

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of January 24, 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 24 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

Stephanie Manieri, Board of Education Director

Omar Medina, Board of Education President

Ed Sheffield, Board of Education Director

Jeremy De La Torre, Board of Education Director

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

President Medina called the meeting to order at 4:01 pm.

1. Public Comment on Closed Session Agenda

There was no public comment on the Closed Session agenda.

B. RECESS TO CLOSED SESSION

The meeting recessed to the Closed Session.

President Medina stated the following 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)
- Public Employee Discipline/Dismissal/Release
- 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 name: #23CV00397)
- Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 2)
- Conference With Property Negotiator (110 Stony Point)

- Student Expulsions (Case No.: 2023/24-09)
1. **Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
 2. **Public Employee Discipline/Dismissal/Release [Gov. Code § 54957]**
 3. **Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA; [Gov. Code § 54957.6]**
 4. **Conference With Legal Counsel - Existing Litigation (Case name: #23CV00397) [Gov. Code § 54956.9]**
 5. **Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 2) [Gov. Code § 54956.9]**
 6. **Conference With Property Negotiator (110 Stony Point) [Gov. Code § 54956.8]**
 7. **Student Expulsions (Case No.: 2023/24-09) [Ed. Code § 48918]**

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

The meeting reconvened to the Open Session at 6:39 pm.
Trustee Flores and Trustee McNally were absent.
Student Board Member Rauh was present.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Principal Adia Diaz and Principal Gabriel Albavera led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

The following report of action was taken during the Closed Session:

- The Board took action on item B.2 - Public Employee Discipline/Dismissal/Release

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:

- Student Expulsion Case No. 2023/24-09

Motion made by: Stephanie Manieri

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - 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 (Cesar Chavez Language Academy and Elsie Allen High School)

The following individuals were recognized during the Special Presentation:

Cesar Chavez Language Academy:

- Yareli Diaz Ceron, Student of the Month
- Marlene Jimenez-Lieu, Classified Employee of the Month
- Nancy Castillo, Certificated Employee of the Month

Elsie Allen High School:

- Eva Cruz, Student of the Month
- Kathy Hayes, Classified Employee of the Month
- Efrain Nava, Certificated Employee of the Month

8. School Site Parent Organization Updates (Cesar Chavez Language Academy and Elsie Allen High School)

The following individuals addressed the Board during the school site parent organization reports:

Cesar Chavez Language Academy:

- Neomi Acosta, ELAC Representative
- Anastasio Tovar, Foundation President (report was read by Principal Diaz)

Elsie Allen High School:

- Jamie Padilla, President of School Site Council

The following individual addressed the Board during public comment:

- Duane De Witt

D. REPORTS

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

There was no CSEA Santa Rosa 75 report.

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.

4. Board President Report

President Medina gave a report.

5. Board Member Reports

The following Board members gave a report:

- Trustee De La Torre
- Trustee Sheffield
- Trustee De La Cruz

6. Safety Report

Superintendent Trunnell gave a safety report:

- As a follow-up to the last meeting regarding survey data I shared that was collected from students, staff, and families about officers being at our middle schools and high schools for the two weeks before winter break, I want to give a quick update that I am continuing to work on gathering additional feedback from our students directly, and hope to bring that information to our February 14 board meeting.
- Also, on January 18, I sent out a letter to our school district community that I want to recite from tonight. Since winter break, we have unfortunately continued to experience concerning incidents of violence in and outside our school community. ***The letter is attached to the supporting document as part of the meeting minutes.***
- These incidents underscore the severity of the challenges we are facing with youth violence and gang activity infiltrating our schools. It is crucial to recognize that the uptick is not confined to a specific school but is a community-wide problem that demands our immediate and unified response.

- The safety and well-being of our students remain our top priority, and we are actively working to address these issues. However, it is essential to acknowledge that schools alone cannot bear the entire responsibility of tackling the root causes of youth violence and gang affiliation. The entire community must come together to support our students and address the underlying issues contributing to these incidents.
- We urge all members of our community to stand united against youth violence and gang activity, fostering open communication and collaboration. By working together, we can create an environment that is safe, supportive, and conducive to the growth and development of every student.
- As we confront these challenges, we encourage parents and community organizations to join us in finding proactive solutions. Let us collectively address the root causes of youth violence and work towards creating a community where our students can thrive without fear.
- I would like to provide a brief report from the SART committee work. On Monday, January 22, the SART committee met and the majority of our time reviewing feedback from parents who are members of the Superintendent's Advisory Network. Parents on this committee reviewed the SART Strategic Plan and provided suggestions and ideas for each pillar of the plan. The SART committee reviewed these and considered how to incorporate them into the strategic plan. This work is ongoing.
- As a follow-up to the direction the Board gave to allow for the exploration and implementation of an SRO pilot program, and in contribution to the committee between Santa Rosa City Schools and the City of Santa Rosa, a working group is being formed to begin the research and potential design of a pilot program. This group will report progress to the committee between the district and the city. The group will begin meeting next week.
- Last, we are planning for a March 1st event to highlight and uplift our youth for a violence-free future. This event will be organized with and by our youth. Logistics are being finalized now and information will be shared soon.

7. CSBA Report

There was no CSBA report.

E. PUBLIC COMMENT ON NON AGENDA ITEMS

The following individuals addressed the Board during public comment:

- Duane De Witt - Education
- Richard Denniston - School Resource Officers
- Sarah Jenkins - School Safety
- Anabell Nunez - School Resource Officers and Alternative School
- Scott Kincaid - School Resource Officers
- Margaret Buhn - Best Buddies Club
- Jodi Curry - School Resource Officers
- Quintin Oliva - School Safety

- Arthur B. Chaney - Proposal of renaming RVMS to Carol Ellis MS

F. DISCUSSION / ACTION ITEMS

1. (Action) Resolution Recognizing February 5-9, 2024: Week of School Counselor

Assistant Superintendent Dr. Castro, Director Debi Cardozo, and Director Dr. Monica Fong presented the Resolution Recognizing February 5-9, 2024, as a week of School Counselor to the Board.

Motion Passed: Resolution Recognizing February 5-9, 2024, as a week of School Counselor.

Student Board Member Rauh preferential vote: Aye

Motion made by: Jeremy De La Torre

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Jeremy De La Torre - Yes

2. (Action) Resolution Recognizing February as African-American History Month

The following individuals presented the Resolution Recognizing February as African-American History Month to the Board:

- Dr. Roderick Castro, Assistant Superintendent
- Monique Luke, Principal at MCHS
- Ola King-Clay, Teacher at RVMS

The duration of the presentation took 7 minutes.

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

Motion Passed: Resolution Recognizing February as African-American History Month

Student Board Member Rauh preferential vote: Aye

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Jeremy De La Torre - Yes

3. (Action) Resolution Recognizing February as Career Technical Education Month

The following individuals presented the Resolution Recognizing February as Career Technical Education Month to the Board:

- Dr. Roderick Castro, Assistant Superintendent of Educational Services
- Tim Zalunardo, Executive Director of Education Services
- Debi Cardozo, Director of Career Technical Education (CTE)

The duration of the presentation lasted 2 minutes.

The Board's questions and comments lasted 1 minute.

Motion Passed: Resolution Recognizing February as Career Technical Education Month

Student Board Member Rauh preferential vote: Aye

Motion made by: Stephanie Manieri

Motion seconded by: Jeremy De La Torre

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Jeremy De La Torre - Yes

4. (Action) Approval of an MOU with Sonoma County Office of Education (SCOE) for California Collaborative for Inclusive Learning

The following individuals presented the MOU with the Sonoma County Office of Education (SCOE) for the California Collaborative for Inclusive Learning to the Board:

- Steve Mizera, Executive Director, Special Services
- Michael Jablonski, Principal at Albert Biella ES
- Katya Robinson, Program Manager, ESN: TK-6, Inclusion
- Kelley Dillon, Assistant Superintendent, Sonoma County Office of Education
- Kelly Matteri, Program Coordinator, Teaching & Learning, SCOE

The duration of the presentation lasted 9 minutes.

The Board's questions and comments lasted 10 minutes.

Motion Passed: Approval of an MOU with Sonoma County Office of Education (SCOE) for California Collaborative for Inclusive Learning

Student Board Member Rauh preferential vote: Aye

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Jeremy De La Torre - Yes

5. (Discussion) Career Technical Education (CTE) Update

The following individuals presented a Career Technical Education (CTE) update to the Board:

- Debi Cardozo, Director, Educational Services
- Dr. Damien Mason, CTE Teacher on Special Assignment, Educational Services
- Tim Zalunardo, Executive Director, Educational Services
- Dr. Roderick Castro, Assistant Superintendent, Educational Services

The duration of the presentation lasted 19 minutes.

The duration of the Board's questions and comments lasted 14 minutes.

The updated presentation is attached to the meeting minutes supporting documents.

6. (Discussion) Community Schools Grant Process Update

Superintendent Anna Trunnell, Stacy Desideri, Executive Director of Wellness and Engagement and Eric Lofchie, Director of Wellness and Engagement presented the Community Schools Grant Process update to the Board.

The duration of the presentation lasted 20 minutes.

The following individual addressed the Board during public comment:

- Kathryn Howell

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

During this report, President Medina requested a motion to extend the meeting to 11:00 pm. Trustee Manieri made a motion to extend the meeting to 10:45 pm. Trustee De La Cruz seconded the motion. All members were in favor.

The Community Schools Grant Process presentation is attached to the meeting minutes supporting documents.

7. (Discussion) The 2024-25 Governor's Budget Proposal

Associate Superintendent Lisa Cavin and Executive Director Joel Dontos presented the 2024-25 Governor's Budget Proposal to the Board.

The duration of the presentation lasted 23 minutes.

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

The presentation of the 2024/24 Governor's Budget Proposal is attached to the meeting minutes supporting documents.

Student Board Member Rauh left the meeting at 10:00 pm.

8. (Discussion) Deferred Maintenance Plan/Update

The following individuals presented the Deferred Maintenance Plan/Update to the Board:

- Lisa Cavin, Associate Superintendent
- Erik Oden, Executive Director of Maintenance and Operations
- Dave Harden, Manager of Maintenance and Transportation

The duration of the presentation lasted 5 minutes.

The duration of the Board's questions and comments lasted 1 minute.

The presentation of the Deferred Maintenance Plan / Update is attached to the meeting minutes supporting documents.

9. (Action) First Read and Possible Waiving of Second Read of Board Policy 6163.2 - Animals at School

Assistant Superintendent Dr. Vicki Zands presented the First Read and Possible Waiving of Second Read of Board Policy 6163.2 - Animals at School to the Board.

The duration of the presentation lasted 3 minutes.

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

The Board requested the Second Read of Board Policy 6163.2 - Animals at School return for further consideration after SRTA and CSEA review the Board Policy.

Motion Passed: First Read of Board Policy 6163.2 - Animals at School

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes
Ed Sheffield - Yes
Jeremy De La Torre - Yes

G. CONSENT ITEMS

Motion Passed: Consent Items G.1 - G.12

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - 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 to obtain Pre-Construction Recommendations from an Arborist for the District Office & Education Center**
- 7. Approve the Proposal for Architectural Services of Santa Rosa High School Exterior Paint Project**
- 8. Approval of the Architectural Proposal for Design Build Bridging Architect & Warehouse Design Services for the District Office & Education Center**
- 9. Resolution to Appoint Aaron Gildengorin to the Adult Education Program Member Participation and Sonoma County Adult Education Consortium Oversight Committee**
- 10. Approve the Project Inspection Services for the Solar Array at the Lewis Campus**
- 11. Approval of Contract with Sangeetha Vasudevan for Physical Therapy Services.**
- 12. Authorizing Certificated Teachers to Teach Outside Their Major or Minor Fields**

H. APPROVAL OF MINUTES

- 1. Approval of Minutes of the Regular Board Meeting Held On January 10, 2024**

Motion Passed: Approval of Minutes of the Regular Board Meeting held on January 10, 2024.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Jeremy De La Torre - Yes

I. BOARD MEMBER REQUESTS FOR INFORMATION

J. INFORMATION ITEMS

- 1. Future Board Discussion Items**
- 2. Board Conduct and Code of Ethics**
- 3. Educational Acronyms and Abbreviations**
- 4. School Site Reports**
 - a. Cesar Chavez Language Academy (CCLA)**
 - b. Elsie Allen High School**
- 5. Facilities Projects Update**
- 6. Williams Settlement Quarterly Report**
- 7. Sonoma County Office of Education (SCOE) Letter Regarding: First Interim Report for Fiscal Year 2023-24**
- 8. Santa Rosa City Schools Feasibility Study Report**

K. ADJOURNMENT

The meeting adjourned at 10:45 pm.

