

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of January 10, 2024, 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 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 viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la mesa directiva del distrito escolar Santa Rosa City Schools del 10 de enero de 2024, a partir de las 6:00 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Ejecutiva en la Cámara del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) 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. 80101 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. 80101, 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 (4:30 p.m.)

President Medina called the meeting to order at 4:30 pm.

1. Public Comment on Closed Session Agenda

There were no public comments on the Closed Session Agenda.

B. RECESS TO CLOSED SESSION

President Medina stated that the following agenda items will be discussed during the closed session:

- Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators)
- Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA)
- Conference With Legal Counsel - Existing Litigation (Case No.: 23CV00397)
- Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 2)
- Student Readmissions (Case No.: 2022/23-14)
- Student Expulsions (Case No.: 2023/24-12)

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. **Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA) [Gov. Code § 54957.6]**
3. **Conference With Legal Counsel - Existing Litigation (Case No.: 23CV00397) [Gov. Code § 54956.9]**
4. **Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 2) [Gov. Code § 54956.9]**
5. **Student Readmissions (Case No.: 2022/23-14) [Ed. Code § 48916]**
6. **Student Expulsions (Case No.: 2023/24-12) [Ed. Code § 48918]**

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

The meeting reconvened to open the session at 6:21 pm.
Student Board Member Rauh was present.

After the Pledge of Allegiance and Territorial Land Acknowledgment, President Medina offered the following opening statement:

Good evening, everyone,

As President of the Board of Education, I am honored to welcome you all to our first meeting of 2024. I hope everyone had a restful and rejuvenating break and are ready to dive into a new school year.

This week marks the return of our students to the classrooms, and it fills me with joy to see the familiar hustle and bustle of a vibrant educational community once again. The energy and enthusiasm that our students bring are truly the heartbeat of our district.

Reflecting on the past several years, our journey has been marked by numerous challenges. However, 2023, in particular, presented us with significant hurdles, especially concerning safety and security. I believe it's important to recognize the resilience and dedication of our staff, students, and the entire community during these testing times.

Today, as we convene for this meeting, I want to emphasize that I view these challenges not as opportunities for growth and improvement.

This year, let us collectively embrace a spirit of renewal and reset. Let's face the challenges ahead with a united front, drawing strength from our shared commitment to providing a

safe, nurturing, and enriching environment for our students to learn and thrive.

As we navigate the year ahead, I encourage open dialogue and collaboration. The success of our district lies in the collective efforts of every individual here today and the broader community we serve. Together, we can overcome any obstacle and continue to build a future filled with possibilities for the students we are dedicated to supporting.

Thank you for your commitment to the Santa Rosa City Schools, and let's make 2024 a year of growth, resilience, and achievement.

President Medina stated that Board members would be addressed as Trustees during roll call.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Aaron Gildengorin led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

The following report of action was taken in Closed Session:

- A student with case number 2022/23-14 has met the requirements for readmission to the District.

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

The following items were considered in the Closed Session for action in the Open Session:

Motion Passed: Student Expulsion Case No. 2023/24-12

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

5. Statements of Abstention

There were no statements of abstention.

6. Adjustments to Agenda

There were no adjustments to the agenda.

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

The following individuals were recognized during the special presentation:

Lewis Early Learning Academy (LELA):

- Boston Botteri, Student of the Month
- Julie Kohler-Traill, Classified Employee of the Month
- Dana Gordon, Certificated Employee of the Month

Proctor Terrace Elementary School:

- Jasmine Prom, Student of the Month
- Maria Carlos Nunez, Classified Employee of the Month
- Jeff Nielson, Certificated Employee of the Month

8. School Site Parent Organization Updates (Proctor Terrace Elementary School)

The following individuals provided a school site parent organization update for Proctor Terrace ES:

- Perla Zacarias, ELAC President (report read by Principal Moore)
- Kirk Danhausen, PTA President

D. REPORTS

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

There was no report from California School Employee Association (CSEA) Santa Rosa 75.

2. Santa Rosa Teachers Association (SRTA) Report

President Howell gave a Santa Rosa Teachers Association (SRTA) report.

3. Superintendent Report

Superintendent Trunnell gave a report:

- *Happy New Year! Today marks Day 88 for elementary schools and 87 for secondary schools. Only 92 more days of opportunity to positively support our students!*
- *It is 2024, and we are here. I am in my 25th year of serving in public education, and have been reflecting on the journey we are on, and the work ahead. One thing that I know for certain is that we must work together to make sure that all students' needs are met, that all students receive the education they need for their future endeavors. Our students are paying attention to how we as adults engage with each other, and what we are saying to each other, and what we are saying to and about our students. I have been disappointed at the amount of negative messaging taking place among our community, which includes some of our own staff. The amount of negative energy has derailed our time and attention to see productive ways forward. Negativity does not equate to productivity. I do not support nor do I stand for this level of communication. As the superintendent responsible for ensuring that all of our efforts are productive, I ask to please keep this in mind. Our collective expectation is to collaborate with civil engagement, keeping students at the center of our work.*

4. Board President Report

President Medina gave a report:

My report is an update regarding our joint meetings with our City counterparts. We had finally scheduled meeting that was supposed to take place this past Monday, January 8th.

Regrettably, on Thursday of last week, we received notice from the City of the cancelation of the meeting, and as a result, we find ourselves in a position where we have been unable to meet since our last gathering on November 6th. It is disappointing that despite our mutual commitment to collaboration, we have faced challenges in meeting regularly.

During the November 6th meeting, we agreed that SRPD Chief Cregan would present at the next meeting. In preparation for this presentation, we submitted a series of questions for the Chief's consideration. Unfortunately, we have now been informed that these questions will not be addressed.

As Superintendent Trunnell reported, we will be billed over \$37,000 for the presence of officers in our schools during the last weeks of the year. This is a significant amount that honestly, and maybe naively, I did not expect us to be billed for; this amount is the equivalent of the hourly wages for over 20 campus supervisors.

I think it's also important for the board to know that I've been informed that the City has indicated that they do not currently have the financial means to cover the costs associated with any School Resource Officers (SROs). I believe this

information poses a substantial hurdle to the exploratory program that was approved by the Board during our last meeting.

In light of all this, I have reached out to the Mayor, and I'm scheduled to meet with her this Friday to engage in what I hope is a meaningful discussion about the future of our collaboration. It is truly my hope that through open dialogue and shared commitment, we can find solutions to the challenges we face and that we continue working towards the best interests of our students and community.

I will keep you all updated as these discussions progress.

5. Board Member Reports

Trustee De La Torre gave a report. Some key topics were:

- Trustee De La Torre visited several high school and elementary campuses and is so proud of the work
- Offered gratitude and support to Superintendent Trunnell
- Wishing everyone a Happy New Year

6. Safety Report

Superintendent Trunnell gave a safety report:

Tonight I will share a snapshot of data we collected from middle school and high school staff, students, families, and community members, regarding the presence of police officers on our middle school and high schools campuses for two weeks. As a preface and reminder, out of an abundance of caution, I requested the support of the City of Santa Rosa and the Santa Rosa Police Department to station an officer at each of our high schools and a check in at our middle schools for the two weeks leading up to winter break. In my request, I asked for officers who have the most experience in working with youth, knowing that SRO's do not exist any longer.

- *The survey was deployed on Tuesday, December 19th, to all of our middle schools and high schools.*
- *The survey was closed on January 4th.*
- *We received 2,090 responses.*
- *(Share snapshot)*
 - *2.3% Community member*
 - *.3% Other*
- *In addition, we asked three open-ended questions:*
 - *What kinds of other supports do students need while we have officers on campus to help them feel safe? (1,377)*
 - *What ideas do you have to improve safety at your school? (1,422)*
 - *Comments/Questions? (791)*
- *We are reviewing these comments and will pull out themes in order to inform our future work.*

- *The last piece that I will share is that we were invoiced for the service of 5 officers for the two weeks. The City also provided an additional officer and the support of a Sergeant, at no additional cost. In total, we have been billed \$37,784.00. We will be utilizing RESIG safety funds to cover this cost, which is not an extensive budget, but can be used for a one-time matter such as this. We currently do not have budgeted funds to continue to have officers on our campuses, as I understand that the price per year is upwards of \$1.6 to \$2 million dollars. I defer to President Medina.*

7. CSBA Report

There was no CSBA report.

E. PUBLIC COMMENT ON NON AGENDA ITEMS

The following individuals made a public comment on non-agenda items:

- Kristyne Lange - Community Collaboration
- Youth Minor - School Safety
- Youth Minor - School Safety
- Dr. Bay Jones - School Safety
- Rosa Perez - School Safety
- MaDonna Feather Cruz - Native American Honoring Ceremony / Big Picture School
- Bernice Espinoza - Restorative Justice
- Sarah Jenkins - School Safety
- Margaret Buhn - Career Technical Education
- Micah Carlin Goldberg - Contract Negotiations
- Scott Kincaid - Safety / SRO Ad Hoc
- Jason Farnham - SRO's
- Michael Von der Porten - 9th Grade Success
- Amy Gonzalez - School Safety
- Attila Nagy - SRO's
- Laurel Green - SRO's
- Ome Zuniga - SRO's
- Rocio Rodriguez - SRO's
- Lee Vandever - SRO's
- Diego Aguilar - General topics
- Deanna Olivarez - SRO's/School Climate
- Isabel Lopez - SRO's
- Lyla Snyder - Safety
- Quintin Oliva - Safety
- Isabela Growden - Safety
- Anabell Nunez - SRO's
- Xavier Berthon - SRO's

F. DISCUSSION / ACTION ITEMS

1. (Discussion) Alternative Education Update

The following individuals presented an Alternative Education Update to the Board:

- Anna Trunnell, Superintendent
- Dr. Roderick Castro, Assistant Superintendent, Educational Services
- Steve Mizera, Executive Director, Special Services
- Tim Zalunardo, Executive Director, Educational Services
- Aaron Gildengorin, Alternative Education Coordinator
- Andrea Correia, Principal, Piner High School

The presentation lasted 39 minutes.

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

The following individuals addressed the Board during public comment:

- Margaret Buhn
- Marjorie Hills
- Rosalinda Brady
- Anabel Nunez
- Sarah Jenkins
- Bernice Espinoza

The presentation for the Alternative Education Update is attached to the minutes supporting documents.

2. (Discussion) Open Enrollment and Intradistrict Transfers Update

The following individuals presented the Open Enrollment and Intradistrict Transfer Update to the Board:

- Anna Trunnell, Superintendent
- Lisa August, Associate Superintendent/CBO, Business Services
- Stacy Desideri, Executive Director, Wellness and Engagement
- Dr. Emanuele Bardelli, Executive Director, Information and Evaluation Services

During this agenda item, President Medina asked for a motion to extend the meeting. Trustee Manieri made a motion to extend the meeting until 11:55 pm. Trustee De La Cruz made a friendly amendment to extend the meeting until 10:30 pm. Trustee Manieri accepted the amendment and Trustee Sheffield seconded the motion. All were in favor of extending the meeting until 10:30 pm.

The presentation lasted 22 minutes.

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

The presentation is attached to the minutes supporting documents.

3. (Action) Revised Board Governance Handbook

Superintendent Trunnell presented the Revised Board Governance Handbook to the Board. Superintendent Trunnell stated the edits to the handbook reflect the new Board Member positions and the updated SRCS Board Member School Site Liaison Assignments for 2024.

The updated Board Governance Handbook is attached to the minutes supporting documents.

Motion Passed: Revised Board Governance Handbook
Student Board Member Rauh preferential vote: Aye

Motion made by: Jeremy De La Torre

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

4. (Action) Approval of Board Member School Site Liaison Assignments for 2024

Superintendent Trunnell presented the Approval of Board Member School Site Liaison Assignments for 2024.

Motion Passed: Approval of Board Member School Site Liaison Assignments for 2024

Student Board Member Rauh preferential vote: Aye

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

G. CONSENT ITEMS

Motion Passed: Consent Items G.1 - G.14 and G.16 - G.18
Student Board Member Rauh preferential vote: Aye

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

- 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 Developer Fees Annual Report**
- 7. Approval of Impact Teen Drivers**
- 8. Approval of Educational Solutions**
- 9. Approval of the Contract for Demolition of the District Offices**
- 10. Approval of a Phase One Guaranteed Maximum Price (GMP) for the Rincon Valley MS (RVMS) Roofing and HVAC Project**
- 11. Approval of a Phase One Guaranteed Maximum Price (GMP) for the Helen Lehman ES (HLES) Roofing and HVAC Project**
- 12. Approval of a Phase One Guaranteed Maximum Price (GMP) for the Luther Burbank ES (LBES) Roofing and HVAC Project**
- 13. Adopting Resolution No. 2023/24-26 for the Approval of District Paint Standards**
- 14. Approval of the Proposal for a Topographic/Underground Survey at 211 Ridgway**
- 15. Approval of Proposed Increase of Minimum Wage**

The Approval of the Proposed Increase of Minimum Wage was pulled for public comment.

