

MEETING MINUTES

The Santa Rosa City Schools Special Board Meeting of December 20, 2023, starting at 5:30 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 High School Auditorium (1235 Mendocino Ave. Santa Rosa, CA 95401) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on virtual attendance (including how to watch, give public comment and listen in Spanish) please click [HERE](#).

La reunión especial de la mesa directiva del distrito escolar Santa Rosa City Schools del 20 del diciembre de 2023 a partir de las 5:30 pm, se llevará a cabo en formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Ejecutiva en el Auditorio de Santa Rosa High School (1235 Mendocino Ave., Santa Rosa, CA 95401) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed 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 Vice President

Stephanie Manieri, Board of Education Director

Omar Medina, Board of Education President

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Clerk

Jeremy De La Torre, Board of Education Director

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

President Medina called the meeting to order at 4:42 pm.

President Medina stated that two Board members will be joining the meeting via teleconference in accordance with AB 2249 for reasons of just cause which is incorporated into Board Bylaw 9320. The two Board members who are present via teleconference are Alegria De La Cruz and Stephanie Manieri. The Board members who are present in person are Ed Sheffield, Ever Flores, Jeremy De La Torre, Roxanne McNally and Omar Medina.

1. Public Comment On Closed Session Agenda

The following individual addressed the Board during public comment:

- Duane De Witt

B. RECESS TO CLOSED SESSION

**1. Student Readmissions (Case Nos: 2022/23-11, 2022/23-26, 2022/23-34)
[Ed. Code § 48916]**

C. RECONVENE TO OPEN SESSION (5:30 PM)

The Board reconvened for open session at 5:30 pm.

President Medina stated that two Board members will be joining the meeting via teleconference in accordance with AB 2249 for reasons of just cause which is incorporated into Board Bylaw 9320. The two Board members who are present via teleconference are Alegria De La Cruz and Stephanie Manieri. The Board members who are present in person are Ed Sheffield, Ever Flores, Jeremy De La Torre, Roxanne McNally and Omar Medina.

Director Rauh was not present.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Report of Actions Taken in Closed Session

The following action was taken in the Closed Session:

- Students with Case Nos. 2022/23-11, 2022/23-26 and 2022/23-34 have met the requirements for readmission to the District.

3. Special Presentation for Outgoing Board President

Superintendent Trunnell led the Special Presentation for the Outgoing Board President, Stephanie Manieri. Superintendent Trunnell expressed her gratitude to Director Manieri for the time she served as Board President.

D. PUBLIC COMMENT ON AGENDA ITEMS ONLY

E. DISCUSSION / ACTION ITEMS

1. (Discussion) District-Wide Data Presentation: Graduation Rate and College Readiness

Superintendent Trunnell presented the District-Wide Data Presentation: Graduation Rate and College Readiness to the Board. Also presenting were:

- Steve Mizera, Executive Director of Special Education
- Emanuele Bardelli, Executive Director of Information and Evaluation
- Roderick Castro, Assistant Superintendent of Educational Services

Superintendent Trunnell started the presentation with the following statement:

- *First, I want to start by saying that the data we are going to discuss tonight are numbers, but the numbers are connected to human beings...which include our students and their families, who have goals for their future. Our dedicated staff is also connected to these numbers, and their hard work in supporting our students.*
- *I will also share that while we have seen slight gains, the data is not where we want it to be, our students are not where we want them to be....While we celebrate our students who have successfully graduated from our schools, our job is to ensure that all students graduate, and find ways to help make that happen. I wonder how we would feel if the doctor who was going to conduct surgery on us had a 82.6% success rate. Education is like air, we cannot live and thrive without it.*
- *Tonight's presentation has been several months in the making, taking time to understand our data and to be transparent about it. Our goal tonight is to share information about where we are, and where we want to go.*

The duration of the Board's questions lasted 1 hour and 15 minutes.

The following individuals addressed the Board during public comment:

- Duane De Witt
- Deanna Olivarez
- Tom Gutsch
- Brittney Geddes
- Stacy Olson
- Ashley Bell
- Michael Von Der Porten
- Tracy Maniscalco
- Will Lyon
- Angela Ghigliazza
- Johnathon Moko
- Ana Logo
- Sheila Walker
- Ann Donagan
- Brittney Alfronti

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

The prestaton that was shared during this report is attached to the minutes as a supporting document.

2. (Action) First Read and Possible Waiving of Second Read, Board Policy 6146.1 - Graduation Waiver Extension to the Class of 2025

Superintendent Trunnell presented the First Read and Possible Waiving of Second Read, Board Policy 6146.1 - Graduation Waiver Extension for the Class of 2025 to the Board.

The following individuals addressed the Board during public comment:

- Will Lyon

- Kim Van de Wetering
- Austin Cianci
- Ashley Bell
- Blaire Murphy
- Josh Lewis
- Nancy Pipkin
- Deanna Olivarez
- Ana Lugo
- Deanna Candilera

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

Motion Passed with a Friendly Amendment by President Medina: First Read and the Waiving of Second Read, Board Policy 6146.1 - Graduation Waiver Extension to the Class of 2025. President Medina suggested that the word "possibly" be removed from the motion.

Motion made by: Ever Flores

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

3. (Action) CSBA Delegate Assembly Nomination

President Medina led the CSBA Delegate Assembly nomination.

President Medina made a motion to nominate Director Manieri to the CSBA Delegate.

Director Manieri accepted the nomination.

Motion Passed: Director Manieri as the Board's nomination to the CSBA Delegate Assembly.

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

F. ADJOURNMENT

The meeting adjourned at 9:47 pm.

Graduation Rates & College Readiness Data

Special Board Meeting
December 20, 2023

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

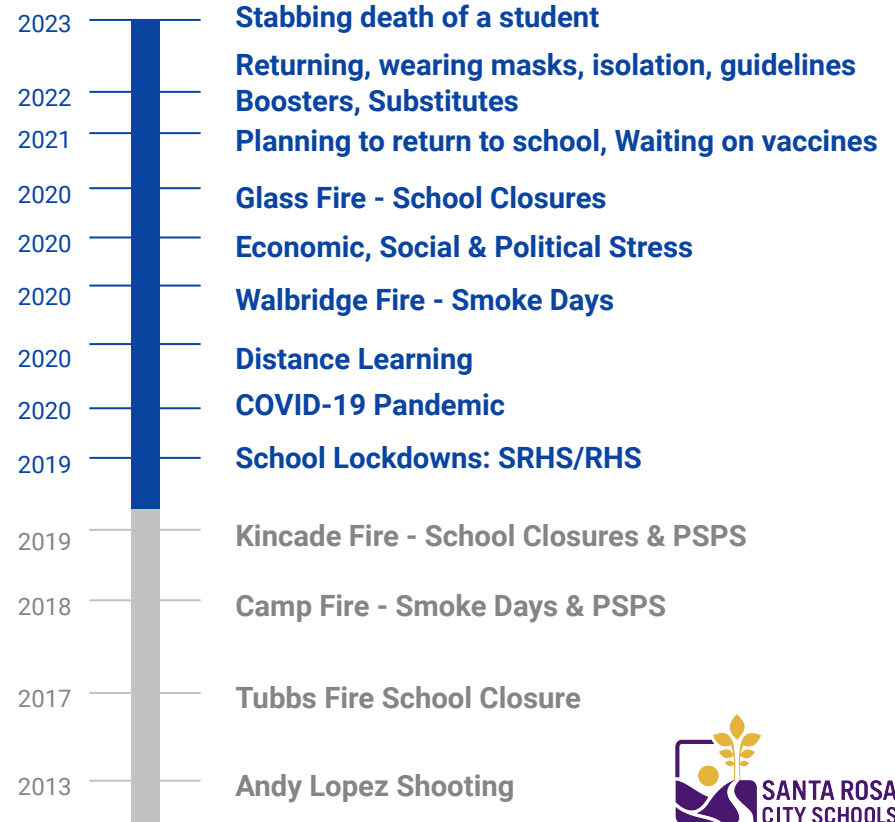
SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