Important Community Update - Addressing Recent Incidents and Uniting Against Youth Violence

Dear Santa Rosa City Schools Community,

I am writing to address recent incidents that have deeply impacted our school community and require our collective attention. In addition to the Montgomery High School student who was arrested this week for assaulting a fellow student, it has come to our notice that multiple Elsie Allen High School students have been placed under arrest following a gang related incident that took place outside of school hours. One of the students was arrested on his way to school and was found to have a disassembled firearm in his backpack.

These incidents underscore the severity of the challenges we are facing with youth violence and gang activity infiltrating our schools. It is crucial to recognize that the uptick is not confined to a specific school but is a community-wide problem that demands our immediate and unified response.

The safety and well-being of our students remain our top priority, and we are actively working to address these issues. However, it is essential to acknowledge that schools alone cannot bear the entire responsibility of tackling the root causes of youth violence and gang affiliation. The entire community must come together to support our students and address the underlying issues contributing to these incidents.

We urge all members of our community to stand united against youth violence and gang activity, fostering open communication and collaboration. By working together, we can create an environment that is safe, supportive, and conducive to the growth and development of every student.

We would like to acknowledge the efforts of the City of Santa Rosa in reviving their gang crimes unit to address the increasing challenges our community is facing. We hope that their dedicated efforts will result in a significant decrease in gang activity and youth participation, providing a safer and more secure environment for our schools.

As we confront these challenges, we encourage parents and community organizations to join us in finding proactive solutions. Let us collectively address the root causes of youth violence and work towards creating a community where our students can thrive without fear.

Thank you for your understanding and cooperation. Together, as a community, we can make a positive impact and ensure the safety and well-being of every student in Santa Rosa City Schools.

Sincerely,

Anna Trunnell
Superintendent
Santa Rosa City Schools



Resolution No. 2023/24-30

Date: January 24, 2024

**Resolution Recognizing February 5-9, 2024 as
Week of the School Counselor in Santa Rosa City Schools**

WHEREAS, school counselors are employed in public and private schools to help students reach their full potential; and

WHEREAS, school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and

WHEREAS, school counselors support parents and guardians in furthering the educational, personal, and social growth of their children; and

WHEREAS, school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and

WHEREAS, school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and

WHEREAS, school counselors assist with fostering a positive school culture and climate; and

WHEREAS, the Social-Emotional connections that counselors support are more important than ever;

WHEREAS, comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; and

NOW THEREFORE, BE IT RESOLVED, that the Santa Rosa City Schools District Board of Education hereby recognizes the week of February 5-9, 2024 as Week of the School Counselor.

PASSED AND ADOPTED by the Governing Board of Santa Rosa City Schools, County of Sonoma, State of California on the 24th day of January, 2024.



Roxanne McNally, Clerk of the Board

1/24/2024
Date

Resolution Recognizing February As National African-American History Month

WHEREAS, Dr. Carter G. Woodson, African-American Historian, author, and founder of the Association for the Study of African American History, founded Negro History Week, which was celebrated during a week in February 1926, and

WHEREAS, in 1976 the week-long celebration was extended to the entire month of February; and

WHEREAS, each year during the month of February, the citizens of the United States celebrate the actions, words, and achievements of African Americans who have contributed to the success and prosperity of the United States; and

WHEREAS, African Americans have enriched our schools and communities through their commitment to promoting fairness, equality, and justice for all; and

WHEREAS, Santa Rosa City Schools further intends to encourage ongoing critical reflection and courageous conversations concerning systemic racism, social injustice, racial and ethnic bias; and to affirm the right of African American students to be treated with respect and dignity within schools and communities; and

WHEREAS, we affirm Black lives; and

WHEREAS, we commit to the 2024 national theme for the observance which is “African Americans and the Arts,” and

WHEREAS, August 2019 marked 400 years since the first arrival of Africans to present-day America, and the United States Congress established the 400 Years of African American History Commission to commemorate the historical heritage and active contributions that Americans of African descent have made to help shape the cultural, academic, social, economic, and moral attributes of this nation; and

WHEREAS, in spite of the African slave trade that created an institution of white supremacy in this nation, Africans and African Americans have nonetheless continued to persevere and move forward in society, fighting for their freedom and also for the freedom of all Americans over time; and

WHEREAS, in 2008, the first African American President of the United States was elected; and

WHEREAS, in 2012, President Barack H. Obama was elected to serve a second term; and

WHEREAS, in 2012, California historically elected the most African Americans to serve in the Legislature, totaling 12 members; and

WHEREAS, 2018 marked the highest number of African American members serving in the United States Congress, totaling 55 members; and

WHEREAS, Africans and African Americans have been great inventors, inventing and improving on innovations such as the air-conditioning unit, almanac, automatic gearshift, blood plasma bag, clothes dryer, doorknob, doorstop, the electric lamp bulb, elevator, fire escape ladder, fountain pen, gas mask, golf tee, horseshoe, lantern, lawnmower, lawn sprinkler, lock, lubricating cup, refrigerating apparatus, spark plug, stethoscope, telephone transmitter, thermostat control, traffic signal, and the typewriter; and

WHEREAS, African American History Month commemorates and celebrates the many different achievements of African Americans, whether that be in academic pursuits, business, fine arts, political action, and science;

NOW, THEREFORE BE IT RESOLVED the Governing Board of the Santa Rosa City Schools District takes great pleasure in recognizing February 2024 as African American History Month, urges everyone to join in celebrating the accomplishments of African Americans during African American History Month, and encourages the staff and students of SRCS to recognize not only the many different talents of African Americans but also the great achievements, contributions, and sacrifices they have made to help create equity and equality inside and outside of the classroom.

PASSED AND ADOPTED by the Board of Education of Santa Rosa City Schools, on this 24th day of January, 2024, by the following vote:

AYES: 5 NOES: 0 ABSENT: 2 ABSTAIN: 0



Roxanne McNally, Clerk of the Board

January 24, 2024

Date



Resolution No. 2023/24-28

Date: January 24, 2024

**Resolution Recognizing February as
Career Technical Education Month in Santa Rosa City Schools**

WHEREAS, February has been designated as Career and Technical Education (CTE) Month by the Association for Career and Technical Education and is also recognized by the U.S. Department of Education;

WHEREAS, CTE programs provide students the opportunity to gain the knowledge and skills needed to secure careers in high-demand fields and be prepared for a full range of post-secondary opportunities;

WHEREAS, CTE programs improve academic performance through relevant experiences and applied learning, thus increasing student engagement;


WHEREAS, CTE is the backbone of a strong, well-educated workforce, which fosters productivity in business and industry;

WHEREAS, CTE matches employability skills with workforce demand and provides relevant academic and technical coursework leading to industry-recognized credentials for students;

WHEREAS, CTE helps meet the very real and immediate challenges of economic development, student achievement, and global competitiveness;

NOW THEREFORE, BE IT RESOLVED, that the Santa Rosa City Schools District Board of Education hereby recognizes the month of February as Career Technical Education Month.

PASSED AND ADOPTED by the Governing Board of Santa Rosa City Schools, County of Sonoma, State of California on the 24th day of January, 2024.



Roxanne McNally, Clerk of the Board

January 24, 2024

Date

Community Schools Grant Process Update

January 24, 2024

Wellness & Engagement Department



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

- SRCS has received a two-year Community Schools Planning grant from CDE called the “California Community Schools Partnership Program”
- Today’s presentation is to give the Board information about:
 - What it means to be a community school
 - Where we are in the process
 - Next steps at possible school sites

How we got here:

- SCOE presented CCSPP grant as a way to fund wellness centers in High Schools.
- SCOE provided grant writing support
- Partially funded creation of Director of Mental Health and Community Schools Development
- Due to Unduplicated Pupil Counts in SRCS, high schools are not competitive for funding

During the 2 year Planning Grant:

Steps taken:

- Created stakeholder groups at High Schools
- Participated in a Professional Learning Community with the Regional Technical Assistant Center
- Attended training focused on community school development
- Create district stakeholder group and meet with CSEA and SRTA
- CCSPP design presented to elementary school principals.

Steps we are expected to take

- Identify participating sites
- Develop Advisory Councils
- Conduct a needs assessment for each participating site
- Identify community partners
- Engage stakeholders in identification of priority based on feedback



COMMUNITY SCHOOLS

A whole-child, whole-school model for equitable school improvement



Expanded & Enriched
Learning Time &
Opportunities



After-school, weekend, and
summer programs



Integrated
Student
Supports



Mental/physical health
supports and social
services



Collaborative
Leadership and
Practices



A culture of professional
learning, trust, and
continuous improvement



Active Family and
Community
Engagement



Parents/caregivers in the
school as partners, leaders,
and learners

Community School Pillars

Pillar One:

Integrated Student Supports can support student success by meeting their academic, physical, social-emotional, and mental health needs. Statute defines this as including the “coordination of trauma-informed health, mental health, and social services.” Effectively supporting students also requires that students be well known so that they can be well served.

Pillar Two:

Family and Community Engagement involves actively tapping the expertise and knowledge of family and community members to serve as true partners in supporting and educating students. Statute defines this as including “home visits, home-school collaboration, [and] culturally responsive community partnerships.” Learning opportunities for family members as well as structures and opportunities for shared leadership are other important elements of authentic family engagement.

Community School Pillars

Pillar Three:

Collaborative Leadership & Practices for educators and administrators establish a culture of professional learning, collective trust, and shared responsibility for outcomes in a manner that includes students, families, and community members. Statute defines this as including “professional development to transform school culture and climate that centers on pupil learning and supports mental and behavioral health, trauma-informed care, Social Emotional Learning [and] restorative justice.”

Pillar Four:

Expanded Learning Time & Opportunities include academic support, enrichment, and real-world learning opportunities (e.g., internships, project-based learning). Statute refers to these opportunities as both “extended learning” and “expanded learning” and defines them as including “before and after school care and summer programs.” Expanded learning opportunities can also include tutoring and other learning supports during school hours.

CCSPP Grant Planning to Implementation

- Planning grant \$200,000 provides 2-year opportunity to develop the Implementation Grant Application
- Implementation Grant Application due Feb 2025
- Increasingly competitive based on Unduplicated Count (70% minimum, 80% is competitive)
- Amount of Awards based on student enrollment
- Based on SRCS current UPC, sites likely to be funded include 7 elementary schools and Comstock M.S.

Competitive Sites:

School	% Unduplicated Count*	Annual Award**	Total Award 5yrs
Abraham Lincoln Elementary	86.79%	\$250,000	\$1,187,500
Albert F. Biella Elementary	86.32%	\$250,000	\$1,187,500
Brook Hill Elementary	89.64	\$250,000	\$1,187,500
Helen M. Lehman Elementary	92.35%	\$250,000	\$1,187,500
James Monroe Elementary	91.32%	\$250,000	\$1,187,500
Luther Burbank Elementary	85.67%	\$250,000	\$1,187,500
Steele Lane Elementary	90.07%	\$300,000	\$1,425,000
Hilliard Comstock Middle	79.41%	\$250,000	\$1,187,500

* CalPADS : 1.17 LCFF Unduplicated Pupil Count SY23-24

** Annual Award Less 25% for 5th year



Participating sites will:

- Need to have highest unduplicated counts
- Develop understanding and community buy-in for the Community School Model.
- Identify a site-based community schools champion to coordinate process
- Create a Community School Advisory Council and facilitate input from all stakeholders.
- Complete detailed needs and asset assessment with community stakeholders.
- Develop community partnerships.

Participating LEAs and County will:

- Develop and support ongoing community partnerships
- Develop tracking system and progress monitoring
- Provide support and structure for needs assessment
- Provide ongoing assistance and guidance from district
- SCOE will provide grant writing support

Grant Could Provide:

- Integrated Support Services (for students and families)
- Increased Family & Community Engagement
- Strengthened Collaborative Leadership & Practices
- Extended Learning Programs and Opportunities

Priorities will be driven by the stakeholder input through needs assessment

How does transformation benefit SRCS community?

- The Community School Model is a transformational philosophy of public education to improve achievement of our most marginalized students
- Beginning at elementary, we grow the service up, all levels benefit
- Needs and Asset Mapping helps all sites improve services
- Partnerships are key and improving our partnerships with community supports will improve services at all levels
- Community Schools represents an adaptive rather than technical change

What about Wellness Centers?

- Implementation of Wellness Centers at High Schools)
- Need to be designed in order to safely function.
 - Create structure and program for wellness centers
- Wellness Centers will be primarily funded through the CYBHI Fee Schedule Program starting July '24

Next Steps

- Select sites to participate
 - Create stakeholder groups
 - Identify site CCSPP leads
 - Conduct needs analysis
 - Develop partnerships
 - Apply for CCSPP Implementation grants
-

Questions?

Consideration of the MOU

California Coalition for Inclusive Learning (CCIL) 2.0

SRCS Board Meeting
January 24, 2024



Santa Rosa City Schools' MVPs

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.



Santa Rosa City Schools' MVPs

Vision

Santa Rosa City Schools 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' MVPs

Strategic Priorities

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





What is Inclusion?

Inclusion is all about creating an environment where students with diverse needs can excel academically and socially within a general education setting.