The following individual addressed the Board during public comment:

- Micah Carlin-Goldberg

Motion Passed: Approval of Proposed Increase of Minimum Wage

Student Board Member Rauh's preferential vote: Aye

Motion made by: Ever Flores

Motion seconded by: Stephanie Manieri

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

16. Approval of Genesis Group Contract for Temporary Speech & Language Services

17. Approval of Office of Administrative Hearings Agreement

18. Approval of Hear You Through Wellness Together Contract

H. APPROVAL OF MINUTES

1. Approval of Minutes of the Regular Board Meeting Held On December 13, 2023

Motion Passed: Approval of Minutes of the Regular Board Meeting Held on December 13, 2023

Student Board Member Rauh's preferential vote: Aye

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

2. Approval of Minutes of the Special Board Meeting Held On December 20, 2023

Motion Passed: Approval of Minutes of the Special Board Meeting Held on December 20, 2023

Student Board Member Rauh's preferential vote: Aye

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

I. BOARD MEMBER REQUESTS FOR INFORMATION

J. INFORMATION ITEMS

The following information was requested from the Board:

- Salary for coaches
- Information from students on restorative practices
- Update on SRO program

- 1. Future Board Discussion Items**
- 2. Board Conduct and Code of Ethics**
- 3. Educational Acronyms and Abbreviations**
- 4. School Site Reports**
 - a. Lewis Early Learning Academy (LELA)**
 - b. Proctor Terrace Elementary School**

K. ADJOURNMENT

The meeting adjourned at 10:27 pm.

Clerk of Board

Date



Safety Survey for Middle School & High School December 2023 / Encuesta de seguridad para escuelas secundarias y preparatorias de diciembre de 2023

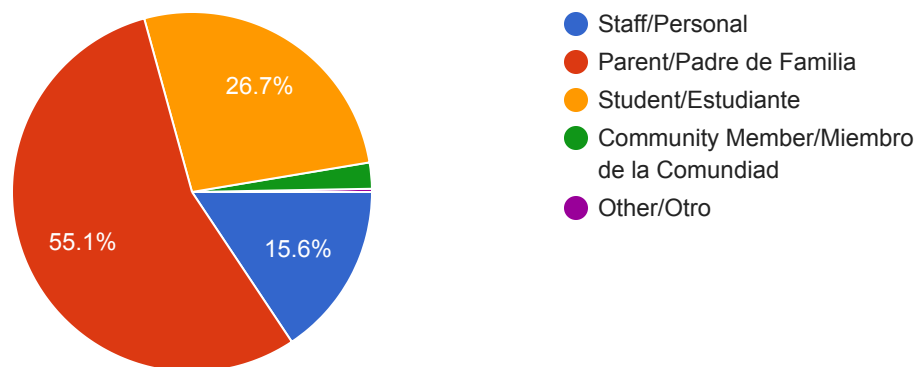
2,090 responses

[Publish analytics](#)

Please indicate if you are a staff, parent, student, or community member:
/ Indique si usted es empleado(a), padre, estudiante, o miembro de la comunidad

 [Copy](#)

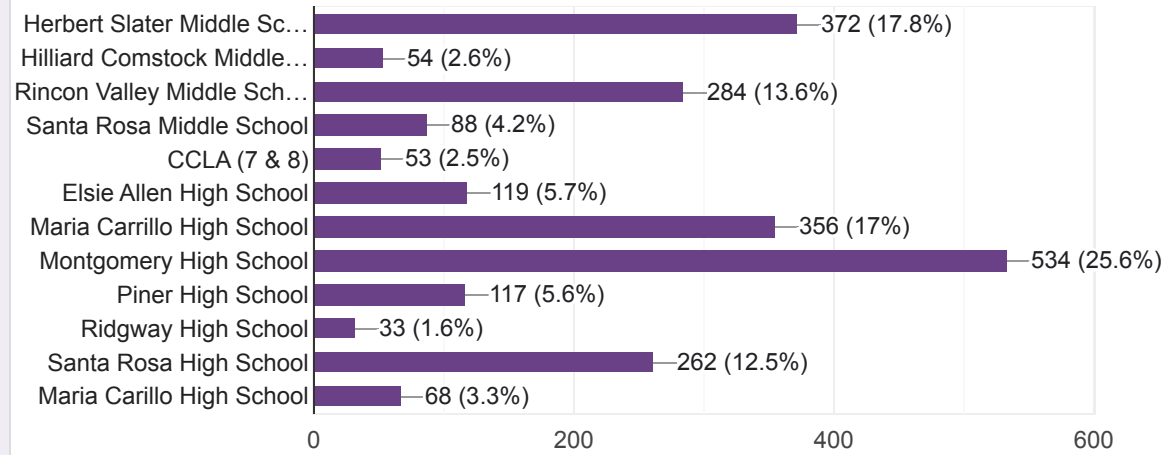
2,090 responses



What school site(s) do you work at or does your child(ren) attend? / ¿A
cuáles escuelas asiste(n) su(s) hijo(s)?

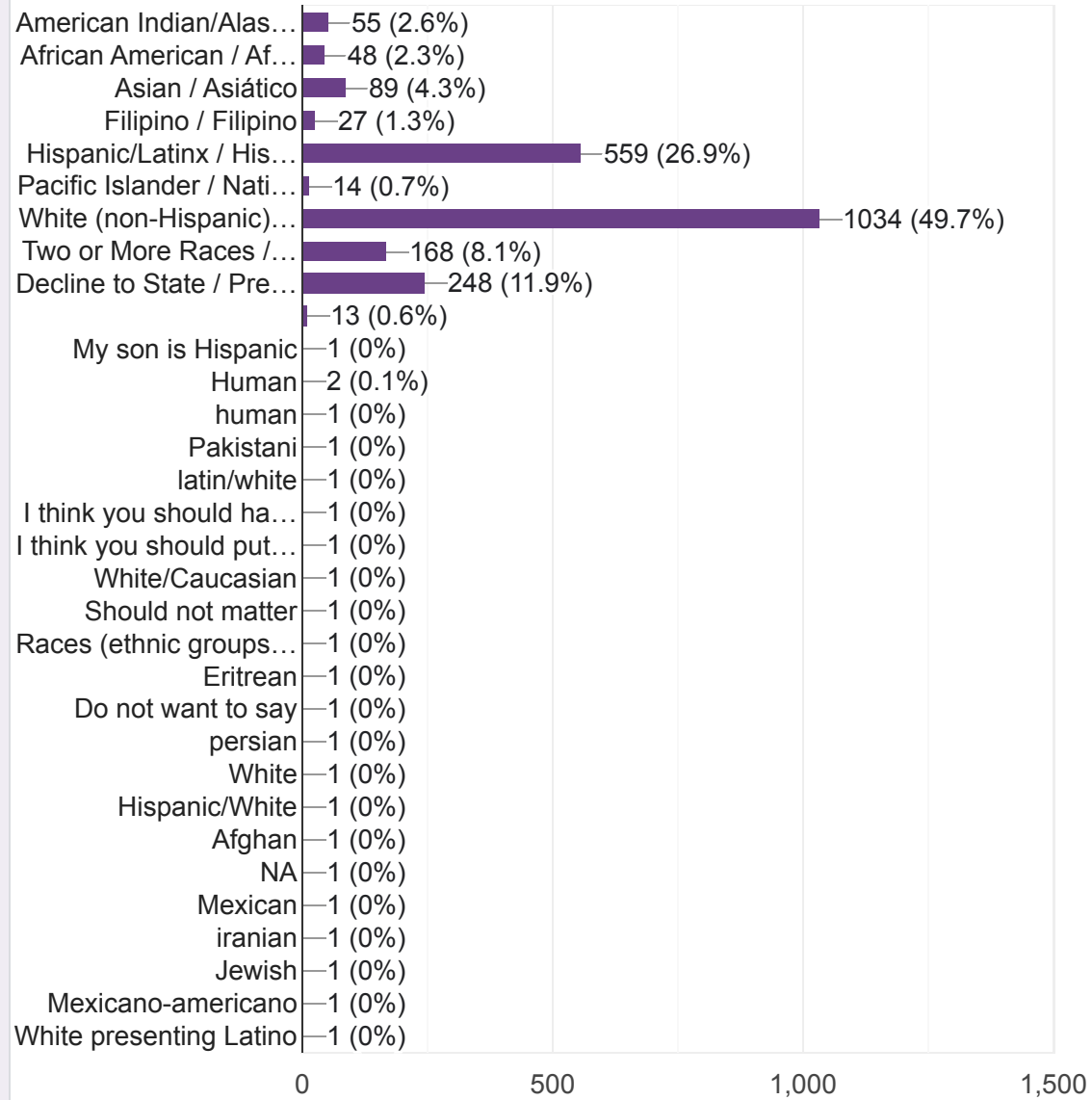


2,090 responses



In an effort to ensure that the district received input from all district stakeholders, please indicate your race or ethnicity / En un esfuerzo por garantizar que el distrito escolar reciba aportes de todas las partes interesadas del distrito escolar, indique su raza o etnia:

2,079 responses



What is the 5-digit Zip Code where you live? / ¿Cuál es el código postal de su domicilio?

2,090 responses

95405

95404

95409

95403

95407

95401

94928

95472

95492

94954

95452

95448

94931

95439

94952

95476

12345

95442

95436

95406

94515



95495

95404

95402

95446

95045

94951

96409

90505

95407

59405

95305

95509

95425

95494

94501

94923

95400

94919

94507

95407

94505

95467

95047

21323



96503

45476

94945

94922

95405

69420

95404

94605

57403

49505

11111

95505

90504

95462

For each question, please rate your answer on a scale of 1-5, with 1 being Strongly Disagree and 5 Being Strongly Agree. / Para cada pregunta, responda a la respuesta usando una escala de 1 a 5: el 1 significa "completamente en desacuerdo" y el 5 significa "completamente de acuerdo".

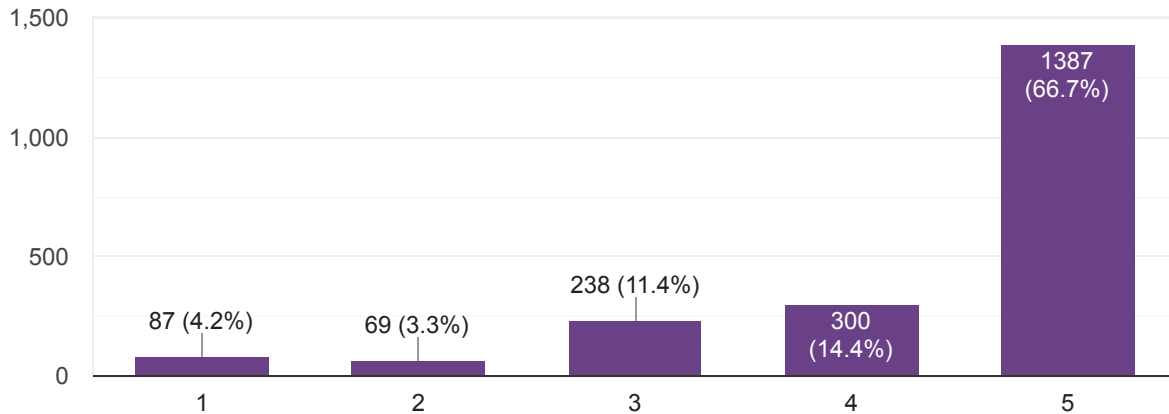


I have felt safer with a police officer on campus during these two weeks.



/ Me he sentido más seguro(a) con un agente de policía en la escuela durante estas dos semanas

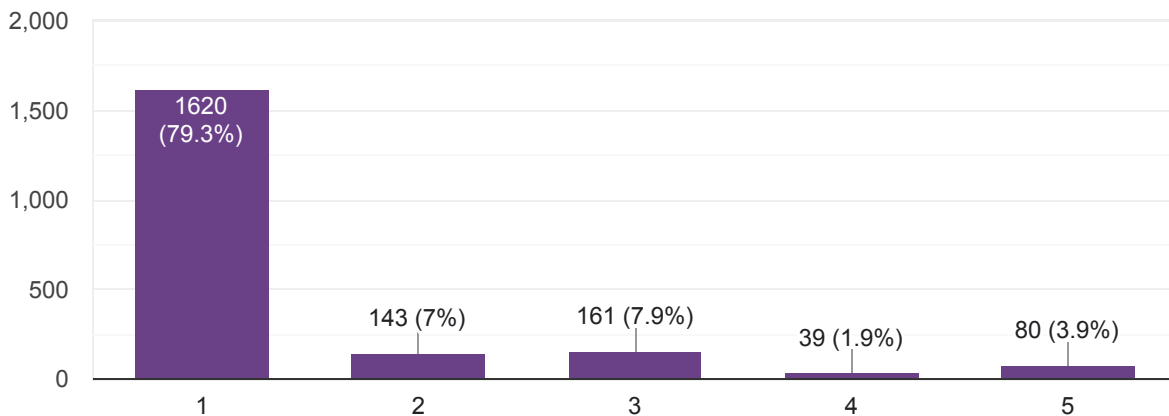
2,081 responses



I have felt and/or seen harm to our BIPOC (Black, Indigenous, People of Color) students, staff, and families with a police officer on campus during these two weeks. / He sentido y/o visto daño a nuestros estudiantes, personal y familias BIPOC (afroamericanos, gente indígena, personas de color) como resultado de la presencia de un agente de policía en el plantel escolar durante estas dos semanas.



