter)



Our Students

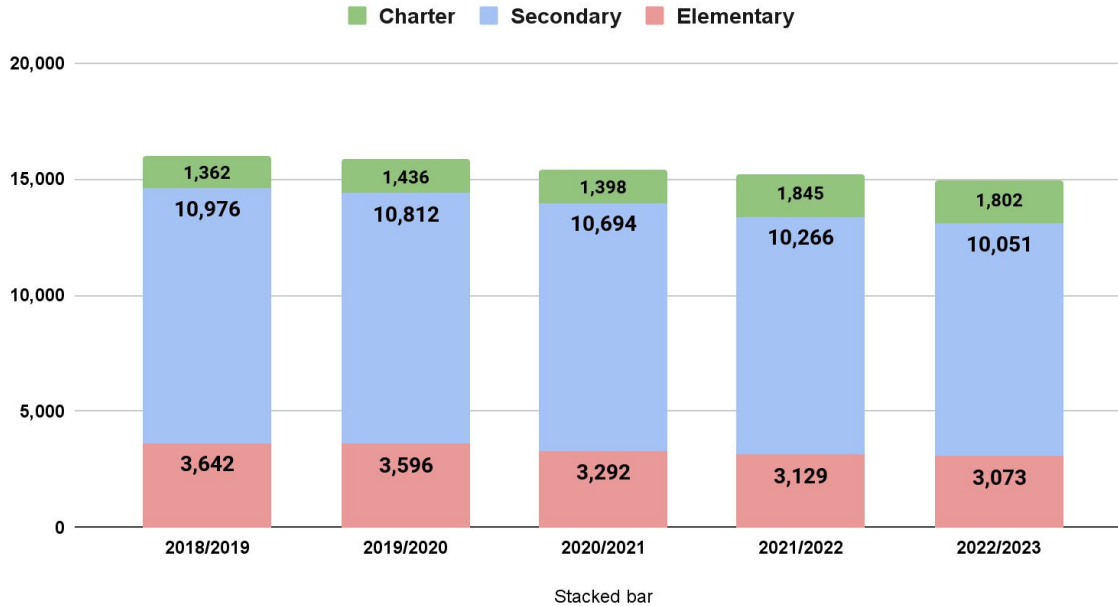
SRCS K-12 Enrollment Trends (Charter)



*Includes students who transition from Cook Middle School

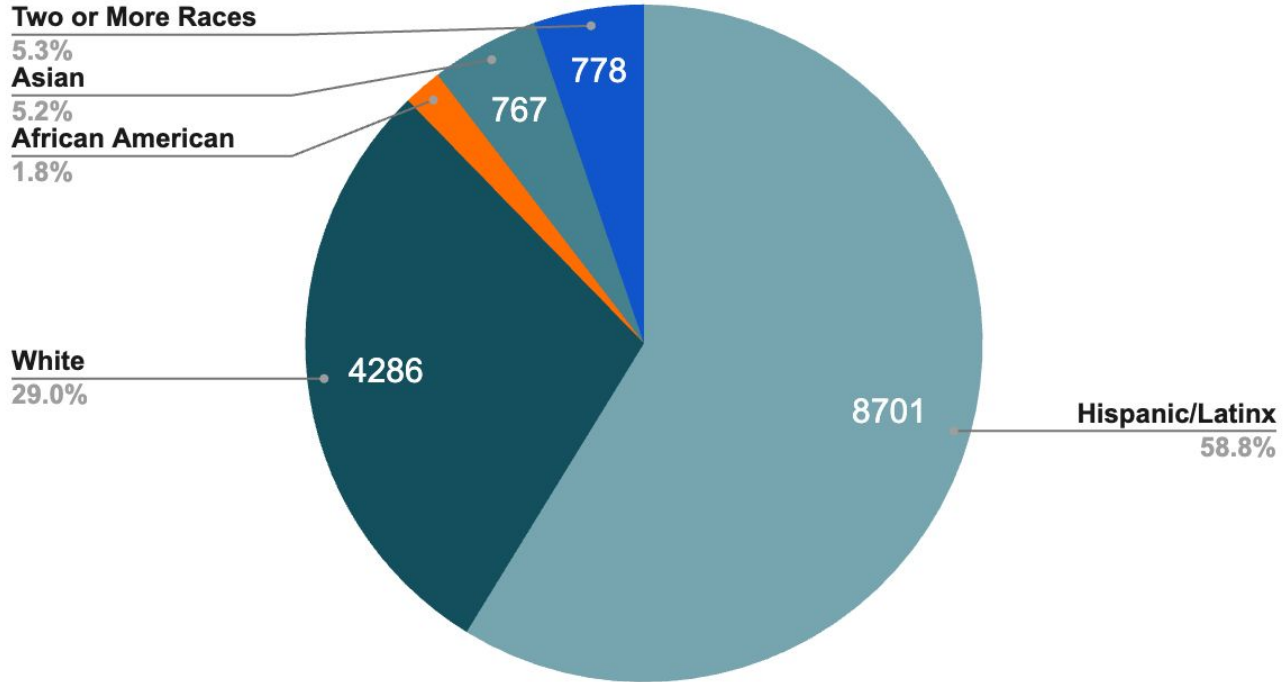
Our Students

SRCS Enrollment 2018/2019 - 2022/2023



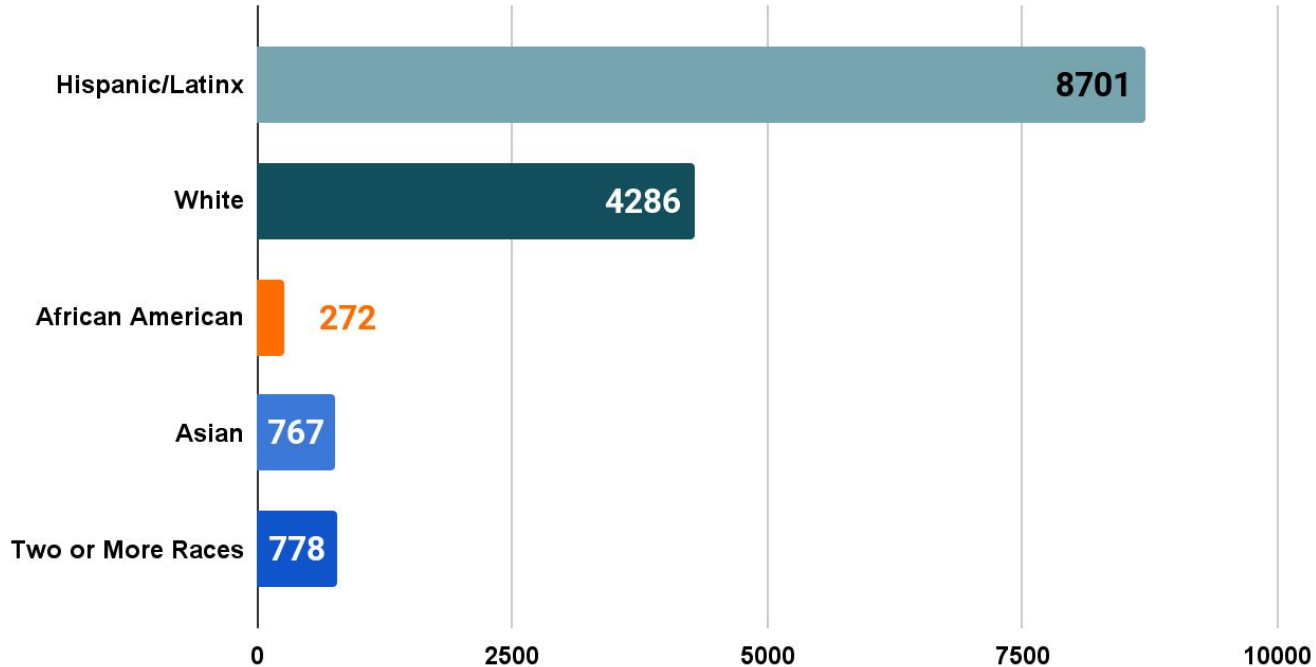
Our Students

SRCS Enrollment by Race



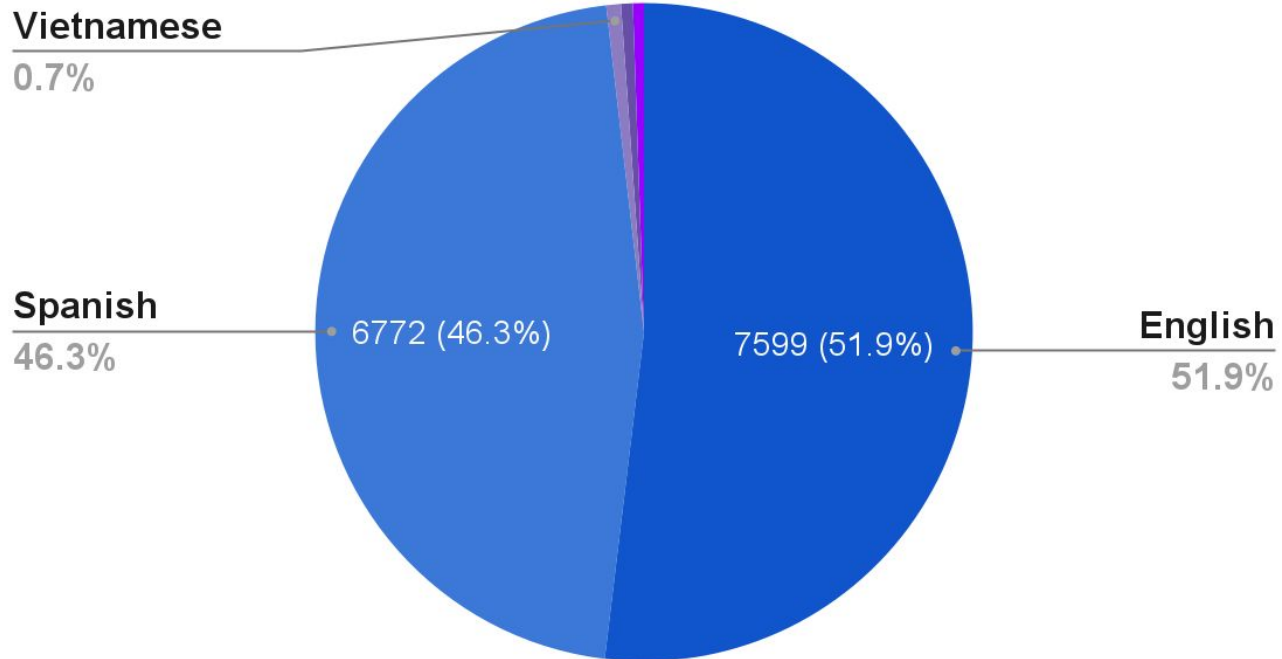
Our Students

SRCS Enrollments By Race



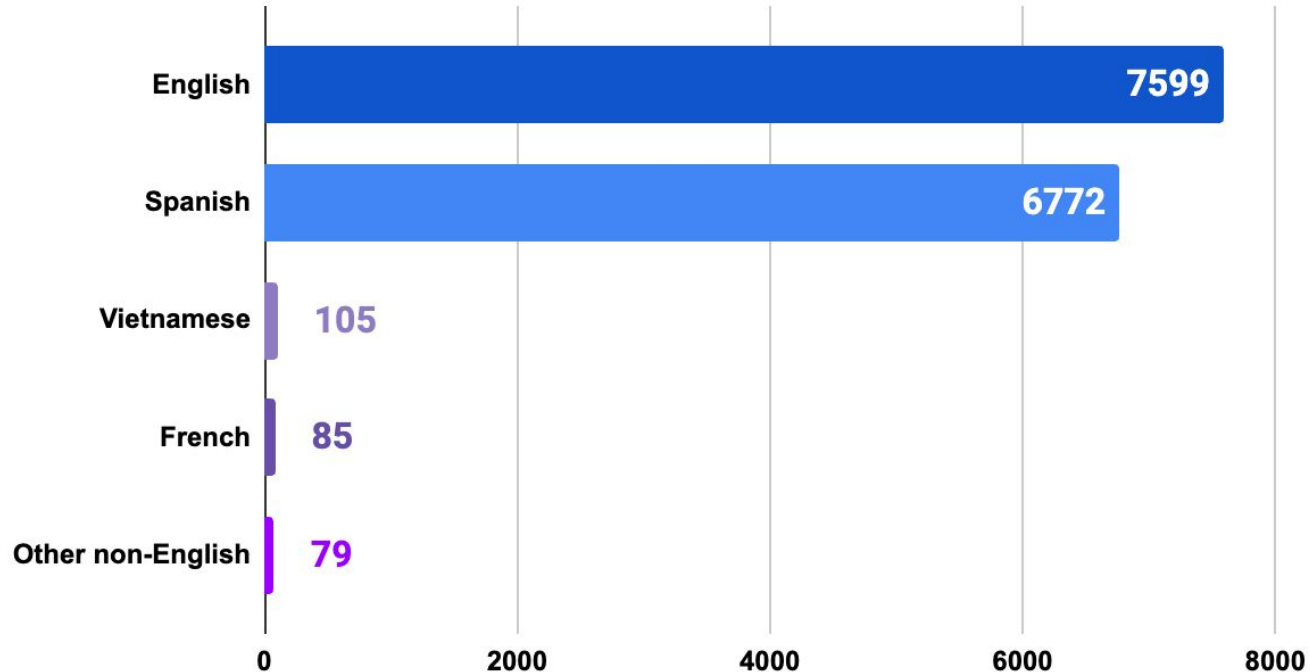
Our Students

Top 5 Home Languages SRCS



Our Students

Top 5 Home Languages SRCS



2022 Summer Programs

- Project Make
- TK-6 Academy
- Credit Recovery
- Boys & Girls Club
- Extended School Year (ESY)
- Acellus
- Migrant Education
- Mike Hauser
- SRCS Child Care
- Summer Camps
- Jump Starts
- Excel for Youth
- Mariachi/Arts Camp
- Alliance Redwoods
- LandPaths
- Women in Construction
- Ridgway BOOST

Year	# of Students
2022	2703
2021	3402
2020	1646
2019	1732
2018	2186
2017	1281



Increased Collaboration Efforts

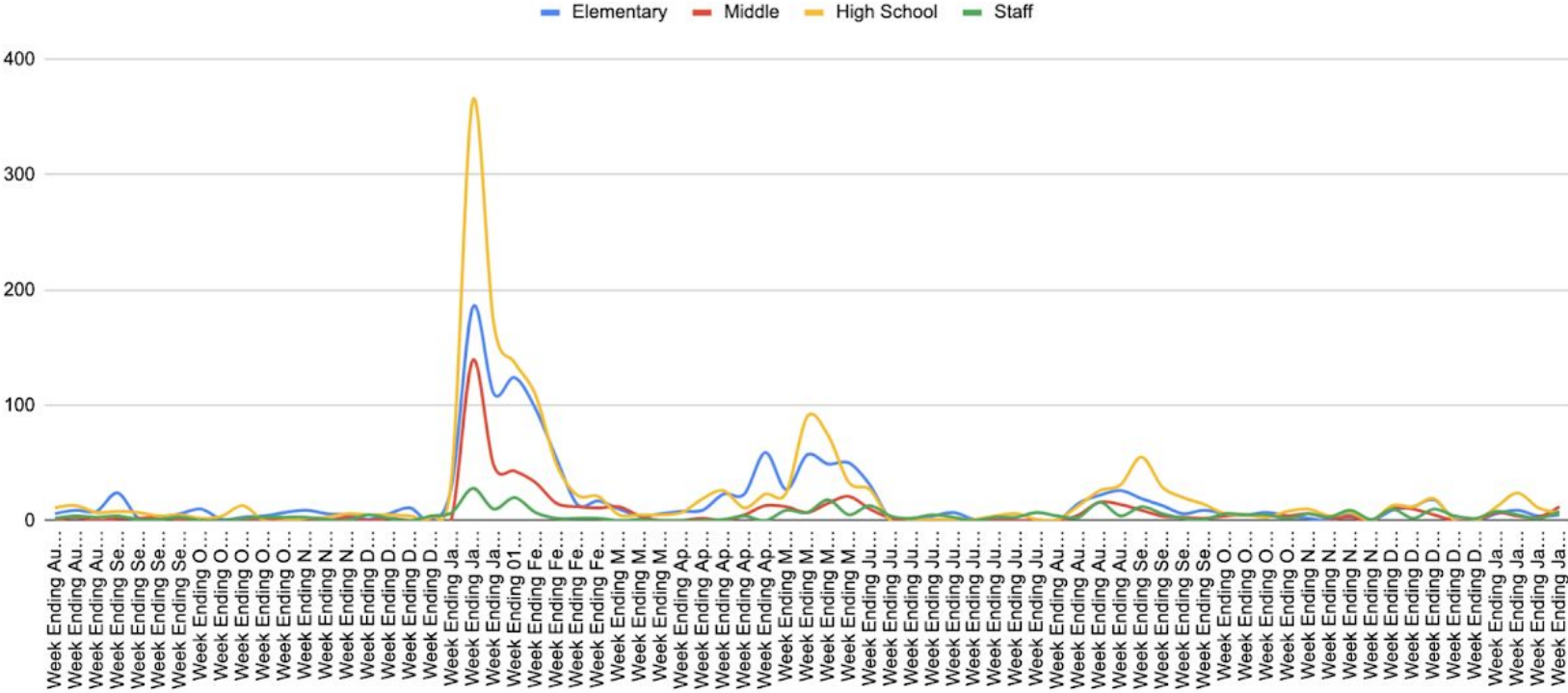
- English Learner Advisory Committee (ELAC)
- District English Learning Advisory Committee (DELAC)
- Citizens' Oversight Committee (COC)
- Classroom Technology Advisory Committee (CTAC)
- New!
 - Superintendent's Advisory Network (SAN)
 - Partners in Education (PIE)
 - Safety Advisory Round Table (SART)
- Add for next year: Student Leadership Advisory (actual name may differ)