The strategies and supports that are effective for these students can help **EVERYONE.**

**Universal Design
for Learning (UDL)
moves our schools
towards greater
inclusion.**



What is Universal Design for Learning (UDL)?

UDL is an approach to improve and optimize teaching and learning for all, by:

- setting clear, rigorous **goals**
- anticipating **barriers**
- proactively **designing** to minimize those barriers

What is Universal Design for Learning (UDL)?

Universal Design for Learning Guidelines

Provide multiple means of Engagement ↗

Affective Networks
The "WHY" of learning



Provide multiple means of Representation ↗

Recognition Networks
The "WHAT" of learning



Provide multiple means of Action & Expression ↗

Strategic Networks
The "HOW" of learning



Access

Provide options for Recruiting Interest (7) ↗

- Optimize individual choice and autonomy (7.1) ↗
- Optimize relevance, value, and authenticity (7.2) ↗
- Minimize threats and distractions (7.3) ↗

Provide options for Perception (1) ↗

- Offer ways of customizing the display of information (1.1) ↗
- Offer alternatives for auditory information (1.2) ↗
- Offer alternatives for visual information (1.3) ↗

Provide options for Physical Action (4) ↗

- Vary the methods for response and navigation (4.1) ↗
- Optimize access to tools and assistive technologies (4.2) ↗

Build

Provide options for Sustaining Effort & Persistence (8) ↗

- Heighten salience of goals and objectives (8.1) ↗
- Vary demands and resources to optimize challenge (8.2) ↗
- Foster collaboration and community (8.3) ↗
- Increase mastery-oriented feedback (8.4) ↗

Provide options for Language & Symbols (2) ↗

- Clarify vocabulary and symbols (2.1) ↗
- Clarify syntax and structure (2.2) ↗
- Support decoding of text, mathematical notation, and symbols (2.3) ↗
- Promote understanding across languages (2.4) ↗
- Illustrate through multiple media (2.5) ↗

Provide options for Expression & Communication (5) ↗

- Use multiple media for communication (5.1) ↗
- Use multiple tools for construction and composition (5.2) ↗
- Build fluencies with graduated levels of support for practice and performance (5.3) ↗

Internalize

Provide options for Self Regulation (9) ↗

- Promote expectations and beliefs that optimize motivation (9.1) ↗
- Facilitate personal coping skills and strategies (9.2) ↗
- Develop self-assessment and reflection (9.3) ↗

Provide options for Comprehension (3) ↗

- Activate or supply background knowledge (3.1) ↗
- Highlight patterns, critical features, big ideas, and relationships (3.2) ↗
- Guide information processing and visualization (3.3) ↗
- Maximize transfer and generalization (3.4) ↗

Provide options for Executive Functions (6) ↗

- Guide appropriate goal-setting (6.1) ↗
- Support planning and strategy development (6.2) ↗
- Facilitate managing information and resources (6.3) ↗
- Enhance capacity for monitoring progress (6.4) ↗

Goal

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

California Coalition for Inclusive Learning (CCIL) 2.0

CCIL 2.0 is a [California Department of Education](#) (CDE) grant-funded professional learning opportunity led by the [Placer Office of Education](#) (PCOE) and the [CCIL - CA Coalition for Inclusive Learning](#), and supported locally by the [Sonoma County Office of Education](#) (SCOE).



CCIL teams will ...

- **Receive initial training in the foundations of UDL.** *(2 full days)*
Teams build a shared understandings and common language related to Universal Design for Learning.
- **Engage in monthly workshops.** *(minimum 2 hrs. each month)*
Teams participate in ongoing professional learning that allows for deeper exploration and application of UDL concepts.
- **Implement UDL and monitor impact of that implementation.** *(job-embedded)*
Teams will put what they learn into action, and gather evidence of how implementation of UDL is impacting students' learning.

CCIL teams will be able to...



... deepen their understanding of UDL implementation at both the classroom and systems level and apply that knowledge into practice.



... identify a point of entry for UDL implementation.



... explore tools and processes that support UDL implementation



... build capacity and sustainable systems at all levels.



... develop a multi-year UDL implementation plan



... collect and reflect on evidence of impact of UDL implementation.

What is the role of SRCs?

Santa Rosa City Schools and Albert F. Biella Elementary commit to

- Dedicating **time and resources** for active engagement
- Forming a committed **site implementation team** to participate consistently
- Allocating **meeting time and space** for collaborative efforts
- Engaging in **UDL self-assessment tools and implementation protocols**
- Developing a **3-5 year UDL implementation plan**



What is the role of SRCs?

District/Site leaders participating in CCIL will:

- **Engage as member(s) of the site implementation team**, including participation in UDL self-assessment tools and implementation protocols.
- **Ensure subs and/or release time** to participants to allow them to engage in the work.
- **Provide participation data to CCIL** through surveys, etc.
- **Share implementation data**, when applicable, to gauge effectiveness and identify next steps.
- **Collaborate with SCOE** to determine mutually agreed upon training dates and times.



What is the role of Sonoma County Office of Education?



SCOE will provide 3 CCIL coaches to the Biella Elementary Site Implementation Team. These coaches will:

- facilitate ongoing, job-embedded, UDL professional development and support, including
 - Two full-day trainings in the foundations of UDL
 - Monthly coaching/learning sessions (*2 hrs each*) throughout the 2023-24 and 2024-25 school years.
- support UDL implementation, including facilitation of
 - UDL self-assessment tools
 - UDL implementation protocols

What is the role of Sonoma County Office of Education?



SCOE will also provide access to

- reimbursement for costs related to specific CCIL grant-funded activities
 - curated professional learning resources and implementation tools related to UDL
 - networking opportunities related to UDL
 - opportunities for micro-credentialing in UDL
-

Next Steps

1. **Approve** the Memorandum of Understanding and engage in the work of CCIL within SRCS.
2. **Develop and implement** the Biella Inclusion Model.
3. **Analyze the results and consider possible expansion** to other school sites in the district.

**THANK YOU TO THE BOARD
FOR YOUR SUPPORT AND
CONSIDERATION**





Questions?

ALBERT F. BIELLA ELEMENTARY



CALIFORNIA COALITION FOR INCLUSIVE LEARNING

Universal design for learning (UDL) is a teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. Our goal is to bring these practices to Biella Elementary through a partnership with SCOE with a small cohort who will dive deeper into these best practices. Analyze student data, and work together to continue building inclusivity at Biella.



EDUCATION

Teams will build a shared understanding and common language related to Universal Design for Learning through two full day learning sessions. These sessions will take place in January and February, with specific dates to be determined.

PROFESSIONAL DEVELOPMENT

Teams participate in ongoing professional learning that allows for deeper exploration and application of UDL concepts. These monthly workshops are 2 hours per month, and will occur after contract hours. The grant will cover team member compensation as needed

ACTION

Teams will put what they learn into action, and gather evidence of how implementation of UDL is impacting students' learning. This will include experiences such as instructional rounds and lesson design study.



AT A GLANCE

- Build site capacity in UDL strategies.
- Influence Biella and site initiatives.
- Small cohort of willing participants.
- Two full day trainings during school day in Jan/Feb
- 1 monthly meeting for 2 hours from 2:30 - 4:40pm Date and Time TBD.
- Participants will be compensated at their Extended Daily Rate.

SONOMA COUNTY OFFICE OF EDUCATION



"The mission of the Sonoma County Office of Education is to foster student success through service to schools, students, and the community."

Amie Carter, Sonoma County
Superintendent

CAREER TECHNICAL EDUCATION UPDATE

January 24, 2024

WHAT IS CAREER TECHNICAL EDUCATION?

A program of study that involves a

multiyear sequence of courses that

integrates core academic knowledge

with technical and occupational

knowledge to provide students with a

pathway to post-secondary education

and careers.

CTE GRANTS and INITIATIVES

CTE Foundation

New School Model, Sonoma Corps

Perkins/CTEIG/ Ag Incentive

High-Quality CTE

CCAP/K12SWP

College and Career
Access Pathways

GSP

Golden State Pathways

Shared Vision and Goals

Integrated Program of
Study

Early College Credit

Work-Based Learning

Integrated Student
Supports

Regional Coherence and
Sustainability

CTE Programs

Integrated Curriculum
and Instruction

Student-Centered
Delivery of Services

Equity and Access

Industry Partnerships

Career Exploration and
Student Supports

CTE Programs

Early College Credit (Dual
Enrollment)

Work-Based Learning

Integrated Program of
Study

Early College Credit

Work-Based Learning

Student Supports

LOCAL

STATE/FEDERAL

STATE

STATE

CTE PROGRAMS

Elsie Allen High School

- Agriculture
- Public Safety
- Public and Community Health **(New)**
- Education **(Fall 2024)**

Maria Carrillo High School

- Automotive Technology
- Culinary Arts
- Sports Medicine **(Re-established)**

Montgomery High School

- Business
- Green Construction
- Production and Managerial Arts
- Patient Care **(Fall 2024)**

Piner High School

- Culinary Arts
- Geospatial Technology*
- Health Science and Biotechnology*
- Construction, Engineering, and Design

Ridgway High School

- Culinary Arts **(New)**

Santa Rosa High School

- Agriculture
- Automotive Technology
- Construction
- Manufacturing

**District recognized CTE Program, not eligible for Federal/State CTE Grant funding due to teacher credential requirements.*

CTE ENROLLMENT DATA

1793 Students Enrolled in a CTE Program Across the District*

School	CTE Student Enrollment*	Percentage of the Total School Enrollment
Elsie Allen HS	335	33.87%
Maria Carrillo HS	295	18.51%
Montgomery HS	245	17.47%
Piner HS	430	31.09%
Ridgway HS	29	10.4%
Santa Rosa HS	459	28.70%

*Totals represent unduplicated pupil count.

Demographic Data:

- Asian - 3.79%
- Black or African American - 2.40%
- Hawaiian/Pacific Islander - 0.56%
- Hispanic or Latino - 58.03%
- Multi-ethnic - 5.96%
- White - 26.98%
- English Learner - 9.03%
- Students with Disabilities - 14.49%
- Migrant Education - 1.45%
- Unduplicated Pupil Count - 50.78%
- Female - **41.47%**
- Male - **57.97%**

Percentages in blue have been updated as of 1.23.24



ARTICULATION AGREEMENTS		
2021-22	2022-23	2023-24
1	3	7

CTE COMPLETERS*		
2021-22	2022-23	2023-24
67	95	81

**Totals represent state-approved CTE Programs*

Santa Rosa City Schools

Work Based Learning Continuum

Career-connected learning, also known as Work-based learning, provides students and staff the opportunity to connect school to real-world experiences and explore careers by collaborating with business and community partners.



CAREER AWARENESS

Allow students to explore personal strengths, interests and career fields

- Guest Speakers and Career Presentations
- Industry Panel Presentations
- Career Exploration Projects
- Field Trips and Workplace Tours
- Industry Partner Project Coaching
- Service Learning Project



CAREER EXPLORATION

Identify and refine student interests and skills, building connections to future career opportunities

- Career Fair/Fest Experiences
- Networking Events
- Informational Industry Interviews
- Job Shadow Experiences



CAREER PREPARATION

Provide opportunity for students to refine skills necessary for future careers

- Mock Interviews
- Mentorships
- Pre Apprenticeships
- Student Led Enterprise
- Career Development Competitions



CAREER TRAINING

First hand experience to demonstrate learned skills that will support future career success

- Work Experience
- Apprenticeships
- Internships



INDUSTRY CERTIFICATIONS



An industry-recognized certification is verification of an individual's knowledge, qualifications and/or competence in a specific skill set.

- OSHA 10
- CPR/First Aid
- NCCER
- Food Handlers/ServSafe
- Youth for the Quality Care of Animals
- Miller Welding Certifications

CAREER TECHNICAL STUDENT ORGANIZATIONS



Career Technical Student Organizations (CTSOs) are a valued instructional component utilized to teach leadership and interpersonal skills development for students in career technical education programs.