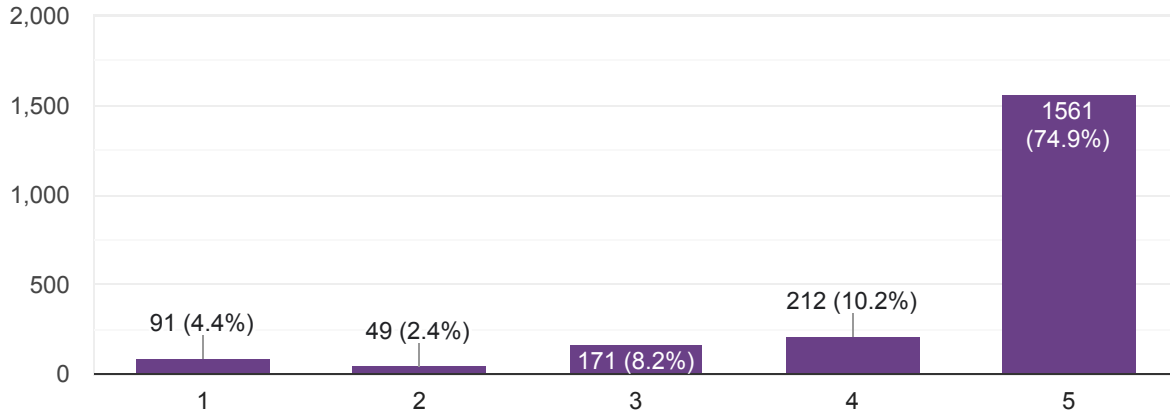
2,043 responses



I think bringing back a School Resource Officer (SRO) program is a good idea. / Creo que restablecer un Programa de Policías en la Escuelas (SRO) es una buena idea.



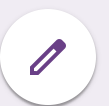
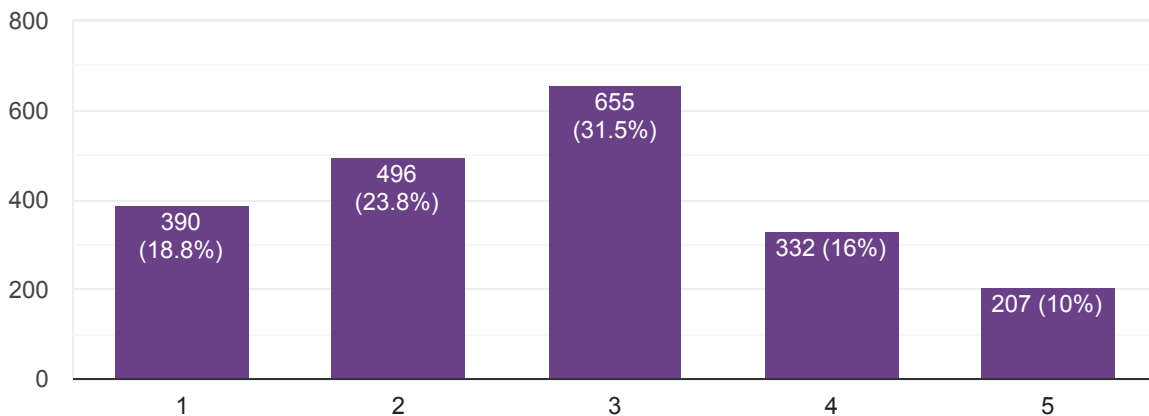
2,084 responses



Overall, I feel my school is a safe place. / En general, siento que mi escuela es un lugar seguro.



2,080 responses



Alternative Education Update

January 10, 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

Presentation Goals

- Follow up on action taken by the Board on Dec. 13 regarding the investigation and development of an alternative sites program
- Provide information to the Board on the known history of former alternative education programs, and current programs
- Discuss next steps in the planning of an alternative site program

History of Alternative Middle School Programs

- Lewis Opportunity School
 - Started in August 2005
 - Program ended in 2014 (Per CDE, officially closed in June 2018)
- Transitioned to middle school sites as “Opportunity Rooms”
 - Started at middle schools in 2014
 - Ended in 2015
- Transitioned to “Bridge Academy” program (school within a school)
 - Started at middle schools in 2015
 - Ended in 2020

History of Alternative High School Programs

- **Ridgway High School**
 - Started in 1968 as a school for teen moms
 - Transitioned to a continuation high school in 1980
- **Mesa High**
 - Housed at Santa Rosa High
 - Started in August 1993
 - Closed in June 2016
 - Considered a Continuation High School per CDE (small necessary school)
- **Nueva Vista**
 - Originally housed at Lewis
 - Started in August 1993
 - Closed in June 2016
 - Considered a Continuation High School per CDE (a program for teen parents)
 - Provided childcare (childcare program moved to Ridgway)
- **Midrose High**
 - Housed at Elsie Allen High
 - Started in August 1994
 - Closed in June 2016
 - Considered a Continuation High School per CDE (small necessary school)
- **Grace High**
 - Housed at Piner High
 - Started in August 1994
 - Closed as a continuation high school in June 2016 (small necessary school)
 - Continues as a “school within a school” at Piner High

Night School:

- SRHS
- Ridgway

Bridge Academy - School Within a School

- Served 7th and 8th grade students who were struggling academically and/or are habitually disruptive to their classes. (stayed at their own middle school)
- Provided a safe and effective positive learning environment for all students through an Individual Learning Plan. (self-contained classroom w/1 teacher who taught multiple subjects)
- The Bridge Academy offered:
 - Low student to teacher ratio (no more than 10-15 students per class)
 - Individualized Learning Plan and Student Goal Setting
 - Individualized Academic Assessment when entering the Bridge Academy
 - Assessments designed to measure learning based on student strengths
 - Intensive reading and writing practice adhering to Common Core Standards
 - Hands on and traditional math instruction, activities, and projects
 - Project/Inquiry/Research based science and social studies curricula
 - Outdoor Education and Health
 - Cooking Program
 - Technology and Media
 - Social/Emotional Program
 - Arts Integrated Curriculum
 - Counseling/Restorative Practices

Why did these programs close?

- Course sections of the Bridge program started to become utilized as regular sections for the general school program (mix of Bridge and non-Bridge students)
- Sites were given the option to use the Bridge course sections to expand other course programs
 - Had to indicate that they could handle supporting struggling students in other ways
- Not enough students were being identified and placed into the program
- Data showed that students were not successfully reintegrating into the regular school setting
- Lack of available funding

High School - Small Necessary Schools

- Each School had its own CA school ID (non-WASC approved schools)
- Had their own SPSA's
- Students applied/were referred to the program (District Placement Committee)
- 220 credits to graduate (180 diploma option)
- Each school program had unique nuances

Why did these programs close?

- Impetus was one of the graduates could not get a CalGrant due to the non-WASC accreditation
- Credentialing issues (Verification Process for Special Settings authorization under NCLB - an option for meeting highly qualified status under NCLB that went away under ESSA)
- SRCS no longer qualified for Necessary Small School funding
- Lack of available funding (Board budget discussions began in 2009)
- Continuation school funding changed during the timeframe 2006-2010
 - No additional funding from the state

Former Alternative Education Advisory Committee

- Representation from each alternative program
- Representation from teachers, administrators, classified, CSEA and SRTA
- Met multiple times each year (between 2015-2018)
- Focused on data review and key questions:
 - What do our alternative education programs need to provide to ensure students are prepared to enter college, technical training and employment that creates the opportunity for them to flourish?
 - Do the demographics of each alternative program mirror that of the district/school?
 - When do we think about alternative placement? After years of failure or early enough to ensure success?

Current SRCS Alternative Programs

- Independent Study (short term and long term)
- Home and Hospital
- Credit Recovery/Evening Academy (at high schools)
- Ridgway High
- Grace Program (Piner High)
- Specialized programs
- Charter schools
- Concurrent enrollment with SRJC and SSU



Grace Program at Piner High School



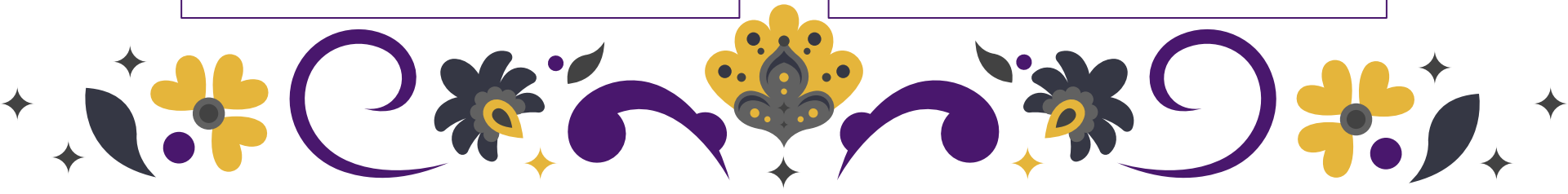
Introduction

Mission:

Grace is a unique program on the Piner High School campus, to help students get back on track to succeed and graduate. Students are able to earn credits that were missed during previous school years with academic support, small group setting, and advocacy. Students have their own Grace counselor, smaller core classes, and monthly community building events.

Eligibility:

Piner High School counselors refer students (10-12 grade) to the Grace counselor. Students must be attending school 85% of the time, have no discipline incidents, and be making an effort during the time frame that their application is being considered.







What if schools could be *different*



History of Grace




Grace Small Necessary School opened in August of 1994 on the Piner High School Campus. As a small necessary school, students were given the opportunity to graduate with an Alternative Diploma, (180 credits) as well as retake non academic courses. In July of 2016 Grace moved to a program within Piner High School and students were no longer able to graduate under an alternative diploma. Piner High Staff, utilized sections within the general allocation to ensure Grace remained.



Collectively, Piner staff has seen first hand the success of the Grace model and therefore prioritize smaller class sizes at Grace.




Grace Program FACTS



Grace allows students flexibility in scheduling, credit recovery within the school day and accelerated credit recovery based on a quarter system as opposed to a traditional comprehensive High School semester system.

Grace students who have found little success academically in Piner's General Education classes, can transition into a Grace class at whichever level they need to make up. For example, English classes are taught thematically and combined so that students may be placed in the section they need. Once that credit is recovered they can move quickly at the quarter into a different class.

This allows students to make up classes they need based on their academic plan. Academic plans are built with the student and counselor thus allowing students to take ownership of their individual goals.



Grace Program FACTS

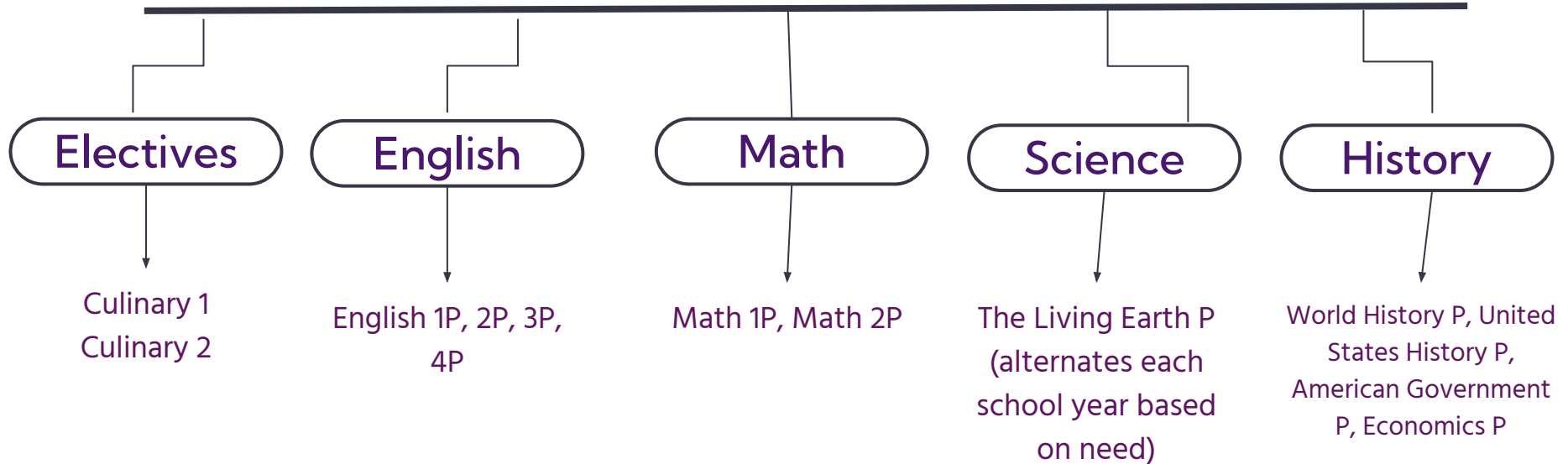
Per Board Policy, Grace students are able to meet graduation requirements separate from traditional High School students. While completing 220 credits is mandatory, Grace students only need to complete 2 years of Math and One course in a Language Other Than English* or One course in Visual and Performing Arts or Career Technical Education. (10 credits) (Education Code 51225.3).

Grace Student Graduation Requirements

English 40 credits
History 30 credits
Math 20 credits
Science 20 Credits
PE 20 credits
CTE/VAPA 10 credits
or LOTE 10 credits
Electives 70 credits

Grace Pathway

Individualized educational planning



One on One Educational Counseling



Social Emotional

Counselor meets with high need students on a weekly basis



Goal Setting

Students create short term and long term goals



Career Planning

All students register for SRJC and complete financial aid application. Students take CTE field trip to SRJC



Key Components

Grace Club - gets Grace Students involved in school activities to support in connection to school

Field Trips to support in community building and as positive initiatives. (Pier 39 & Oakland Zoo)

After school tutoring twice a week by counselor (specific for Grace Students)

Quarterly awards as a program to highlight student growth.