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

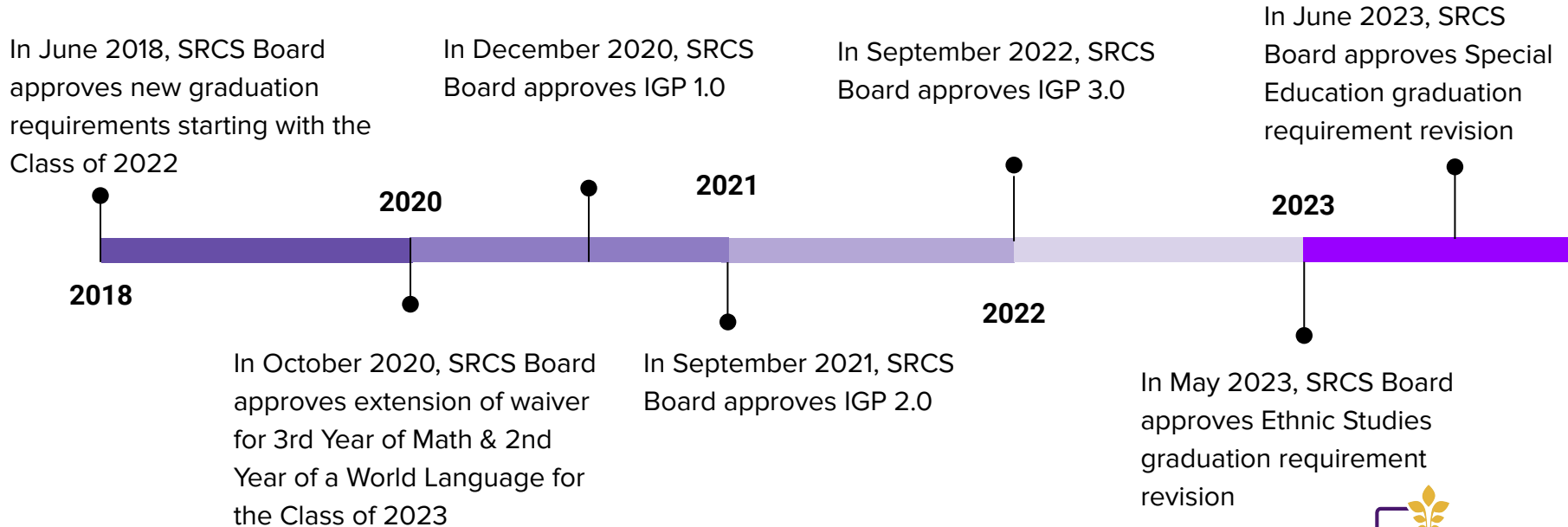
Layers of Trauma



A brief history of SRCS graduation requirements

- In June 2018, SRCS Board approved new graduation requirements starting with the Class of 2022
- These updated graduation requirements align SRCS graduation requirements to UC/CSU admissions requirements
- The intention with this updated policy was to reduce inequalities along racial/ethnic lines in college preparation and course access
- MTSS supports were reinforced to help students meet the increased graduation requirements
- Reduced 9th grade course class size, in English 1P, Math 1, 10-11th grade Math 1, 9th grade Science (2021-2024 SRTA Collective Bargaining Agreement, 14.6.1 (e)).
- Due to the COVID-19 pandemic, AB104 allowed for waiving local graduation requirements above the state minimum requirements for classes of 2021, 2022, 2023

A brief history of SRCS graduation requirements



Overview of Graduation Requirements

Subject area	CA State Requirements	SRCS Requirements
English	3 years	<u>4 years</u>
Math	2 years Including Algebra I	<u>3 years</u> Including Integrated Math I
Science	1 year Biological Science 1 year Physical Science	1 year Biological Science 1 year Physical Science
Social Studies	1 year World History 1 year US History 1 year Gov & Econ	1 year World History 1 year US History 1 year Gov & Econ
VAPA	1 year	<u>1 year Visual Performing Arts</u>
World Language		<u>2 years World Language</u>
Physical Education	2 years	2 years
Electives	0	5 year-long courses
Total	130 credits	220 credits

a-g Subject	Subject Area	CA State Minimum Reqs	Santa Rosa City Schools	Cotati Rohnert Park USD	Healdsburg USD	Petaluma City Schools	Sonoma Valley USD (SVHS)	Windsor USD	Novato USD	Oakland USD	San Francisco USD
a	Social Studies	3 years	3 years	3 years	3 years	3 years	3 years	3 years	3 years	3 years	3 years
b	English	3 years	4 years	4 years	4 years	4 years	4 years	4 years	4 years	4 years	4 years
c	Math	2 years	3 years	3 years	3 years	2 years + 1 year of STEM	3 years	3 years	2 years	3 years	3 years
d	Science	2 years	2 years	2 years	3 years	2 years	2 years	2 years	3 years	3 years	2 years
e	World Language	1 year (either/or)	2 years	2 years (also includes CTE)	2 years	1 year	2 years	2 semesters World Language or Art	2 years (VAPA, CTE, Foreign Lang., vocational, or practical arts)	2 years	2 years
f	Visual & Performing Arts (VAPA)		1 year		1 year		1 year			1 year	
g	Electives	0	50 credits (5 year-long courses)	As needed to complete 220-credit requirement	40 credits	65 credits (including 1 year College Prep Elective)	10 credits (1 year College Prep Elective)	75 credits (15 semesters)	60 credits	50 credits (5 courses)	50 credits (including 1 year College Prep Elective)
--	Physical Education	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years	2 years
-	Additional Requirements	n/a	n/a	40 hours of Community Service	1 year CTE; 1 year Jr Seminar & AVID11 (Class of 24)	1 semester Human Interaction	9th Gr: 1 semester each Geography and Living Skills	1 semester Health	1 semester Health	Graduate Capstone/ Senior Project	1 semester Health
					30 hours Service Learning (Class of 24)		30 credits at student's discretion	Senior Project (30 hours)	1 semester College & Career Readiness		1 semester College & Career Readiness
	Total Credits	130	220	220	240	220	220	220	220	230	230

Access to College Preparatory Curriculum

Access for All: Access and Meeting A-G Admission Reqs

Access to rigorous, grade-level appropriate, A-G aligned curriculum

- Discontinue the use of remedial, below-grade-level courses
- Discontinue the tracking of classes in college preparatory and non-college preparatory courses
- Continue to provide and create full access to CA Common Core aligned, standards-based curriculum

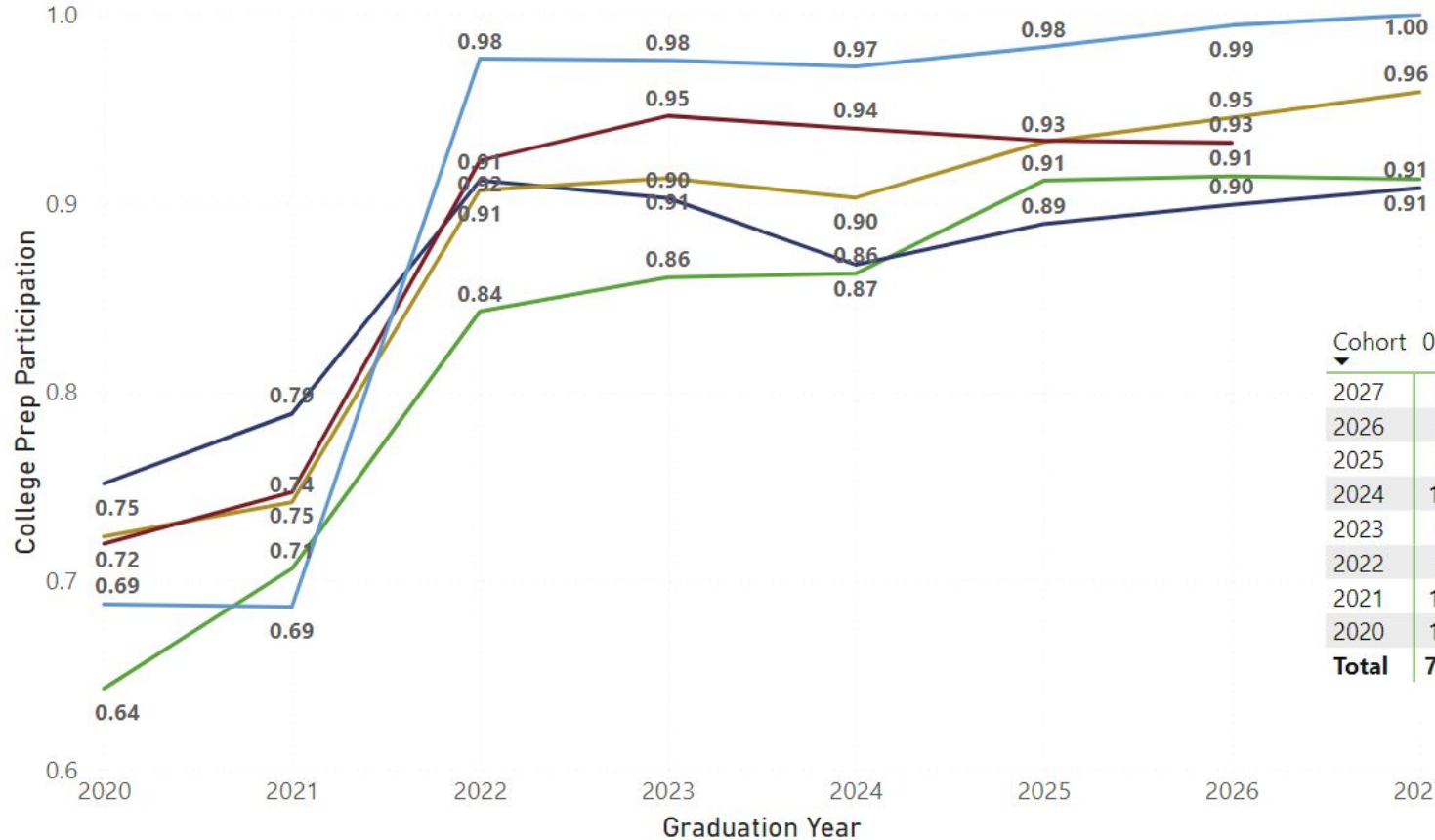
Students leave SRCS with an A-G eligible high school diploma

- Align SRCS graduation requirements to UC/CSU admission requirements
- Addition of courses in mathematics and world language to our traditional SRCS 220 credit diploma
- Mild/Moderate Students with Disabilities on Diploma Track
- Most of our neighboring districts adopted similar graduation requirements around the same time