Human Resources Highlights

- **In-House Fingerprinting (Live Scan) Services**
 - Currently serving New Employees, Substitutes and Coaches (current)
 - Volunteers starting in the 2023-2024 school year
- **Senior Secretary / Front Desk Receptionist for the District Office**
 - Enhanced Customer Service/Bilingual support
- **Classified Evaluations in Frontline starting in 2023-2024**
 - Certificated Evaluations in Frontline in 2024-2025

2022/2023 COVID-19 Pandemic Data

SRCS Confirmed Positive C-19 Cases Aug.12, 2021 - May 18, 2023



Facilities, Maintenance, & Operations

- Facilities Master Plan
 - Update Fall 2022
 - Program Manager and Construction Manager Pools Established
 - Architectural and Engineering Pools Established
 - Plan Revision for Measures C & G
 - Committee and Site Meetings Spring 2023
 - Draft Revision Summer 2023
 - Site and Community Meetings Fall 2023
 - Final Plan Revision for Board Action November 2023
 - Demographic Study
 - Reimbursement Applications
- Facilities, Maintenance, and Operations Department Restructure
 - Staffing for Program Efficiency & Effectiveness
- Bathroom Renovations, HVAC, Roofing, Solar Projects Summer 2023
- Implementation of PLA/PSA
- Work Orders
 - 3,442 Received
 - 3,143 Resolved



Santa Rosa High School - Ag Facility

Tubbs Fire 2017

Rebuilding began 2021

Ribbon Cutting 2022

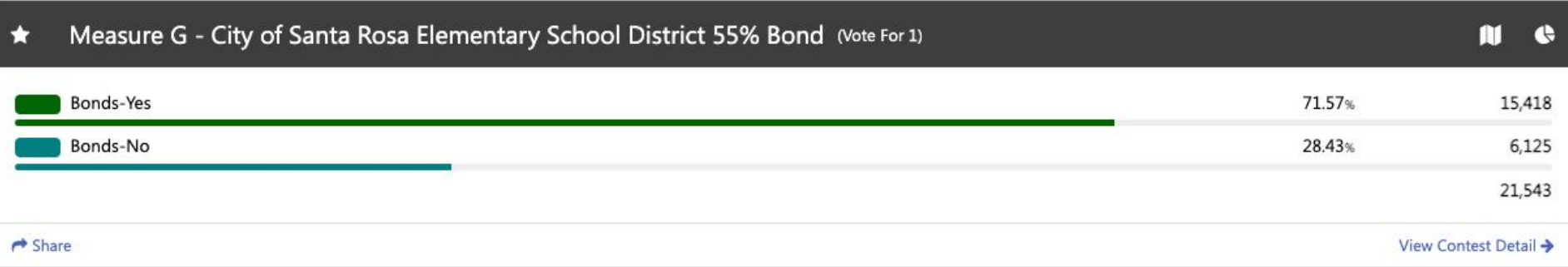
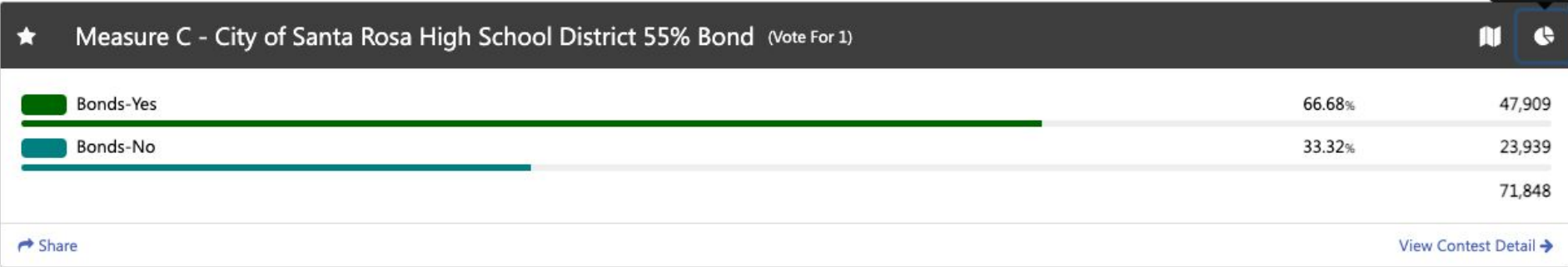


Fiscal Planning

- Reporting
 - 45 Day Budget Revision (Aug. '22)
 - Unaudited Actuals Report (Sept. '22)
 - GANN Limit (Sept. '22)
 - First Interim Fiscal Report (qualified certification) (Dec. '22)
 - Independent Audit Report (Jan. '23)
 - Governor's Budget Proposal (Jan. '23)
 - 2nd Interim Fiscal Report (positive certification) (March '23)
 - Governor's May Revise (May '23 - tonight)
- Mandated Block Grants Funding (Aug. '22)
- Bond Program
 - Citizens' Oversight Committees (I, L, C & G)
 - Measures C & G - Issuance (Mar/Apr '23)
- LCAP
 - Revisions to adopted LCAP (Sept. '22)
 - Public Hearing/Adoption (June '23)
- 2023-24 Budget Public Hearing/Adoption (June '23)
- Federal Funding Reporting - Quarterly
- Budget Advisory Committee



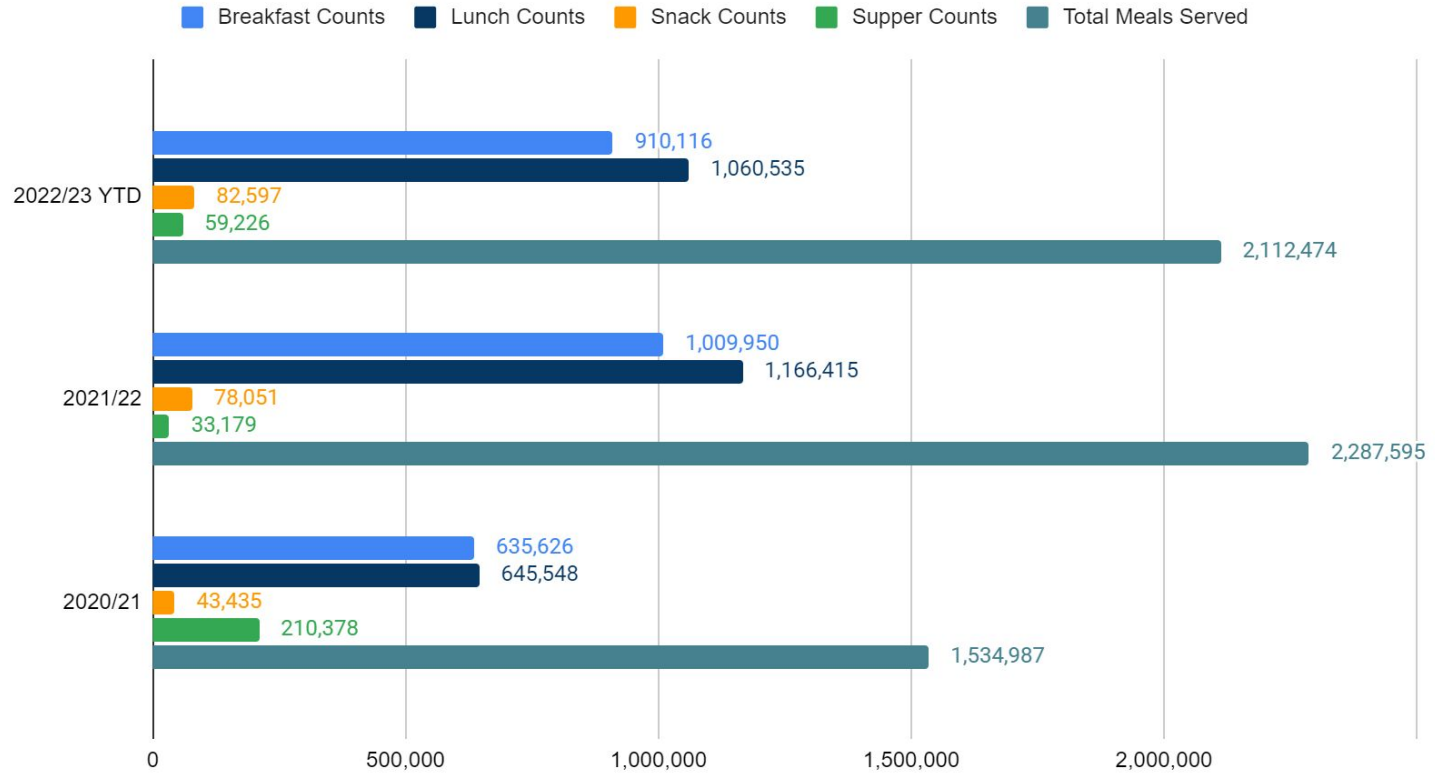
Bond Measures C & G - Nov. 8, 2022 Voting Results



Source: <https://results.enr.clarityelections.com/CA/Sonoma/115630/web.307039/#/summary>



SRCS Meals Served Over Three Years



Special Services Highlights

- Increased by 124 students first-time access to Core classes with General Education peers through Co-Teaching
- Additional 85 students this year on Diploma Track
- 39 more SCOE students served in their Home District with 8 more for 2024-25
- Structured Literacy reading program for all 1-6th grade students with gains over grade level
 - *“The Sondag Program has given my students confidence in themselves as readers. Many students have made more than a year’s growth this year, and the foundation has been laid for future growth!” ~ Carolyn Smith, Ed. Specialist, CCLA*
- Supporting large increases in Special Education Referrals
- Continued opening of 5 new classrooms (92 students) to support additional referrals students, with Programs in: Pre-School, Counseling, Autism Spectrum, Extensive Needs

Educational Services Highlights

- Reconnecting with our students:
 - Street Data
 - PoPs
 - Seal of Biliteracy
- Revisiting Instructional Practices:
 - Math Focus & Redesign
 - Ethnic Studies Expansion
 - Early Literacy
 - EL Master Plan Revision
- Additional Supports
 - Extended Learning Opportunities
 - Extracurricular and Interventions
- New! Deep Focus on Alternative Education Programs

Social & Emotional Wellness Supports

- YouthTruth Survey (K-12 students, staff, parents)
- Panorama Survey (K-12 students)

Our Available Curriculum for **Tier 1** Social-Emotional Learning in SRCS

<u>Elementary</u>	<u>Middle School</u>	<u>High School</u>
Restorative Practices & PBIS	Restorative Practices & PBIS	Restorative Practices & PBIS
The Panorama Playbook	The Panorama Playbook	The Panorama Playbook
Wayfinder [®] (6th)	Wayfinder [®]	Wayfinder [®]
Toolbox Tools [®] Kimochis [®]	Why Try [®]	



Information & Evaluation Services Highlights

- State Reporting:
 - Student information, enrollment, programs, language assessment, attendance
 - Fix errors in Aeries according to the Calpads data or adjusting in Calpads accordingly.
 - Communication with other school districts to fix enrollment errors in the system.
- State Testing:
 - Improved test completion rates from 63% to 86% for CAASPP and from 90% to 93% for ELPAC.
- ParentSquare:
 - Set-up automated student groups based on grade level and counselors.
 - Created a form that enables staff members, (such as school based therapists, nurses, and site-techs), to be added to ParentSquare sites outside of their Escape assignment.
 - Updated school colors, logos, and mottos
 - Improved staff usage from 32.8% last year to 48.17% this year.
 - Supported and resolved over 100+ ParentSquare related ZenDesk tickets
- ZenDesk:
 - Redesigned categories and mapping for more effectiveness in managing and resolving tickets.
 - Department has resolved over 850+ ZenDesk tickets this year

Technology Highlights

Completed:

- 1:1 Chromebook Program refresh to equip students with Chromebooks compatible for testing
 - 1:1 Chromebook model for Elementary Schools (carts in every classroom, emergency CBs)
- Initial Rollout of the Classroom Technology project - Interactive flat panels and voice amplification systems (8 ES, 2 MS, 1 HS)
- Classified employee equipment refresh
- Wide Area Network (WAN) - Migration of all school sites to Dark Fiber

In the Works:

- Completion of Teacher Technology Standard equipment distribution (mostly iPads)
- Migration of cell phones to FirstNet and later to EPTT (Enhanced Push-To-Talk) to address communication issues during emergencies
- Phase 2 rollout of Classroom Technology project - Interactive flat panels and voice amplification systems
- Extra security cameras and clock speakers district-wide
- 4 years 1:1 Chromebook refresh - this is ongoing every year as long as we can fund it

Unification/Feasibility Study

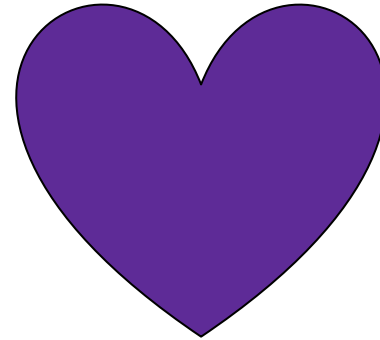
- January 13, 2021 - Board Resolution to approve the feasibility study to be conducted by Sonoma County Office of Education
- October 3, 2022 - Sonoma County Office of Education presents feasibility study report to the Board
- January 18, 2023 - SRCS Board takes action to select Scenario 1 (Full Unification) of the Feasibility Study for continued review

Next Steps:

- Next phase of the report begins summer 2023 for potential presentation to the Board in Fall 2023.

Your Voice, Our Commitment

- March 1 tragedy
- March 7 Community Listening Session
- Safety Advisory Round Table (SART)
 - Safety & Security
 - Communication & Transparency
 - Facilities
 - Mental Health & Counseling
- Student Voices (walkouts, listening sessions)
- Ongoing listening sessions
- Assignment of additional administrators on school campuses (including from SCOE)
- Training for all administrators/Board members on discipline policies/practices
- Collaboration with the Violence Prevention Partnership (community-wide)



Continued Focus for 2023/2024

- A commitment to continue to keep students and staff safe and healthy.
 - Consider additional staffing for supervision and safety
 - Facilities upgrades for safety and well-being
- A continued focus on improving and reinforcing strong instructional practices.
 - Calibration of best practices and professional development opportunities
- An unwavering social emotional and mental health support system for students and staff.
 - Reinforce the tools and resources available to increase social emotional wellness
 - Consider additional staffing for social emotional support
 - Consider wellness centers
- And, an unrelenting determination to keep equity, anti-racism, and social justice at the heart of everything we do.
 - Reinforcement of behavioral expectations and support practices
 - Data-driven decision making

Questions?



Embrace • Engage • Empower

Abrazar • Involucrar • Empoderar



Empowering Student Learning Through Technology

Classroom Technology Upgrades - Update May 2023



LCAP Goal #1

SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

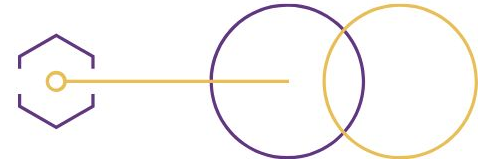


LCAP Goal #2

SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families and staff.

LCAP Goal #3

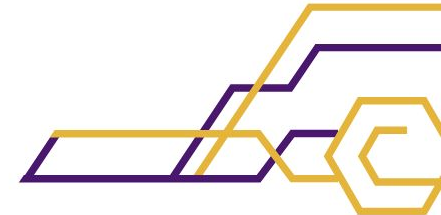
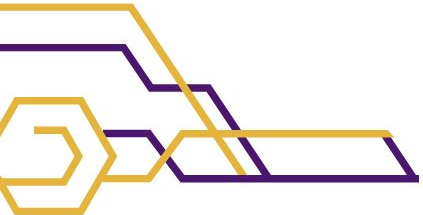
SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.