Small classes with emphasis in group work and community building.

General Expectations



Attendance

85% positive
attendance



Engagement

Willingness to try



Behavior

No major discipline
issues



Commitment

Signed Contract with
student, parent and school



Enrollment

**Grace
Capacity**

65 students

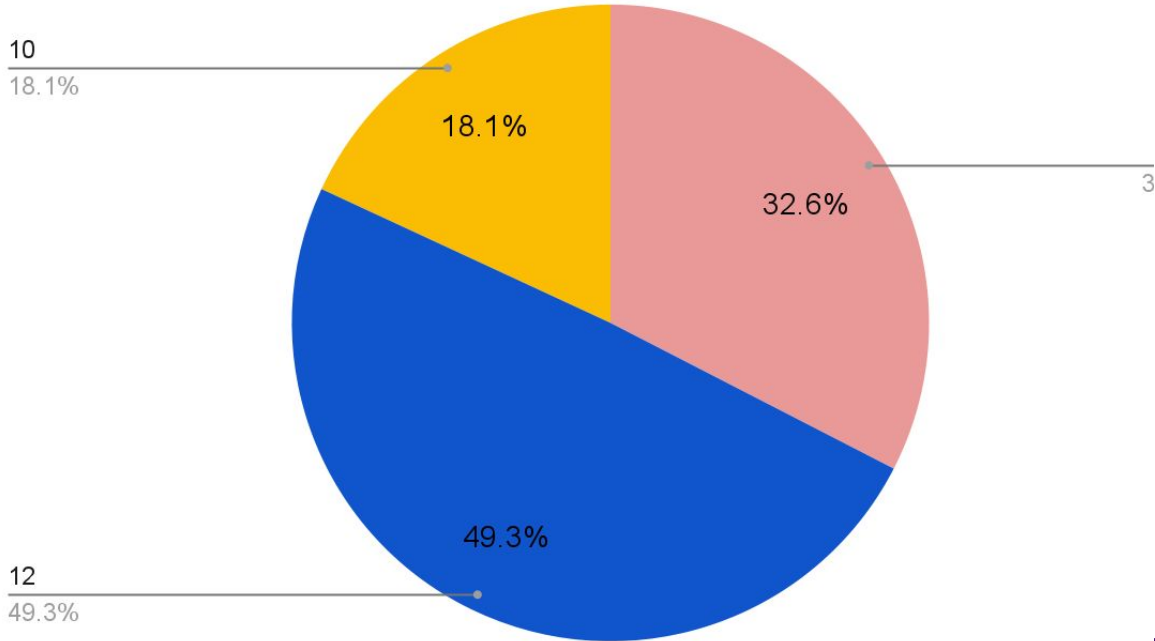
**Total
Enrolled**

55 students

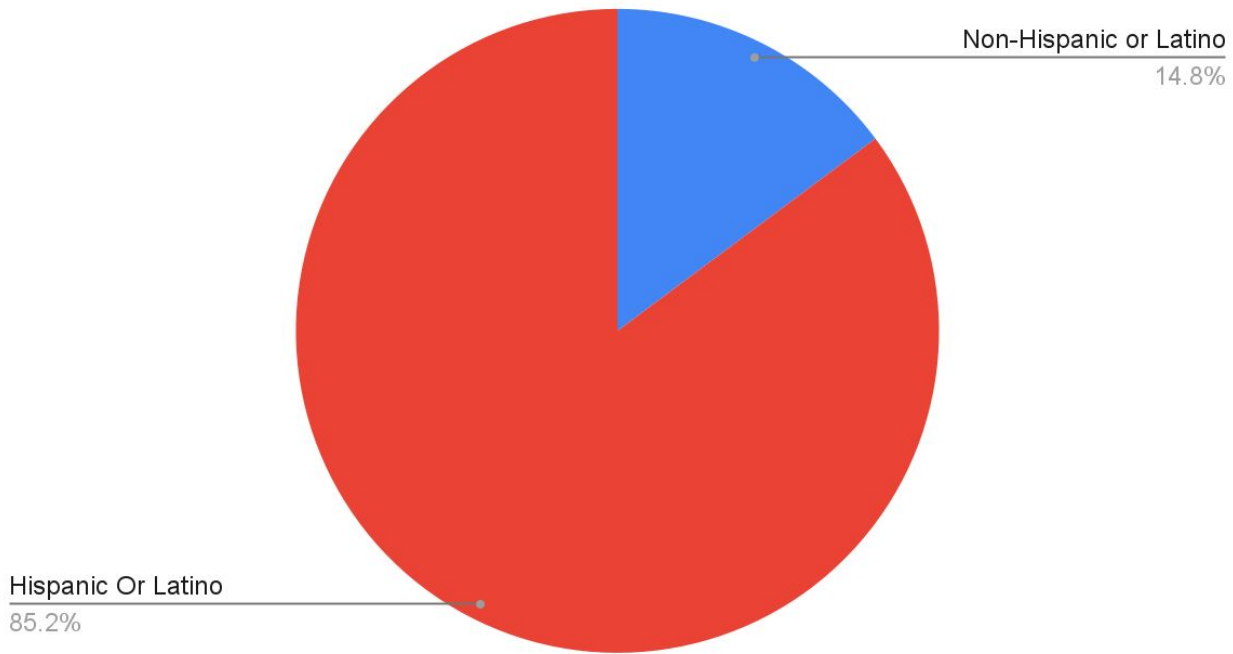
Due to overall general section allocation reduction we have removed 3 sections from the Grace section allocation. All classes are enrolled at 22 and without adding sections in the future we will find it difficult to enroll up to 65 students.

Grade Level Break Down

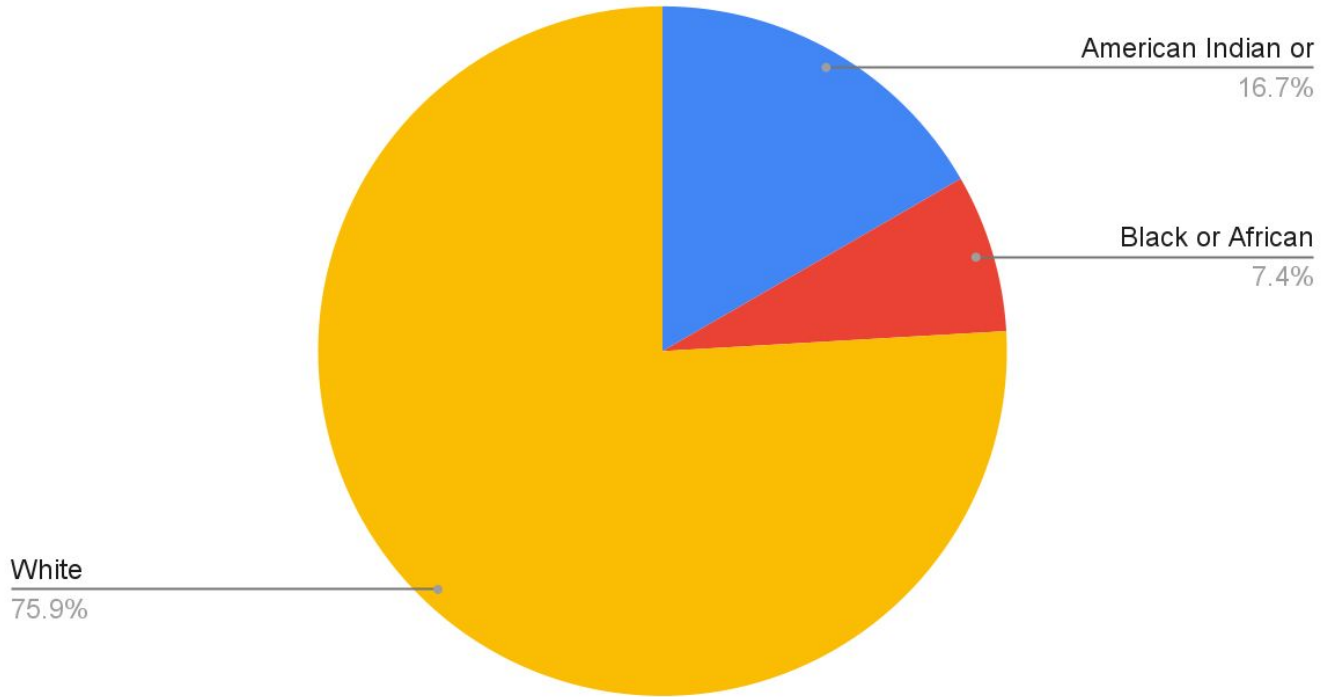
Grade Levels



Ethnic Breakdown



Race Break Down



*Latino is not an option under "Race" so Latino students tend to choose "White"

What our students say:

"I've heard it from a lot of different people that in high school, they never had that — like my brother never had this help — and he didn't graduate," "And I would have not graduated either. Or, I would have not been on track to graduate if I didn't have GRACE." Betzie Hernandez

"If it wasn't for Grace I would have dropped out at the end of my Sophomore year, I didn't see the point of school since I had failed so many classes. This year was the first time I did homework— I have a single dad and I know it's hard for him to motivate me when he is tired from work and other stress. Now I stay after school twice a week to get help and motivation" - Anthony Lopez

"Grace is family, we all encourage each other to do better so we can all walk the stage at graduation. Grace is the reason why I come to school everyday." Ashley Avalos

Grace
Students ARE
Piner
Students!



Grace Counselor - Johana Perdomo

.2 FTE Grace, .8 FTE MTSS



Ms. Johana Perdomo is very excited to be able to work with Grace students at Piner High School! She attended Santa Rosa Junior College for three years and transferred to the University of California, Davis. There she earned a bachelor's degree in Sociology and Chicano/a Studies. She worked with high school students in Sonoma County and then decided to continue her education at the University of San Francisco, she graduated with her Masters in Counseling Psychology and Clinical Counseling. She loves working with high school students.

Our teachers



Donna Fernandez



Daniel Lonkevich



Paulina Lopez Javalois



Kameron
Rose



Heather Benson



Mike
Converse

My teacher gave me the best gift of all, *believing* in me.....



Grace Graduation & Credit Data

2021/2022 & 2022/2023

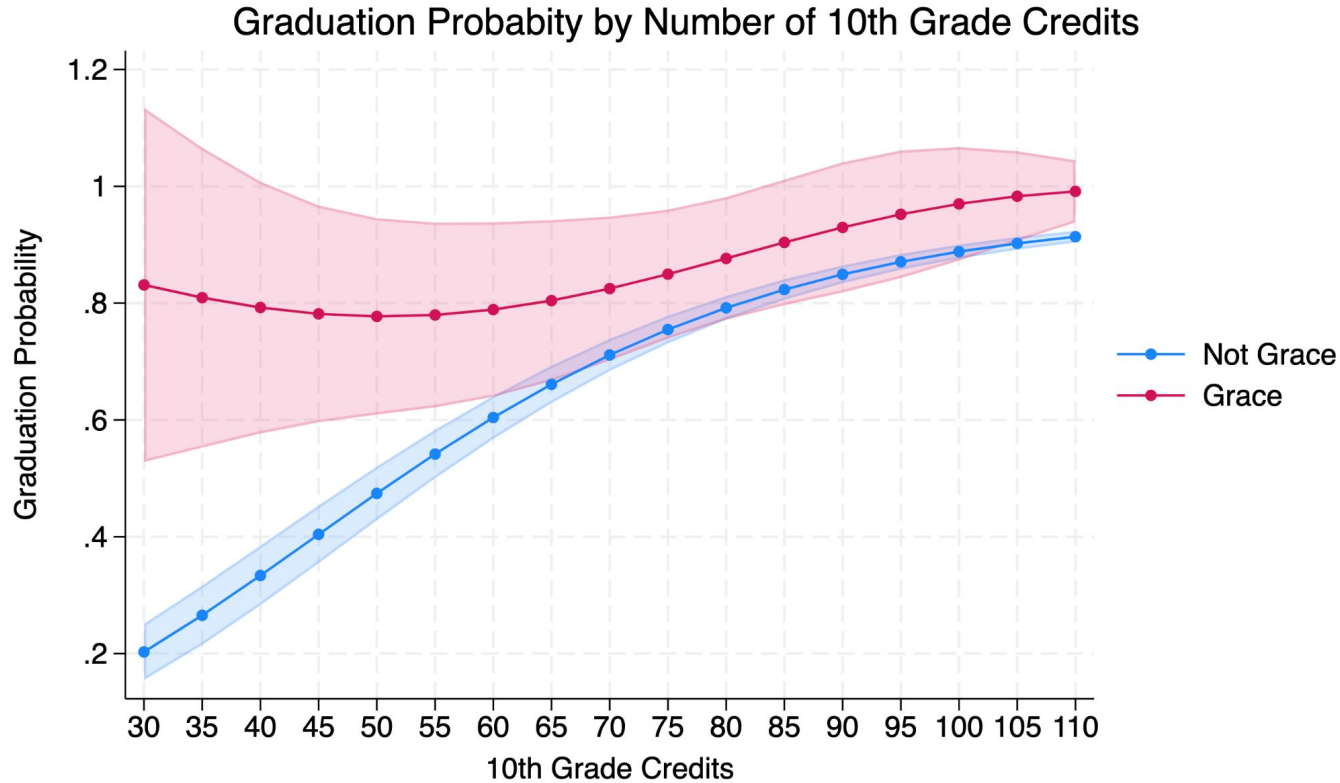
Year	Number of Grace Seniors	Number of Grace Graduates*	Number of Grace Non-Grads	Number of Grace Unknowns (likely Drop-Outs)
2021-2022	37	30	6	5
2022-2023	24	21	3	3
Year	Number of Grace Seniors	Graduation Rate*	% of Grace Non-Grads	% of Grace Unknowns (likely Drop-Outs)
2021-2022	37	81.08%	16.22%	13.51%
2022-2023	24	87.50%	12.50%	12.50%

*All of these seniors were not on track to graduate and were projected to not graduate.