**How has access to college
preparatory curriculum
changed over time?**

Access to College Preparatory Curriculum Over Time

Subject Area ● English ● Math ● Science ● Social Studies ● World Language

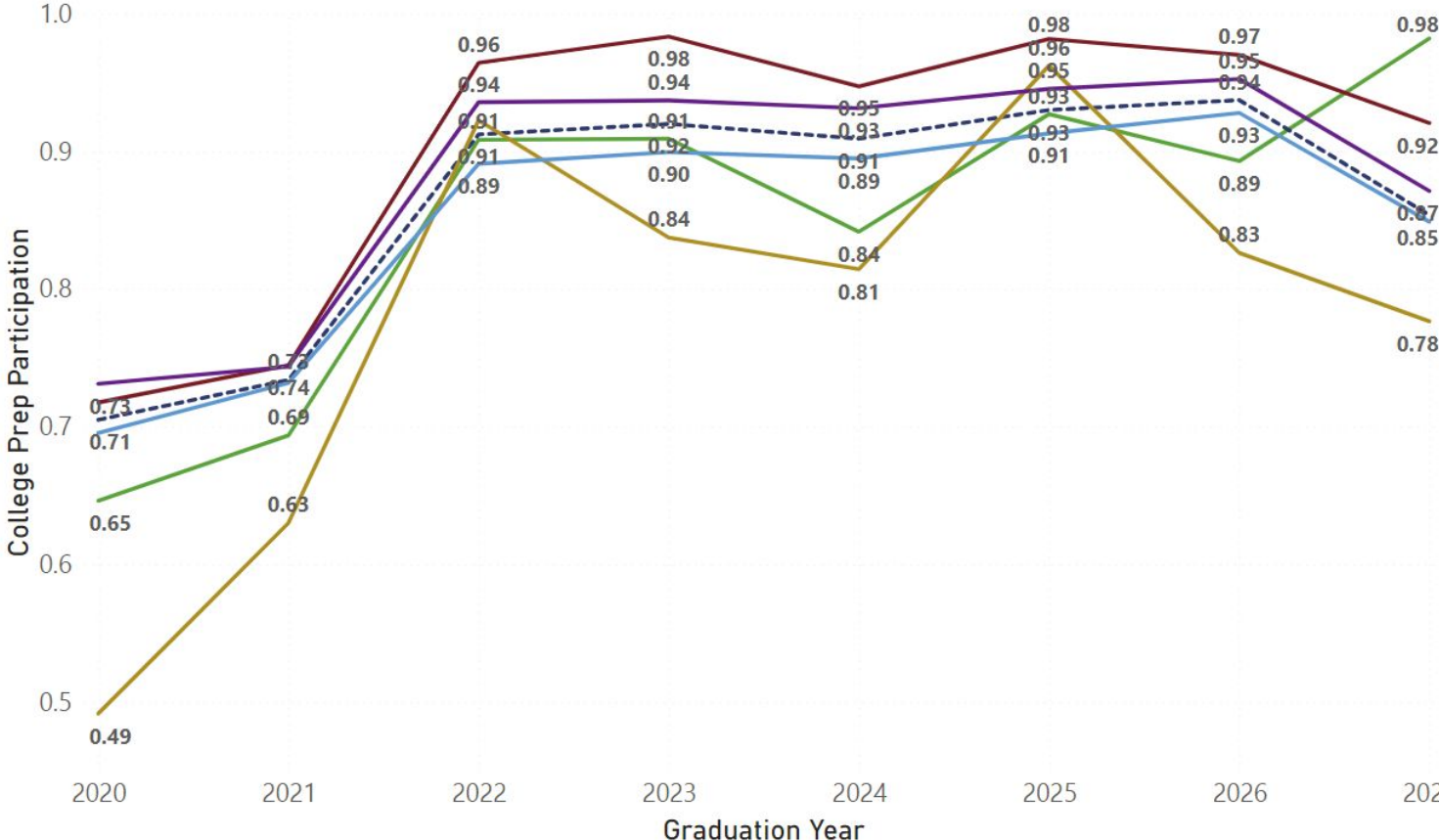


Cohort	0.00	1.00	Total
2027	229	1681	1740
2026	347	1793	1840
2025	545	1731	1755
2024	1010	1897	1967
2023	641	1532	1596
2022	823	1825	1871
2021	1852	1954	1986
2020	1930	2024	2072
Total	7058	14217	14493



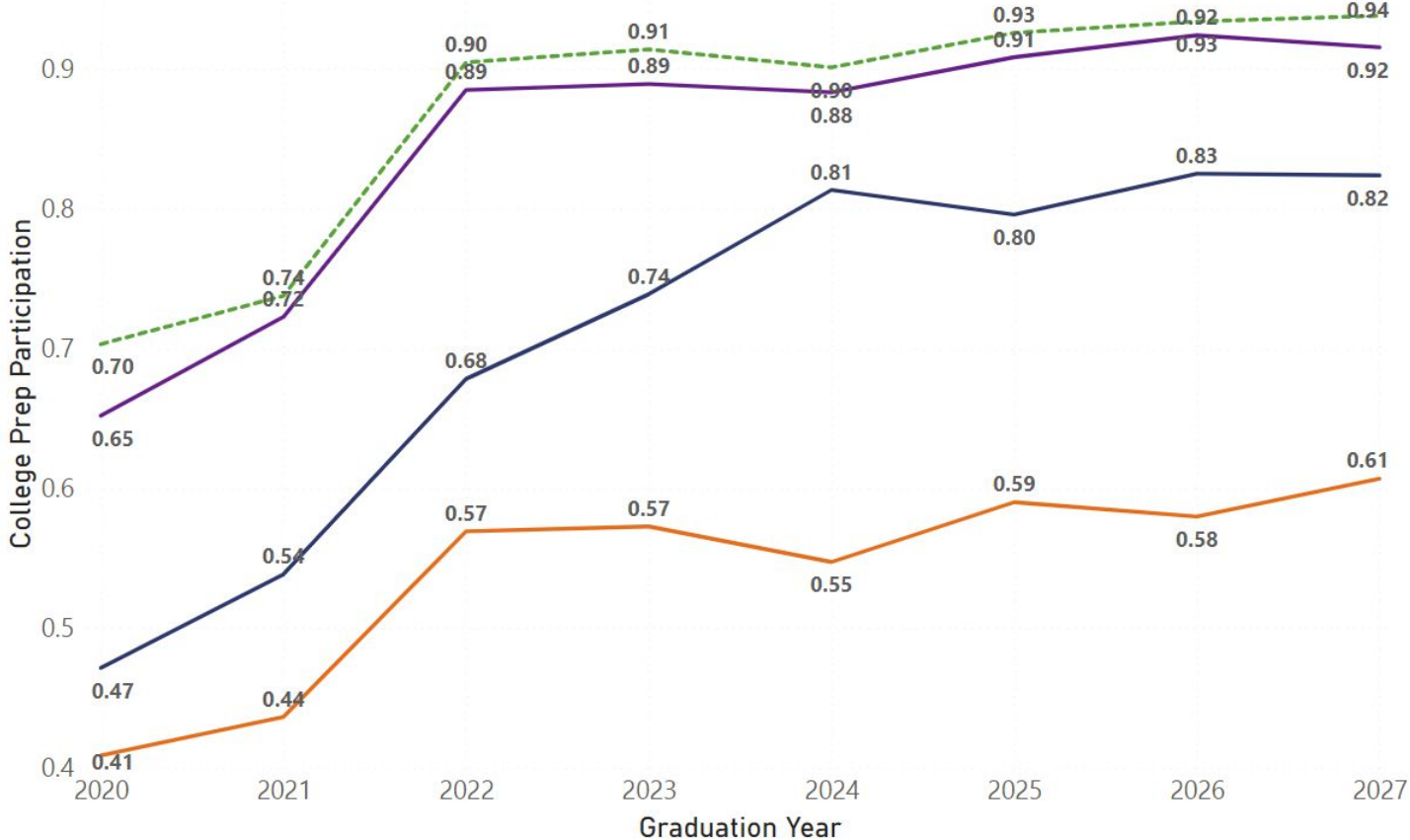
Access to College Preparatory Curriculum Over Time

Ethnicity ● African American ● All Students ● American Indian or Alaska Native ● Asian ● Hispanic or Latino ● White