- FFA
- FCCLA
- SkillsUSA

DISTRICT CTE ADVISORY COMMITTEE

- Merrilee Alvarado - Employee Culture & Community Relations Director, Hansel Auto Group
- John Ash - Executive Chef, John Ash & Co.
- Jennifer Bevington - Co-Director, Redwood Coast K16 Collaborative, Sonoma State University
- Debi Cardozo - Director, Santa Rosa City Schools
- Frank Cuneo - Director, North Bay Trades Introduction Program
- Randy Ferino - Employment & Recruiting Vice Principal, Exchange Bank
- Kathy Goodacre, CEO, CTE Foundation of Sonoma County
- Tim Graham - Engineering Manager, Keysight Technologies
- Stephen Jackson, Board Chair, Workforce Investment Board
- Surani Kwan - Director, Professional Practice and Nursing Excellence, Sutter Health
- Lisa Piehl - CTE Dept. Chair, Santa Rosa High
- Dr. Damien Mason - CTE TOSA, Santa Rosa City Schools
- Maureen McCabe - CTE Dept. Chair, Piner High
- Catherine Paine - CTE Dept. Chair, Montgomery High
- Heidi Pedrazzetti - College and Counselor, Ridgway High
- Aleta Perales - Parent/Guardian
- Amy Pinto - Artistic Director, Imaginists
- Corrine Rickert - Fire Captain, Santa Rosa Fire Dept.
- Jessica Romero - Division Manager, Community Engagement, Sonoma County Library
- Rachel Smith - Director, Workforce Programs and CE Grants, Santa Rosa Junior College
- Colleen Spiers - CTE Dept. Chair, Ridgway High
- Rachel Smith - Director, Workforce Programs and CE Grants, Santa Rosa Junior College
- Nicolette Weinzveg - Director of Workforce Development and Education, North Coast Builders Exchange
- Drew Zapadinsky - CTE Dept. Chair, Maria Carrillo High

REFLECTIONS and NEXT STEPS



LEARNING FOR YOUR FUTURE



- Continue to review existing and explore the development of new CTE course offerings
- Develop Integrated Pathways and additional early college credit opportunities
- Increase a-g approved CTE courses
- Design professional development for CTE teachers focused on work-based learning as an instructional strategy and systems to track student experiences
- Support teachers with securing a CTE Credential
- Expand CTE promotion and outreach efforts

Governor's Proposals for the 2024-25 State Budget and K-12 Education

January 24, 2024

Lisa August, Associate Superintendent Business Services

Joel Dontos, Executive Director Fiscal Services

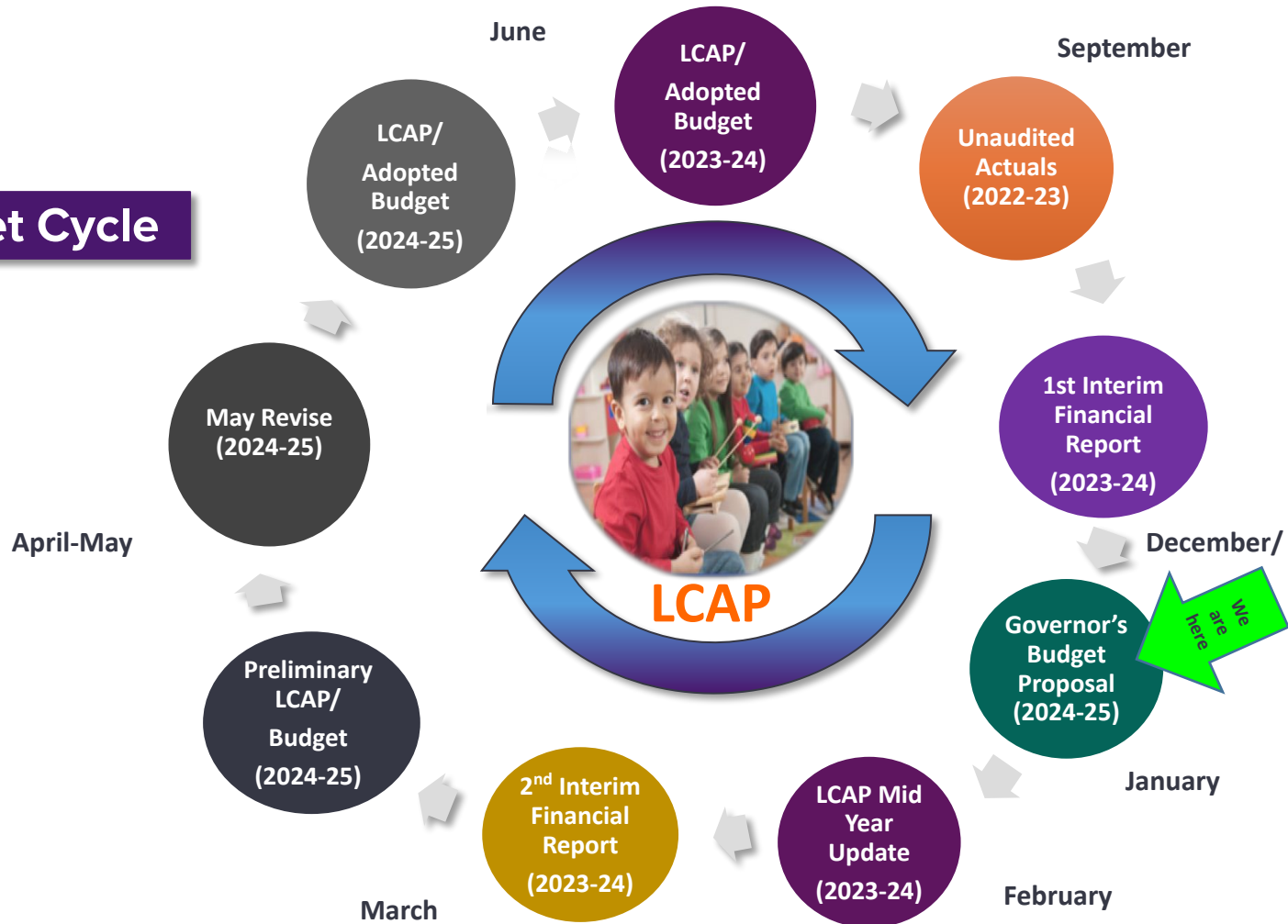


Presentation Items

- Overview
- Proposed State Budget and the State Economy
- Proposed Proposition 98 and Education Funding
- Proposed State Budget and Santa Rosa City Schools Impacts
- Areas to Monitor
- Next Steps
- Questions

Overview

The Annual Budget Cycle

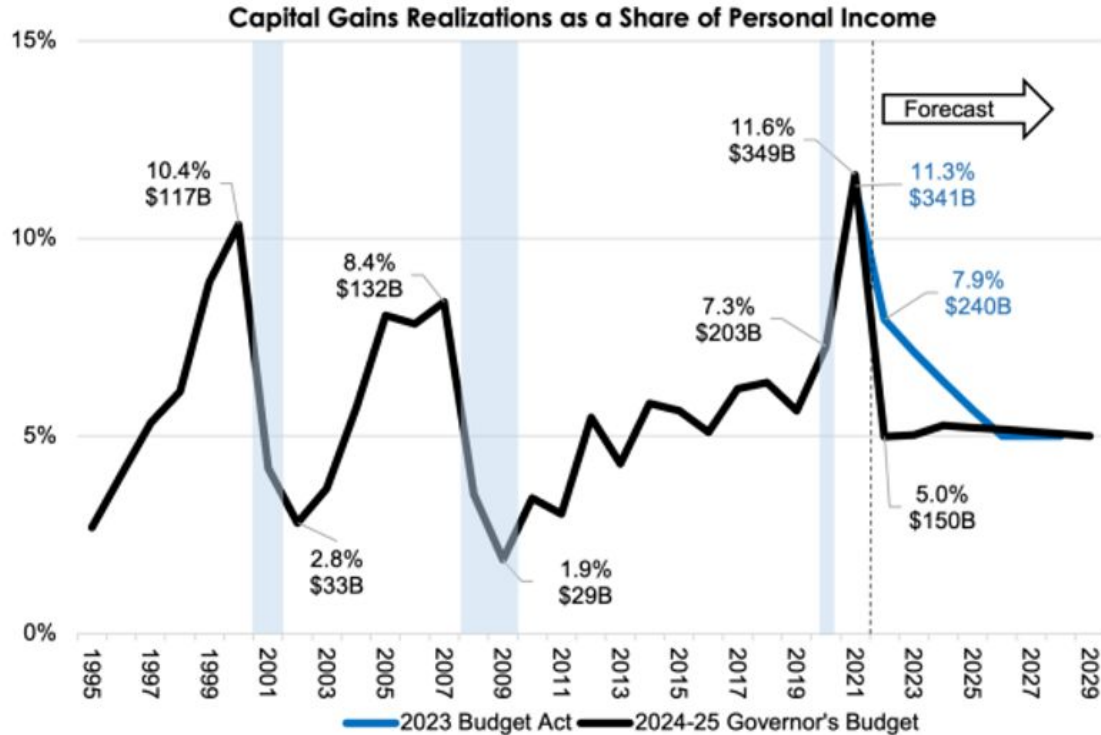


Proposed State Budget and the State Economy

Governor's Budget Themes

- Governor Gavin Newsom measures a \$37.9 billion budget shortfall, due largely to 2022 tax collections well below the budget's assumptions
- The Governor's Budget proposal protects the education budget against the local impact of a nearly \$12 billion reduction in Proposition 98 resources that, if unmitigated, would undoubtedly harm our students and the cadre of professionals who dedicate their lives to teaching and supporting them
- The Governor's Budget uses less pessimistic revenue assumptions than the Legislative Analyst's Office (LAO)
- The Governor projects a \$37.9 billion budget deficit for 2024-25
- Budget-balancing measures include drawing down \$13.1 billion in reserves and \$5.7 billion from the Public School System Stabilization Account (PSSSA), along with borrowing, funding reductions in non-Proposition 98 areas, funding delays, deferrals to payroll and University of California/California State University, and tax revenue proposals
- The state is better prepared to weather a financial downturn due to record levels of reserves
- Education is facing a "COLA-only" year when the projected statutory COLA is significantly less than 2023-24 and anticipated for 2024-25 trending

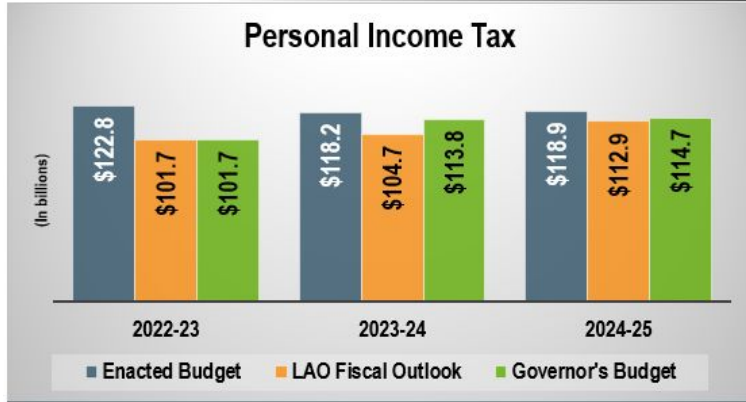
Capital Gains Realizations as a Share of Personal Income



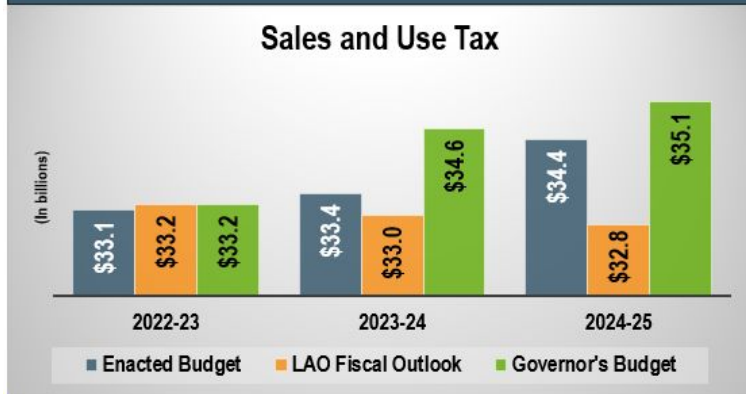
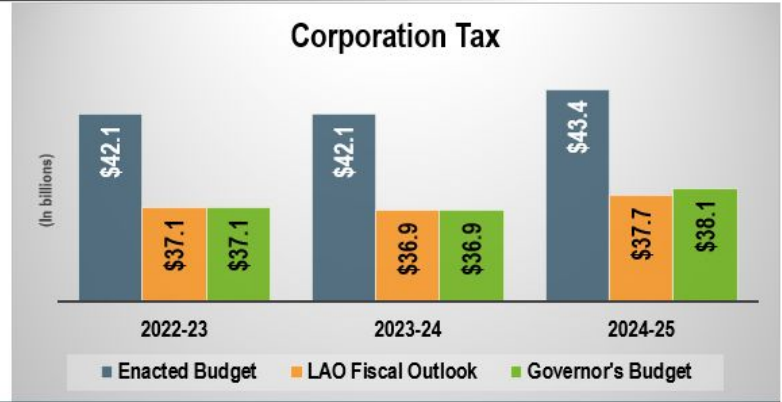
Shaded bars indicate previous U.S. recessions.
 Source: California Department of Finance, 2024-25 Governor's Budget Forecast.