Does Grace Improve Graduation Rate?

- Grace students' average graduation rate over the past two years is 84.7%
- This is about 1.4% percentage points higher than our district average (83.3%).
- When we match Grace students with students at other schools who had a similar number of credits at the end of 10th grade, Grace students' graduation rate is 11.4 percentage points higher than the graduation rate of these “matched peers”
 - 84.7% for Grace and 73.3% for peers not in the Grace program

For Whom Does Program Grace Work?



Grace Graduation & Credit Data

2021/2022 & 2022/2023

Grad Year	Start of 11th Grade	Start of 12th Grade	Average Credits Gained at GRACE
2021	111.15	175.1	63
2022	123.62	201.31	77.69

Thank You!



Other Alternative Programs Considerations

- Suspension Diversion/Behavior Intervention
- Expulsion Intervention/Rehabilitation Program

Suspension Diversion/Behavior Intervention

- Key Question: How do we disrupt the behavior/thinking that led to the student being suspended?

Alternative program examples:

- Onsite prevention/intervention program [\(Ed Code 48911.1\)](#)
- In House Suspension Space [\(Ed Code 48910\)](#)
- Alternative, off site program for suspension diversion

Considerations

- Expungement of suspension by attending
- Instructional program/delivery
- Family engagement
- Counseling/Mental Health/Restorative practices support

[\(State Guidance for New Laws on Discipline\)](#)

Expulsion Intervention/Rehabilitation Program

- Key Question: How do we disrupt the behavior/thinking that led to the student being expelled?

Alternative program example:

- Community Day School Model

Considerations

- Potential expungement of expulsion by attending, per Board direction ([Ed Code 48917](#))
- Instructional program/delivery
- Family engagement
- Counseling/Mental Health/Restorative practices support

Community Day School Model

[Core Elements from the California Department of Education](#)

Program/Services

Students are expected to participate in academic programs that include high-level expectations from staff and students, and that are comparable to those available to students of similar age in the school district.

- The 360-minute minimum instructional day includes academic programs that provide challenging curriculum and individual attention to student learning modalities and abilities.
- Community day school programs also focus on the development of pro-social skills and student self-esteem and resiliency.
- Community day schools are intended to have low student-teacher ratios.
- Students benefit from learning support services that include school counselors and psychologists, academic and vocational counselors, and student discipline personnel.
- Students also receive collaborative services from county offices of education, law enforcement, probation, and human services agency personnel who work with at-risk youth.

A successful community day school program is one that results in improved self- image and resiliency, acquisition of better skills for scholastic success, and increased ability to assume responsibility for their own learning and behavior in the regular school program. Educators teaching in community day schools are challenged to develop sensitivity to the entire spectrum of students' unique needs and potential, as well as the unsupportive and poorly matched educational practices, and lack of supports, that may have contributed to causing the problem situation.

Laws specific to community day schools are in *Education Code (EC)* sections 48660-48666.

Community Day School Model

[More information on the California Dept. of Education Website](#)

Students Served

Community day schools serve:

- Expelled students
- Students referred by a School Attendance Review Board or probation
- High-risk youth referred through a district-level process who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting.

Individualized Learning Plan

Assignment to a community day school is best made in accordance with an Individualized Learning Plan (ILP) developed for this student. The ILP should include and specify all of the following:

1. The relevant learning academic, social and emotional strengths of the student.
2. The relevant learning academic, social and emotional needs of the student.
3. The plan for meeting each of these needs, including measurable goals and objectives for success and the support services that will be provided to the student by the school or district.

Returning to Their Original Educational Program

1. Students may be eligible to return to their original educational program when they have met the goals and objectives of their ILP.
2. The Coordinator of Pupil Services should meet with the parent/guardian of the student and the student per the district's policies and procedures, which is often no later than the end of the semester, to review measurable progress towards meeting the goals and objectives of the ILP. The parent/guardian may designate a representative such as a counselor, social worker or other community member to attend the meeting.
3. As the student exits from the community day school, an exit plan should be in place to continue monitoring and support of the student. It should also be clear to the student and educators that the community day school staff who have gotten to know the student will remain available as ongoing resources.

Note: ARPC Option vs. Expulsion Option

- An alternative to expulsion was practiced through the ARPC process
- ARPC = Administrative Review Placement Committee
 - Middle School and High School students
 - Referrals made for students when other school site interventions have failed to improve the behavior - after multiple, different interventions, including restorative support
 - ARPC was used as a district-level intervention
 - Involuntary transfer to another school to get a fresh start, not in walking distance to home
- No longer practicing this. Students were returned to their home school the following year, whether they were experiencing success or not, and struggled with the transition.

The Case for Instruction

- Our Ethnic Studies work is an example of how teachers can build courses with students at the center, increasing the likelihood of engagement and ownership in learning.
- Math ReDesign endeavors to accomplish the same, focusing on lessons and an approach that embraces growth mindset, math identity and relevancy.
- We must consistently and properly implement ELD, (e.g. - D-ELD) which accelerates and deepens primary and secondary language development.
- Generalize best and promising practices that engage students.

Considerations in Moving Forward

- Funding
 - Continuation and Community Day Schools no longer receive separate funding
 - SRCS does not qualify for Necessary Small School funding
 - District must have less than 2501 ADA
 - AND School must have less than 286 ADA 9th-12th
- Space/Location
- Staffing
- Curriculum/Instruction
- Outside services and supports

Next Steps

- Alternative Education Committee had first meeting on December 14. Will continue meeting monthly
- The committee will research and review provenly effective models for consideration
 - Will also consider whether there are any programs that could potentially be immediately piloted
- Funding will be considered with any model
- Any initial recommendations will be brought forward to the Board in the spring, navigating LCAP and budget planning

Questions?

Open Enrollment and Intradistrict Transfers Update

January 10, 2023
Wellness and Engagement

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

Presentation Goals

- Provide information to the Board on current open enrollment and intradistrict transfer requests
- Review current policy, procedures, and practices
- Discuss next steps in the process and actions to be taken

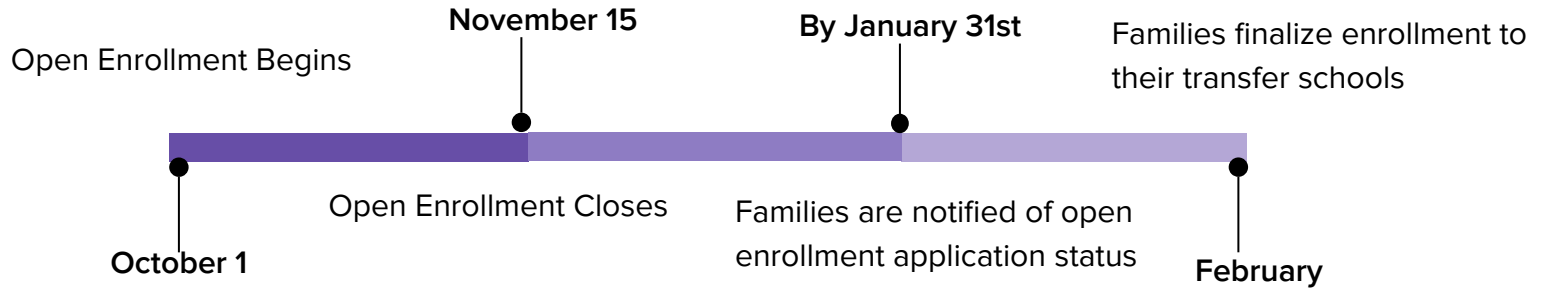
Presentation Purpose (why)

- Reinforcement of Board Policy/Administrative Regulations 5116.1
- Recognition of continued depletion of enrollment at certain schools
- Connection between enrollment and the Facilities Master Plan
- Discussion of impact on available classroom space and the need for traveling teachers
- Consideration of current class size overages
- Discussion of impact on staff available to pick up additional class sections (secondary)
- Consideration of imbalanced class sizes across the district (comparing by site in core subjects)
- Consideration of equity and disproportionality of current policy implementation
- Focus on building the strength of all neighborhood schools
- Consideration of capacity to accept requests by priority

What is “Open Enrollment and Intradistrict Transfers”?

- The Open Enrollment Act (Romero Bill) was signed into law on January 7, 2010 and became effective on April 14, 2010. The original intent of the law was to allow for a family to apply for transfer to another school outside their district of residence, or to another school within their district, if their current school was considered “low-achieving” by state criteria.
- The Open Enrollment Act is based upon the former accountability system called the Academic Performance Index (API). California Education Code (EC) sections 48350 through 48361 provides students enrolled in a low-achieving school the option to transfer to a different school with a higher API than the student's school of residence.
- In March 2017, the California State Board of Education and the California Department of Education launched a new state accountability system to replace the API. This new, multiple-measures system provides a fuller picture of how districts and schools are addressing the needs of their students while also identifying the specific strengths and areas in need of improvement. The new accountability and continuous improvement system was implemented using an online tool known as the California School Dashboard (Dashboard). As a result, the CDE can no longer identify low-achieving schools under the provisions of the Open Enrollment Act.

Open Enrollment/Intradistrict Transfer Timeline



If a student lives within the Santa Rosa City Schools district boundaries and wants to attend a Santa Rosa City Schools school other than their neighborhood school, an Intradistrict Transfer request is made during the specified timeline. Intradistrict transfers are done during the Open Enrollment period each fall and, if approved, take effect for the following school year.

Open Enrollment Process

Board Policy 5116.1 *highlights*

- Any student may apply for transfer
- No resident student shall be displaced by an Open Enrollment Transfer
- Enrollment decisions shall not be based on academic or athletic performance
- District is not obligated to provide transportation
- If requests exceed capacity, superintendent/designee shall use a random, unbiased selection process

Open Enrollment Process

Administrative Regulation 5116.1 *highlights*

- Superintendent/Designee shall determine school capacity to accommodate requests
- If the number of transfer requests exceeds the available capacity, space will be first allocated following transfer priorities. Any remaining capacity will be filled by lottery
- Priorities:
 - First: Continuing students
 - Second: Children of District Employees
 - Third: Displaced by Natural Disaster
 - Fourth: Specialized Programs
 - Fifth: Student will be attending concurrently with older sibling at requested school
 - Sixth: Feeder Programs
 - Seventh: None of the Above
- A family whose request is denied can request a second choice of school.
- If declined, an appeal can be made within 10 days of notification of the decision within criteria outlined in AR 5116.1

Open Enrollment Process

Resolution 2023/24 - 02: Resolution to Establish Capacities for Various Grades, Special Classrooms and Special Programs *highlights*

- General Education
 - TK: Class Average of 9
 - K-3: Class Average of 20
 - 4-6: Class Average of 28
 - Secondary/Specialty Programs: 90% capacity
 - Resource Specialist Program: 22:1 caseload
 - Mild-Moderate Special Day Class: 10:1 caseload
 - Moderate - Severe Special Day Class: 7:1 caseload
- “These numbers have been used to ensure room for resident students and to ensure that the contractual limits are not exceeded...”

Neighborhood Schools and Special Programs

All Neighborhood Schools have programs designed to allow all students to meet SRCS graduation requirements. In addition, some schools have specialized programs, which require additional application steps.