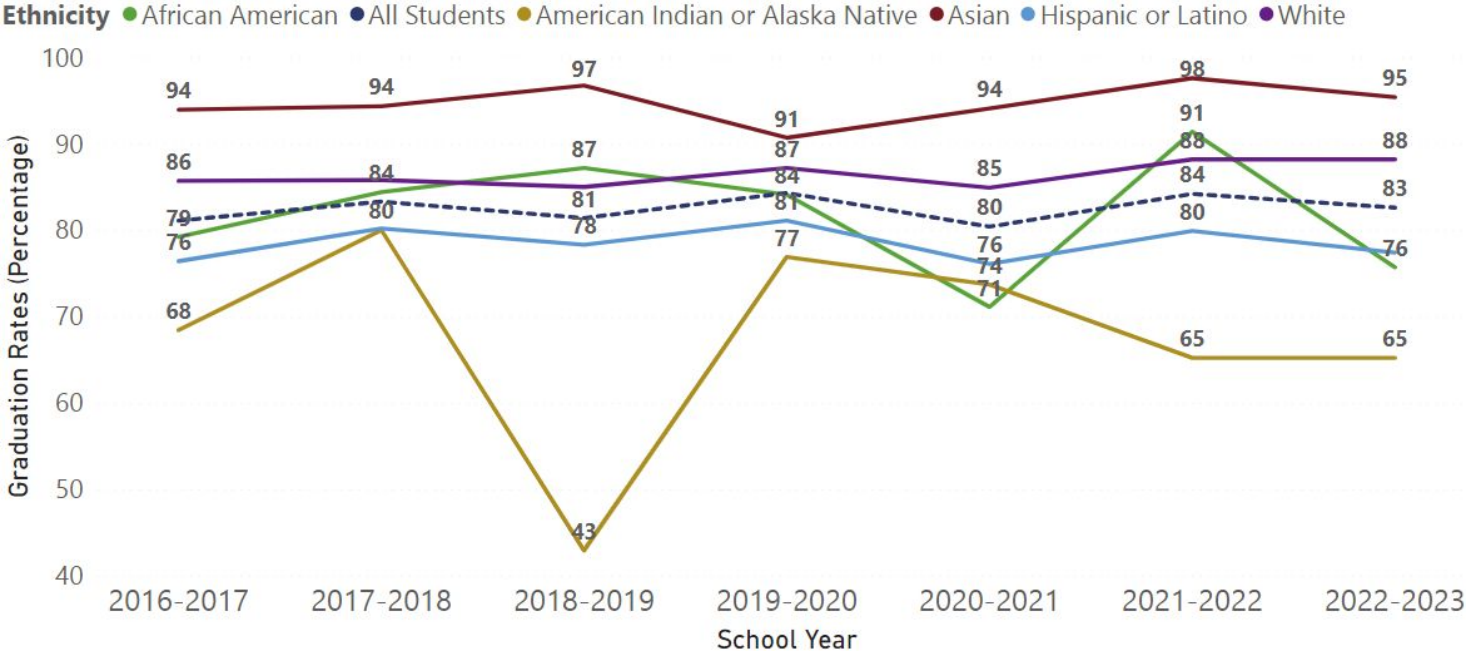
Access to College Preparatory Curriculum Over Time

Subgroup ● All Students ● ELL ● SED ● SWD



**How are graduation rates
over time by student
subgroups?**

Graduation Rates Over Time

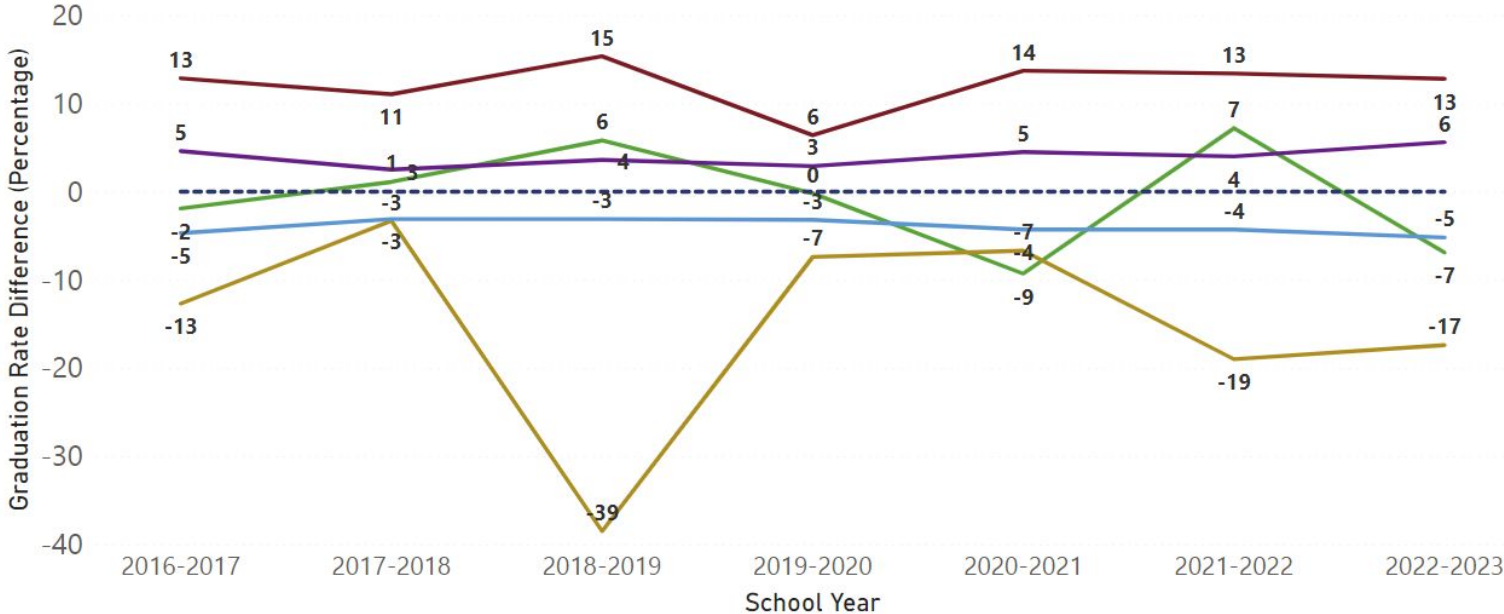


Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
African American	48	45	47	44	38	35	37	294
American Indian or Alaska Native	19	15	14	13	19	23	23	126
Asian	138	138	130	125	123	150	128	932
Hispanic or Latino	919	946	964	982	969	1042	975	6797
White	743	749	687	719	654	638	617	4807
Total	1867	1893	1842	1883	1803	1888	1780	12956



Differences in Graduation Rates Over Time

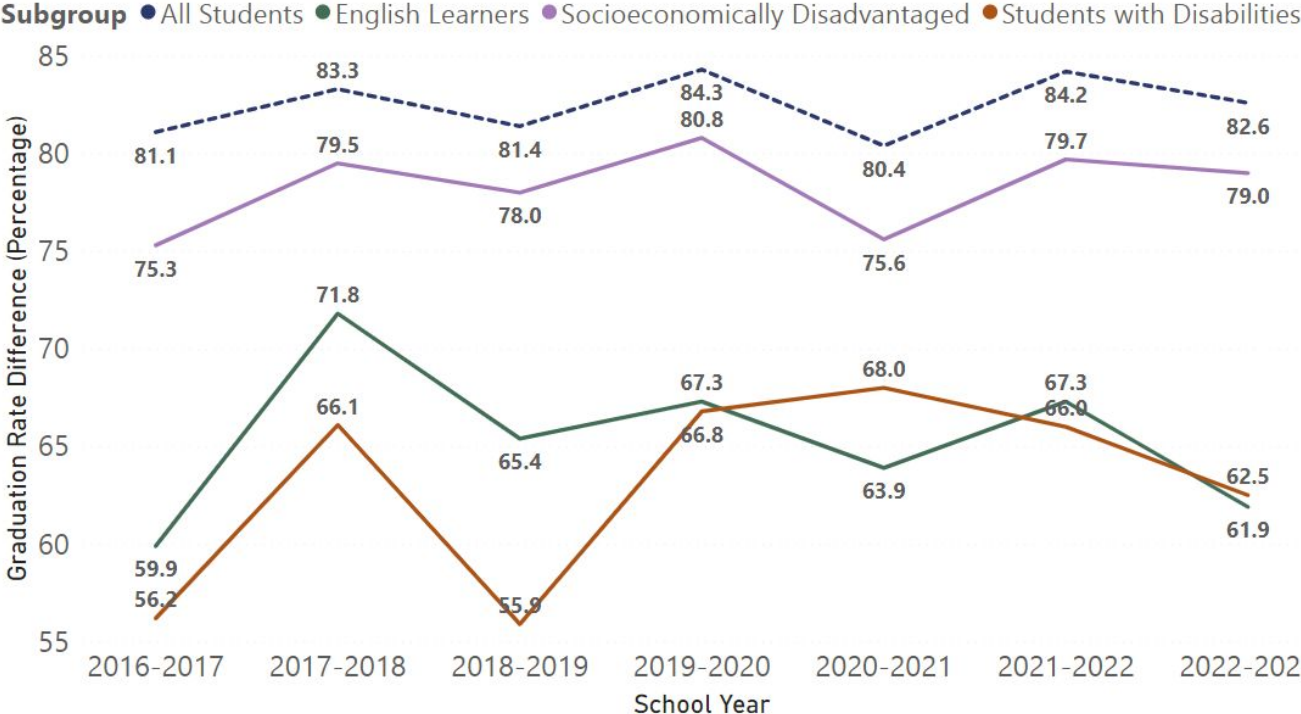
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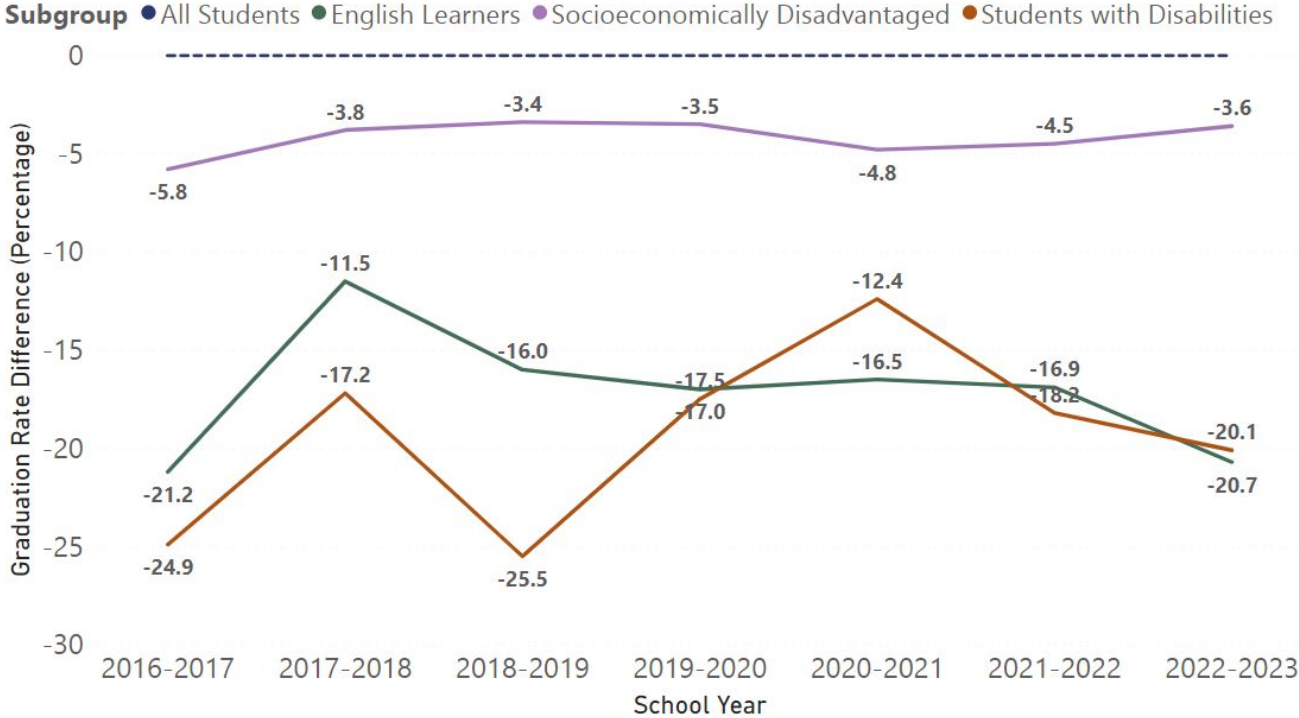
Graduation Rates Over Time