Empowering Student Learning Through Technology



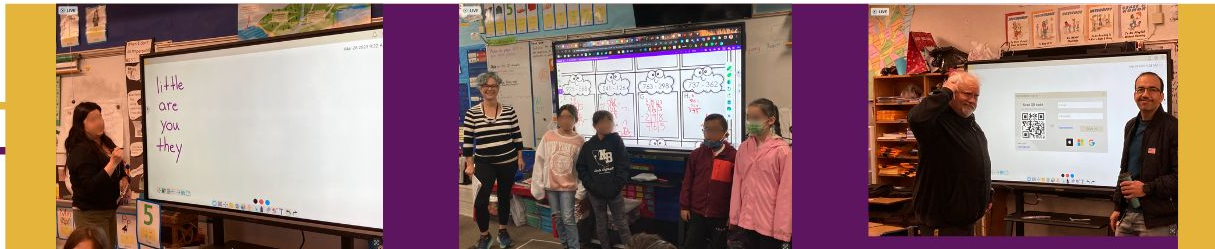
- Technology Investment
- 21st Century Skills (4Cs)
- Graduation Requirements and Graduate Profiles
- Supporting ELs and Special Education Students
- Literacy - (Blended Learning & Differentiated Instruction)
- Mathematics - (Standards of Practice & Multiple Representations)
- Supporting staff



Educational Drivers:



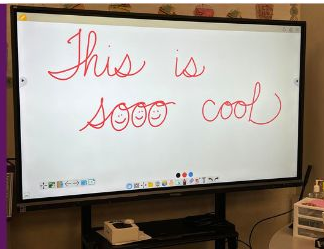
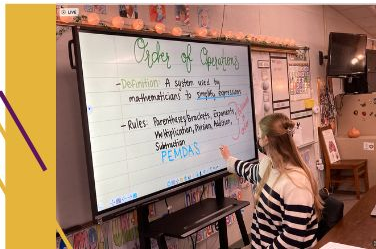
- 21st-century learning skills.
- Student engagement through direct interaction with the curriculum.
- Active learning - online collaboration, whiteboarding, wireless casting.
- Multiple modalities of learning.
- Accessibility - vision and hearing support.
- Educator support and integration of their various instructional tools.
- Flexible teaching environment, including hybrid and remote learning.



Board of Education Priorities:

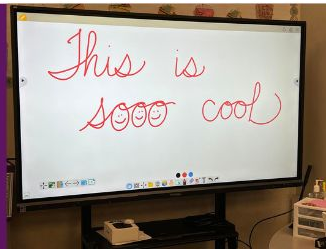
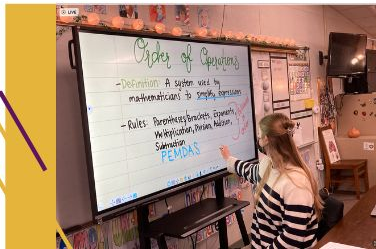


- Life Ready Learners
- Whole Person Focus
- High-Quality Staff
- Teaching & Learning Environment and Resources
- Equity & Excellence
- Family Engagement & Community Partnerships
- Sustainable Funding



Administrative Drivers:

- Streamline curriculum support.
- Ensure operability through standardization and device management.
- Reduce support times.
- Data driven analytics.
- Streamline site communication.
- Integration with district emergency announcement systems and signage.



What does 21st century learning look like in SRCS?



Critical Thinking

Communication

Collaboration

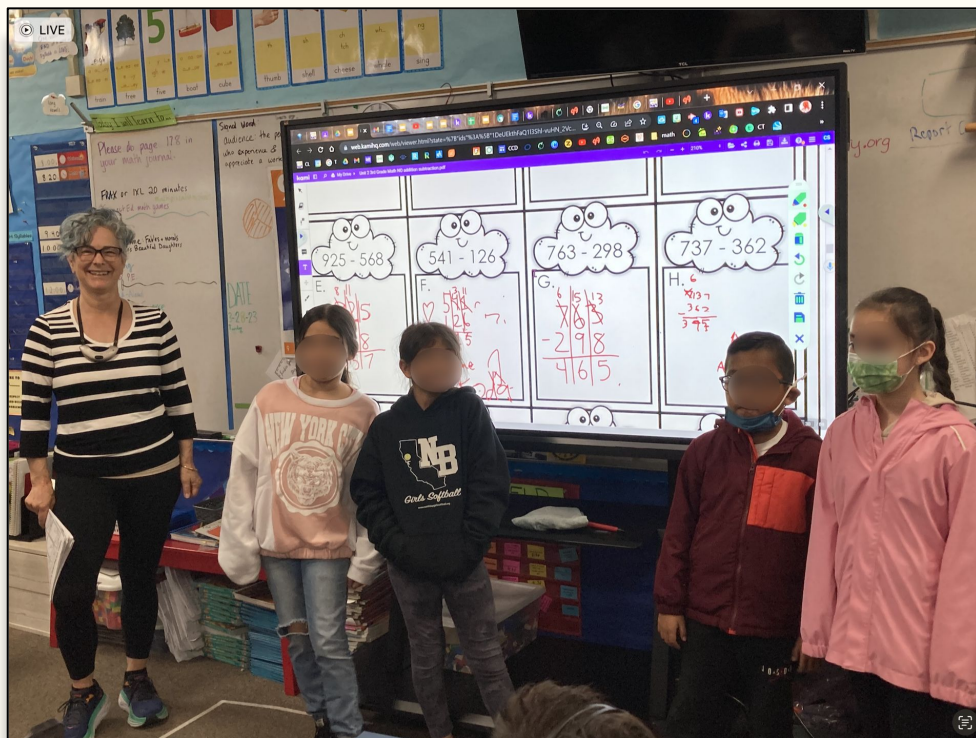
Creativity

Literacy



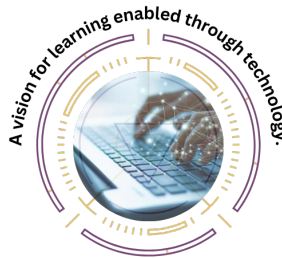
Math Practices





Luther Burbank Elementary School

3rd Grade

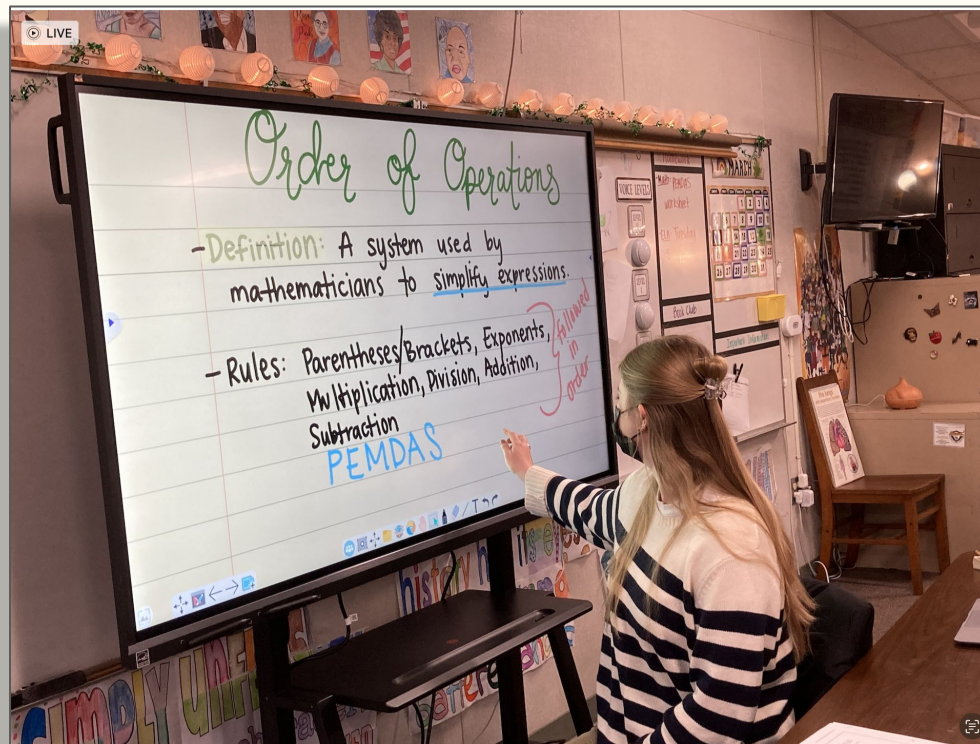




Proctor Terrace Elementary School

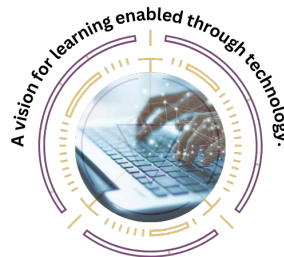
Kindergarten





Luther Burbank Elementary School

5th Grade

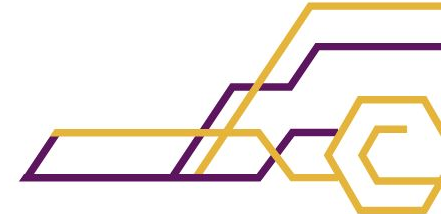
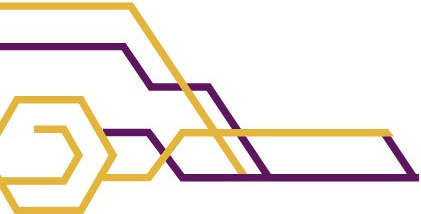
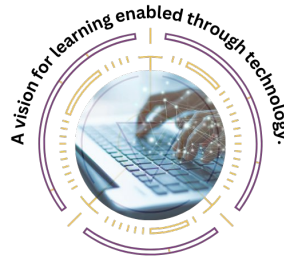


Communication

- Mirror individual student work or group presentations to the ViewSonic board, students can articulate what they have learned
- Student work can be completed in the whiteboard app on the board and students can explain what they have done
- Students develop communication skills as they work with others and share out to the class

Collaboration

- Multiple users can interact with the same content at the same time
- Students can collaborate on the board annotating a piece of text, reading, or problem solving
- The ViewSonic board can be used as a “station” in small group instruction, with students collaborating on the same activity
- The interactive flat panel can be used to facilitate whole-class collaboration and discussion



Critical Thinking

- Observe and analyze resources as part of a whole-class discussion or in a small group
- Quickly pull in multiple resources to add to the discussion using the built in browser, image, or YouTube search
- Easily create a focal point or highlight keywords on any page using the built in tools
- Co-construct files from Google Drive, or Classroom to involve students in deeper discussions
- Save work from the board and add to Google Classroom or Drive as a resource for students

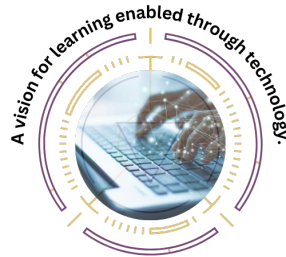


Creativity

- Students can write, draw, and be actively engaged on the board.
- Students and teachers can directly manipulate the digital content with the touch capability
- The interactive flat panel offers more flexibility and creativity for lesson planning and lesson delivery
- The added flexibility increases interest and engagement for students

Literacy

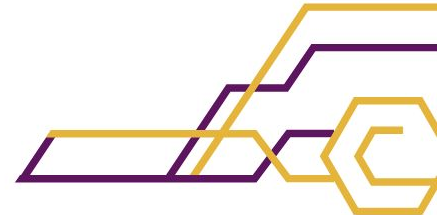
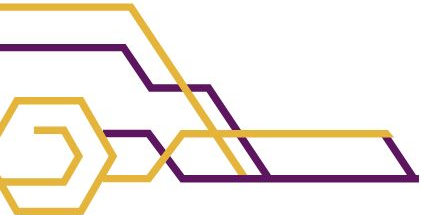
- Model reading and writing strategies
- Split the screen to display and manipulate multiple sources at one time
- Annotate text from source documents like Newsela, district adopted texts, websites, and files
- Use text to speech features on online resources to support language learners and students with disabilities
- Embed graphic organizers in whiteboard to help students make connections, identify patterns, and draw conclusions
- Support early literacy initiatives by utilizing online applications (i.e. Raz-Kids, Let'sGoLearn, Lexia)



Math Practices



- Make sense of problems and work collaboratively to solve them
- Problem solve using manipulatives built into the board
- Model skills, students practice skills on the board in a collaborative group
- Demonstrate concept mastery with multiple modes of representation on the board
- Leverage graphing, measurement, and geometric shape tools that are part of the whiteboard for enhanced visual representation
- Save whiteboarding work to allow students to revise and revisit work
- Visualize computation, convey understanding numerically, graphically, and in writing

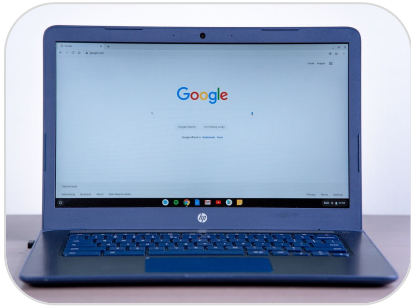


SRCS Classroom Technology Hardware Standards



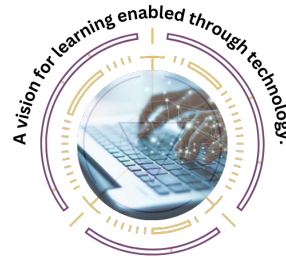
For Students

- 1:1 Chromebook Program
- Shared iPads in select elementary school settings



For Teachers

- Laptop (choice of Mac or PC)
- iPad
- Laptops and iPads are capable of wireless projection for maximum functionality. iPads can emulate other classroom technology devices such as document cameras, cameras, video players, etc.



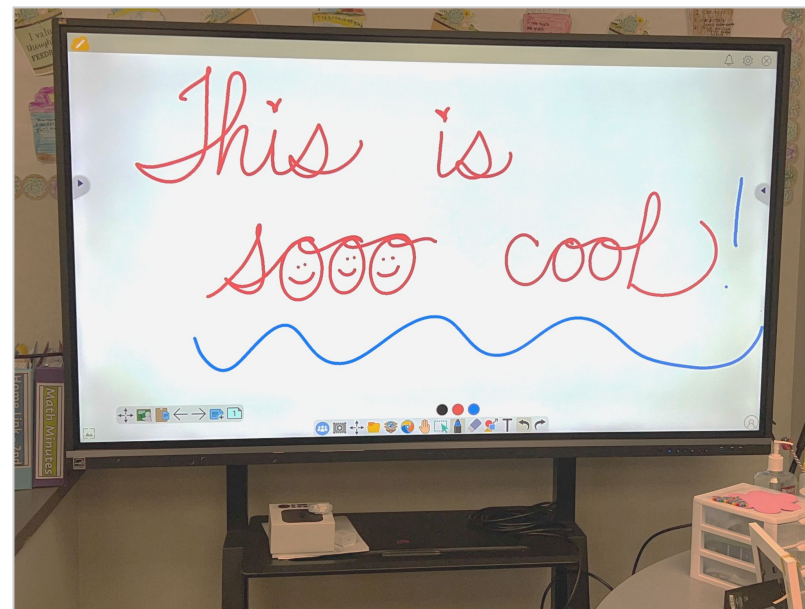
For Classrooms

The classroom technology setup recommended by the committee included

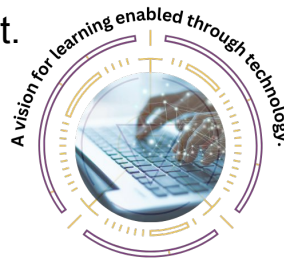
- at a minimum, 75" display, preferably wirelessly accessible
- a voice amplification system, ideally integrated with the display.

Current pricing structures allow for the final proposed setup to exceed the minimum recommendations by the committee, and is comprised of:

- 75" wireless interactive flat panel with touch functionality on a cart.
- Voice amplification system with teacher and student microphones and assistive hearing support.



Abraham Lincoln Elementary School

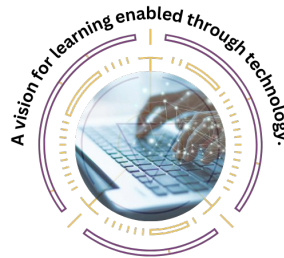


Where we started?