EAHS University Program	MHS International Baccalaureate	MCHS No Designated Specialized Programs	PHS Early College Magnet	SRHS Art Quest
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Facilities Master Plan When Considering Open Enrollment

Current Space Use

- Classroom spaces are used for other purposes at some sites
 - Lack of dedicated space for ancillary/support services
 - Lack of dedicated space for storage
- Traveling teachers (shared teaching stations)
 - MCHS currently impacted
- Aging and/or leased portable classrooms at many sites
- Classroom capacity/use is determined by staffing/student load

Future Projections

- Enrollment trends (transfers) assumed to continue
 - Creates need for additional space at some sites & underutilized space at other sites
 - Number of classrooms (loading factors)
 - maximum students/period (contractual) x 5 periods/day
 - +/- 80%
- Reconfiguration/modernization
 - Create dedicated space for ancillary/support services
 - Create dedicated space for storage
- Removal of aging/leased portable classrooms
 - Some sites will not receive replacements
 - Some sites will have permanent buildings constructed and/or reconfigured

Open Enrollment Requests by School 24-25 SY

School Requested	Count
Abraham Lincoln	1
Albert F. Biella	1
Brook Hill	1
Hidden Valley	6
James Monroe	1
Luther Burbank	1
Proctor Terrace	7
Herbert Slater	17
Hilliard Comstock	1
Rincon Valley	78
Santa Rosa Middle	52
Elsie Allen	5
Piner	37
Montgomery	28
Santa Rosa High	208
Maria Carrillo	165
Total	609

Open Enrollment Request By Reason, 24-25 SY

Priority	Count
1. Continuing Student (Student currently attending school)	4
2. Student of SRCS employee	20
3. Displaced due to natural disaster	2
4. Special program offering	78
5. Student will be attending concurrently with older sibling at requested school	53
6. Feeder School Pattern	76
7. None of these	376

Open Enrollment Requests by School Over Time

Schools Requested	2024-25 Total	2023-24 Total	2022-23 Total	2021-22 Total	2020-21 Total	2019-20 Total	2018-19 Total	2017-18 Total
Abraham Lincoln	1	4	0	8	1	2	0	1
Albert F. Biella	1	4	1	2	0	3	6	4
Brook Hill	1	8	0	1	1	6	1	3
Helen Lehman	0	1	0	10	5	8	0	1
Hidden Valley	6	21	3	19	23	44	29	16
James Monroe	1	9	0	23	3	10	7	2
Luther Burbank	1	3	0	3	7	12	2	2
Proctor Terrace	7	11	10	28	22	48	38	22
Steele Lane	0	15	15	13	7	11	1	0
Herbert Slater	17	44	39	64	49	75	76	68
Hilliard Comstock	1	5	8	4	8	10	6	6
Rincon Valley	78	89	104	135	119	126	154	167
Santa Rosa Middle	52	71	87	81	97	110	136	121
Elsie Allen	5	15	16	4	9	7	5	5
Maria Carrillo	165	139	195	138	133	136	121	95
Montgomery	28	114	132	108	74	131	137	109
Piner	37	62	83	77	52	84	60	56
Santa Rosa High	208	294	281	201	252	326	260	268
Learning House			3	18				
Total OE Received	609	909	977	937	864	1155	1042	948

Open Enrollment Requests by Priority Over Time

OE Priorities	2024-25	2023-24	2022-23	2021-22
1 - Continuing Student (Student currently attending school)	4	63	55	83
2 - Student of SRCS employee	20	20	22	25
3 - Displaced due to natural disaster	2	4	5	7
4 - Special program offering	78	77	55	83
5 - Student will be attending concurrently with older sibling at requested school	53	91	60	89
6 - Feeder School Pattern	76	136	115	145
7 - None of these	376	518	664	505
Totals	609	909	977	937

School of Origin Open Enrollment Requests 24/25 SY

Middle School Transfers

		Residential School ↓				
		HS	HC	RV	SR	
Requested School ↓	HS		10	1	6	17
	HC				1	1
	RV	22	27		29	78
	SR	11	41			52
		33	78	1	36	148

High School Transfers

		Residential School ↓					
		EA	MC	MH	PH	SR	
Requested School ↓	EA		1	0	4	1	5
	MC	24		68	28	45	165
	MH	20	2		3	3	28
	PH	27	3	4		3	37
	SR	79	12	62	55		208
		150	18	134	90	51	443

Transfer Requests Counts by Race/Ethnicity

Requested School	American Indian or Alaska Native	Asian	Black or African American	Filipino	Hawaiian/Pacific Islander	Hispanic or Latino	Multi-ethnic	Unknown	White
BHES	0	0	0	0	0	0	0	1	0
LBES	0	0	0	0	0	1	0	0	0
ABES	0	0	0	0	0	0	0	1	0
ALES	0	0	0	0	0	0	0	1	0
JMES	0	0	0	0	0	0	0	1	0
PTES	0	0	0	0	0	1	3	1	2
HVES	0	0	0	0	0	1	0	1	4
HSMS	0	2	0	0	0	3	2	1	9
HCMS	0	0	0	0	0	0	0	1	0
RVMS	1	2	1	0	0	23	5	9	35
SRMS	0	1	1	0	0	34	2	3	11
MHS	0	0	2	0	0	12	3	2	9
PHS	0	1	0	0	0	15	5	6	9
SRHS	1	3	4	1	0	94	15	13	70
EAHS	0	0	0	0	0	5	0	0	0
MCHS	0	8	3	2	0	34	13	10	87
All Transfers	2	17	11	3	0	223	48	51	236
SRCS	98	547	257	126	108	8865	878	1	4098

Transfer Requests Counts by Race/Ethnicity

Requested School	American Indian or Alaska Native	Asian	Black or African American	Filipino	Hawaiian/ Pacific Islander	Hispanic or Latino	Multi-ethnic	Unknown	White
BHES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
LBES	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
ABES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
ALES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
JMES	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
PTES	0.0%	0.0%	0.0%	0.0%	0.0%	14.3%	42.9%	14.3%	28.6%
HVES	0.0%	0.0%	0.0%	0.0%	0.0%	16.7%	0.0%	16.7%	66.7%
HSMS	0.0%	11.8%	0.0%	0.0%	0.0%	17.6%	11.8%	5.9%	52.9%
HCMS	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
RVMS	1.3%	2.6%	1.3%	0.0%	0.0%	30.3%	6.6%	11.8%	46.1%
SRMS	0.0%	1.9%	1.9%	0.0%	0.0%	65.4%	3.8%	5.8%	21.2%
MHS	0.0%	0.0%	7.1%	0.0%	0.0%	42.9%	10.7%	7.1%	32.1%
PHS	0.0%	2.8%	0.0%	0.0%	0.0%	41.7%	13.9%	16.7%	25.0%
SRHS	0.5%	1.5%	2.0%	0.5%	0.0%	46.8%	7.5%	6.5%	34.8%
EAHS	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
MCHS	0.0%	5.1%	1.9%	1.3%	0.0%	21.7%	8.3%	6.4%	55.4%
All Transfers	0.3%	2.9%	1.9%	0.5%	0.0%	37.7%	8.1%	8.6%	39.9%
SRCS	0.7%	3.7%	1.7%	0.8%	0.7%	59.2%	5.9%	0.0%	27.4%

Transfer Request Counts by Student Subgroups

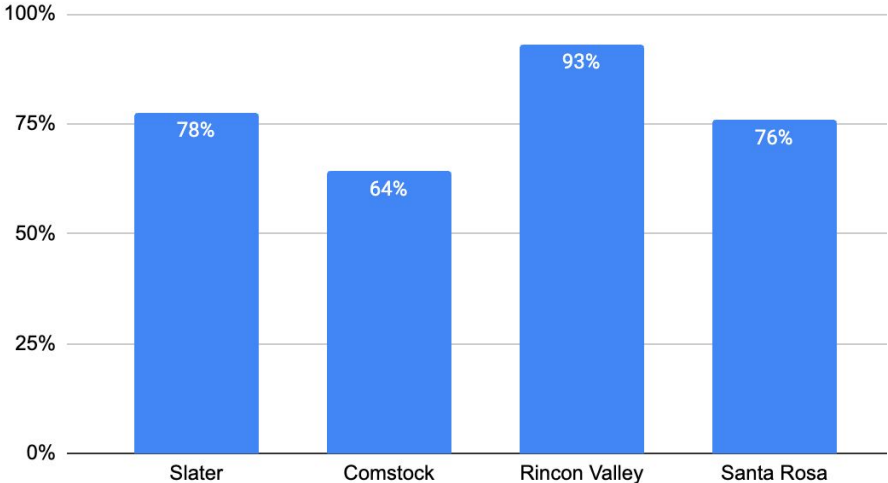
Requested School	Not Socio-Economically Disadvantaged	Socio-Economically Disadvantaged	Not English Language Learner	English Language Learner	Not Eligible for Special Education Services	Eligible for Special Education Services
BHES	1	0	1	0	1	0
LBES	0	1	1	0	1	0
ABES	1	0	1	0	1	0
ALES	1	0	1	0	1	0
JMES	1	0	1	0	1	0
PTES	7	0	7	0	7	0
HVES	5	1	6	0	6	0
HSMS	16	1	17	0	17	0
HCMS	1	0	1	0	1	0
RVMS	72	4	74	2	73	3
SRMS	32	20	41	11	49	3
MHS	22	6	26	2	28	0
PHS	27	9	33	3	35	1
SRHS	131	70	188	13	194	7
EAHS	1	4	4	1	5	0
MCHS	133	24	154	3	153	4
All Transfers	451	140	556	35	573	18
SRCS	7410	7568	11812	3166	13578	1400

Transfer Request Percentages by Student Subgroups

Requested School	Not Socio-Economically Disadvantaged	Socio-Economically Disadvantaged	Not English Language Learner	English Language Learner	Not Eligible for Special Education Services	Eligible for Special Education Services
BHES	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
LBES	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%
ABES	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
ALES	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
JMES	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
PTES	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
HVES	83.3%	16.7%	100.0%	0.0%	100.0%	0.0%
HSMS	94.1%	5.9%	100.0%	0.0%	100.0%	0.0%
HCMS	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
RVMS	94.7%	5.3%	97.4%	2.6%	96.1%	3.9%
SRMS	61.5%	38.5%	78.8%	21.2%	94.2%	5.8%
MHS	78.6%	21.4%	92.9%	7.1%	100.0%	0.0%
PHS	75.0%	25.0%	91.7%	8.3%	97.2%	2.8%
SRHS	65.2%	34.8%	93.5%	6.5%	96.5%	3.5%
EAHS	20.0%	80.0%	80.0%	20.0%	100.0%	0.0%
MCHS	84.7%	15.3%	98.1%	1.9%	97.5%	2.5%
All Transfers	76.3%	23.7%	94.1%	5.9%	97.0%	3.0%
SRCS	49.5%	50.5%	78.9%	21.1%	90.7%	9.3%

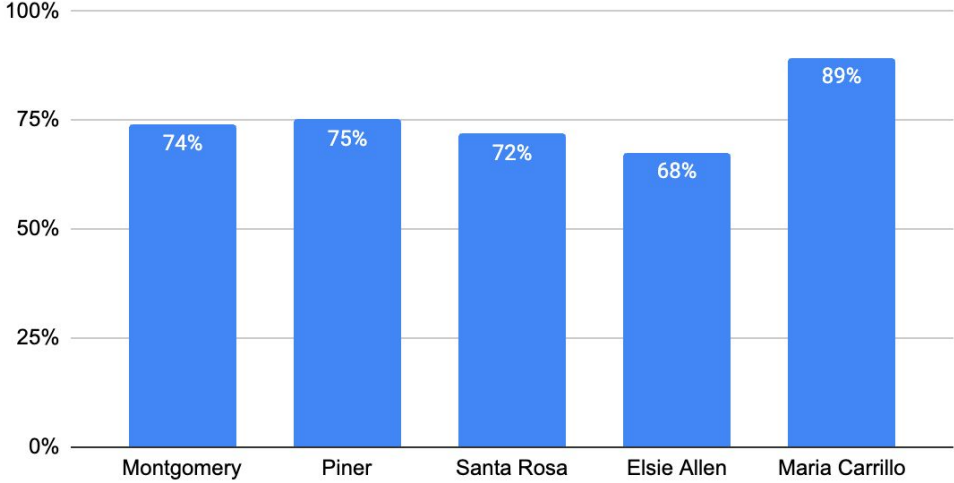
FTE Utilization Analysis by sites

Middle Schools



Note. Capacity calculations use the department with the highest utilization among the English, mathematics, science, and social studies departments (i.e. core departments)