Subgroup	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
English Learners	292	372	321	342	294	275	268	2164
Socioeconomically Disadvantaged	1206	1296	1298	1227	1144	1313	1252	8736
Students with Disabilities	276	316	270	337	325	315	328	2167
Total	1774	1984	1889	1906	1763	1903	1848	13067



Differences in Graduation Rates Over Time



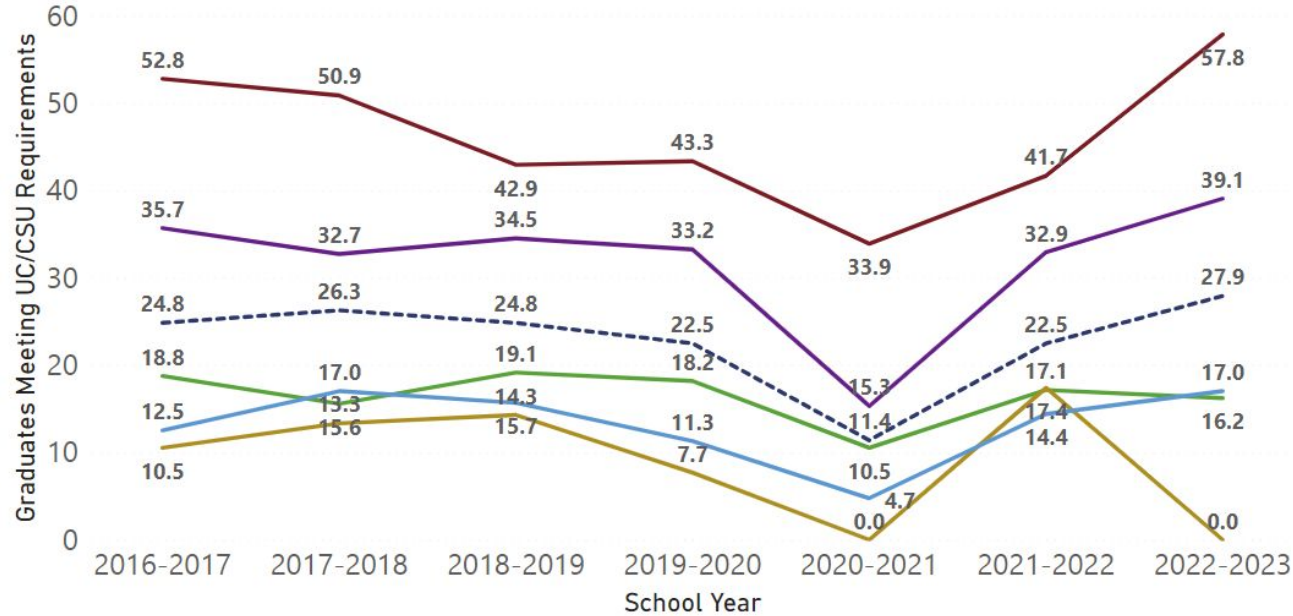
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Does Raising SRCS Graduation Requirements Help With A-G Completion?

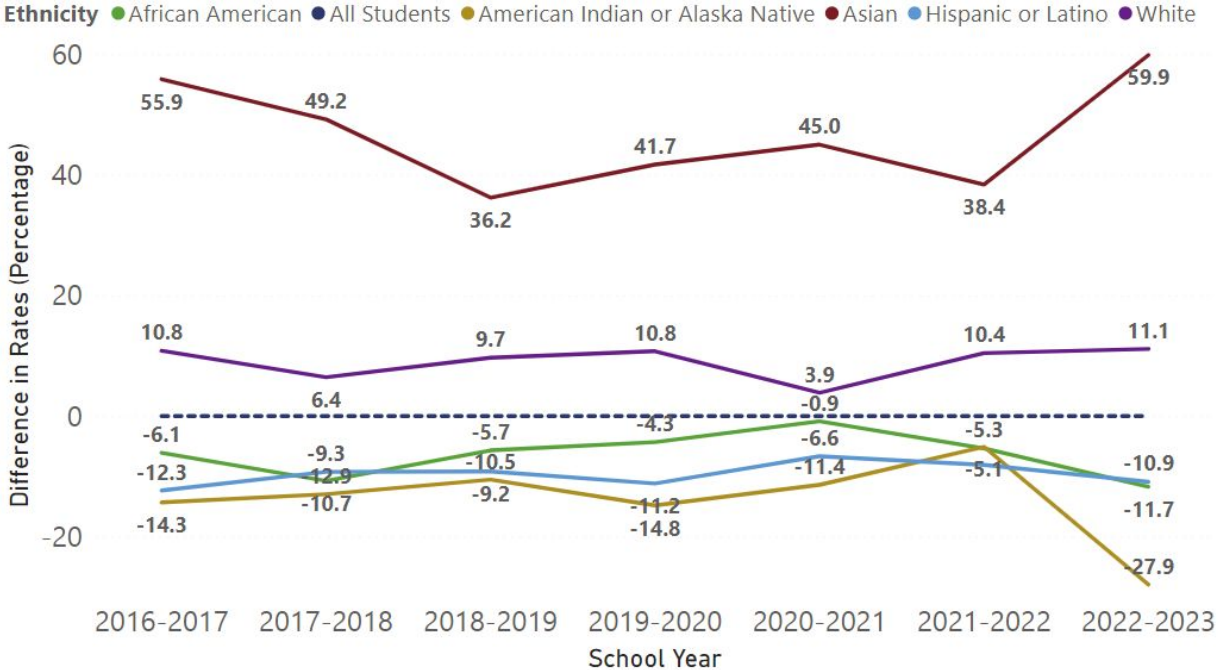
A-G Completion by Ethnicity

Ethnicity ● African American ● All Students ● American Indian or Alaska Native ● Asian ● Hispanic or Latino ● White



Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Total
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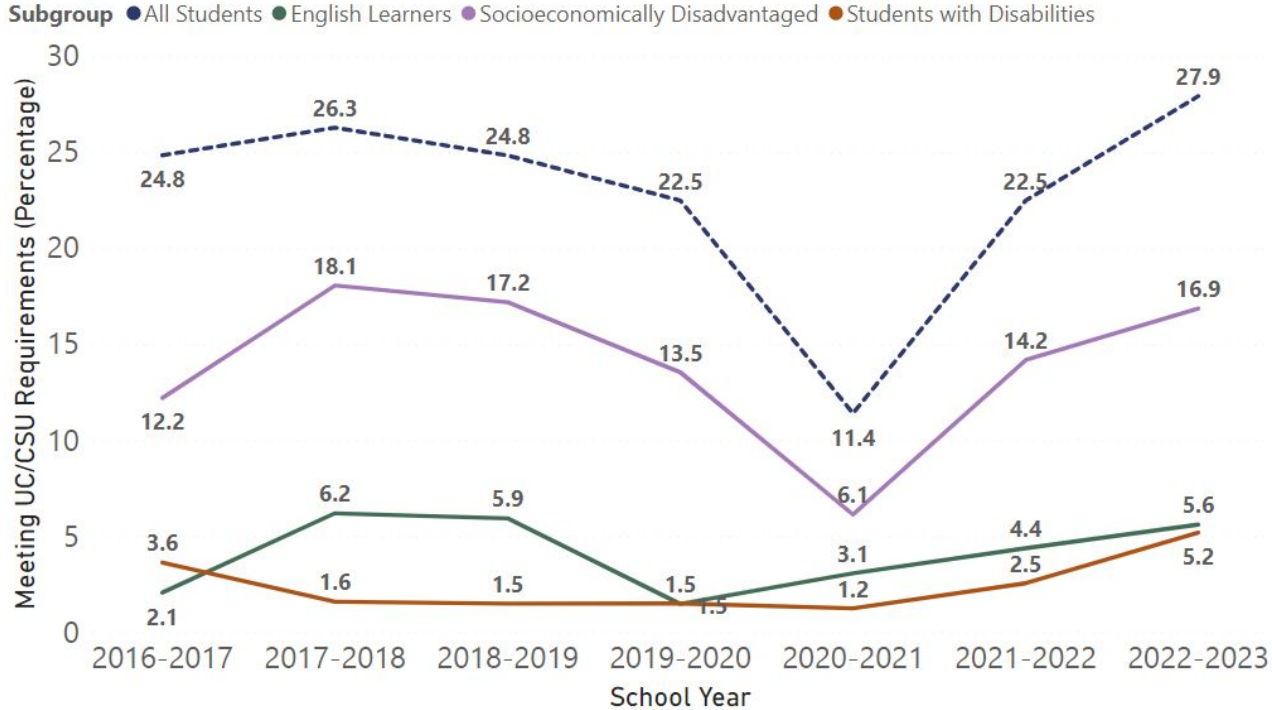
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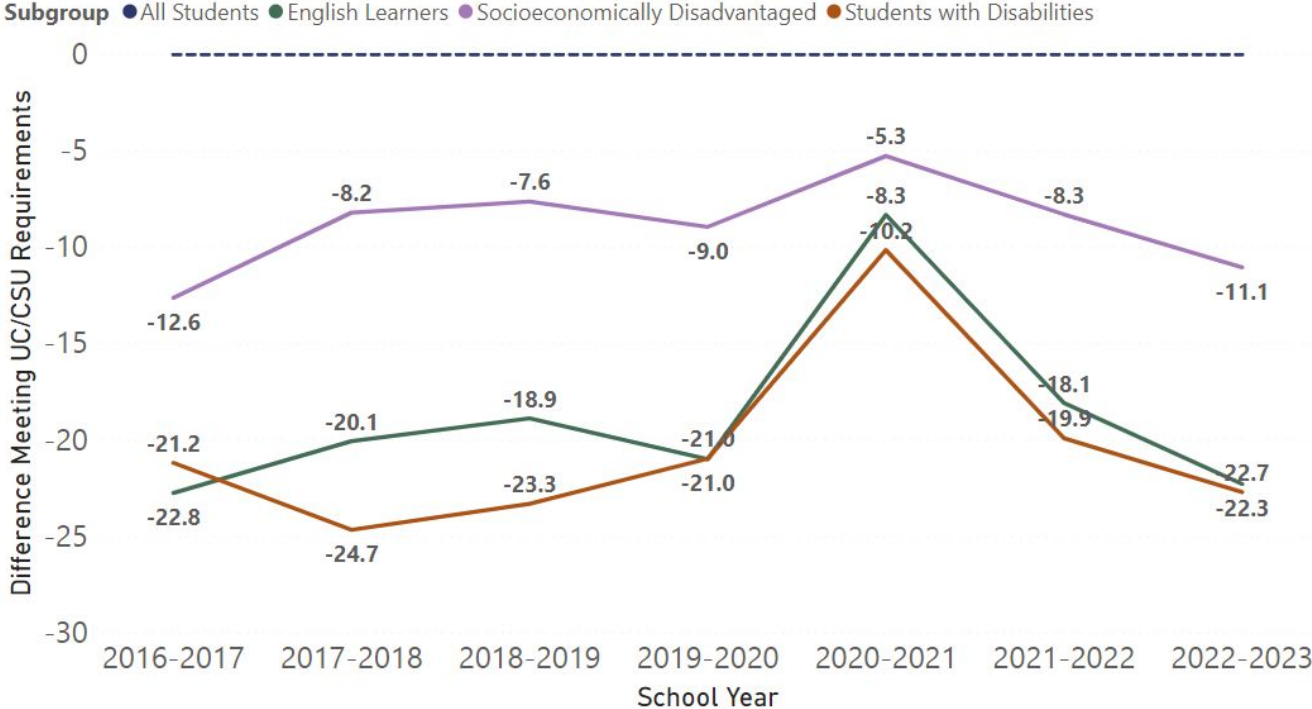


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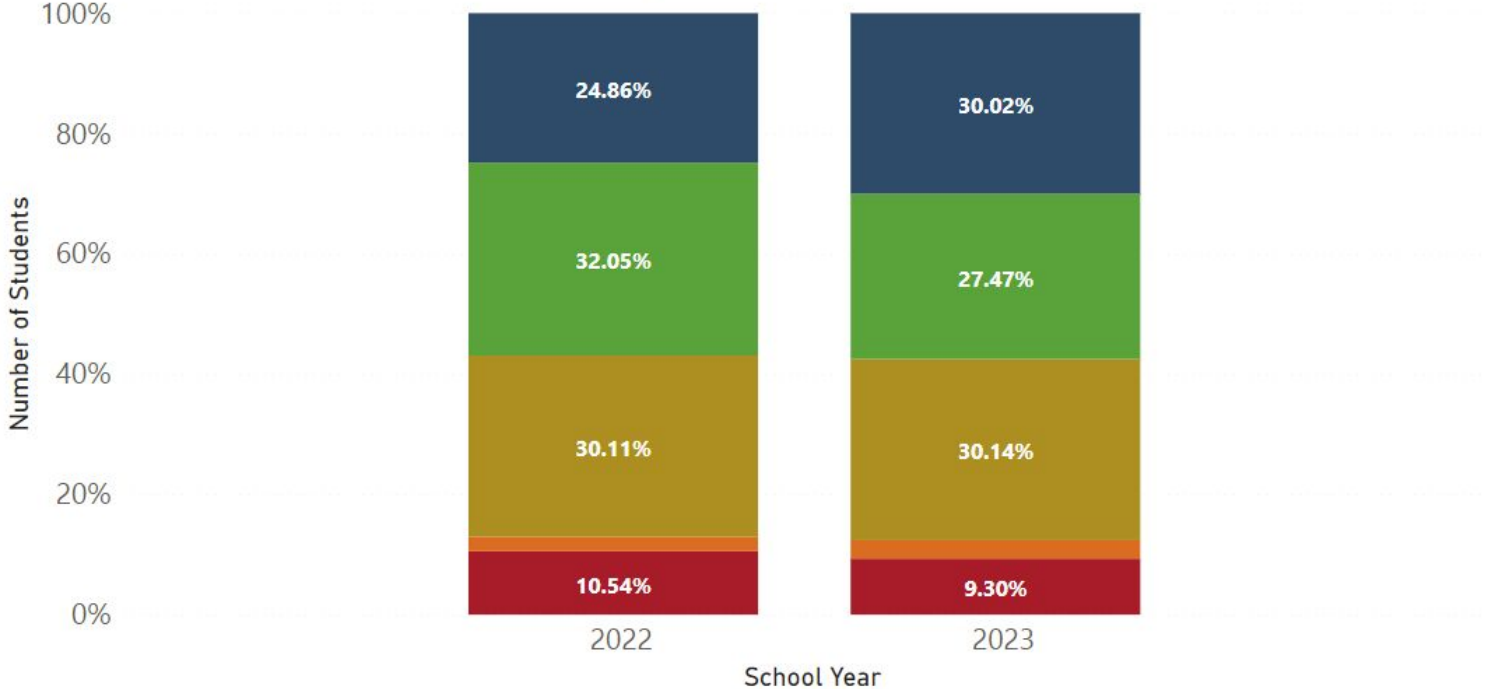


Questions?