Drawing upon the experience of classroom teachers, district & site leaders, and technology experts, the Classroom Technology Advisory Committee studied and analyzed the state of technology integration across the district with the following findings:

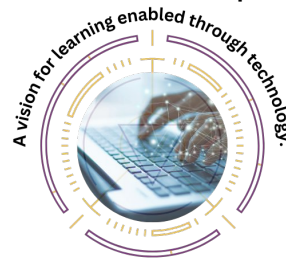
- Classrooms did not have access to the teaching tools necessary to promote 21st century learning
- Current classroom technology is outdated and inconsistent across the district.
- All classrooms should have access to the same basic set of technological devices.
- Investment in technology needs to create equity and access through the use of a consistent technology model in all classrooms.
- Teachers need to have access to modern technological teaching tools and need training and support.



Where are we now?



- Student Technology Standard: District - Wide
 - 100% students have access to 1:1 Chromebooks
- Teacher Technology Standard: District-wide
 - Laptops 100% distributed
 - iPads 60% distributed
- Classroom Technology Standard: Initial rollout only (8 elementary, 2 middle, 1 high schools)
 - 75" Interactive Flat Panels 99% installed
 - Voice Amplification Systems - 5% installed
 - AppleTVs - 70% installed
 - New classroom tech training was offered to all teachers and provided to over 130 of them in small groups or 1-to-1 settings. SRCS follow-up with training sessions provided as requested.



Where we are headed?



- Phase 2: Equip the vast majority of the classrooms with standard equipment on carts
 - Phase 2 will be presented to the board for approval in the near future
 - Expected completion before the beginning of the new school year
- Phase 3: Backfill, reassignments and other instructional areas
 - To be presented to the board for approval early in the next school year
 - Phase 3 is a catch-all IFP carts installation project to backfill classrooms based on changes in enrollment and classroom designations
 - It will also equip other instructional areas currently not included (e.g. Libraries, shared training spaces, etc.)
- Phase 4: Unique situations
 - As a final phase, SRCS will compile a district-wide list of unique classrooms where the cart setup is not suitable and address these at the conclusion of all cart distribution projects.
 - SRCS will conduct a study with architects to determine specific installation specifications for these spaces.
 - Based on cost estimates and DSA approvals, various solutions could be considered.





CNS

Feeding Kids For Free

Al Puro Centavo & Poco A Poco La Gallina Se Llame El Buche



CNS Goals

- Staffing
- Scratch Cooking
- Infrastructure
- Nutrition Education
- Local Procurement



Staffing



New Menu Items





Infrastructure



Local Procurement



Funding Update

Collaborate

Contact Ed Burke



Al Puro Centavo and Poco a poco la gallina se llena el buche

During the Covid school closure period, CNS provided bundles of five to seven days of breakfast and lunch. There were periods in which the benefit to the community needed to be clarified or immediate. For example, we opened evening distributions with a team of three. The immediate response was disheartening. We served very few meal bundles on our first distribution, and it was not clear that there was a need at all serving sites. One evening service team member would remind me, “Poco a poco la gallina se llena el buche,” or little by little, the chicken fills its stomach. “They will come, Ed. It will be ok.” Sure enough, there was an overwhelming response. Those three staff members served 40% of the bundles we served that year. Soon we were worried that we would not have enough or we would turn someone away without a bundle. That team member told me “Al puro centavo, Ed.” The direct translation is unclear but it means doing your best and rising to the occasion. Are we running short on bundles, and do we need to return to the kitchen to pick up more? “Al puro centavo Ed, vayase.” Do your best and get more bundles to serve the community. School Food is more than a meal. It is an education that impacts life-long eating habits. The work of growth is ongoing, and the needs being met are urgent. Improving the meals CNS serves to thousands of students daily is an ongoing process, so we say, “Poco a poco la gallina se llena el buche. The need is urgent, so we say, “Al puro centavo.” As we discuss our next steps, we remember these powerful messages. Ed Burke would like to express his gratitude to the CNS team for their work supporting the students of Sonoma County.

Goals

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

Staffing

Staffing is the single greatest barrier to accomplishing all of CNS's goals. The 2022/23 SY has been our most successful hiring year recently, but we need more staff. Eight open positions will directly impact CNS's ability to prepare and serve meals from scratch.

Adequate staffing is the cornerstone of a successful and sustainable from-scratch food program. The more food prepared from scratch, the more staff are needed to prepare and serve those meals. CNS intends to place staff at school sites and the central kitchen to facilitate from-scratch cooking, purchase local minimally processed foods, and reduce the amount of plastic used in service. While CNS has enough staff to start the work of minimally processed

meals, there is more room for growth. As such, CNS has placed significant emphasis on recruiting and retaining staff.

CNS provided English and Spanish language Manager level food safety training to 9 staff members for one week and had a 100% pass rate by students at the start of the 2022/23 school year. This pass rate far exceeds the historical average of other exam sessions' typical 40-60% pass rate. To the instructor's delight and slight chagrin, two staff members scored higher than the exam instructor.

CNS invited staff members to work during the spring break for additional training and to provide support for community programs. CNS provided time during spring break for preparing and delivering meals to community partners throughout spring break. The remainder of the spring break was spent training staff on food safety, equipment use, and central kitchen best practices supporting from-scratch cooking. Most of the staff that worked during spring break were newly hired, staff members. The additional training provided an opportunity to explore the best practices for open positions and to build a sense of community amongst the staff present. Staff members demonstrated competencies to each other as a check for understanding and celebrated each other's accomplishments during training. Most staff members working spring break would have otherwise not been paid for the week. They did not have adequate vacation time because they had not been with SRCS for over six months.

Training opportunities will be offered to staff during the work year, and additional training opportunities outside of the work year. During these training sessions, CNS staff has demonstrated commitment to Santa Rosa and Sonoma County students. The CNS team is a source of inspiration for our leadership team to improve support for the CNS team.

From-scratch foods at SRCS.

Kids deserve the best foods to support academic achievement in alignment with the goals of Santa Rosa City Schools. When the food served to students is prepared with care and attention, students feel that their school cares about them. Anecdotally, staff had observed higher rates of student engagement at school when students were involved in recipe development, their feedback was considered during menu development, and nutrition education related to scratch cooking was offered. Scratch-cooking is crucial to the continued success of the CNS program. Scratch-cooking will be the throughline of the CNS team's decisions in the coming year. Each goal noted here depends on or directly supports scratch cooking at schools. Scratch-cooking allows CNS to directly control the ingredients, processing, and packaging of foods served to students. For example, in a neighboring school district, students requested pozole. The team developed and implemented a low-fat, low-sodium chicken pozole that was an inspiration to eat. Scratch cooking is local control of what we eat at school.

Historically schools and school food programs have been underfunded by state and federal sources. Recently California became the first state in the nation to make Universal Free Meals a permanent part of the Education Code. Every student will be offered breakfast and lunch for

free. The state of California is contributing to the difference in federal funding. The Universal Free Meals funding from California has led to CNS being more completely funded than at any other point. That said, staffing is the greatest challenge to scratch cooking and reducing the amount of packaging.

More staff and infrastructure are necessary to serve students' lunches efficiently with less packaging. CNS wants to reduce the amount of food packaging served to students. The model enabling CNS to do so requires more staff during meal service periods and more serving lines. For example, another district's local secondary school uses two U-shaped serving lines that require a minimum of three staff members to operate. Staff placed entrees on the students' trays as they passed through the serving line. This process took approximately nine minutes to serve, at a rate of roughly 27.77 students served per minute. Montgomery High School serves 436 students in 11 minutes at a rate of 39.63 students served per minute. The service model at Montgomery High School is 29.93% faster than the average lunch service at the local area secondary school site. The faster service at MHS is because there is much more packaging between the students of MSH and their food than those of local area secondary school. The solution for Montgomery to efficiently serve the students without the packaging is to open more serving areas with additional staff to operate them. Schools can consider many models and options, including serving meals from snack bars, mobile service carts, etc. A common need in these service models is that CNS needs additional staff to operate the additional serving lines to maintain or expedite the service rate while reducing the amount of packaging to a minimum.

As SRCS CNS transitions to offer more service lines, from scratch cooking, taste testings, student feedback, and nutrition education, CNS expects more students will be served. A scalable infrastructure and staffing plan is needed to ensure that capital equipment and infrastructure investments effectively meet our current and future needs.

Investing In Infrastructure

Infrastructure and capital equipment are the second most significant barrier to preparing and serving food from scratch without packaging in all schools. Aging equipment and school kitchens designed to reheat packaged food must be renovated to increase capacity to serve from-scratch foods without plastic. CNS is purchasing capital equipment valued at \$5,000 or more and investing in infrastructure updates such as increased electrical capacity and plumbing to support the capital equipment additions.

CNS is grateful to the Santa Rosa community for passing the most recent bond measure. The funding opportunity to improve the infrastructure of school site kitchens is crucial for the long-term success of the from-scratch food program. CNS is limited in the kind of investments it can make with cafeteria funds. Therefore, CNS's efforts would be significantly hampered and limited in scope without the passage of the most recent bond measure.

CNS uses fiscal reserves to purchase or replace capital equipment to increase the capacity to prepare and serve meals from scratch. CNS has allocated approximately 1.5 million dollars for capital equipment over two years. CNS is grateful to the California Department of Education and the United States Department of Agriculture for additional one-time grant funding opportunities that will offset capital equipment costs to support the from-scratch food program.

Capital equipment in schools and the central kitchen will allow staff to prepare and serve thousands of servings of from-scratch food safely. For example, we can prepare muffins from scratch to replace more expensive purchased frozen muffins. The barrier to preparing muffins from scratch is that staff would need to make a scooping motion thousands of times a week. The scooping motion puts staff at risk of a repetitive stress injury. CNS must purchase equipment that removes this repetitive stress injury risk factor to make fresh muffins with less sugar.

On a related note, sugar has hygroscopic (water-holding) properties that lend themselves well to frozen applications with other dough conditioners. As such, many frozen foods have added sugar not just for taste but to allow the product to be shipped worldwide in a frozen state. A muffin from scratch will not need additional sugar and ingredients to be preserved in a freezer. The SRCS from scratch blueberry muffin formula has 19% less sugar than the purchased frozen blueberry muffin currently offered. Once the barrier of scooping thousands of muffins has been addressed, CNS can move forward with reducing the amount of added sugars in the muffins served to students.

Added sugars in foods have been identified as a contributing factor to the increase in the diagnosis of Type II diabetes. A meta-analysis indicated that $\frac{2}{3}$ of Black and Latino children born in 2000 would develop type two diabetes in their lifetime, compared to the $\frac{1}{3}$ of children not in these demographics. There has been an alarming increase in the diagnosis of type two diabetes earlier in life for the Black and Latino communities over the past two decades. The insidious threat of type two diabetes is a destructive and cruel force that adversely impacts the Black and Latino community. CNS is eager to continue efforts to make food from scratch to control the ingredients that go into the foods served to students. From-scratch cooking can improve the meals served and provide excellent learning opportunities to support lifelong healthy eating habits. The purchase of equipment to assist our efforts to prepare meals from scratch safely is this goal's defining role.

Taste testing, student feedback, and nutrition education at schools.

Taste testing, student feedback loops, and nutrition education in schools are crucial to fulfilling the mission of the CNS department. CNS needs the feedback of students and stakeholders to successfully implement the from scratch cooking program. The best way to have students evaluate food is to develop relationships with CNS staff on campus. Students must feel comfortable conversing with cafeteria staff will enable us to respond more effectively to student feedback. For example, a student at a SRCS high school asked about offering more vegetarian options. Our cafeteria staff has continued the discussion, and the feedback from the students

has been constructive in determining our next steps. CNS staff prepared and taste-tested Roasted Red Pepper Hummus and Sun-Dried Tomato & Roasted Garlic Hummus on two consecutive days. Students reported that the roasted red pepper hummus was better than the sun-dried tomato hummus. CNS staff went to great lengths to make students feel comfortable sharing what they liked about the hummus and what they did not. CNS will evaluate a larger batch of hummus and re-engage in taste testing to solicit more feedback in more schools. The impact of our taste test has already demonstrated a positive outcome. A student reported they were on a meat, salt, and water-only diet then. We discussed the immediate and profound impact of eating fresh fruits and vegetables on the student's daily life. After tasting both hummus samples and the carrots served, the student resumed eating fruits and vegetables. The student has shared these experiences with their friends, and they have normalized healthy eating habits for a group of students. CNS is making plans and partnerships to take these learning experiences to every student at a Santa Rosa City Schools site.

Nutrition Education helps to normalize healthy lifelong eating habits. Eating foods is taught, often by example and with encouragement. How did you learn to eat a hamburger? By emulating a role model and with some trial and error. How do you learn to eat something you have not seen or eaten before? With a role model and a nutrition education lesson. For example, Ed Burke introduced shepherd's pie for lunch at a prior district. Classrooms that participated in the taste test enjoyed the dish. Some students separated each layer of food, ate the ingredients separately, and commented that they did not like the dish. For context, if someone were to eat a sandwich's ingredients separately, they would not have a good sandwich experience. Ed Burke taught students to put each layer on a spoon and eat it. Most students enjoyed the shepherd's pie when they ate as intended. Any student that did not like the dish was offered an alternative.

Another example of a nutrition education learning experience is how to taste new foods. Ed Burke offered seasoned zucchini to a second-grade student at a prior district's community event. The student could not identify the zucchini but determined that they did not like it. Ed Burke encouraged the student to try it, but they agreed on how to spit the food out. The student followed the procedure below and found that they enjoyed the zucchini and became a leader role modeling taste-testing best practices when presented with new menu items.

No thank you cafeteria lesson plan outline.

Students will need the following:

- A cup of water or water bottle with water.
- A spoon or fork
- A napkin
- Seasoned diced zucchini or another menu item
- Popsicle sticks
- Three containers with appropriate labels and emoji signs

- Liked it
- Loved it
- Not today
- To feel brave trying something new today

Procedure for students:

1. Place a cup of water or a water bottle nearby
2. Distribute popsicle sticks to each student
3. Make a triangle under the napkin.
4. Taste the zucchini
5. If you like the zucchini, eat it.
6. If you don't like the zucchini, bring the triangle to your mouth.
 - a. Quietly spit out the zucchini into the napkin triangle.
 - b. Close the napkin triangle.
 - c. Throw away the napkin and the zucchini.
7. Take a drink of water to remove the flavor from your mouth.
8. Put your popsicle stick in the container that reflects your feelings about the experience.

Taste tests will occur in the cafeteria during meal service periods. Results and updates will be shared via social media and other district publications as they become available. SRCS CNS staff will continue to report student feedback.

Nutrition education will explain to students what food is and the daily benefits of eating lots of colors. Students are more likely to be motivated by the short-term benefits of eating whole grains and whole fruits and vegetables. For example, eating whole grains, whole fruits, and vegetables help you develop strong muscles, hair, and teeth. We can anticipate considerable growth with a role model demonstrating how to try new foods and a feedback loop for the CNS staff to evaluate offerings.

Teachers, if you are interested in classroom learning opportunities related to food and nutrition that use common core standards, please contact Ed Burke. The Center for Ecoliteracy has developed amazing content for teachers aligning food and nutrition education with common core standards.

Local Procurement and Farm-to-School Programs

Santa Rosa City Schools CNS wants to spend Santa Rosa dollars as close to Santa Rosa as possible. When CNS purchases a product or service, Santa Rosa dollars are sent to the vendor's location. For example, if we buy frozen entrees from Minneapolis, MN, Santa Rosa dollars will be sent to Minneapolis, MN. Santa Rosa dollars will enrich and support the Minneapolis, MN, community. The producers of the products made in Minneapolis, MN, can support their families almost 2,000 miles from the Santa Rosa families we support. CNS is very invested in the benefits of purchasing locally grown or produced goods and services.

CNS has worked with one Sonoma County grower and a handful of California growers, producers, and vendors for years. EarthSeed Farms is an innovative grower of Asian Pears, and CNS strongly encourages the Sonoma County community to visit and support their efforts to demonstrate indigenous biodynamic practices. CNS is eager to develop more partnerships. California grows and produces wonderful grains, proteins, fruits, and vegetables. California tastes amazing. Have you enjoyed a Chandler strawberry directly off the vine in Reedley, CA, and discussed the difference between the Chandler and an Albion strawberry? Have you had the pleasure of milling wheat berries grown in the Capay Valley? Or Triticale from San Luis Obispo County? Have you eaten the grapes of Delano, CA, while learning about the Filipino and Mexican growers that led the way to reform labor laws? California tastes amazing, and each bite is a potential learning experience. The Center for Ecoliteracy has published a series of lesson plans that incorporate food and nutrition into common core aligned standards. While a field trip to the central valley may be challenging, we will provide learning opportunities using California products in the cafeterias of SRCS.