High Schools

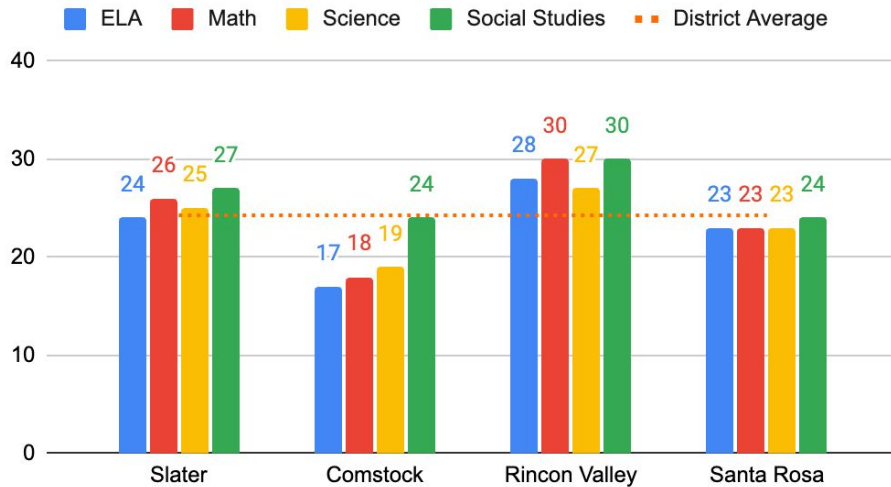


Note. Capacity calculations use English department's FTE utilization

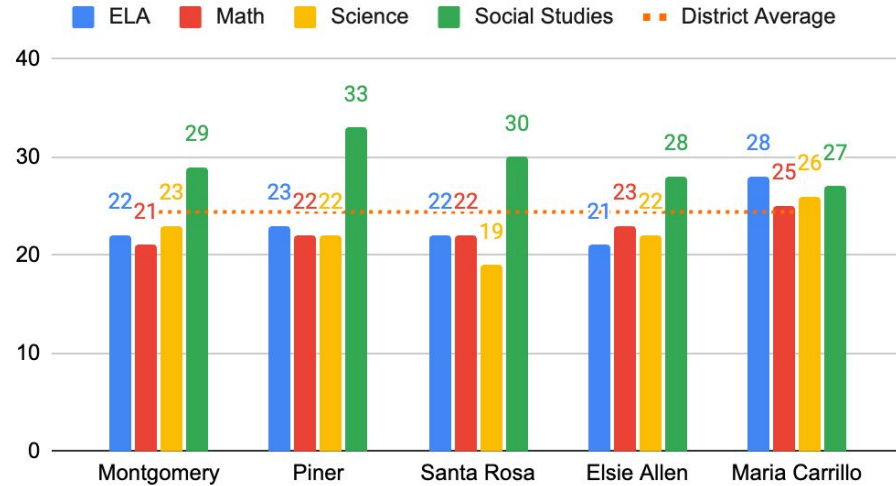


Classes Sizes Across Secondary Schools

Average Class Size By Department and School

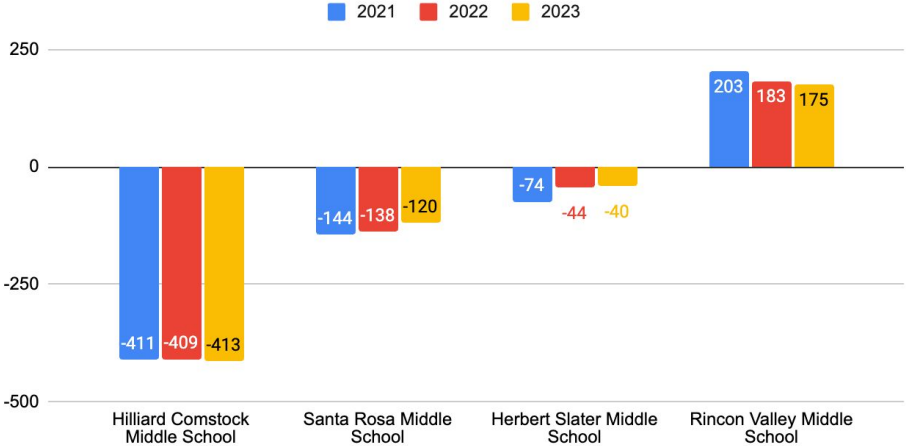


Average Class Size By Department and School

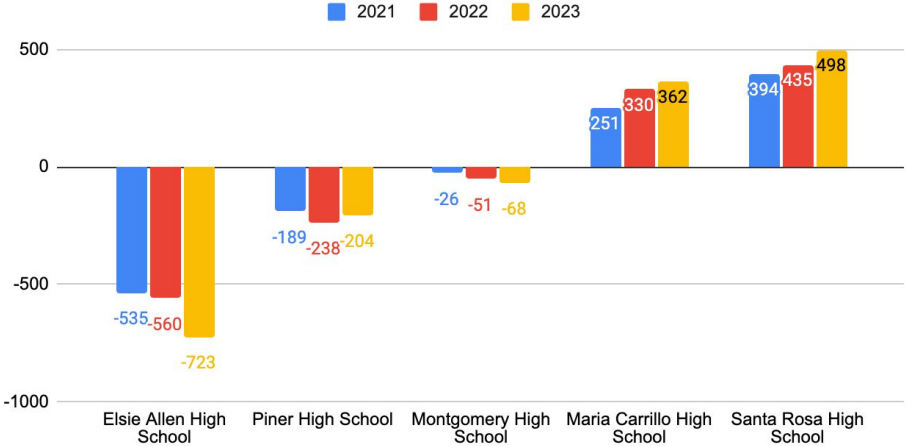


Enrollment Balance by Residential School

Middle School Enrollment Balance



High School Enrollment Balance



Enrollment Breakdown for Elementary Schools

Elementary School	2021				2022				2023			
	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total
BHES	273	29	21	323	260	25	26	311	203	47	31	281
LBES	263	28	13	304	265	33	14	312	220	66	39	325
HLES	410	3	2	415	351	37	20	408	305	40	38	383
ABES	223	23	15	261	195	20	11	226	145	83	9	237
ALES	237	31	8	276	210	70	23	303	174	85	29	288
JMES	301	48	23	372	255	72	28	355	210	88	44	342
PTES	233	84	24	341	231	79	25	335	202	92	28	322
SLES	386	26	3	415	376	25	2	403	424	33	2	459
HVES	353	46	59	458	363	44	49	456	286	86	93	465

Enrollment Breakdown for Secondary Schools

	2021				2022				2023			
Middle School	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total
HSMS	601	103	4	708	617	105	7	729	614	80	13	707
HCMS	381	24	0	405	403	34	4	441	400	46	5	451
RVMS	603	186	6	795	547	177	50	774	535	195	50	780
SRMS	327	164	0	491	327	143	4	474	309	155	4	468

	2021				2022				2023			
High School	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total	Resident	Intra District	Inter District	Total
MHS	1255	288	11	1554	1176	298	16	1490	1016	376	21	1413
PHS	1144	208	8	1360	1101	223	11	1335	1114	268	12	1394
SRHS	943	721	57	1721	815	717	58	1590	762	783	66	1611
EAHS	1075	13	1	1089	1023	16	2	1041	901	69	4	974
MCHS	1098	387	33	1518	1085	453	30	1568	1041	532	21	1594

Next Steps

- Finalize review of intradistrict transfer requests
- Establish capacity of each requested school based on 2024/2025 projections
- Enact Board Policy/Administrative Regulation 5116.1 Priority process
- Notify families no later than January 31, 2024.
- Include any transfer numbers into projections for 2024/2025 enrollment planning
- Establish staffing allocations based on new projected enrollment
- Review and potentially make revisions to BP/AR 5116.1

Questions?

Santa Rosa City Schools Board of Education

GOVERNANCE HANDBOOK



Embrace, Engage, Empower

This handbook reflects a framework for effective governance. The Board sees this handbook as a “living document” and will annually review and update its content.

Trustee roles, commitment to norms, and developing consensus on protocols will enable the governance team to perform its responsibilities in a way that best benefits the students of Santa Rosa City Schools.

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

Board of Education

Omar Medina, President, Trustee Area 4
Ever Flores, Vice President, Trustee Area 1
Roxanne McNally, Clerk, Trustee Area 2
Alegría De La Cruz, Trustee Area 3
Ed Sheffield, Trustee Area 5
Stephanie Manieri, Trustee Area 6
Jeremy De La Torre, Trustee Area 7

Audrey Rauh, Student Board Member

Superintendent Anna Trunnell, Secretary to the Board

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Board of Education
Strategic Plan 2019-24

Vision:

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

Mission:

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

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

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

[Link to CA State Priorities](#)

State LCAP Priorities

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

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



The 8 state priorities are categorized into 3 main categories:

Conditions of Learning:

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

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Pupil Outcomes:

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

Engagement:

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

SRCS LCAP Goals

1. SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:
 - increasing programs and services that maximize student learning and agency
 - fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
 - supporting Multilingual Learners and Differently Abled Learners
 - providing resources and educational opportunities to families equitably

2. SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:
 - engaging our students' families and our larger community
 - developing lasting partnerships with our community
 - embracing cultural, linguistic and familial wealth
 - attending to health and well-being through trauma informed care
 - fostering positive, inclusive school cultures
 - promoting engagement and inclusion

3. SRCS values and supports growth-minded professionals and positive learning environments by:
 - providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Governance Principles and Governance Norms and Protocols

Role of the Board BB 9000

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

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

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

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

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Communication Norms:

Communication with the Board and with the Superintendent

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

Communication during problem solving / Conflict resolution

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

Basics: Who, What, When

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

Name, role	Email contact
Omar Medina, Trustee Area 4. First elected 2018. President	omedina@srcs.k12.ca.us
Ever Flores, Trustee Area 1. First elected 2020. Vice President	efloresderas@srcs.k12.ca.us
Roxanne McNally, Trustee Area 2. First elected 2022. Clerk	rmcnally@srcs.k12.ca.us
Alegria De La Cruz, Trustee Area 3. First appointed 2019.	adelacruz@srcs.k12.ca.us
Ed Sheffield, Trustee Area 5. First elected 2016.	edsheff5@gmail.com
Stephanie Manieri, Trustee Area 6. First elected 2018.	smanieri@srcs.k12.ca.us
Jeremy De La Torres, Trustee Area 7. First appointed 2023.	jdelatorre@srcs.k12.ca.us
Audrey Rauh, Student Board member July 2023-June 2024.	
Anna Trunnell, Superintendent / Secretary to the Board July 2021 - 2025	atrunnell@srcs.k12.ca.us
Melanie Martin, Executive Assistant to the Superintendent	mmartin@srcs.k12.ca.us

BB 9005.1 Code of Ethics

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

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

As a Board Member:

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

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

Board Bylaws

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

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9230	<u>Orientation</u>	B	01/08/2020
9240	<u>Board Training</u>	B	04/12/2017
9250	<u>Remuneration, Reimbursement And Other Benefits</u>	B	06/28/2023
9260	<u>Legal Protection</u>	B	04/12/2017
9270	<u>Conflict Of Interest</u>	B	04/12/2017
9270-E(1)	<u>Conflict Of Interest</u>	E	04/12/2017
9310	<u>Board Policies</u>	B	09/25/2019
9320	<u>Meetings And Notices</u>	B	05/10/2023
9322	<u>Agenda/Meeting Materials</u>	B	04/12/2017
9323	<u>Meeting Conduct</u>	B	01/08/2020
9323.2	<u>Actions By The Board</u>	B	04/12/2017
9323.2-E(1)	<u>Actions By The Board</u>	E	04/12/2017
9324	<u>Minutes And Recordings</u>	B	04/12/2017
9400	<u>Board Self-Evaluation</u>	B	04/12/2017

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Roles of Board Trustees and Role of the Superintendent

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

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

Orientation for School Board Candidates

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

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

Welcoming New Members to the Board

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

Governance Protocols

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

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	<p>authentic relationships and informed action. But this beginning can be an opening to greater public consciousness of Native sovereignty and cultural rights, a step toward equitable relationship and reconciliation.</p>
<p>Bringing up new ideas or placing items on the Board meeting agenda</p>	<p>Board members are free to bring up new ideas provided they fall within the purview of the Board of Education.</p> <p>It is recommended that a Board member wishing to present a new idea to the Board of Education first consult with the Superintendent.</p> <p>Also, any Board member (or member of the public) may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. BB 9322</p> <p>No timely request will be unreasonably denied. The Board president will have the final decision in this regard.</p>
<p>Obtaining additional information about Board meeting agenda items</p>	<p>Trustees agree to first contact the Superintendent with requests for information. The Superintendent will then provide the information to the Board or, when necessary, facilitate contact with staff.</p>

	<p>Information provided to one trustee will be provided to all trustees, as appropriate.</p>
<p>Board Meeting Preparation and Attendance</p>	<ul style="list-style-type: none"> ● Consistent, punctual attendance at Board meetings is expected. If a Board member is unable to attend or will be late, the Board President is to be notified as soon as possible. ● Board members will review agenda materials prior to each meeting. ● Board members direct all questions regarding items on the agenda to the Superintendent. ● Should Board members require additional information, a request should be submitted to the Superintendent 24 hours in advance of the the Board meeting. The Superintendent will endeavor to provide a timely response. As appropriate, the Superintendent ensures all trustees are privy to the information requested and given. ● Should the Superintendent determine that more than thirty minutes are required to research and prepare a response, she/he will inform the trustee who made the request that she/he will confer with the Board President to determine the next steps. ● Board members are encouraged to improve, through independent learning, their knowledge about general matters related to public education. ● All inquiries should be directed to the Superintendent who will then direct them to the appropriate individual or department to respond. All responses will be shared with the entire Board.

<p>Meeting Conduct / Procedures</p>	<p>Considering a motion</p> <p>Meeting length and time extension</p> <p>Quorum and abstentions</p> <p>Public Comment on non-agenda and agendized items</p> <p>BB 9323</p>
<p>The procedure for hearing, considering and debating a motion on an action item before the Board shall be as follows:</p> <ol style="list-style-type: none"> 1. The Superintendent or designee, shall introduce the item and provide a report; 2. The presiding officer shall call for questions or clarifications to the Superintendent or designee regarding the report given; 3. Public Comment shall be heard on the item; 4. The presiding officer may call for discussion; 5. Once discussion is complete, the presiding officer shall call for a motion; 6. Any Board Member may make a motion on the item placed before the Board; 7. If there is a second to the motion, the presiding officer shall call for discussion on the motion. If none, or after further discussion, the presiding officer shall call for a Roll Call vote. BB 9323 	
<p>Responding to staff or community complaints or concerns at Board meetings and/or about employees</p>	<p>Board cannot prohibit public criticism of its policies.</p> <p>For complaints against an employee, the President shall cite protection of the employee's right to adequate notice...for the Board to hear the complaints in closed session... and to use the Uniform Complaint procedure.</p>

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

	<p>work. Typically, the Board clarifying questions will precede audience participation.</p> <p>Time limits for comments from the public are specified in Board policy and can be modified by the Board as desired.</p> <p>BB 9323</p>
<p>Communications between and among the Board, Board members and the Superintendent</p>	<p>Individual Trustees may contact the Superintendent directly for requests, concerns. Individual trustees may also contact other trustees. Trustees must be aware of the Brown Act. Board members should direct their inquiries of the district solely to the Superintendent and the Superintendent shall answer individually and shall send out the answer to all Trustees, bcc.</p>
<p>Communications between the Board and other staff</p>	<p>Trustees do not contact staff; they are to communicate with the Superintendent. During Board meeting presentations by staff, it is appropriate to ask questions of staff who are presenting. “No surprises” is helpful to staff so that they may be prepared.</p>
<p>Responding to parent, staff, or community complaints or concerns outside of Board meetings</p>	<ul style="list-style-type: none"> ● We respond to concerns or complaints in accordance with uniform procedures to ensure not only that matters are handled expeditiously but also that everyone is treated fairly and without bias. ● We protect the confidentiality and due process rights of students and staff members. ● When listening to a concern or complaint, we are neutral in our position and fully aware that we are hearing only one side of the story. ● We are consistent in our responses and function within our roles, conveying that individual Board members have no authority to resolve matters.