**Deep Dive into 2022 and
2023 Graduating Classes:
Traditional Diplomas, AB104
Waivers, and UC Readiness**

Comparison of 2022 and 2023 Graduation Cohorts

Graduation Status ● Non-Grad ● Certificate of Completion ● High School Diploma with Exemption ● High School Diploma ● Met UC/CSU Requirements

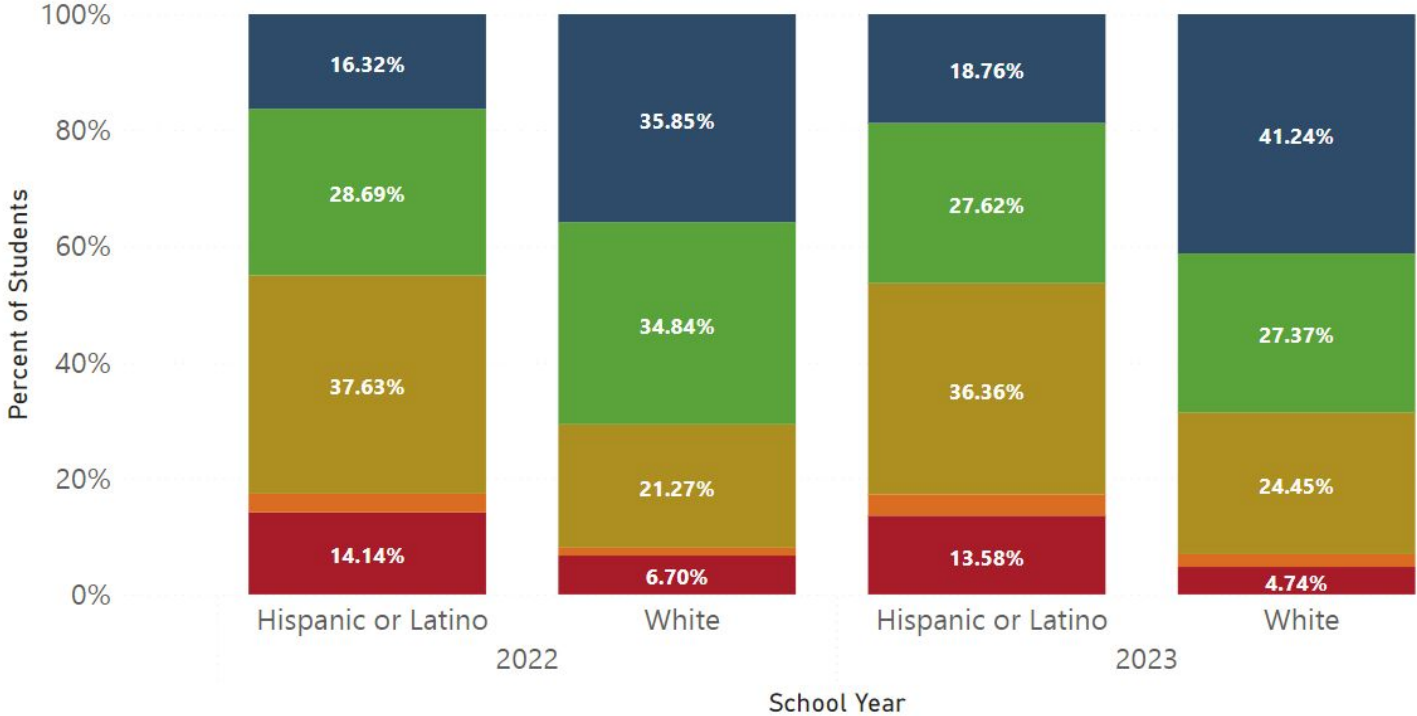


YR	Non-Grad	Certificate of Completion	High School Diploma with Exemption	High School Diploma	Met UC/CSU Requirements	Total
2022	195	45	557	593	460	1850
2023	157	52	509	464	507	1689
Total	352	97	1066	1057	967	3539



Comparison of 2022 and 2023 Graduation Cohorts

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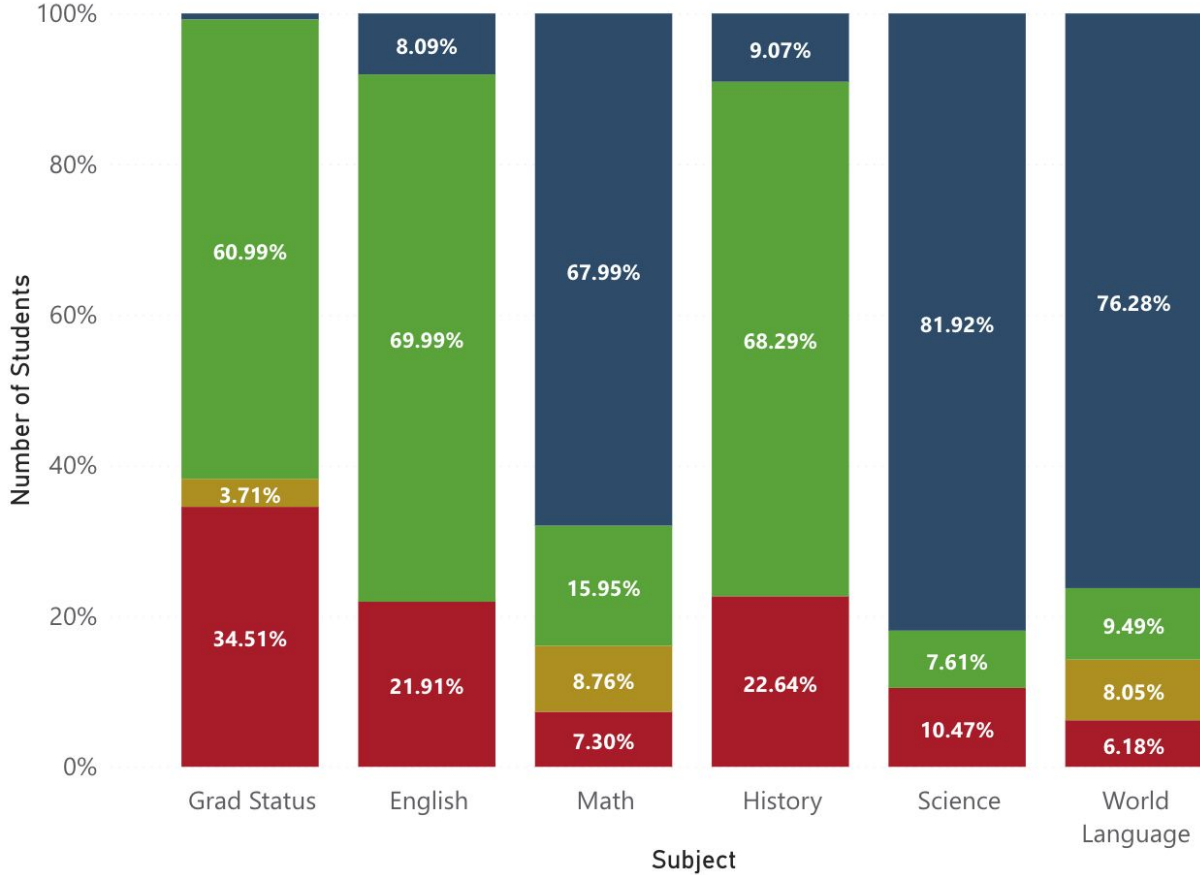


YR	Non-Grad	Certificate of Completion	High School Diploma with Exemption	High School Diploma	Met UC/CSU Requirements	Total
2022	176	39	489	484	371	1559
2023	144	44	450	390	389	1417
Total	320	83	939	874	760	2976



Projections for the 2024 Cohort

On Track ● Not on Track ● On Track with Exemption ● On Track ● Met



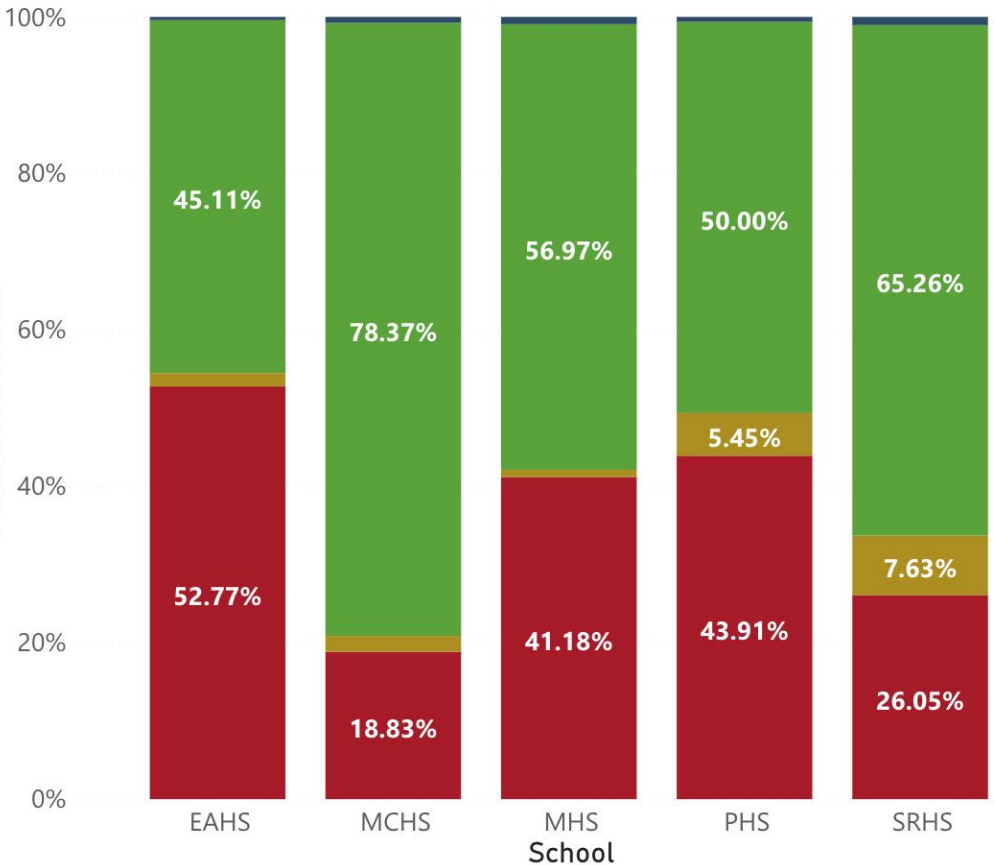
Subject Area	Not on Track	On Track with Exemption	On Track	Met	Total
Grad Status	567	61	1002	13	1643
English	360		1150	133	1643
Math	120	144	262	1117	1643
History	372		1122	149	1643
Science	172		125	1346	1643
World Language	99	129	152	1222	1602
Total	1690	334	3813	3980	9817