Sustainability and reducing the carbon footprint of food miles for each meal served is another pressing reason to procure food as close to Santa Rosa as possible. A food mile is a distance each item and ingredient travels before being served to a consumer. By purchasing local foods as close to Santa Rosa as possible, CNS contributes to the local economy, helps to keep kids in their school, reduces the carbon footprint of each meal, and provides learning opportunities. California tastes amazing, and CNS is eager to work with partners in the 2023/24 school year to increase local foods served at school.

Funding

SRCS CNS is deeply grateful to the state of California for approving Universal Free Meals for all students, in conjunction with one-time non-competitive grants. These changes to the funding of school meals will be transformative. Historically, CNS has struggled with insufficient funding from state and federal sources. With Universal Free Meals, the one-time grants from the state of California, and the increase in participation, CNS has used fiscal reserves to invest in the school food program. SRCS CNS has sufficient staff and infrastructure to begin scratch cooking. However, a complete implementation will require more staff and completed infrastructure investments.

Grant funding and related commitments in the 2023/24 school year

- Supply Chain Assistance grants have offset increased food costs
- The Kitchen Infrastructure and Training (KIT) grant allows SRCS to fund training and capital equipment purchases.
- Freshly Prepared Meals funding commits SRCS to 40% of all food served in the 2023/24 school year to be minimally processed from scratch foods.

- Local Food for Schools grant commits SRCS to use funds to purchase foods from historically disadvantaged group member-owned businesses with less than 10 million dollars in gross revenue within 400 miles.
- The Best Practices in School Food grant commits SRCS to use funds on plant-based menu items, local food purchases, and from-scratch cooking.
- SRCS is a partner district for the CDFA Farm to School Incubator program to increase local procurement.
- In the 2023/24 school year, SRCS CNS will apply for the equipment assistance grant to purchase capital equipment to support from-scratch school meals.
- In the 2023/24 school year, SRCS CNS will apply for the Farm to School planning grant to improve procurement of locally produced food, education nutrition, and garden-enhanced learning.

Partnerships and gratitude note

We will invite parents, teachers, students, community members, and other stakeholders to join a student wellness policy advisory committee in the 2023/24 school year. SRCS will publish more information about joining the advisory committee in September 2023.

Teachers, if you want to explore collaborations with CNS related to nutrition education, please contact Ed Burke.

CNS is deeply grateful for the partners listed below:

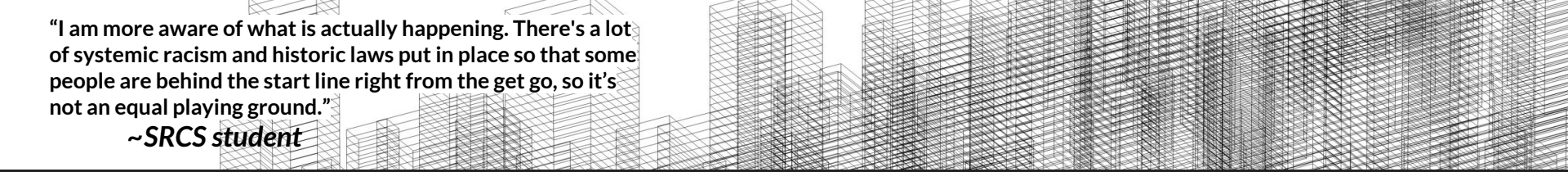
- Brigaid
- Chef Anne Foundation
- Friends of the Earth
- Lisa Herberg at Tamalpais Union High School District
- LunchAssist
- Redwood Empire Food Bank
- ScratchWorks
- Shared Plates Sonoma County
- Sonoma Food Runners
- The Artisan Baking Center of Petaluma
- The California Food for California Kids Network
- The Center for Ecoliteracy
- Thought partners in school districts throughout the Northbay area

Ethnic Studies Graduation Requirement

“The Chicano heritage and Native American units stood out to me, though mainly the Chicano one because I got to experience and talk about my dad’s side of the family. I live with my white mom and don’t get to talk about my intersectionality. So that really mattered to me”
- SRCS student.



January 27, 2023
Professional Development



“I am more aware of what is actually happening. There's a lot of systemic racism and historic laws put in place so that some people are behind the start line right from the get go, so it's not an equal playing ground.”

~SRCS student

Recommendations for Ethnic Studies in SRCS

- Create a waiver for the Ethnic Studies graduation requirement for the class of 2025 and the class of 2026. The waiver will sunset after the graduation of the class of 2026. The class of 2027 and beyond will have no waiver for the Ethnic Studies graduation requirement. It will be emphasized that the waiver only be used if absolutely necessary.
- Clarify that students must pass, and not just take, an Ethnic Studies course
- Include language that explicitly identifies dual and concurrent enrollment as another supportive option for students
- Add language to allow the middle school elective course to count towards the graduation requirement



“We are learning new things about ourselves, and the more we learn about ourselves, the more there is to love.”

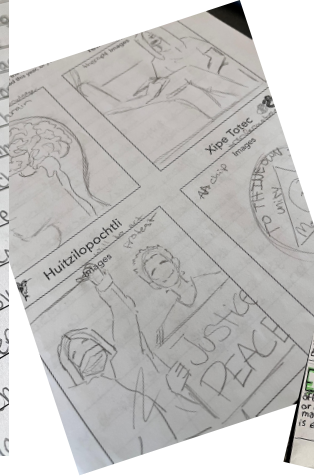
~SRCS Student

Recommendations for Ethnic Studies in SRCS

- Revise the current Ethnic Studies graduation requirement in Board Policy 6146.1 which reads:
 - Beginning with the class of 2025, a single two-semester course or two semesters (10 credits) of any a-g offerings in Ethnic Studies developed pursuant to Education Code 51226.7. Any Ethnic Studies course taken must meet a UC/CSU a-g course requirement and shall also accrue credit for coursework in the subject that course is offered.
- Revised suggestion for the graduation requirement:
 - “Beginning with the class of 2025, successful completion of a single two-semester course or two semesters (10 credits) of any a-g offerings in Ethnic Studies, including courses offered through dual or concurrent enrollment. Any Ethnic Studies course taken shall meet a UC/CSU a-g course requirement and shall also accrue credit for coursework in the subject that course is offered. Completion of the middle school Ethnic Studies elective course with a grade of ‘C’ or better prior to grade 9 shall satisfy the graduation requirement, though high school credits will not be awarded.”

Questions? Thank you!

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...hui Ollin through symbols that apply
...e, and the Nohvi Ollin in the center of the mirror
...ung Luis sits surrounded by feathers, drug
...eedles, bullet casings, and few toys while being
...ugged by his shirt by his brother. The trail of
...blood from his mother's legs represents both a
...early memory in his life and the shedding of
...of Xipe Totec, to signify the shedding of
...to become a different person. The human
...in the window constitute Huizilopochtli
...his 'will to act' always being there
...noticed. The trail of blood becomes
...of mirror slightly uncovered
...d his men



⚠️ CULTURAL ⚠️

appropriation

And why it is bad in society

Definition: the unacknowledged or inappropriate adoption of the customs, practices, ideas, etc. of one culture or society by members of another person who is mostly famous in the dominant culture.

We are not a TREND
Culture is more than a TREND
STEREOTYPE
Stop Appropriating CULTURE
CULTURAL APPROPRIATION!

Examples in daily life: When people who are not a part of that culture dress as a stereotype or something with significant meaning usually these types of "costumes" are worn to parties or for fun when in reality they have cultural meaning / backstory.

Examples in entertainment: When popular celebrities like Katy Perry, Selena Gomez, and others look to certain stereotypes or cultures that are not their own as a source of cultural appropriation.

Examples in Sports: When sports teams have or commission their players that use a person's traditions or spiritual appropriation that is inherently offensive and disrespectful to that person.



Policy 6146.1: High School Graduation Requirements

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Revised Date: 07/08/2020 | Last Reviewed Date: 07/08/2020

Santa Rosa City School | BP 6146.1 | Instruction High School Graduation Requirements

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities) (cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards) (cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

Beginning with the class of 2022, to obtain a high school diploma, students shall complete 220 credits in the following courses in grades 9-12, with each course being one year unless otherwise specified:

Three courses in social studies (30 credits): including United States history and World History (including culture, and geography of the world). Additionally, two semester long courses, one course in American government (civics) and one course in Economics. (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

Four courses in English (40 credits): English 1, English 2, English 3, English 4 or their equivalent. Newcomers English is accepted for one year (10 credits) of this requirement. (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

Three courses in mathematics (30 credits): At least one Mathematics course shall meet or exceed state academic content standards for Integrated Mathematics I. The two additional years of Mathematics must exceed the content standards of Integrated Mathematics 1. (Education Code 51225.3)

Completion of Integrated Math 1 with a grade of 'C' or better prior to grade 9 shall satisfy the requirement and allow for placement in a Math 2 level course. High school credits will not be awarded. Two additional mathematics courses exceeding the content standards of Integrated Math 1 in grades 9-12 shall meet the requirement. (Education Code 51224.5)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

Two courses in science, (20 credits): Including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

Two sequential courses in a Language Other Than English (20 credits) The first-year of Language Other Than English may be met prior to high school with a grade of "C" or better in middle school. A student will have to take the same language in 7th and 8th grade, however, high school credits will not be awarded. Additionally, placement in and completion of a Level 2 course will satisfy this requirement. A student whose primary language is designated other than English is exempt from the core graduation requirement of two years of a Language Other than English course, as long as their formal instruction in the Language Other Than English took place after the 6th grade. A student may receive a waiver from the two-year Language Other Than English requirement due to a specific learning disability, if it is clearly stated in his/her IEP or state standardized test results show a need for intensive academic intervention. (Please see AR 6146.1 High School Graduation Requirements - World Language.)

(cf. 6142.2 - World/Foreign Language Instruction)
(cf. 6142.6 - Visual and Performing Arts Education)

One course in visual or performing arts (10 credits) (Education Code 51225.3)

One College Preparatory Elective (10 credits). One year of Career and Technical Education is recommended. To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

Additional Graduation Requirements

Two courses (20 credits) in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.8 - Comprehensive Health Education)

Beginning with the class of 2025, successful completion of a single two-semester course or two semesters (10 credits) of any a-g offerings in Ethnic Studies, including courses offered through dual or concurrent enrollment. Any Ethnic Studies course taken shall meet a UC/CSU a-g course requirement and shall also accrue credit for coursework in the subject that course is offered. Completion of the middle school Ethnic Studies elective course with a grade of 'C' or better prior to grade 9 shall satisfy the graduation requirement, though high school credits will not be awarded.

[Education Code 51225.3](#)
[Education Code 51226.7](#)

Up to an additional (70) credits of electives, to be chosen by the student and parents from the course offerings listed in the College and Career Readiness Guide

Alternative Credits Toward Graduation Industry Concentration Certificate

An Industry Concentration Certificate is a path to a college and career future that integrates a-g courses, college courses, work based learning, and linked learning specialty areas. Completion of an Industry Concentration leads to meeting most of the a-g requirements, graduation from high school, and earns an Industry Concentration Certification in a key industry sector.

Students begin the Industry Concentration in grades 11 or 12. Students completing an Industry Concentration Certification will still meet the 220 credits graduation requirement; however, integrated with an industry sector concentration that may include CTE/VAPA courses. Students may participate in dual enrollment at a local college or university with approved agreements, mentorships, pre-internship, and pre-approved work-based learning. Santa Rosa City Schools, 11th and 12th grade students may be identified to participate in an Industry Concentration Specialist Certificate at their school.

Alternative Education

If an administrator so recommends, an alternate 180 credit course of study is available for students at Ridgway Continuation High School, or the Individualized Education Program Team can determine that an alternate course of study may be available

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

Waiver of Graduation Requirements for the Class of 2022

This waiver may only be used for students who will be graduating with the class of 2022. This waiver for the class of 2022 expires in June 2022 and only applies to the disciplines of Math and/or Language Other than English (LOTE).

Math Waiver Consideration:

Please note: waivers for math courses DO NOT exempt the student from the two-year California Department of Education (CDE) mathematics requirement (20 credits). Students still must earn 20 math credits to graduate from SRCS.

This waiver only exempts a student from one year of the three years of the math requirement for graduation. Eligibility for a Waiver are as follows:

Fall 2020

Student did not pass Math 1P two or more times (4 semesters) • Student did not pass Math 1P (2 semesters in 9th grade) and Math 2P (2 semesters in 10th grade)

Fall 2021

Student has passed Math 1P (2 semesters) but did not pass a 2nd year of math (2 semesters)

Language Other than English (LOTE) Consideration:

Please note: waivers for LOTE DO NOT exempt the student from the one-year California Department of Education (CDE) LOTE requirement (10 credits). Students still must earn 10 credits to graduate.

This waiver only exempts a student from one year of the two years of the same language of LOTE that is required for graduation.

Determine if the following criteria apply:

Fall 2020

Did not pass 2nd year of a LOTE (2 semesters)

This exemption applies to; foster youth, homeless students, or former juvenile court school students who transfer into the district any time after completing their second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district- adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

(cf. 6173.2 - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school 48200 Compulsory attendance 48412 Certificate of proficiency

48430 Continuation education schools and classes 48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children 51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course 51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation 51228 Graduation requirements

51240-51246 Exemptions from requirements 51250-51251 Assistance to military dependents 51410-51412

Diplomas

51420-51427 High school equivalency certificates 51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma 51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education 60851.5 Suspension of high school exit examination

60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation 4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452 Management Resources: WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs> University of California, List of Approved a-g

Courses: <http://www.universityofcalifornia.edu/admissions/freshman/requirements> Policy SANTA ROSA CITY

SCHOOLS

adopted: June 13, 2018 Santa Rosa, California revised: April 25, 2018

revised: November, 9, 2011

revised: May 23, 2012

revised: January 16, 2013

revised: February 26, 2014

revised: May 24, 2017

revised: June 13, 2018

revised: March 25, 2020

Supporting Documents

 [E 2 BoardPolicy61461CleanCopy_0](#)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 1600-1651

5 CCR 4600-4670

Ed.Code220

Description

Graduation of students from grade 12 and credit toward graduation

Uniform complaint procedures

Prohibition of discrimination

Ed. Code 47612	Average daily attendance in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students; enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Course credits
Ed. Code 51225.3	High school graduation requirements
Ed. Code 51225.31	Exemption for students with disabilities
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange and terminally ill students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation; districts that require health education for graduation
Ed. Code 51225.9	Courses of study, grades 7 to 12; career technical education
Ed. Code 51226.7	Model curriculum in ethnic studies
Ed. Code 51228	Course of study; offerings and timely opportunity
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Credit and granting of diploma to veterans and members of the military service
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51744-51749.6	Independent study
Ed. Code 56390-56392	Recognition for educational achievement; special education
Ed. Code 60640	California Assessment of Student Performance and Progress
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Management Resources References

Court Decision

Website

Description

O'Connell v. Superior Court (Valenzuela) (2006) 141 Cal.App.4th 1452

CSBA District and County Office of Education Legal Services - <https://simbli.eboardsolutions.com/SU/UdykszdmPETuDsIshXk6R5akQ==>

Website	California Department of Education, High School - https://simbli.eboardsolutions.com/SU/Rvp3XpluswycjdbcyIbqTXF1Q==
Website	University of California, List of Approved A-G Courses - https://simbli.eboardsolutions.com/SU/aSMzVkgKefSjbrpGzGqxDw==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==

Cross References

Description

0460	Local Control And Accountability Plan - https://simbli.eboardsolutions.com/SU/wplumThslsheqLpONNL2UfX7XkA==
0460	Local Control And Accountability Plan - https://simbli.eboardsolutions.com/SU/GD4lslshOVoUf2CKIJowNPkng==
0470	COVID-19 Mitigation Plan - https://simbli.eboardsolutions.com/SU/ySXRooUDzbU3FoGMdkfjJQ==
0470	COVID-19 Mitigation Plan - https://simbli.eboardsolutions.com/SU/DD1mB6uGsaye7WOz0NVoBA==
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/K2QsHn7iP6liisXyHRQKYg==
1312.3	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/2AUFS4WrVv1iIQRameM8bA==
1312.3-E PDF(1)	Uniform Complaint Procedures - https://simbli.eboardsolutions.com/SU/CkiZfdYeyRZ3slshTFh9KeURQ==
4112.2	Certification - https://simbli.eboardsolutions.com/SU/c3vM2Dz8ha0pfp56BYDm3w==
4112.2	Certification - https://simbli.eboardsolutions.com/SU/rvqySFR6uPWf1KzKs1rnXQ==
5113.2	Work Permits - https://simbli.eboardsolutions.com/SU/KGod7sAHlvili2Cbd6aVnQ==
5113.2	Work Permits - https://simbli.eboardsolutions.com/SU/QCsQXTaUIVepKCslsh7WZgh5w==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/NcW90H4RKFEiALtOkjddtQ==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/w7oPMEIN5shgrK8i8jthiQ==
5127	Graduation Ceremonies And Activities - https://simbli.eboardsolutions.com/SU/qX6fpjplAOADKbX4pS01oQ==
5145.6	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/plushhet14C1jG3Zf14duY8IA==
5145.6-E PDF(1)	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/urUOGrEelDZMslsh2KXBEcplusg==
5145.6-E PDF(2)	Parent/Guardian Notifications - https://simbli.eboardsolutions.com/SU/MF44zd6Eq2Gslshu8Amslsh4vAslshA==
5147	Dropout Prevention - https://simbli.eboardsolutions.com/SU/Nm2slsh7SlzEwB3lh8CgdtRng==
6000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/JvQeslsh4Vga9jG5BvLVV9kKQ==
6011	Academic Standards - https://simbli.eboardsolutions.com/SU/1slsh3QiYK02dZgmOplus3biXD1Q==
6141	Curriculum Development And Evaluation - https://simbli.eboardsolutions.com/SU/whdUiLxysE72g2oym9pluslZA==