Source: 2024-25 Governor's Budget Summary

Big Three Taxes—Governor’s Budget vs. LAO’s *Outlook*



Personal income tax (PIT) and corporation tax revenue projections are significantly lower at Governor’s Budget than Enacted Budget



Compared to the LAO’s *California’s Fiscal Outlook (Outlook)*, the Governor’s Budget projections for:

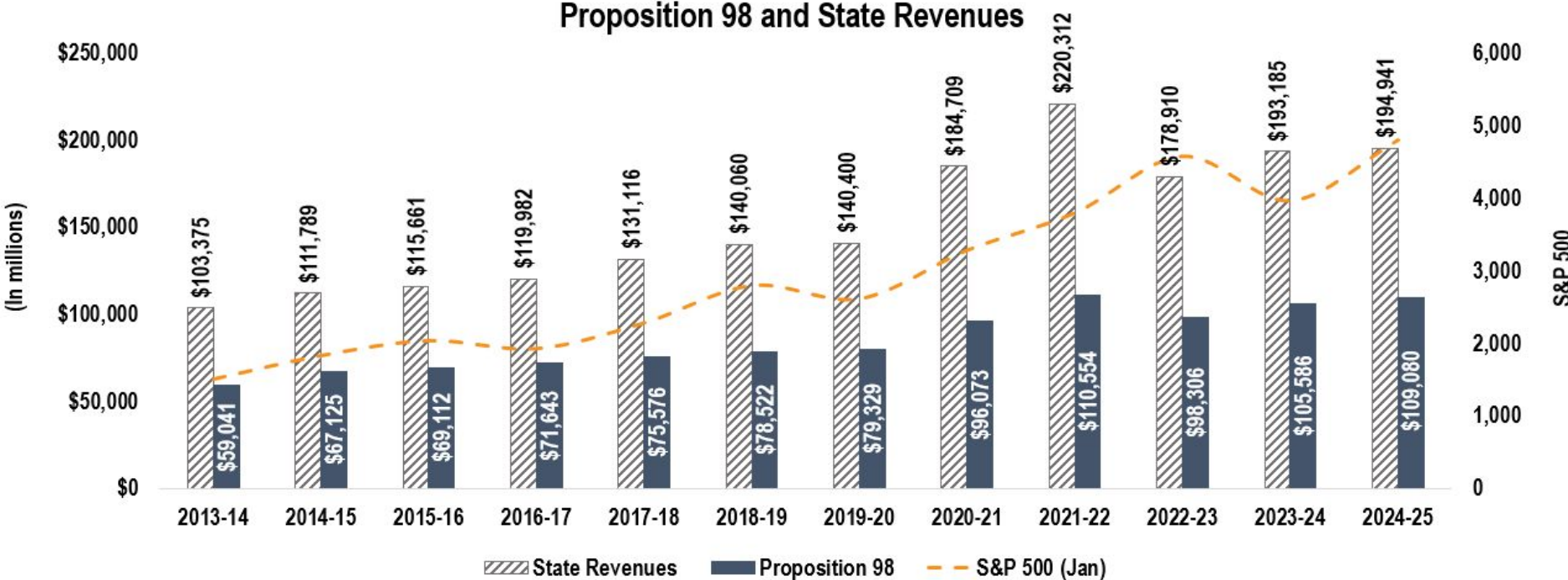
- PIT is \$9.1 billion and \$1.8 billion higher in 2023-24 and 2024-25, respectively
- Corporation tax is slightly higher
- Sales and use tax is higher than both LAO and 2023-24 Enacted Budget projections

Source: 2024-25 Governor’s Budget Summary and LAO’s *Outlook*

Proposition 98 and Education Funding

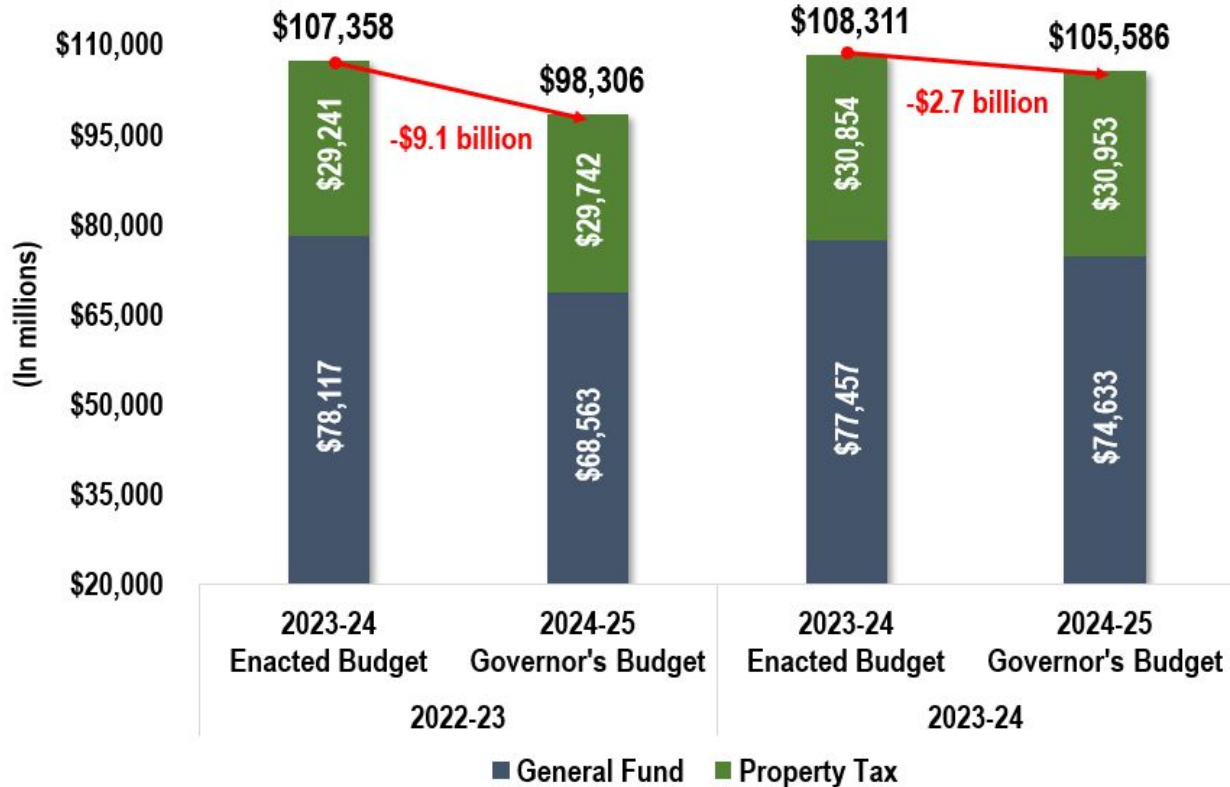
Proposition 98 Over Time

- As we have noted before, General Fund revenues rely heavily on California's top earners
- Even with the downward adjustments, Proposition 98 continues an upward overall trend



Proposition 98—2022-23 and 2023-24

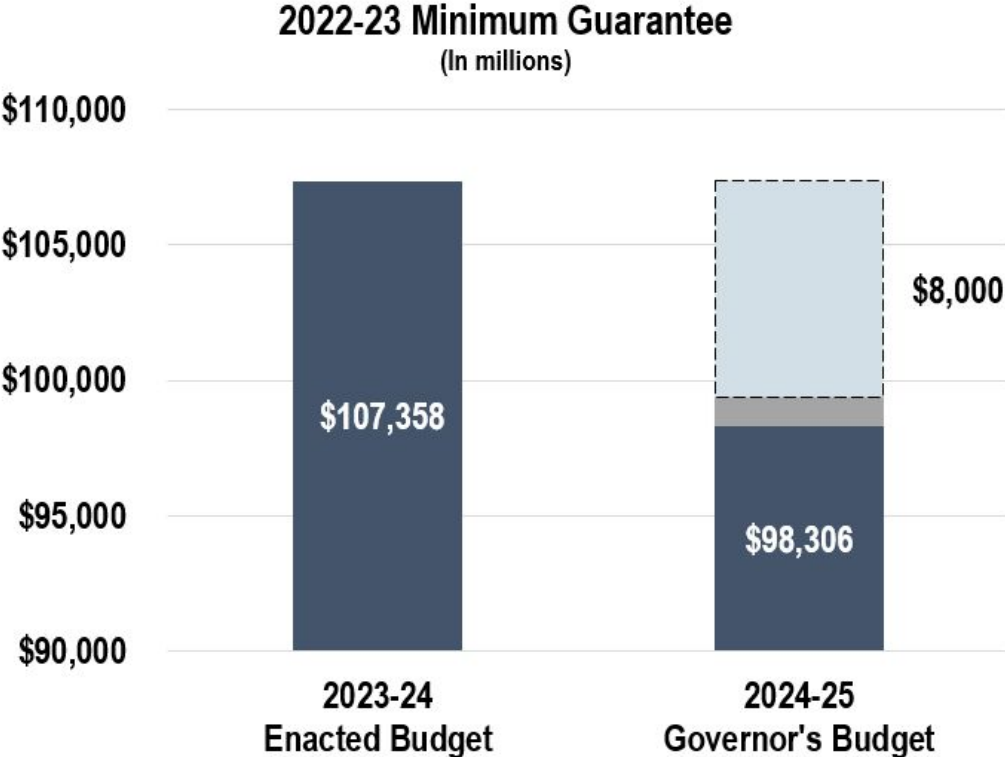
- The Governor's Budget adjusts the prior- and current-year Proposition 98 levels from 2023-24 Enacted Budget levels
 - 2022-23: -8.4%
 - 2023-24: -2.5%
- The sole driver of the change is less-than-expected state General Fund revenues
 - Local property tax assumptions are relatively unchanged



Proposition 98—Allocating Above the 2022-23 Minimum Guarantee

- The treatment of the significant drop in Proposition 98 in 2022-23 is critical
 - Left unaddressed, it can create an increased state obligation in the future
 - But an unmitigated cut in funding for a year that's already over would be untenable (if not impossible) for LEAs

The Governor's Budget proposal enables LEAs to retain the additional funding in 2022-23 with the intention of accounting for it in the future



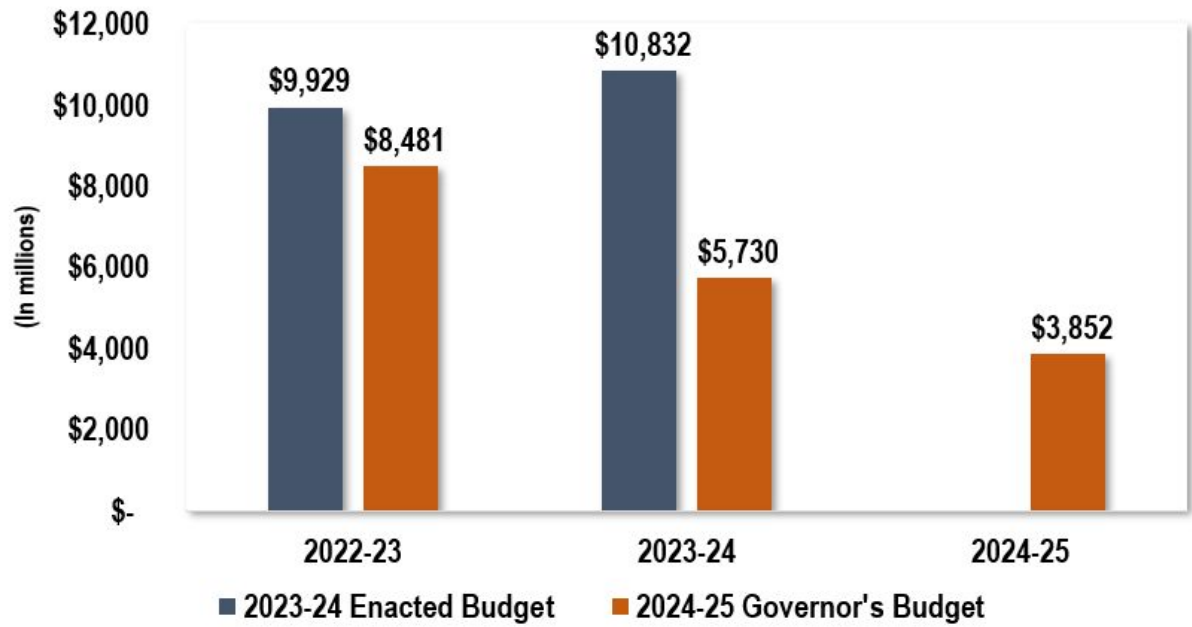
Proposition 98 Reserve

- California’s Constitution determines deposits into and withdrawals from the Proposition 98 reserve
- The proposed withdrawals are discretionary and require the declaration of a budget emergency