● We use the California School Boards Associations 6R's to ensure we listen actively to our parents, members of the community and staff and that we abide by uniform procedures:

Receive – listen to what the person has to say without preparing a response.

Repeat – paraphrase or ask a question to clarify for understanding. We ask the person to identify those to whom s/he has spoken to about the matter prior to contacting a Board member.

Request - ask what the person would like the Board member to do with the information and/or what is seen as a solution to the problem.

Review – go over the real options available to the person to remedy the situation.

Redirect – put the person back into the system at the appropriate place – respecting District lines of authority and chains of command.

Report – maintain open lines of communication between the Board and Superintendent and notify the Superintendent of the conversation as soon as possible.

This ensures that the Superintendent can verify or clarify the situation and follow-through as necessary and/or appropriate, and that the Superintendent knows first-hand what the Board member said to the parent, community or staff member. any issues that involve student & staff safety concerns, anything illegal, potentially litigious, and/or that might end up in the newspapers, TV, and/or social media.

Board members have no individual authority to fix a problem.

<p>Individual Board member requests for information from staff</p>	<p>The Board will strive to find ways to improve and encourage innovation and new ideas, while maintaining focus on District goals.</p> <ul style="list-style-type: none"> ● A section at the end of each Board meeting will be set aside for Board members to request information. ● When a new idea is suggested, the Board President will ask trustees if there is general interest in the topic. ● The Board will arrive at consensus about whether or not a particular topic or subject of interest will be added to a future agenda. ● If the Board agrees, the Superintendent will move forward in gathering information. If the topic will impact the current workload, the Superintendent will suggest a timeline for consideration <ul style="list-style-type: none"> ● The Board Clerk will record each request including the date subject of request and Board member making the request and will read the list of requests and whether they have been fulfilled at the next Board meeting as part of the public record.
<p>Board member participation on district committees and in district activities</p>	<p>Service on district committees are appointed by the Board President. Participation in district activities is on a case-by-case basis, always with the Superintendent's oversight.</p>
<p>Closed Session/Confidentiality</p>	<p>Closed Sessions shall be held only for the purposes defined in the Education Code. Examples are: meeting with the Board's negotiator, conferring with legal counsel regarding litigation, meeting with the district attorney, police or security consultants regarding threats, consideration of employment, discipline or dismissal of an employee or to hear complaints against an employee, to meet with</p>

	<p>their designated representative, purchase, sale or lease of real property negotiations, student expulsion consideration (see Brown Act for more specific definitions). The governance team is responsible for keeping closed session information confidential, that is the proper and lawful subject of a closed session. This includes, but not limited to, district litigation, personnel matters, negotiations, Superintendent evaluation, student issues (student discipline). The Board president will report out in open session any discussion which inadvertently occurred during closed session which should have been held in open session.</p>
<p>Public Statements</p>	<p>Public statements on behalf of the Board shall be made by the Board President, the Superintendent, or designee. Trustees will monitor their social media presence, keeping the Brown Act in mind and modeling good behavior for students and our stakeholders.</p> <p>Board members and the Superintendent shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agenda Board meeting.</p> <p>Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board. BB 9010, BB 9012</p>
<p>Media Relations</p>	<ul style="list-style-type: none"> ● To maintain message consistency and discipline, Board members and the Superintendent are obligated to speak with a common voice about District issues to the staff and community. ● Some situations have legal or other considerations that may place restrictions on what may be told to the media or public.

	<ul style="list-style-type: none"> ● The Board President and Superintendent work together as spokespersons for the District. The District’s Communications and Public Relations Officer may speak on behalf of the Superintendent and Board President. ● The Communications and Public Relations Officer or his/her designee prepares and distributes press releases. ● The Superintendent and/or Public Relations Officer, in collaboration with the Board President, is responsible for contacting the media on behalf of the District. ● Media inquiries are directed to the Superintendent ● The Superintendent conducts official correspondence for the Board. ● Official correspondence from the Board is signed by the Board President. ● Letters and emails addressed to all Board members regarding matters related to the school system are answered by the Board President or designee. ● Emails and letters should be forwarded to the Board President and Superintendent to ensure that the right staff person is able to handle the response. ● Board members may respond to emails directed to them personally but must make clear that their views are expressed as an individual and are not the perspective of the Board.
Electronic media and communication	<p>The Board will use electronic media (e.g. email and texting) carefully to ensure that there is no violation of the Ralph M. Brown Act*.</p> <ul style="list-style-type: none"> ● Board recognizes that by using “reply All” in email/text messages, the email/text message: <ul style="list-style-type: none"> o Becomes part of the deliberative process o Creates a public record, and o Inhibits opportunity for any other Board members to have a conversation on a topic

	<p>BB 9012</p>
<p>Self-monitoring of governance team effectiveness</p>	<p>Reflection and ongoing self-assessment are important tools for the governing team to assess their own performance.</p> <p>The Board will schedule at least one session annually to review governance team agreements and processes and to participate in a self-evaluation process. This will include evaluation of meeting effectiveness and assessing whether Board protocols are regularly followed. BP 9400 Board Self-Evaluation</p>
<p>When and how the Board evaluates the Superintendent</p>	<p>The Board shall evaluate the Superintendent at least annually and give him/her feedback on their performance and achievement of goals as outlined in Board policy.</p> <p>In addition to a formal annual evaluation, the Board President and Superintendent shall regularly confer and discuss goals and progress. BB 9000</p>
<p>Allowing the majority vote to set the direction for the school district</p>	<p>The authority to direct action rests with the Board of trustees only when seated at a regular or special meeting.</p> <p>It is important to the effectiveness of the governing team that a majority vote of the Board set the direction for the district.</p> <p>Once a vote has been taken, those in the minority agree to support and abide by the decision.</p> <p>Each Board member shall have individual autonomy as to how to cast their vote on any given issue, and shall not be subject to undue</p>

	pressure by the Superintendent or other Board members.
Meetings with Employee Unions	The District values the participation and input of recognized employee unions. Representatives are welcome to address the Board at Board Meetings during the times designated for that purpose. Board members will decline individual meetings requested by bargaining units. When non-individual meetings are requested by employee organizations, the Board members involved shall inform the President and the Superintendent. Meetings to discuss items within the scope of negotiations will be declined as per Brown Act.
Avoiding Improprieties and Appearance Thereof	<ul style="list-style-type: none"> ● Board members do not accept invitations from the Superintendent, attorneys, or staff members to any non-District event unless all other members of the governance team are invited. ● Board members do not invite the Superintendent, attorneys, or administrative staff members to any non-District event unless all other members of the governance team are invited. ● Board members do not sit in on collective bargaining meetings, even if invited.
Board President roles and responsibilities BB 9121	<p>Confer with the Superintendent before the Board meeting to prepare, as necessary for Board meetings.</p> <p>To facilitate the Board meeting, supporting the effective flow of the discussion and encouraging input from all trustees while staying on task,</p>

	<p>moving forward, and maintaining proper meeting decorum.</p> <p>Model the tone and behavior the Board wishes to convey to the community.</p> <p>Serve as the primary spokesperson for the Board</p>
Board Vice President Roles and Responsibilities	When the president resigns or is absent or unable to fulfill his/her responsibilities, the vice president shall perform the president's duties and shall also consult with the President and the Superintendent or designee on the preparation of the Board's agendas.
Board Clerk Roles and Responsibilities BB 9123	<p>Certify or attest to actions taken by the Board when required.</p> <p>Maintain such other records or reports as required by law.</p> <p>Serve as presiding officer in the absence of the president and vice president.</p> <p>Perform any other duties assigned by the Board.</p>
Board Secretary Roles and Responsibilities BB 9122	<p>The Governing Board shall appoint the Superintendent to serve as secretary to the Board. The secretary to the Board shall be responsible for maintaining an accurate and complete record of all Board proceedings and shall:</p> <ol style="list-style-type: none"> 1. Prepare, distribute and maintain the Board agenda 2. Record, sign, distribute and maintain the Board minutes 3. Maintain Board records and documents 4. Conduct official correspondence for the Board 5. As directed by the Board, sign and execute official papers

	<p>6. Perform other duties as assigned by the Board</p> <p>7. Sign documents on behalf of the district as directed by the Board</p> <p>8. Not engage and/or encourage serial meetings with or by Board members on a particular issue.</p>
Ethics Policy and Financial Disclosure	<p>State law requires that each Board Member complete an annual financial disclosure form (Form 700) for the preceding calendar year, to be filed by April 1 every year.</p>

Board Member Benefits

Stipend	\$510. 51 per month (updated annually)
Health Benefits (may adjust annually)	<p>The district pays up to \$13,595.04 for medical benefits for the member and dependent medical is paid by the Board member.</p> <p>The district pays \$72 per month for dental premium for the member and dependents.</p> <p>Vision \$8.28 monthly premium paid by the district for the member and dependents.</p> <p>The first \$50,000 life insurance premium is paid by the district.</p>
Attending conferences, educational meetings, community events	Determined as needed
Making reservations for conferences, workshops, district business trips	Determined as needed
Travel expenses and reimbursements	Determined as needed

Visiting Schools, District departments and other facilities

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

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

APPENDICES

Board Member School-Site Liaisons

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

Per Board Bylaw 9100, "the Board shall approve school site liaison assignments each year. No board member shall be assigned as a liaison to any school which resides in their trustee area."

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SRCS Board Self-Evaluation

BP 9400

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

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

Introduction to Board self-evaluation:

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

From the California School Boards Association:

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

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

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

Completing the Self-Evaluation

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

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

(survey will use the metric below for answers:)

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

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

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17. Board as a Governance Team 9: There is respect among Board members for time and process: Board members balance air time, giving adequate time for questions and input of the seven Board members.
18. Board as a Governance Team 9: Comments
19. Board as a Governance Team 10: Board members are analytical: we examine the unintended consequences of important decisions; we “brainstorm” for creative approaches to important problems; and, we request input from staff and stakeholders likely to be affected by decisions.
20. Board as a Governance Team 10: Comments
21. Board as a Governance Team 11: It is probable that each of the meetings, taken as a whole, serve as evidence to the community that the district is governed by a committed leadership team working together toward common goals.
22. Board as a Governance Team 11: Comments
23. Board as a Governance Team 12: Strategically, the Board asks the Superintendent to articulate her/his vision for the district’s future and the Board makes explicit use of long-term priorities of the District in dealing with current issues.
24. Board as a Governance Team 12: Comments
25. Board - Other 13: The Board proactively works to address our Mission, Vision, and Priorities. As a trustee, I look for data that shows the Board if we are on track with our goals.
26. Board - Other 13: Comments

Board Annual Calendar

Sample School District Governance Calendar

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

Bold items are legal timelines.

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

Sample School District Governance Calendar

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

SRCS Superintendent Evaluation

Part 1: Goals

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

Goal Statement 1:

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

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

Areas for growth:

Goal Statement 2:

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

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

Areas for growth:

Goal Statement 3

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

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

Areas for growth:

Revised January 10, 2024. Adopted by the SRCS Board of Education: February 22, 2023

Goal Statement 4:

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

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

Areas for Growth:

Goal Statement 5:

Manage specific challenges and crises:

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

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

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

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

Areas for Growth:

Part 2: Performance Standards for Evaluation

Standard 1: LEADERSHIP

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

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

Areas for growth:

Standard 2: POLICY AND GOVERNANCE

Revised January 10, 2024. Adopted by the SRCS Board of Education: February 22, 2023

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

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

Areas for growth:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

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

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

Areas for growth:

Standard 4: ORGANIZATIONAL MANAGEMENT

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

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

Areas for growth:

Standard 5: HUMAN RESOURCES MANAGEMENT

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

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

Areas for growth:

Standard 6: LABOR RELATIONS

Revised January 10, 2024. Adopted by the SRCS Board of Education: February 22, 2023

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

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

Areas for growth:

Standard 7: VALUES AND ETHICS

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

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

Areas for growth:

Articles/Links

The Brown Act

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

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

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

California School Boards Association

<https://csba.org>

Asian Pacific Islander School Board Member Association

<https://apisbma.org/>

California Association of Black School Educators

<https://cabse.org/>

California Latino School Boards Association

<https://clsba.org/>

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

Affirmed on this _____ day of _____, 2024

Omar Medina, Trustee Area 4, President _____

Ever Flores, Trustee Area 1, Vice President _____

Roxanne McNally, Trustee Area 2, Clerk _____

Alegría De La Cruz, Trustee Area 3 _____

Ed Sheffield, Trustee Area 5 _____

Stephanie Manieri, Trustee Area 6 _____

Jeremy De La Torre, Trustee Area 7 _____

Audrey Rauh, Student Board Member _____

Anna Trunnell, Superintendent _____

2024 SRCS Board Member School Site Liaison Assignments

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

Per Board Bylaw 9100, "the Board shall approve school site liaison assignments each year. No board member shall be assigned as a liaison to any school which resides in their trustee area."