6141	Curriculum Development And Evaluation - https://simbli.eboardsolutions.com/SU/lxP1D5O7YkbuSaT2KODNslshA==
6142.1	Sexual Health And HIV/AIDS Prevention Instruction - https://simbli.eboardsolutions.com/SU/0Y3CjSYQodqxlap8EHqK8Q==
6142.1	Sexual Health And HIV/AIDS Prevention Instruction - https://simbli.eboardsolutions.com/SU/zrapi1Wv9XGuOS1rOKzkMA==
6142.4	Service Learning/Community Service Classes - https://simbli.eboardsolutions.com/SU/fwQMfhYSXY0TBEUotDHplusGQ==
6142.7	Physical Education And Activity - https://simbli.eboardsolutions.com/SU/RZ1pjd0t8PnExtAksEQ3MA==
6142.7	Physical Education And Activity - https://simbli.eboardsolutions.com/SU/v3aYZiaqQmuVf4NnXrs6Xg==
6142.91	Reading/Language Arts Instruction - https://simbli.eboardsolutions.com/SU/tLpdKxZOyq1sa6XoS1quPQ==
6142.92	Mathematics Instruction - https://simbli.eboardsolutions.com/SU/AeXaQrt4nouvyVplusmFqxHrw==
6142.94	History-Social Science Instruction - https://simbli.eboardsolutions.com/SU/FfnPhplusz0BP5qbhdZ92Mslsh2g==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/UR0o6P6rubZBgcBEb5wow==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/OrAoQPghZARGS7HznJSmOQ==
6145	Extracurricular And Cocurricular Activities - https://simbli.eboardsolutions.com/SU/mta4ot3lX6qUJOoKaEl6rg==
6145	Extracurricular And Cocurricular Activities - https://simbli.eboardsolutions.com/SU/slsh4i5XxVCEdZVUBn0HUw0Vg==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/40plusCsRDLgBmiYQzyP9d80g==
6145.2	Athletic Competition - https://simbli.eboardsolutions.com/SU/kqslshY09RqyVRcwqu15uolFA==
6145.6	International Exchange - https://simbli.eboardsolutions.com/SU/H3bMt4EyRYVzTTQcFSUOA==
6145.6	International Exchange - https://simbli.eboardsolutions.com/SU/KVQmTg7QGRY9msVCJoNTnA==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/1UqWDulvizsjbodHUAElQA==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/t0mC2P4zS4BqHUuwoMqelQ==
6146.2	Certificate Of Proficiency/High School Equivalency - https://simbli.eboardsolutions.com/SU/Qe47yRtBuTMeb0HG4Jvssg==
6146.2	Certificate Of Proficiency/High School Equivalency - https://simbli.eboardsolutions.com/SU/76LvXXImA1L9b4qeLyaYGg==
6146.2-E PDF(1)	Certificate Of Proficiency/High School Equivalency - https://simbli.eboardsolutions.com/SU/q7LhdnptbVuu80ZslshRusUVQ==
6146.2-E PDF(2)	Certificate Of Proficiency/High School Equivalency - https://simbli.eboardsolutions.com/SU/EslshuVwBBtO0tMslshy63fnNjg==
6146.3	Reciprocity Of Academic Credit - https://simbli.eboardsolutions.com/SU/yOlBT4HRL74W41KZFwVIZQ==
6146.3	Reciprocity Of Academic Credit - https://simbli.eboardsolutions.com/SU/tyE7gnplusqUUTGMzRR0peAlg==

6146.4	Differential Graduation And Competency Standards For Students With Disabilities - https://simbli.eboardsolutions.com/SU/kLUluqkNwcPykXRsfnz75w==
6152.1	Placement In Mathematics Courses - https://simbli.eboardsolutions.com/SU/uUslsh3GpluskFV3JQ4gsdaQVvA==
6155	Challenging Courses By Examination - https://simbli.eboardsolutions.com/SU/l8h419OpUeZ6u8KHZ6dEkA==
6155	Challenging Courses By Examination - https://simbli.eboardsolutions.com/SU/Ohd5jElbniyc9MOyofqETQ==
6158	Independent Study - https://simbli.eboardsolutions.com/SU/60Bnp1DiY1lt3GgplusXeNLQ==
6158	Independent Study - https://simbli.eboardsolutions.com/SU/xd9kzpnIEjhkoczslshnPdGuQ==
6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/HYBwcnl1slshi6N2zflZd9o9A==
6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/zBeQ2sUV8L4vT5BplusnRW3Lg==
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education - https://simbli.eboardsolutions.com/SU/Jtzk3txwQ9mB2OYXb1vpJA==
6159.2	Nonpublic, Nonsectarian School And Agency Services For Special Education - https://simbli.eboardsolutions.com/SU/laWsNilak8cPNa3LJjThLQ==
6161.1	Selection And Evaluation Of Instructional Materials - https://simbli.eboardsolutions.com/SU/TXJUoBLzA7rvjw4XZSa2IA==
6161.1	Selection And Evaluation Of Instructional Materials - https://simbli.eboardsolutions.com/SU/09wysTRZTjc7fyXr9NBQVg==
6161.1-E PDF(1)	Selection And Evaluation Of Instructional Materials - Please See District Material In District Office - https://simbli.eboardsolutions.com/SU/nAj934eMrHZ4dtbBre7wIA==
6162.5	Student Assessment - https://simbli.eboardsolutions.com/SU/3YbcXsTKAIR8ai5fA6qTMw==
6172.1	Concurrent Enrollment In College Classes - https://simbli.eboardsolutions.com/SU/dKBapulusuVyhXiubM439ZMldg==
6173	Education For Homeless Children - https://simbli.eboardsolutions.com/SU/cS15IFjslsh0WNtaPtFWzqJpQ==
6173	Education For Homeless Children - https://simbli.eboardsolutions.com/SU/ZN570Y9X7sG6ktTc8ZGszQ==
6173-E PDF(1)	Education For Homeless Children - https://simbli.eboardsolutions.com/SU/C0yQFq9zrzO9LCplusrsipbeg==
6173.1	Education For Foster Youth - https://simbli.eboardsolutions.com/SU/W4SQNZm0juoMdxVBTfbJ9A==
6173.2	Education Of Children Of Military Families - https://simbli.eboardsolutions.com/SU/yYt0TWgNI8sGcFYDJGxvlg==
6173.2	Education Of Children Of Military Families - https://simbli.eboardsolutions.com/SU/6jNpx6PIOwiz60EqbPd07g==
6173.3	Education For Juvenile Court School Students - https://simbli.eboardsolutions.com/SU/1iWUHfXDpz1MaaLsj4nA0A==
6175	Migrant Education Program - https://simbli.eboardsolutions.com/SU/oxpLOlbCjNAHAYagri4xnQ==
6175	Migrant Education Program - https://simbli.eboardsolutions.com/SU/VzptXmof8xqlt0VUOfxKtQ==

- 6176 Weekend/Saturday Classes -
<https://simbli.eboardsolutions.com/SU/BU9R5hGYfRwNslshCglTh94slshA==>
- 6177 Summer Learning Programs -
<https://simbli.eboardsolutions.com/SU/dxATslshbwXPTWBvlr72c24UA==>
- 6178 Career Technical Education -
<https://simbli.eboardsolutions.com/SU/AxO3TpNIDJk4GslshqkKWxyYA==>
- 6178 Career Technical Education -
<https://simbli.eboardsolutions.com/SU/KT7h7hf7cxyPMegpk3Nkwyw==>
- 6178.1 Work-Based Learning -
<https://simbli.eboardsolutions.com/SU/OFw6mP6mlmvtrW3GqpJgAg==>
- 6178.1 Work-Based Learning -
<https://simbli.eboardsolutions.com/SU/IUZrnWA8OqHCDxkNZZWrrQ==>
- 6178.2 Regional Occupational Center/Program -
<https://simbli.eboardsolutions.com/SU/jfsWXW2j5fGTvVAKAFslshiTg==>
- 6179 Supplemental Instruction -
<https://simbli.eboardsolutions.com/SU/DKzUFnCZZxNFewjllkrpPg==>
- 6184 Continuation Education -
<https://simbli.eboardsolutions.com/SU/GfYAgslshslshXkBPHC5Zm7bcVeg==>
- 6184 Continuation Education -
<https://simbli.eboardsolutions.com/SU/BKOs9zh6G4plusKruJabJ48kg==>
- 9000 Role Of The Board -
<https://simbli.eboardsolutions.com/SU/g9KhJYx1SyvX22iktDENnQ==>

Santa Rosa City School | BP 6146.1 | Instruction

High School Graduation Requirements

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. [5127](#) - Graduation Ceremonies and Activities)

(cf. [5147](#) - Dropout Prevention)

(cf. [6011](#) - Academic Standards)

(cf. [6143](#) - Courses of Study)

(cf. [6146.3](#) - Reciprocity of Academic Credit)

Course Requirements

Beginning with the class of 2022, to obtain a high school diploma, students shall complete 220 credits in the following courses in grades 9-12, with each course being one year unless otherwise specified:

Three courses in social studies (30 credits): including United States history and World History (including culture, and geography of the world). Additionally, two semester long courses, one-course in American government (civics) and one course in Economics. (Education Code [51225.3](#))

(cf. 6142.3 - Civic Education)

(cf. [6142.94](#) - History-Social Science Instruction)

Four courses in English (40 credits): English 1, English 2, English 3, English 4 or their equivalent. Newcomers English is accepted for one year (10 credits) of this requirement. (Education Code [51225.3](#))

(cf. [6142.91](#) - Reading/Language Arts Instruction)

Three courses in mathematics (30 credits): At least one Mathematics course shall meet or exceed state academic content standards for Integrated Mathematics I. The two additional years of Mathematics must exceed the content standards of Integrated Mathematics 1. (Education Code [51225.3](#))

Completion of Integrated Math 1 with a grade of 'C' or better prior to grade 9 shall satisfy the requirement and allow for placement in a Math 2 level course. High school

credits will not be awarded. Two additional mathematics courses exceeding the content standards of Integrated Math 1 in grades 9-12 shall meet the requirement. (Education Code [51224.5](#))

(cf. [6142.92](#) - Mathematics Instruction)

(cf. [6152.1](#) - Placement in Mathematics Courses)

Two courses in science, (20 credits): Including biological and physical sciences (Education Code [51225.3](#))

(cf. 6142.93 - Science Instruction)

Two sequential courses in a Language Other Than English (20 credits) The first-year of Language Other Than English may be met prior to high school with a grade of “C” or better in middle school. A student will have to take the same language in 7th and 8th grade, however, high school credits will not be awarded. Additionally, placement in and completion of a Level 2 course will satisfy this requirement. A student whose primary language is designated other than English is exempt from the core graduation requirement of two years of a Language Other than English course, as long as their formal instruction in the Language Other Than English took place after the 6th grade. A student may receive a waiver from the two-year Language Other Than English requirement due to a specific learning disability, if it is clearly stated in his/her IEP or state standardized test results show a need for intensive academic intervention. (Please see AR [6146.1](#) High School Graduation Requirements - World Language.)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

One course in visual or performing arts (10 credits) (Education Code [51225.3](#))

One College Preparatory Elective (10 credits). One year of Career and Technical Education is recommended. To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

(cf. [6178](#) - Career Technical Education)

(cf. [6178.2](#) - Regional Occupational Center/Program)

Additional Graduation Requirements

Two courses (20 credits) in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code [51225.3](#))

(cf. [6142.7](#) - Physical Education and Activity)

(cf. [6142.1](#) - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. [6142.4](#) - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

Up to an additional (70) credits of electives, to be chosen by the student and parents from the course offerings listed in the College and Career Readiness Guide

Alternative Credits Toward Graduation

Industry Concentration Certificate

An Industry Concentration Certificate is a path to a college and career future that integrates a-g courses, college courses, work based learning, and linked learning specialty areas. Completion of an Industry Concentration leads to meeting most of the a-g requirements, graduation from high school, and earns an Industry Concentration Certification in a key industry sector.

Students begin the Industry Concentration in grades 11 or 12. Students completing an Industry Concentration Certification will still meet the 220 credits graduation requirement; however, integrated with an industry sector concentration that may include CTE/VAPA courses. Students may participate in dual enrollment at a local college or university with approved agreements, mentorships, pre-internship, and pre-approved work based learning. Santa Rosa City Schools, 11th and 12th grade students may be identified to participate in an Industry Concentration Specialist Certificate at their school.

Alternative Education

If an administrator so recommends, an alternate 180 credit course of study is available for students at Ridgway Continuation High School, or the Individualized Education Program Team can determine that an alternate course of study may be available.

(cf. [6146.11](#) - Alternative Credits Toward Graduation)

(cf. [6146.2](#) - Certificate of Proficiency/High School Equivalency)

(cf. [6146.4](#) - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

Waiver of Graduation Requirements for the Class of 2022

This waiver may only be used for students who will be graduating with the class of 2022. This waiver for the class of 2022 expires in June 2022 and only applies to the disciplines of Math and/or Language Other than English (LOTE).

Math Waiver Consideration:

Please note: waivers for math courses DO NOT exempt the student from the two-year California Department of Education (CDE) mathematics requirement (20 credits). Students still must earn 20 math credits to graduate from SRCS.

This waiver only exempts a student from one year of the three years of the math requirement for graduation. Eligibility for a Waiver are as follows:

Fall 2020

- Student did not pass Math 1P two or more times (4 semesters)
- Student did not pass Math 1P (2 semesters in 9th grade) and Math 2P (2 semesters in 10th grade)

Fall 2021

- Student has passed Math 1P (2 semesters) but did not pass a 2nd year of math (2 semesters)

Language Other than English (LOTE) Consideration:

Please note: waivers for LOTE DO NOT exempt the student from the one-year California Department of Education (CDE) LOTE requirement (10 credits). Students still must earn 10 credits to graduate.

This waiver only exempts a student from one year of the two years of the same language of LOTE that is required for graduation.

Determine if the following criteria apply:

Fall 2020

- Did not pass 2nd year of a LOTE (2 semesters)

This exemption applies to; foster youth, homeless students, or former juvenile court school students who transfer into the district any time after completing their second year of high school shall be required to complete all graduation requirements specified in Education Code [51225.3](#) but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code [51225.1](#))

(cf. [1312.3](#) - Uniform Complaint Procedures)

(cf. [5145.6](#) - Parental Notifications)

(cf. [6173](#) - Education for Homeless Children)

(cf. [6173.1](#) - Education for Foster Youth)

(cf. [6173.3](#) - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district.

(Education Code [49701](#))

(cf. [6173.2](#) - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code [51430](#))

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code [51440](#))

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51412 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education

60851.5 Suspension of high school exit examination

60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g

Courses: <http://www.universityofcalifornia.edu/admissions/freshman/requirements>

Policy SANTA ROSA CITY SCHOOLS

adopted: June 13, 2018 Santa Rosa, California

revised: April 25, 2018

revised: November, 9, 2011

revised: May 23, 2012


revised: January 16, 2013

revised: February 26, 2014

revised: May 24, 2017

revised: June 13, 2018

revised: March 25, 2020

Policy 6146.1: High School Graduation Requirements 

Status: ADOPTED

Original Adopted Date: 06/13/2018 | Last Revised Date: 07/08/2020 | Last Reviewed Date: 07/08/2020

Santa Rosa City School|BP 6146.1|Instruction High School Graduation Requirements

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

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(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

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(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

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(cf. 6178 - Career Technical Education)

(cf. 6178.2 - Regional Occupational Center/Program)

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(cf. 6142.7 - Physical Education and Activity)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

Beginning with the class of 2025, a single two-semester course or two semesters (10 credits) of any a-g offerings in Ethnic Studies developed pursuant to Education Code 51226.7. Any Ethnic Studies course taken must meet a UC/CSU a-g course requirement and shall also accrue credit for coursework in the subject that course is offered.