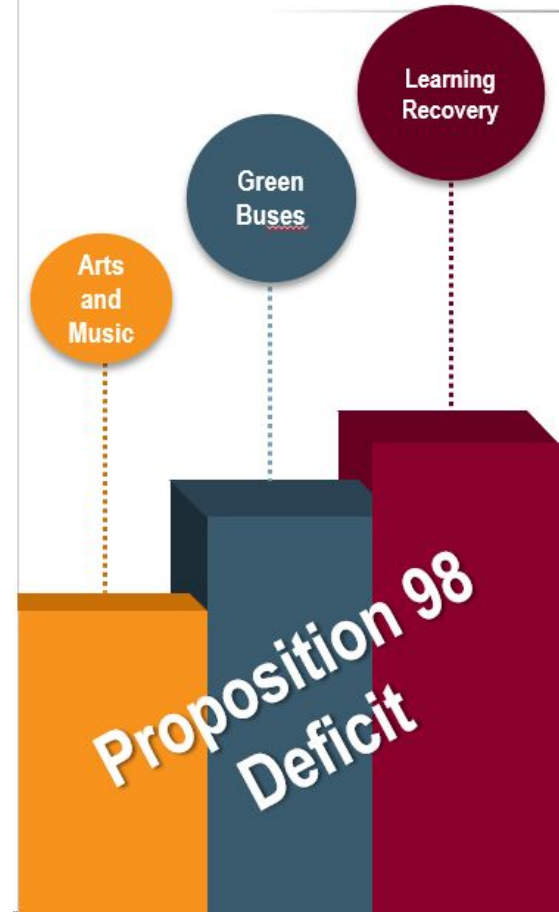
Deposits and Withdrawals
(In millions)

Fiscal Year	2023-24 Enacted Budget	2024-25 Governor’s Budget
Deposits		
2022-23	\$1,787	\$339
2023-24	\$903	\$288
2024-25	-	\$752
Withdrawals		
2022-23	-	-
2023-24	-	\$3,039
2024-25	-	\$2,630

Proposition 98 Reserve Account Balance

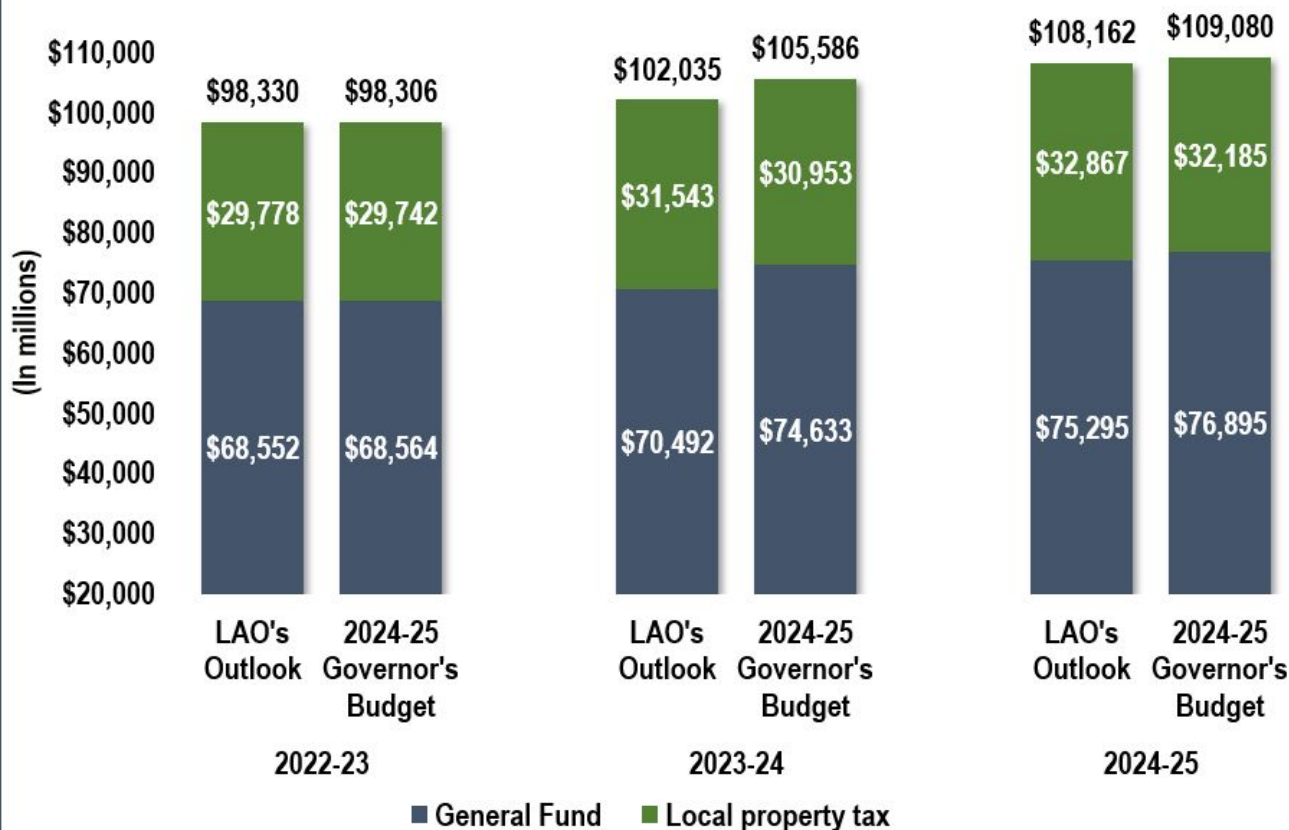


Proposition 98 Deficit



- While rising costs related to annual increases to local apportionments for K-14 agencies are abating in 2024-25, recall that the state began deficit spending in Proposition 98 in 2023-24
- The Governor's Budget continues the trend of deficit spending to:
 - Address an \$11.8 billion drop in Proposition 98 revenues in 2022-23 and 2023-24
 - Backfill for expired one-time funding used to pay for the 8.22% COLA in 2023-24
 - Pay for program cost increases from a 0.76% COLA in the budget year
 - Address an unexpected deficit in 2022-23 stemming from the costs associated with, in part, a 6.70% COLA augmentation

Proposition 98—Governor’s Budget vs. LAO’s *Outlook*



- There is a \$4.5 billion difference in the minimum guarantee between the LAO’s *Outlook* and the Governor’s Budget for the current and budget year
 - 2023-24: \$3.6 billion
 - 2024-25: \$0.9 billion
- Again, the driver is a \$15.3 billion difference in state General Fund revenue assumptions
 - The LAO assumes modestly higher local property taxes

What's Not in the Education Budget?



Proposition 98 Cuts

Despite the significant drop in the minimum guarantee from 2021-22 to 2022-23, the Governor's Budget proposes no cuts in overall Proposition 98 funding

Deferrals

Due to the Governor's Budget revenue assumptions and the Administration's treatment of the Proposition 98 minimum guarantee, there is no need for the state to defer payments to LEAs

Sweeps

Unlike last year, the Governor's Budget does not include any proposals to sweep unallocated funds from programs, such as the Community Schools Partnership Program, so LEAs planning for those funds can breathe a sigh of relief . . . *for now*

The Risks to Proposition 98

General Fund Condition

The conditions that create volatility and vulnerabilities for state revenues pose risks for education funding

- Economic shocks
- Wall Street performance

COLA

2024-25 COLA of 0.76% assumes no increases in the costs of goods and services governments buy in the last quarter of 2023 and the first quarter of 2024 (not likely)

If COLA increases by May, it will exacerbate the Proposition 98 deficit



Proposition 98 Deficit

Spending beyond the means of Proposition 98 in the short-term creates risk for the out-years

The minimum guarantee may not be able to grow its way out of the deficit

Key Budget Assumptions

The assumptions that undergird the State Budget and Proposition 98 are critical for stable local planning

If revenues fall or costs rise, it will exacerbate the Proposition 98 problem

Proposition 98: Arts and Music Instruction (Proposition 28)

Arts and Music Programs in Public Schools

\$931 million

Beginning in 2024-25, Proposition 98 is permanently re-benched to include an amount equal to 1.0% of the K-12 share of the minimum guarantee to fund arts and music programs in public schools

Proposition 28 allocations are subject to annual audits to ensure that LEAs:

Certify that 80% of funds will be used to employ LEA staff, if LEA enrollment exceeds 500 students

Certify that funds will be used to *supplement* arts education programs

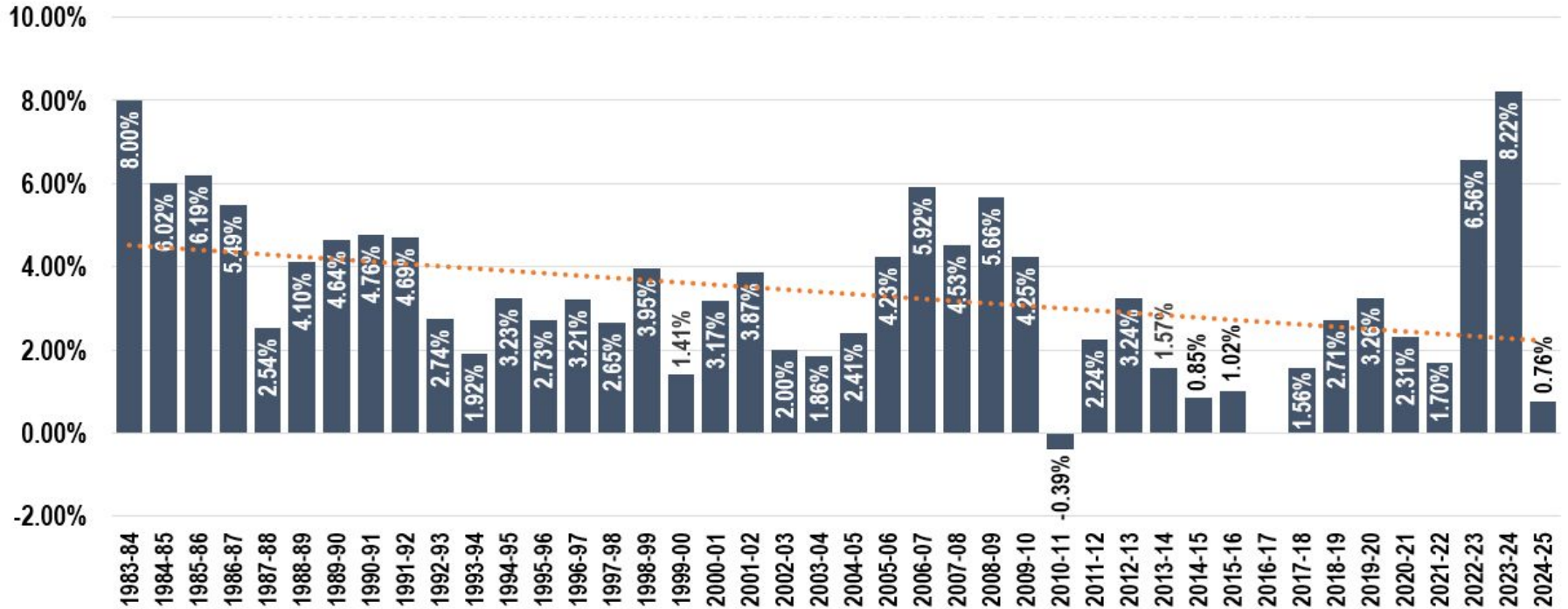
Certify that no more than 1% will be used for administrative expenses

Audit instructions will be forthcoming with the release of the 2023-24 Audit Guide Supplement in March

Proposed State Budget and Santa Rosa City Schools Impacts

Historical Statutory COLAs

- The statutory COLA for 2024-25 feels anomalous relative to the last two years, but when looking back, COLA is beginning to normalize to historical trends—COLAs above 6% are the anomalies



2024-25 LCFF Funding Factors

0.76% estimated statutory COLA applied to the base grants and transitional kindergarten (TK) and home-to-school transportation add-ons



Supplemental and concentration (S/C) grants calculated based on the UPP

Grade span adjustments (GSAs) applied as percentage increases to the base grants

- Grades TK-3—10.4%
- Grades 9-12—2.6%

Unduplicated pupil percentage (UPP)—LEA’s enrolled students who are English learners, free or reduced-price meal program eligible, or foster youth

Fluctuating Statutory COLAs From the Department of Finance

- The changing statutory COLA is NOT related to the state's financial health
 - Rather, the statutory COLA is computed using federally aggregated metrics
- The statutory COLA is a calculated percentage, but the Governor and Legislature must still determine whether there is sufficient money to fund the statutory COLA
- The significant projected decline in 2024-25 is the result of two primary factors:
 - Reversal in price increases that occurred in 2022
 - Revisions to historical data points

	2024-25	2025-26	2026-27
January 2024	0.76%	2.73%	3.11%
June 2023	3.94%	3.29%	3.19%
<i>Percentage Point Decrease</i>	-3.18	-0.56	-0.08

2024-25 LCFF Overview

2024-25 Governor's Budget Proposal includes no Augmentation or Suspension to the COLA