On Track	#	%
Met	13	0.79%
On Track	1002	60.99%
On Track with Exemption	61	3.71%
Not on Track	567	34.51%
Total	1643	100.00%



Projections for the 2024 Cohort by School

On Track ● Not on Track ● On Track with Exemption ● On Track ● Met



Site	Not on Track	On Track with Exemption	On Track	Met	Total
EAHS	124	4	106	1	235
MCHS	74	8	308	3	393
MHS	133	3	184	3	323
PHS	137	17	156	2	312
SRHS	99	29	248	4	380
Total	567	61	1002	13	1643

Site	Not on Track	On Track with Exemption	On Track	Met
EAHS	52.77%	1.70%	45.11%	0.43%
MCHS	18.83%	2.04%	78.37%	0.76%
MHS	41.18%	0.93%	56.97%	0.93%
PHS	43.91%	5.45%	50.00%	0.64%
SRHS	26.05%	7.63%	65.26%	1.05%
Total	34.51%	3.71%	60.99%	0.79%



Efforts to Support Students in Meeting SRCS Graduation Requirements

Elementary

- MTSS (Academic)Tier 1 and Tier 2 supports
- Math Redesign (4-6)
- EL Services/Master Plan Full Revision
 - ELD Units to align with CCD Units TK-6
 - Language Acceleration Review Committee (LARC)
- Early Literacy
 - Orton Gillingham training
 - Literacy monthly collab
 - Pilot literacy program
 - Walk to Read Model
 - Grade Level Collab TK-6
 - Elementary Special Education Dyslexia Reading Program
- Monthly curriculum support TK-6

Middle School & High School

- MTSS (Academic) Tier 1 and Tier 2 supports
- Addition of College & Career Center Counselors
- Addition of MTSS Counselors
- Addition of School Based Therapists
- Additional School Psychologists for MTSS support
- Math Redesign (7-12)
- EL Services/Master Plan Full Revision
 - Language Acceleration Review Committee (LARC)
- CTE Pathways
- Ethnic Studies Initiative (culturally sustaining, relevant, and academically rich curriculum and courses that are common core and A-G aligned)

Middle School & High School Cont.

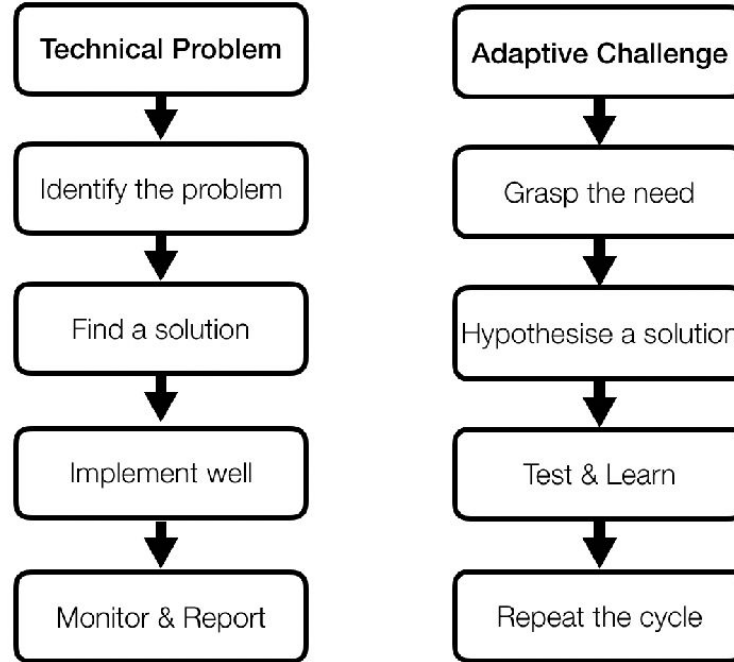
- Additional programmatic supports and offerings (tutoring programs; expanded summer school offerings; Middle-High Step Up Programs)
- Reduced 9th grade course class size, in English 1P, Math 1, 10-11th grade Math 1, 9th grade Science
- Reduced class sizes for Newcomer English, Newcomer ALD, ALD 9-10, and ALD 11-12
- All Common Core/Subject matter aligned PD over last few years
- North Bay Stem/North Bay Bilingual Teacher Residency Program
- Secondary LCAP Counselors (SOLL Counselors)
- Street Data Equity Work with Site Admin
- 7th Period at Elsie Allen High School
- Inclusive practices through Co-Teaching at Secondary Schools
- Diploma track courses and Alternative Diploma for Students with Disabilities
- Tier 1 Review of Academic Strategies
- Early College Credit Opportunities

A-G Completion Improvement Grant Moves

- The A-G completion rate in the 2021-2022 school year was 26.7% and moved up to 33.8% in the 2022-2023 school year. (Dataquest)
- Additional FTE has been provided to all sites for targeted subject areas and particular populations, such as mathematics and to support newcomers, to help students meet A-G requirements.
- All 5 Comprehensive High Schools have been collaboratively providing interventions guided by formative assessment to increase the number of students passing Math Courses.
- In exploring dual enrollment opportunities, SRCS is looking to execute a College and Career Access Pathway agreement between EAHS and the SRJC (potentially as soon as the 2024-2025 school year) as a model for other high schools in the district.
- A math intervention TOSA is providing ongoing support to schools within SRCS.
- The A-G Success Committee will be convening quarterly starting in the second semester to explore ways to expand A-G success.

Technical vs Adaptive Solutions

- What do we want to do?
- How do we want to test it?



Examples of SRCS Adaptive & Technical Solutions

Technical Solutions

- A-G Aligned Graduation Policy
- Extended Day Credit Recovery
- 9th Grade class size reductions
- IGP 1.0, 2.0, 3.0
- Waivers

Adaptive Solutions

- Student-Centered/ Asset-Based Instructional Approaches
 - Ethnic Studies
- Early Literacy focus
- Co-Teaching Model
- Inclusive Practices
- Integrated & Designated English Language Development
- Assessment Implementation

Feedback and Next Steps

Staff Feedback Regarding Waivers

- Math Department Chair Meeting - November 14
- High School Counselors Meeting -December 4
- World Languages Department Chair Meeting - December 11
- High School Principals Meeting - December 18

Initial Recommendations

- Extend waiver for 3rd year of math for the Class of 2024 and Class of 2025
- Extend waiver for the 2nd year of World Language for the Class of 2024 and Class of 2025
- Maintain 220 credits to graduate
- Convene the Graduation Requirement Committee in January
- Continue to offer credit recovery options to students not on track to graduate.
- Audit courses offered across high schools to ensure access
- Consider additional courses to provide a variety of opportunities (e.g., math courses)
- Review and implement the Industry Concentration Certificate pathway and ensure students and families are aware of this opportunity
- Begin the process of identifying alternative programs solutions
- Review and revise MTSS Tier 1 and Tier 2 processes and practices for elementary, middle, and high school programs

Questions?

Policy 6146.1: High School Graduation Requirements

Original Adopted Date: 06/13/2018 | **Last Revised Date:** 12/20/2023

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.

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. 6146.11 - 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, 2023, 2024, & 2025

*This waiver may only be used for students who will be graduating with the class of 2022, 2023, 2024, & 2025. The waiver for the class of 2022 & 2023 expires in June 2023, the waiver for the class of 2024 and 2025 expires in June 2025, and only applies to the disciplines of Math and/or Language Other than English (LOTE).

Definition:

A waiver is a process that intentionally excuses a student from specific graduation requirements based on certain factors. By waiving Math and/or LOTE course(s), students will remain on track toward graduating with a Santa Rosa City Schools diploma; however by utilizing a waiver, students will not be eligible to apply directly to a CSU or UC college because the "a-g" requirements have not been fulfilled. A waiver is initiated by specific paperwork that must be completed by a student, the student's guardian, and school personnel.

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) which includes the state requirement of students having to pass Math 1P (the equivalent of Algebra 1P). 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 SRCS math requirement for graduation.

Determine if the following criteria apply:

- A current junior (Class of 2025) who cannot meet the 3 year math requirement (Completing Math 1P and Math 2P is required)
- Has not successfully completed Math 1P and/or Math 2P

- A current senior (Class of 2024) who cannot meet the 3 year math requirement (Completing Math 1P and Math 2P is required)

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:

- A current junior (Class of 2025) or senior (Class of 2024) who cannot meet the 2 year LOTE requirement
- Did not pass 2nd year of a LOTE (2 semesters)

A 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

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