Education Code 51225.3(<https://simbli.eboardsolutions.com/SU/sQv14KKR2GWOagBm0zHQNQ> ==

Education Code 51226.7(<https://simbli.eboardsolutions.com/SU/bQ5wJ1Hm10F4ZzuKDpxIH>)A==

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If an administrator so recommends, an alternate 180 credit course of study is available for students at Ridgway Continuation High School, or the Individualized Education Program Team can determine that an alternate course of study may be available.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
2. That the student completes state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3 "

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions and Waivers

Waiver of Graduation Requirements for the Class of 2022

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- Student has passed Math 1P (2 semesters) but did not pass a 2nd year of math (2 semesters)

Language Other than English (LOTE) Consideration:

Please note: waivers for LOTE DO NOT exempt the student from the one-year California Department of Education (CDE) LOTE requirement (10 credits). Students still must earn 10 credits to graduate.

This waiver only exempts a student from one year of the two years of the same language of LOTE that is required for graduation.

Determine if the following criteria apply:

Fall 2020

- Did not pass 2nd year of a LOTE (2 semesters)

This exemption applies to; foster youth, homeless students, or former juvenile court school students who transfer into the district any time after completing their second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

(cf. 6173.2 - Education for Children of Military Families)

Retroactive Diplomas

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Legal Reference:

EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children 51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51412 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education 60851.5 Suspension of high school exit examination

60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria 67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation 4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452 Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>

University of California, List of Approved a-g

Courses: <http://www.universityofcalifornia.edu/admissions/freshman/requirements> Policy SANTA ROSA CITY SCHOOLS

adopted: June 13, 2018 Santa Rosa, California

revised: April 25, 2018

revised: November, 9, 2011

revised: May 23, 2012

revised: January 16, 2013

revised: February 26, 2014

revised: May 24, 2017

revised: June 13, 2018

revised: March 25, 2020

Supporting Documents

 [E 2 BoardPolicy61461CleanCopy 0](#)

Governor's May Revision Update to the Proposed 2023-24 State Budget and K-12 Education

May 24, 2023

Lisa Cavin, Associate Superintendent Business Services

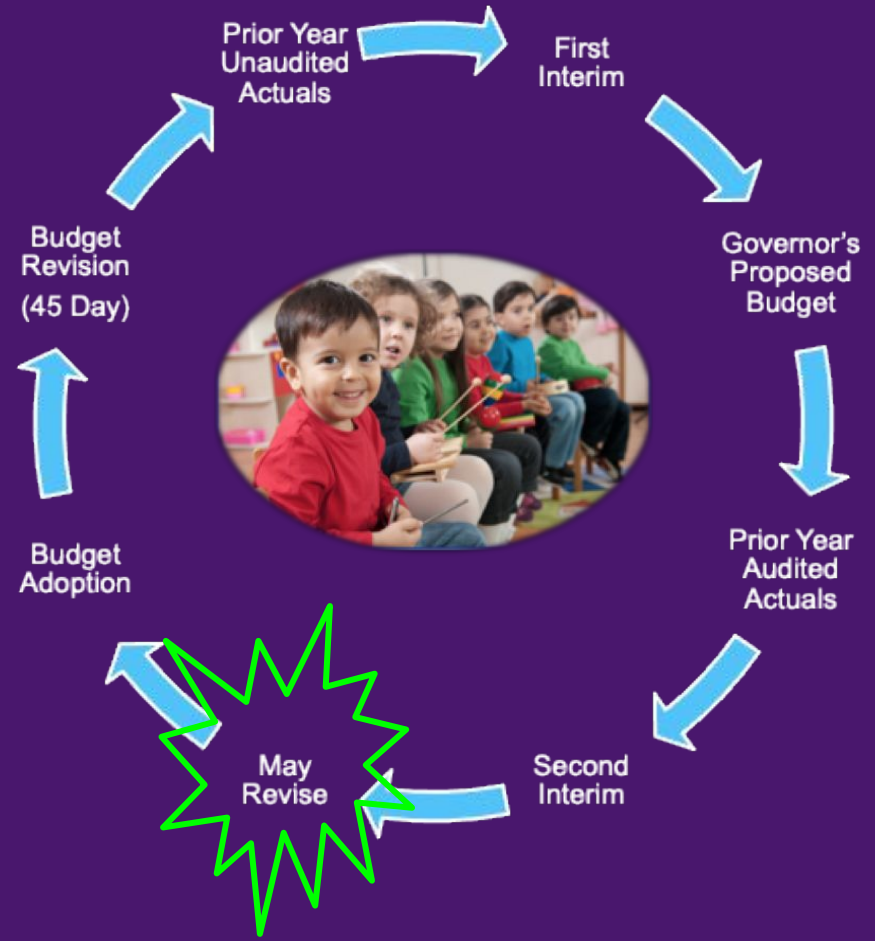
Joel Dontos, Executive Director Fiscal Services



Presentation Items

- Overview
- Proposed State Education Budget and Santa Rosa City Schools Impacts
- Areas to Monitor
- Next Steps
- Questions

Budget Cycle



Governor's May Revision Takeaways

- Fully fund statutory Cost of Living Adjustment (COLA)
- Continue
 - Universal meals
 - Universal transitional kindergarten implementation
 - Expanded Learning Opportunities Program
- Revoke authorized one-time funds
- Reduction to Prop 28 funds
- Potential for deferrals, COLA deficit, withdrawal from state reserves

Special Education and Reading Difficulties

- 8.22% COLA in 2023-24.
- New for 2023/24 (proposed)
 - Changes to SELPA funding distribution
 - Require districts to begin screening pupils in kindergarten through second grade for reading difficulties, including dyslexia, by the 2025-26 school year.
 - One-time funding to support expert panel to approve screening instruments for these assessments

Legislature's Priorities

- Fully fund statutory Cost of Living Adjustment (COLA)
- Teacher Residency Program
- Reject proposed cuts and delays
- Taxes
 - Suspend tax credit
 - Increase corporate taxes

Proposed State Education Budget and Santa Rosa City Schools Impacts

Local Control Funding Formula and Cost-of-Living Adjustment (Non Charter Schools)

As part of the January Governor's Budget, the Governor proposed a LCFF COLA of 8.13%. With the May Revision, the COLA for the LCFF has increased to 8.22%

		2022-23	2023-24	2024-25
Elementary & High Combined Districts	8.13% COLA	\$ 159,877,821	\$ 165,926,683	\$ 166,937,085
Elementary & High Combined Districts	8.22% COLA	\$ 159,877,821	\$ 166,061,186	\$ 167,067,839
Difference between January Budget Proposal & May Revise		\$ -	\$ 134,503	\$ 130,754

Local Control Funding Formula and Cost-of-Living Adjustment (Charter Schools)

As part of the January Governor's Budget, the Governor proposed a LCFF COLA of 8.13%. With the May Revision, the COLA for the LCFF has increased to 8.22%

		2022-23	2023-24	2024-25
Santa Rosa Charter School for the Arts	8.13% COLA	\$ 3,722,081	\$ 4,111,206	\$ 4,242,382
Santa Rosa Charter School for the Arts	8.22% COLA	\$ 3,722,081	\$ 4,114,647	\$ 4,245,810
Difference between January Budget Proposal & May Revise		\$ -	\$ 3,441	\$ 3,428
Santa Rosa French-American Charter (SRFACS)	8.13% COLA	\$ 4,164,693	\$ 5,031,853	\$ 5,213,765
Santa Rosa French-American Charter (SRFACS)	8.22% COLA	\$ 4,164,693	\$ 5,036,124	\$ 5,218,041
Difference between January Budget Proposal & May Revise		\$ -	\$ 4,271	\$ 4,276
Cesar Chavez Language Academy	8.13% COLA	\$ 9,235,780	\$ 10,681,765	\$ 11,362,198
Cesar Chavez Language Academy	8.22% COLA	\$ 9,235,780	\$ 10,690,391	\$ 11,371,059
Difference between January Budget Proposal & May Revise		\$ -	\$ 8,626	\$ 8,861
Santa Rosa Accelerated Charter	8.13% COLA	\$ 1,171,109	\$ 1,264,990	\$ 1,306,995
Santa Rosa Accelerated Charter	8.22% COLA	\$ 1,171,109	\$ 1,266,101	\$ 1,308,105
Difference between January Budget Proposal & May Revise		\$ -	\$ 1,111	\$ 1,110

Arts, Music, and Instructional Materials Discretionary Block Grant

- The Governor proposes an additional decrease in funding to the Arts, Music, and Instructional Materials Discretionary Block Grant. This reduction is on top of the reduction proposed in January, bringing the total reduction to 51% of the amount provided in the 2022-23 Enacted Budget for this program.

Fiscal Year 2022-23	January Allocation	Funding amount after 51% reduction	May Revise Projected Allocation	Difference in SRCS Funding
Elementary & High Combined Districts	\$ 7,895,886	49%	\$ 3,868,984	\$ (4,026,902)
Santa Rosa Charter School for the Arts	\$ 240,107	49%	\$ 117,652	\$ (122,455)
Santa Rosa French-American Charter (SRFACS)	\$ 247,068	49%	\$ 121,063	\$ (126,005)
Cesar Chavez Language Academy	\$ 560,183	49%	\$ 274,490	\$ (285,693)
Santa Rosa Accelerated Charter	\$ 80,708	49%	\$ 39,547	\$ (41,161)

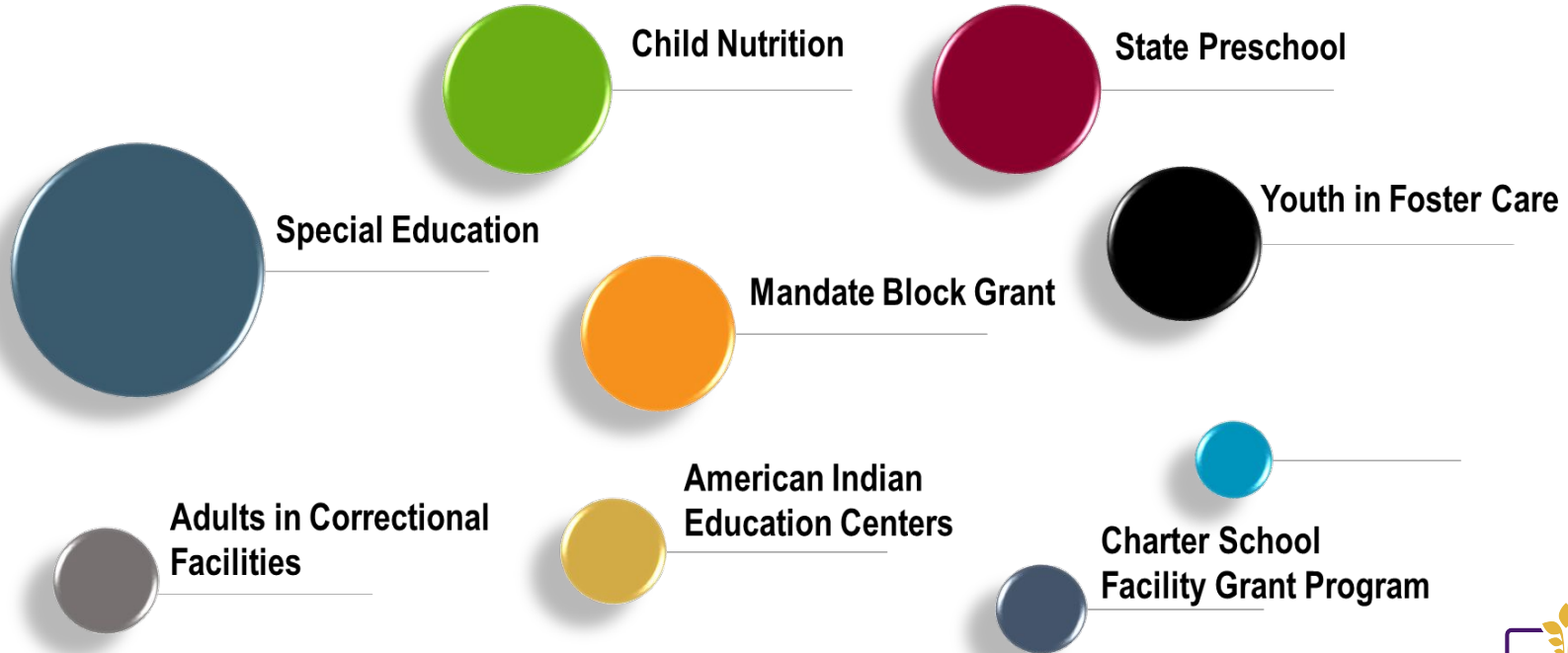
Learning Recovery Emergency Block Grant

- The Governor proposes with his May Revision to reduce funding for the Learning Recovery Emergency Block Grant in one-time funding. This would bring total funding for this program to a decrease of about 32%.

Fiscal Year 2022-23	January Allocation	Funding amount after 32% reduction	May Revise Projected Allocation	Difference in SRCS Funding
Elementary & High Combined Districts	\$ 14,264,335	68%	\$ 9,699,748	\$ (4,564,587)
Santa Rosa Charter School for the Arts	\$ 332,720	68%	\$ 226,250	\$ (106,470)
Santa Rosa French-American Charter (SRFACS)	\$ 238,099	68%	\$ 161,907	\$ (76,192)
Cesar Chavez Language Academy	\$ 1,311,472	68%	\$ 891,801	\$ (419,671)
Santa Rosa Accelerated Charter	\$ 34,024	68%	\$ 23,136	\$ (10,888)

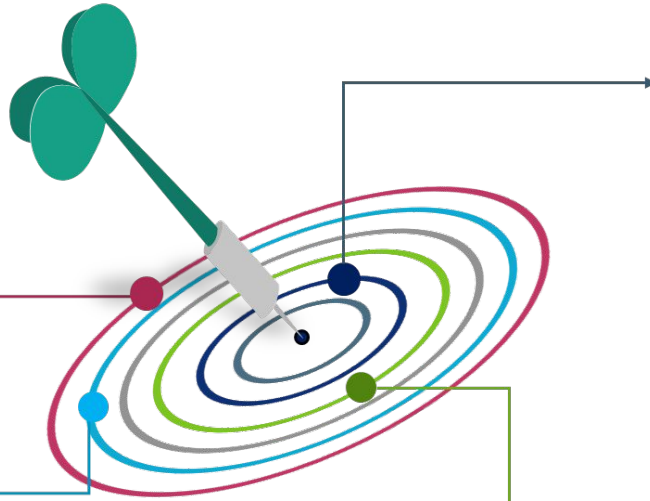
State Categorical Programs Outside the LCFF COLA

The Governor's May Revise includes for other education programs that are funded outside the LCFF to also receive the 8.22% statutory COLA



Multi Year Projections (MYP) - May Revise used for Budget Adoption and updated within 45 Days

Multiyear projections are required by Assembly Bill (AB) 1200 and AB 2756



Projections are anchored in reliable information as of the date of the projection

Projections will change any time the underlying factors change

Projections must be documented, because they will change

Areas to Monitor

- Final budget in June
- Inflation, rising interest rates, supply chain issues, and the struggling stock market
- Still in the Governor's budgeting toolbox should revenues continue to decline: deferrals, reserve account withdrawals, and COLA deficits.
- Echoing his warnings in January, the Governor's summary states "should broader economic risks materialize, deeper reductions will be necessary."
- Federal budget issues/debt ceiling
- Utilizing one-time funding for ongoing expenses
- Declining enrollment and Average Daily Attendance (ADA) rates
- Employee negotiations / Collective Bargaining

Next Steps

June 2023

- 2022-23 Estimated Actuals
- 2023-24 Budget and LCAP Public Hearings and Adoptions
- State Enacted 2023-24 Budget

July, August & September 2023

- Santa Rosa City Schools 45 Day 2023-24 Budget Update
- Budget Advisory Committee reconvenes
- 2022-23 Unaudited Actuals

Board Member Questions



K-12 EDUCATION

California provides instruction and support services to roughly 5.9 million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, more than 1,000 local school districts, and more than 1,200 charter schools provide instruction in English, mathematics, history, science, and other core competencies.

The May Revision includes total funding of \$127.2 billion (\$79.1 billion General Fund and \$48.1 billion other funds) for all K-12 education programs.