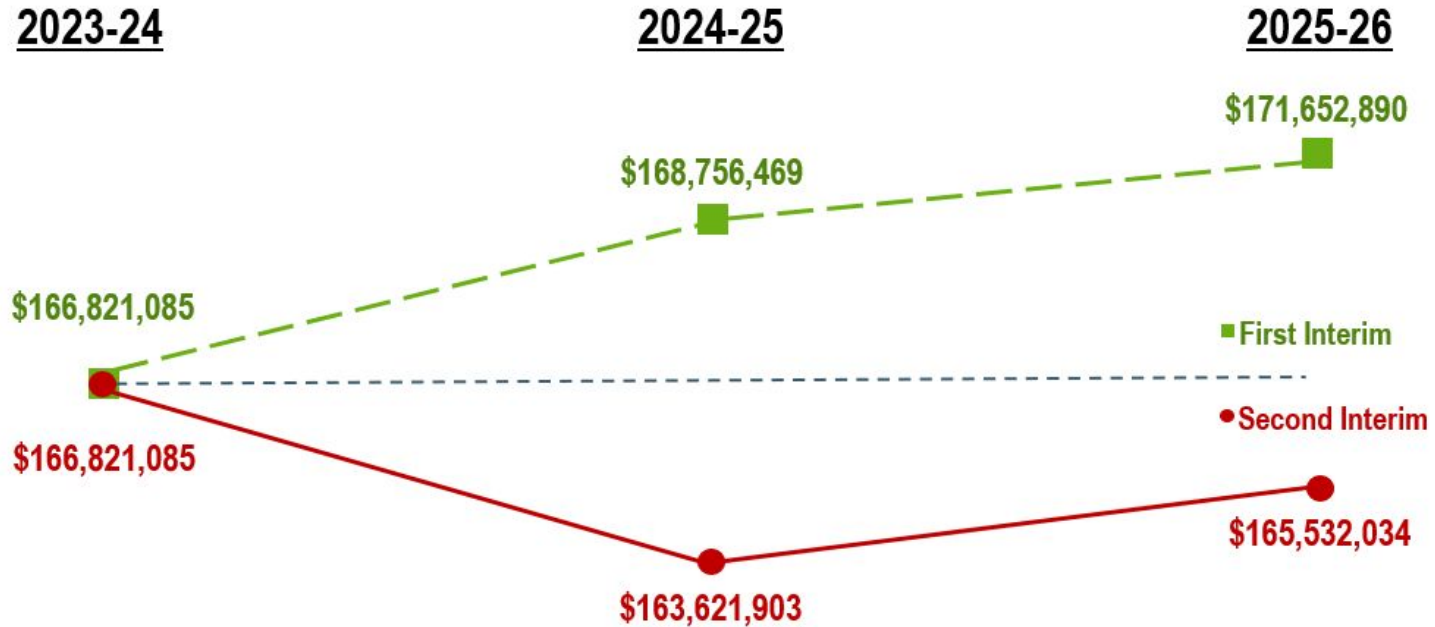
2024-25 Governor's Budget Proposal	2024-25	2025-26	2026-27
LCFF Funded COLA - Statutory COLA & Augmentation/Suspension	0.76%	2.73%	3.11%
Statutory COLA (as calculated by the Department of Finance)	0.76%	2.73%	3.11%
Augmentation/(COLA Suspension)	0.00%	0.00%	0.00%

2024-25 LCFF Overview

2024-25 Governor's Budget Proposal	2023-24	2024-25	2025-26
LCFF Funded COLA - Statutory COLA & Augmentation/Suspension	8.22%	0.76%	2.73%
SRCS Updated LCFF Revenue Projection with 2024-25 Governor's Budget Proposal	\$166,821,085	\$163,621,903	\$165,532,034
2023-24 Enacted Budget	2023-24	2024-25	2025-26
LCFF Funded COLA - Statutory COLA & Augmentation/Suspension	8.22%	3.94%	3.29%
SRCS 2023-24 1st Interim LCFF Revenue	\$166,821,085	\$168,756,469	\$171,652,890
	2023-24	2024-25	2025-26
SRCS Change to LCFF Revenue Projection	\$0	-\$5,134,566	-\$6,120,856

Yellow highlighted areas indicate our current Multi Year Projection (MYP) current year plus two future years
 Revenue Projections are based on Average Daily Attendance (ADA) Projections that are not known yet

A Tale of Two Multiyear Projections— LCFF Revenues First Interim to Second Interim



	2023-24	2024-25	2025-26
ADA	11,966	11,847	11,729
Base Grant 1st Interim	\$10,069	\$10,466 (3.94% COLA)	\$10,807 (3.26% COLA)
Base Grant 2nd Interim	\$10,069	\$10,146 (0.76% COLA)	\$10,422 (2.73% COLA)

LCFF - Receive Dollars, Not Percentages

Year	Funded ADA	LCFF Funds
2023-24	12,624	\$166,821,085
Year	Funded ADA	LCFF Funds
2024-25	12,119 + 0.76% COLA	\$163,621,903
Dollar Increase/Decrease		-\$3,199,182
Percent Change Year over Year		-1.92%

Categorical Program COLA

The Governor's Budget includes the 0.76% COLA for the following programs:

Adults in Correctional Facilities

American Indian Early Childhood
Education Program

American Indian Education
Centers

Charter School Facility Grant
Program

Child Nutrition

Mandate Block Grant

Special Education

Youth in Foster Care

CalPERS Employer Contribution Rates

- The Governor did not propose providing CalPERS relief
- Based on the latest information from CalPERS, the employer contribution rate for 2024-25 would increase from the current rate of 26.68% to 27.80%

	Actual	Projected				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Employer Contribution Rate	26.68%	27.80%	28.50%	28.90%	30.30%	30.10%

Source: CalPERS Schools Pool Actuarial Valuation as of June 30, 2022

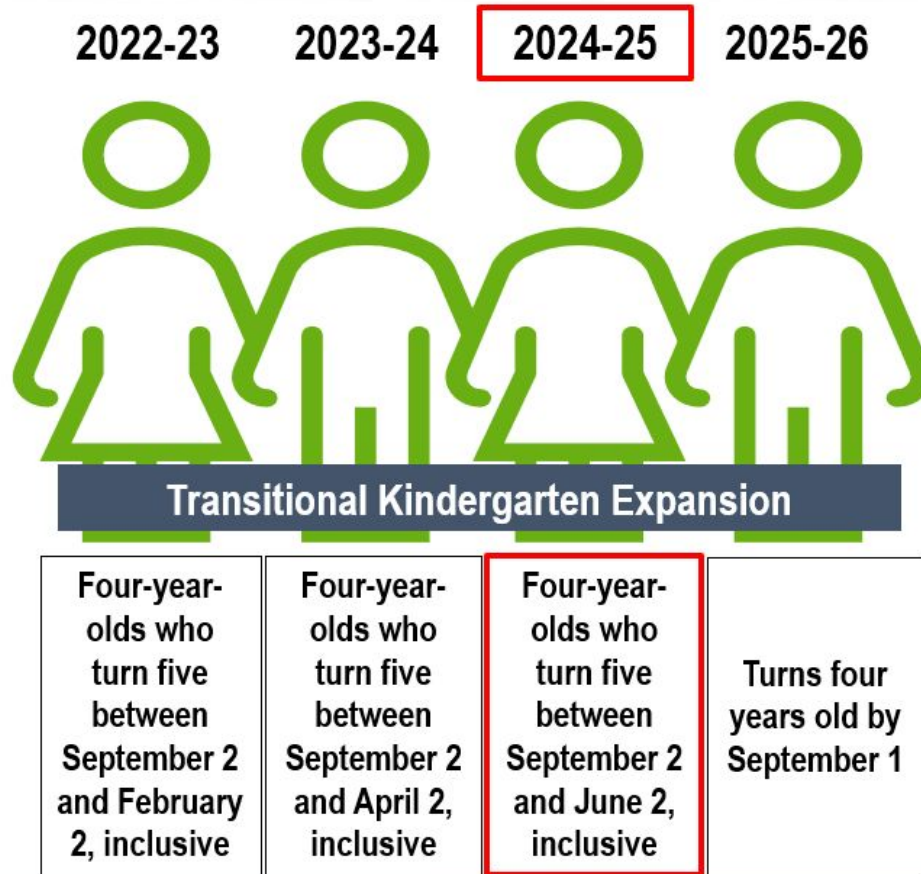
CalSTRS Employer Contribution Rates

- Similarly to CalPERS, the Governor does not include any new funding towards CalSTRS relief
- School Services of California recommends a CalSTRS employer contribution rate of 19.10% in 2024-25 based on the latest information available from CalSTRS

Effective Date	CalSTRS Funding Plan Increases	
	Rate	Year-Over-Year change
July 1, 2013	8.25%	No increase since 1986
July 1, 2014	8.88%	0.63%
July 1, 2015	10.73%	1.85%
July 1, 2016	12.58%	1.85%
July 1, 2017	14.43%	1.85%
July 1, 2018	16.28%	1.85%
July 1, 2019	17.10%	0.82%
July 1, 2020	16.15%	-0.95%
July 1, 2021	16.92%	0.77%
July 1, 2022	19.10%	2.18%
July 1, 2023	19.10%	0.00%
July 1, 2024	19.10%	0.00%
July 1, 2025	19.10%	0.00%

Universal Transitional Kindergarten Implementation

- The 2023-24 Enacted Budget maintained implementation of universal TK, with no adjustments to the expansion of funded four-year-old students



- Universal TK is part of the California for All Kids plan—a whole child framework to which the Governor remains committed, and which includes investments in community schools, universal meals, and expanded learning opportunities

Universal School Meals Program

- In addition to applying the statutory COLA, the Governor proposes to fully fund the universal school meals program in 2024-25
- Required to provide breakfast and lunch to students that request a meal, free of charge
- In order to receive reimbursement under the program, we must participate in both the National School Lunch Program and the School Breakfast Program



Expanded Learning Opportunities Program

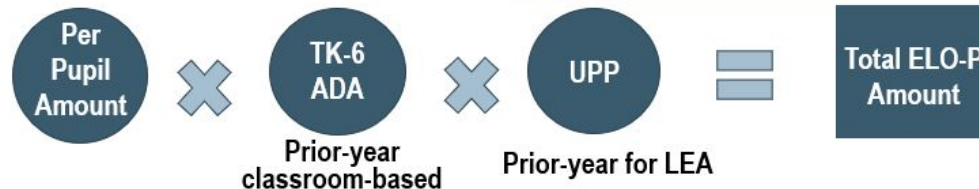
- There are no cuts, nor a COLA, proposed to the Expanded Learning Opportunities Program (ELO-P) for 2024-25
- And while the 2023-24 Enacted Budget did not include cuts, we may see a reduction in our total ELO-P amount this year

2022-23 State Investment in ELO-P Was \$4 billion

- Rate 1: \$2,750 per pupil with UPP \geq 75%, in accordance with statute (Not SRCS)
- Rate 2: \$2,054 per pupil with UPP <75% (SRCS)
- Rate 2 determined by first subtracting the total amount for all Rate 1 schools, with remaining amount distributed per the formula to Rate 2 schools

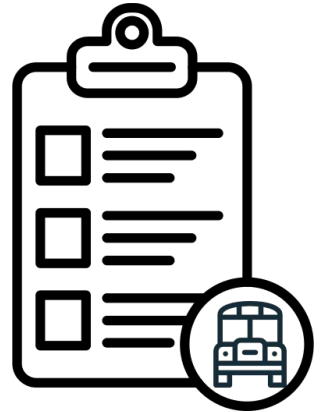
2023-24 State Investment in ELO-P Still \$4 billion

- Rate 1 LEAs: \$2,750 per pupil with UPP \geq 75%, in accordance with statute
- Rate 2 LEAs: \$1,803 per pupil for LEAs with UPP <75%
- Rate 2 decreased by \$251.54 from 2022-23 because of a 3.27% statewide increase in classroom-based ADA in grades TK-6 used in the funding calculation, and no increase to the state budget allocation for the program



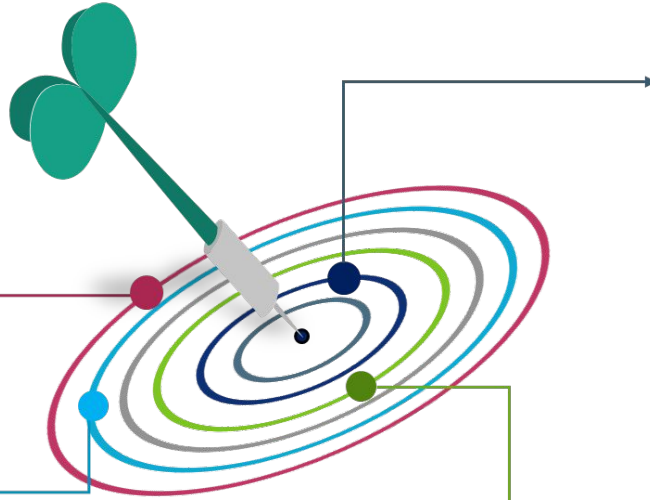
Home-to-School Transportation Funding

- Again as in 2023-24, the 2024-25 Governor's Budget Proposal includes Home-to-school transportation entitlements that are calculated as reimbursement for 60% of transportation costs, less the LCFF add-on
- The Proposal includes the 0.76% COLA
- An annually adopted Transportation Service Plan is required in order to receive reimbursement
 - The plan was to be adopted by April 1, 2023, and each year updated by April 1, primarily about the following fiscal/school year
- Plan must:
 - Include priority for planned services for students in grades TK-6 and low-income students
 - Describe how transportation will be accessible to students with disabilities and homeless youth
 - Describe how unduplicated students may access free transportation
 - Be developed in consultation with staff, regional transit authorities, local air pollution control districts, air quality management districts, parents, and students and adopted in an open meeting with opportunity for in-person and remote public comment