MAINTAINING STRONG SUPPORT FOR SCHOOLS

Because available Proposition 98 resources have declined between the Governor's Budget and the May Revision, the May Revision adjusts and repurposes prior one-time allocations to continue supporting and maintaining critical ongoing education investments. The May Revision repurposes modest portions of the funding previously provided to support the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Block Grant to support the Local Control Funding Formula. With these changes, the state is reasonably positioned to sustain the continued multi-year implementation of the California for All Kids plan—a whole child framework to close opportunity gaps by accelerating learning and investing in the educator workforce while providing universal access to early learning, before and after school care, comprehensive nutrition services, and increasing the number of

community schools in high-needs communities. Further, the May Revision does not reflect a discretionary withdrawal from the Public School System Stabilization Account.

PROPOSITION 98

Proposition 98 is a voter-approved constitutional amendment that guarantees minimum funding levels for K-12 schools and community colleges (collectively referred to as K-14 schools). The Guarantee, which went into effect in the 1988-89 fiscal year, determines funding levels according to multiple factors including the level of funding in 1986-87, General Fund revenues, per capita personal income, and school attendance growth or decline. The Local Control Funding Formula is the primary mechanism for distributing these funds to support all students attending K-12 public schools in California.

The Guarantee continues to be in Test 1 for 2021-22, 2022-23, and 2023-24. To accommodate enrollment increases related to the expansion of transitional kindergarten, the Governor's Budget proposed rebenchmarking the Test 1 percentage to increase the percentage of General Fund revenues due to the Guarantee, from 38.3 percent to approximately 38.6 percent. The May Revision updates the increased Test 1 percentage from approximately 38.6 percent to approximately 38.5 percent to reflect revised estimates of enrollment increases related to the expansion of transitional kindergarten.

The decrease in revenues projected for fiscal years 2021-22, 2022-23, and 2023-24 results in a corresponding decrease in resources for K-14 schools. Proposition 98 is estimated to be \$110.6 billion in 2021-22, \$106.8 billion in 2022-23, and \$106.8 billion in 2023-24, representing a three-year decrease in the minimum Guarantee of \$2 billion below the level estimated in the Governor's Budget. These funding levels include property tax increases of \$15 million in 2021-22, \$767 million in 2022-23, and \$201 million in 2023-24.

PROPOSITION 98 RAINY DAY FUND

The Governor's Budget projected a total of \$8.5 billion in total payments to the Public School System Stabilization Account (PSSSA) between 2021-22, 2022-23, and 2023-24. At the May Revision, the share of General Fund revenues attributable to capital gains have increased, causing required PSSSA deposits (and the PSSSA balance) to increase from \$8.5 billion to a total of roughly \$10.7 billion. This balance reflects the PSSSA reaching its constitutional cap in the 2023-24 fiscal year.

Under current law, there is also a cap of 10 percent on school district reserves in fiscal years immediately succeeding those in which the balance in the PSSSA is equal to or greater than three percent of the total K-12 share of the Proposition 98 Guarantee. The balance of \$9.9 billion in 2022-23 continues to trigger school district reserve caps in 2023-24.

LOCAL CONTROL FUNDING FORMULA (LCFF)

The 2023-24 cost-of-living adjustment is updated from 8.13 percent at the Governor's Budget to 8.22 percent at the May Revision. This adjustment, when combined with further declining enrollment at the May Revision, would increase year-over-year discretionary funds available to local educational agencies (LEAs) by approximately \$3.4 billion. The May Revision also reflects the utilization of approximately \$2.7 billion one-time Proposition 98 General Fund to support the overall costs of the LCFF in 2023-24.

COUNTY OFFICES OF EDUCATION LCFF FUNDING

The May Revision includes an increase of \$80 million ongoing Proposition 98 General Fund to support county offices of education serving students in juvenile court and other alternative school settings. This investment will provide county offices of education with additional resources to support the unique staffing and programming needs required to serve this vulnerable population of students, address the volatility of existing resources for juvenile court and other alternative school programs, and address the need for teachers, mental health professionals and other support staff to serve these students.

Additionally, the May Revision includes a 50-percent increase to the base grant allocation that county offices of education receive to support their differentiated assistance work, in recognition of the lengthened timeline for differentiated assistance—from one to two years of eligibility—proposed at the Governor's Budget.

ACCOUNTABILITY IMPROVEMENTS AND EQUITY MULTIPLIER

To accelerate learning gains and close opportunity gaps of historically underserved pupils, the Governor's Budget included a comprehensive package of amendments to the K-12 accountability and continuous improvement system intended to allow significant student group or school-level equity gaps within an LEA to be identified and addressed effectively through the Local Control and Accountability Plan and Differentiated Assistance processes. Seeking to build on its successful foundation, the

proposed amendments draw from formal evaluations, research studies and experience during the first ten years of implementation of these LCFF-based systems. Underscoring the need for these improvements: in 2021-22, 47 percent of all students met or exceeded standards in English language arts (ELA) and 33.4 percent met or exceeded standards in mathematics; only 30.3 percent of African American students met or exceeded standards in ELA and only 15.9 percent met or exceeded standards in mathematics; for youth in foster care, only 20.6 percent met or exceeded standards in ELA and 10.3 percent met or exceeded standards in mathematics.

As a direct complement to this proposal, the Governor's Budget proposed \$300 million ongoing Proposition 98 General Fund to establish an Equity Multiplier as an add-on to the LCFF. These funds will be allocated to LEAs based on school-site eligibility, using a more targeted methodology than the existing supplemental and concentration grants' eligibility.

The May Revision reflects several clarifying statutory changes to those transmitted with the Governor's Budget to strengthen the package of statutory accountability changes, including additional assurances that all LEAs with low student performance address disparities in the preparation of their educators. The Budget also provides \$2 million ongoing Proposition 98 General Fund to support the critical work of the newly proposed Equity Leads within the Statewide System of Support.

LITERACY

Early identification and intervention with evidence-based early literacy instructional strategies and materials improves literacy outcomes for pupils who have or are at risk of having reading difficulties, including dyslexia. To target appropriate progress monitoring, interventions and support for students at risk of reading difficulties, the May Revision requires LEAs to begin screening pupils in kindergarten through second grade for risk of reading difficulties, including dyslexia, by the 2025-26 school year. The May Revision provides \$1 million one-time Proposition 98 General Fund to support the convening of an independent panel of experts to approve a list of screening instruments for these assessments and the Administration intends to fund professional development for this purpose in future budgets. LEAs would be further required to provide supports and services to students identified as at risk of reading difficulties, including dyslexia.

EARLY EDUCATION

TRANSITIONAL KINDERGARTEN

Access to high-quality, evidence-based early education can support and accelerate the learning of young children and provide pre-elementary students with the skills and tools needed to succeed in school. To this end, the Governor's Budget included \$604 million Proposition 98 General Fund to support the first year of expanded eligibility for transitional kindergarten (TK), which covers the shift from all children turning five-years-old between September 2 and December 2 to all children turning five years old between September 2 and February 2. Additionally, the Governor's Budget included \$337 million Proposition 98 General Fund to add one additional certificated or classified staff person to every TK class, reducing student-to-adult ratios to more closely align with the California State Preschool Program.

Due to reduced TK enrollment projections at May Revision, the first-year costs to expand access to all children (roughly 29,000 total children), turning five years old between September 2 and February 2, are revised from \$604 million Proposition 98 General Fund to approximately \$357 million Proposition 98 General Fund at the May Revision. The first-year costs to add one additional certificated or classified staff person to every TK class is revised from \$337 million Proposition 98 General Fund to approximately \$283 million Proposition 98 General Fund. The second-year costs to expand access to all children (roughly 42,000 additional children) turning five-years-old between September 2 and April 2 are revised from approximately \$690 million to approximately \$597 million. The second-year costs to support the addition of one additional certificated or classified staff person in TK classrooms serving these students remains unchanged from the Governor's Budget.

CALIFORNIA STATE PRESCHOOL PROGRAM

Providing every child with access to pre-kindergarten education before they begin school is a key component of improving equity in public education. Parental choice in the type of preschool education their child receives is equally important, and the state has made significant recent investments in both transitional kindergarten and State Preschool. Building upon prior preschool investments, and to support the continuing implementation of expanded transitional kindergarten while maintaining access to State Preschool and providing parents with choice, the May Revision reflects the following adjustments and programmatic changes:

- **State Preschool Family Fee Waivers and 2022-23 Stipends**—The May Revision reflects recent legislation that allows the Department of Education to use \$4.4 million non-Proposition 98 General Fund and \$5.3 million Proposition 98 General Fund from the 2022 Budget Act, to continue to waive family fees from July 1, 2023, through September 30, 2023, to extend relief to families who would otherwise have to start paying family fees in July. Additionally, the May Revision reflects the recent legislation that authorizes the California Department of Education to use roughly \$112 million in available federal funds to provide temporary employee stipends to the California State Preschool Program.
- **State Preschool Technical Adjustments**—The May Revision includes a decrease of \$54.3 million General Fund to reflect revised estimates of the General Fund resources needed to support recent reimbursement rate increases that are currently supported by limited-term federal funds. Additionally, the May Revision reflects an increase in reimbursement rates due to the increased COLA of 8.22-percent; however, the cost of providing this COLA has decreased by \$52 million Proposition 98 General Fund and \$28 million General Fund due to revised estimates of the number of contractors that opt into the Standard Reimbursement Rate. This decrease in funding is due to the number of contractors being reimbursed at the Standard Reimbursement Rate being lower than expected at the Governor's Budget.

EXPANDED LEARNING OPPORTUNITIES PROGRAM

The 2022 Budget Act allocated \$4 billion ongoing Proposition 98 General Fund to support the Expanded Learning Opportunities Program (ELOP). Consistent with statute, starting in 2023-24, LEAs will be required to offer expanded learning opportunities to all low-income students, English learners, and youth in foster care in elementary grades. LEAs with the highest concentrations of these students will be required to offer expanded learning opportunities to all elementary students.

The Governor's Budget proposed statutory changes so that LEAs do not incur fiscal penalties that were greater than their ELOP entitlement and clarified that LEAs can offer 30 non-school days during the summer if they choose, without being penalized.

The May Revision proposes further statutory changes to provide LEAs with additional time to expend the ELOP funding allocations by extending the expenditure deadline for ELOP funds received in 2021-22 and 2022-23 from June 30, 2023, to June 30, 2024. This extension will allow LEAs to have more time for planning and implementation.

NUTRITION

The Governor's Budget included a total of approximately \$1.5 billion ongoing Proposition 98 General Fund to support the Universal School Meals program. The Universal School Meals program provides public K-12 students access to two free meals per school day. In addition to the ongoing Proposition 98 General Fund, local educational agencies are projected to receive approximately \$2.6 billion in federal meal reimbursements for schools participating in the National School Lunch and School Breakfast programs.

Due to greater demand for meals reimbursed in the paid category than was projected for the 2022-23 and 2023-24 fiscal years at the Governor's Budget, the May Revision includes an additional \$110 million one-time Proposition 98 General Fund and approximately \$191 million ongoing Proposition 98 General Fund to fully fund the program in the 2022-23 and 2023-24 fiscal years.

EDUCATOR WORKFORCE

The 2021 and 2022 Budget Acts included several multi-year investments to better prepare, train, recruit, and retain a diverse, expert workforce in California's K-12 schools. The Administration remains committed to the successful implementation of these investments in the coming year to increase the number of fully prepared teachers graduating from California teacher education programs and entering the state educator workforce. To further reduce barriers for those interested in entering the teaching profession, including spouses of military personnel, the May Revision includes statutory changes to implement the following program improvements:

- Increasing the Teacher and School Counselor Residency Grant Program per-candidate allocation to grantee local educational agencies. These statutory changes also require a minimum stipend or salary be provided to residents to better enable candidates to afford to pursue this exemplary pathway and districts and preparation programs to better support their successful implementation.
- Allowing residency candidates to complete their service requirements in eight years instead of five years, and providing flexibility for candidates to fulfill their service requirement by teaching in schools outside of the sponsoring district.
- Allowing teachers who were unable to finish their credential because they could not take the Teaching Performance Assessment during the COVID-19 pandemic to

meet this requirement through completion of a Commission-approved induction program or through two years of satisfactory teacher evaluations.

- Authorizing the Commission on Teacher Credentialing to issue a comparable California credential to any U.S. military servicemember or their spouse who possesses a valid out-of-state teaching or services credential to provide instruction or services in the public schools of the state of issuance when the candidate is relocated to California on military orders.
- Requiring the Commission to evaluate how transcript reviews can be conducted to assess basic skills and subject matter competence for teaching candidates to complete their credentialing requirements without the need to take state-mandated exams to prove competence.

ADJUSTING ONE-TIME RESOURCES

Since available Proposition 98 resources have declined by approximately \$2 billion below the Governor's Budget estimate, and because Public School System Stabilization Account deposits are projected to increase by roughly \$2.2 billion over the Governor's Budget estimate, the May Revision proposes reducing support for the following one-time programs to better enable the state to support and maintain critical ongoing education investments:

- **Arts, Music, and Instructional Materials Discretionary Block Grant**—A decrease of approximately \$607 million one-time Proposition 98 General Fund for the Arts, Music, and Instructional Materials Block Grant, taking proposed support for the Block Grant from \$2.3 billion Proposition 98 General Fund at the Governor's Budget to approximately \$1.8 billion Proposition 98 General Fund at the May Revision. The Arts and Music in Schools: Funding Guarantee and Accountability Act (Proposition 28) is expected to provide approximately \$933 million ongoing Proposition 98 General Fund beginning in 2023-24.
- **Learning Recovery Emergency Block Grant**—A decrease of approximately \$2.5 billion one-time Proposition 98 General Fund for the Learning Recovery Emergency Block Grant, taking support for the Block Grant from approximately \$7.9 billion at the Governor's Budget to approximately \$5.4 billion at the May Revision.

SIGNIFICANT ADJUSTMENTS

- **Bipartisan Safer Communities Act, Stronger Connections Program**—An increase of \$119.6 million one-time federal funds to support state-level activities related to school climate and safety through the Stronger Connections Program.
- **Categorical Program Cost-of-Living Adjustments**—A decrease of approximately \$1.7 million ongoing Proposition 98 General Fund for selected categorical programs for 2023-24 to reflect a change in the cost-of-living factor from 8.13 percent at the Governor's Budget to 8.22 percent at the May Revision. This decrease also reflects changes in enrollment projections from Governor's Budget.
- **The Arts and Music in Schools: Funding Guarantee and Accountability Act (Proposition 28)**—A decrease of approximately \$8 million to support the implementation of Proposition 28, which requires an amount equal to one percent of the Proposition 98 Guarantee to be allocated to schools to increase arts instruction and/or arts programs in public education. With this adjustment, support for the program would be approximately \$933 million in 2023-24.
- **Bilingual Teacher Professional Development Program**—An increase of \$20 million one-time Proposition 98 General Fund to be available through the 2028-29 fiscal year to support the Bilingual Teacher Professional Development Program.
- **Restorative Justice Practices**—An increase of \$7 million one-time Proposition 98 General Fund to provide support for local educational agencies opting to implement the Restorative Justice best practices that will be developed and posted on the Department of Education's website by June 1, 2024, pursuant to Chapter 914, Statutes of 2022 (AB 2598).
- **Golden State Teacher Grant Program**—As referenced in the Higher Education Chapter, an increase of \$6 million one-time federal funds to support grants to teacher candidates enrolled in a special education teacher preparation program who agree to teach at a high-need school site. Additionally, the May Revision alters proposed statutory changes transmitted with the Governor's Budget to maintain the requirement that awardees serve in high-need schools.
- **After School Education and Safety Programs**—An increase of \$3 million ongoing Proposition 98 General Fund to the Los Angeles County Office of Education to contract with Save the Children to support after school programs in rural districts.

- **California School Information Services**—An increase of approximately \$2.1 million ongoing Proposition 98 General Fund to support the California School Information Services division of the Fiscal Crisis and Management Assistance Team.
- **Professional Development and Leadership Training**—An increase of \$1 million ongoing Proposition 98 General Fund for the Los Angeles County Office of Education to support professional development and leadership training for education professionals related to antibias education and the creation of inclusive and equitable schools, pursuant to Chapter 13, Statutes of 2015.
- **Local Control and Accountability Plan Query Tool and eTemplate**—An increase of \$148,000 ongoing Proposition 98 General Fund to support refinements to the Local Control and Accountability Plan Query Tool and eTemplate.
- **Basic Aid Wildfire Property Tax Backfill**—An increase of \$632,000 one-time Proposition 98 General Fund to backfill reduced property tax revenues for certain school districts that were impacted by the Kincadee Fire.