Multi Year Projections

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



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

Projections will change any time the underlying factors change

Projections must be documented, because they will change

Areas to Monitor

- May Revision and Final budget in June
- Inflation, interest rates, and the stock market
- The Governor's forecast assumes slower economic growth, but not a recession
- Most economists now agree that a recession is possible but unlikely in 2024
- Governor's 2024-25 Budget Proposal is utilizing one-time funding for ongoing expenses, again as in 2023-24
- One-time funding and categorical grant spending deadlines
- Declining enrollment and Average Daily Attendance (ADA) rates
- Employee negotiations / Collective Bargaining
- Fiscal stabilization progress

Next Steps

February 2024

- 2023-24 LCAP Mid Year Update
- Budget Advisory Committee (BAC)
- Recommendations for FSP-P1

March 2024

- BAC
- Board consideration of FSP-P1
- 2023-24 Second Interim Report

April 2024

- BAC

May 2024

- Next State Budget Check Point - Governor's 2024-25 Budget May Revise
- If necessary Third Interim
- BAC

June 2024

- 2023-24 Estimated Actuals
- 2024-25 Budget and LCAP Public Hearings and Adoptions
- State Enacted 2024-25 Budget

July, August & September 2024

- Santa Rosa City Schools 45 Day 2024-25 Budget Update
- 2023-24 Unaudited Actuals

Board Member Questions





Deferred Maintenance & Capital Improvement Plan

January 24, 2024

Lisa August, Associate Superintendent

Erik Oden, Executive Director

David Harden, Maintenance and Transportation Manager

Deferred Maintenance

Repairs to infrastructure and assets that get delayed and backlogged due to budget limitations and lack of funding



Restricted Funding

Routine Restricted Maintenance (RRM)

- 3% of the total annual general fund expenditures.
- RRM funds are used for Maintenance and Operations salaries and benefits, and materials.
- Most maintenance operations and emergency repairs are paid from these funds.

Deferred Maintenance

- Bond funds - major capital funding resource for major deferred maintenance projects
- Fund 14 - “deferred maintenance” fund that is no longer required, but may still be used to track carryover or long term maintenance planning
- Fund 35 - reimbursement funds from state
- Fund 40 - reimbursement funds from insurance, etc.

Carpet Lifespan

- Average life expectancy 10 - 15 years.
- Estimated cost: \$7sq ft
- Most SRCS carpet 20+ years old



Roof Lifespan

- Average life expectancy 25 years
- Thanks to Measures I & L, we have replaced or serviced most roofs at 13 schools all of which were beyond their service life



Underground Plumbing Lifespan

- Expected lifespan 50 years
- Most SRCS underground sewer and storm drains are 60+ years old
- Snaking and jetting = short-term fix

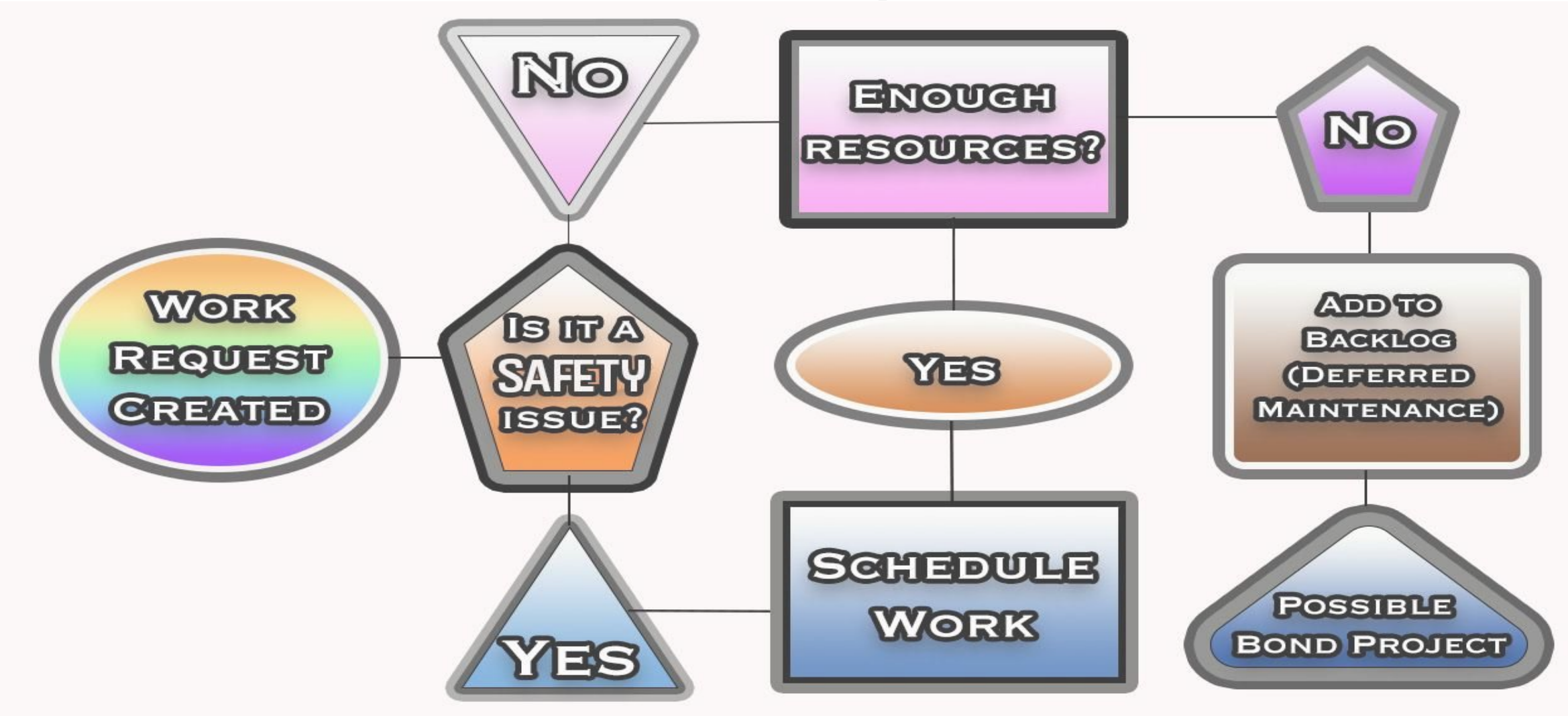


Building Lifespan

- Expected lifespan 60+ years
- With the age of our buildings, it is important that we have an up-to-date deferred maintenance plan
- Supplementing deferred maintenance through bond funding vastly improves the condition of our schools



Maintenance Work Request Flow Chart



Current Deferred List Examples

Deferred Item:	Date Entered	Notes:
Tennis courts need replacement	2020	Tennis courts and fence around them are in bad shape
Basketball court/blacktop needs overlay	2021	Lot of cracks and weeds coming through
Portables 56,57,60,63,64,65 need to be replaced	2022	Gutters, siding, carpet, floors,HVAC all bad
Kitchen/cafeteria flooring	2021	Old, fading, damaged
Student restrooms need remodel	2020	Stalls, flooring, fixtures all old and failing
Gym lobby flooring	2021	Damaged
Carpet in most of school needs replacement	2021	Carpet is stained and aging
Flooring in 48 and 49	2020	9in floor tile in these rooms

Deferred Maintenance Plan

<u>Lincoln Elementary</u>	Built in 1969	Square Footage 43,000		
	<u>TYPE</u>	<u>INSTALL DATE</u>	<u>REC RENEWAL DATE</u>	<u>ESTIMATED RENEWAL COST</u>
<u>Building 100</u>	Roof - Single Ply Vinyl and Metal	2019	2044	\$3,300,000
<u>Room 101</u>				
Floor	Broadloom Carpet	2004	2019	\$10,000
Finishes	Interior Paint/wallboard/cabinets	2004	2019	\$50,000
HVAC	Package Unit	2019	2034	\$45,000
<u>Library</u>				
Roof	Single Ply Vinyl and Metal	2019	2044	\$150,000
Floor	Carpet Tile	2017	2032	\$45,000
HVAC	3 Package Units	2019	2034	\$125,000

Elementary School Deferred Project Examples

- Brook Hill Blacktop Resurface \$70,000
- Burbank/Monroe Parking Lot Storm Drainage \$150,000
- Roof access ladders \$65,000
- Playground Fall Surfacing \$200,000
- Lunch Table Replacement \$120,000



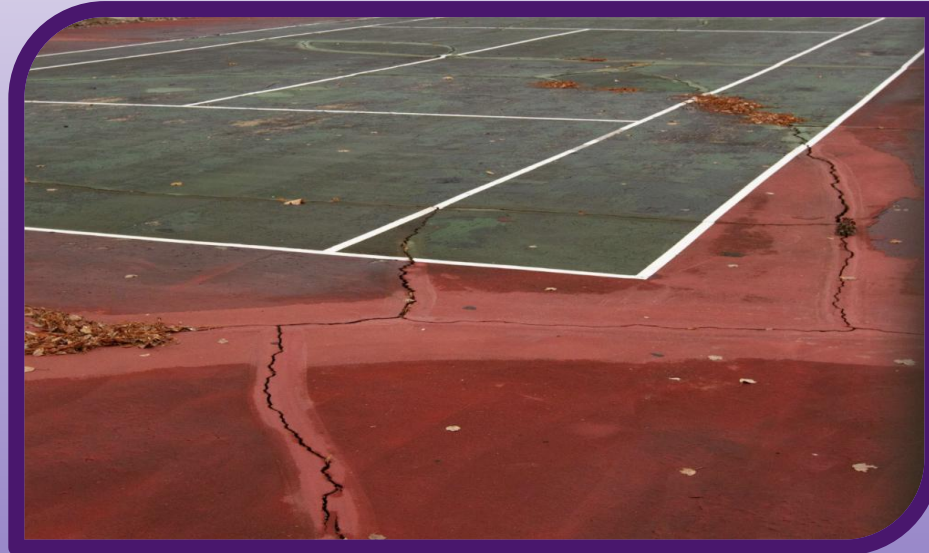
Middle School Deferred Project Examples

- Santa Rosa Middle Gym Windows
- Slater Gym Ceiling Repair
- Athletic Track Repairs/Add Cinder
- Locker Repairs
- Basketball Hoop/Nets Replacement
- Exterior Paint



High School Deferred Project Examples

- Elsie Allen Gutter Replacement: \$300,000
- Tennis Courts Resurfacing: \$500,000
- Santa Rosa High Music Building Sewer Liner Repair 175,000
- Parking Lot/Service Road Asphalt Repairs
- Athletic Field Irrigation Repairs
- Gym Divider Repairs



Deferred Maintenance and Bond Partnership

- Average SRCS school facilities is over 50 years
- Facilities projects, use of routine restricted maintenance funding, and state grants help make deferred maintenance list shorter and less challenging



QUESTIONS

AND/OR

COMMENTS

Policy 6163.2: Animals At School

Status: PENDING

Original Adopted Date: 10/01/1996 | **Last Revised Date:** 01/24/2024 |

The Governing Board recognizes that animals can contribute to the district's instructional program by being effective teaching aids to students and by assisting individuals with disabilities to access district programs and activities. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures.

A. Service Animals

The District allows services animals that assist individuals with disabilities consistent with Americans with Disabilities Act (ADA) regulations and California Civil Code section 54.2. A "service animal" is defined as "any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition." (28 CFR 35.104)

B. Therapy Dogs

The Board also recognizes that therapy dogs (or comfort dogs) used on campus can provide physical, social, and emotional benefits to students and employees in the event of a crisis or traumatic event on campus. Therapy dogs must be approved by the Superintendent or designee before they can be permitted on campus.

C. Facility Dogs

Instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. Facility dogs must be approved by the Superintendent or designee before they can be permitted on campus.

D. Emotional Support Dogs

Emotional support dogs are not service animals and are not covered under the Americans with Disabilities Act. Such animals may, however, be permitted as reasonable accommodations for students under section 504 or for staff by participation in an interactive process with the appropriate district supervisor.

The Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the district assumes no liability for the safety of animals allowed on district property.

Policy Reference Disclaimer:

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

State

13 CCR 1216
Civ. Code 54.1
Civ. Code 54.2
Ed. Code 233.5
Ed. Code 39839
Ed. Code 51202
Ed. Code 51540
Gov. Code 810-996.6
Gov. Code 815
Gov. Code 835
Veh. Code 21113

Federal

20 USC 1400-1482
28 CFR 35.104
28 CFR 35.136
29 USC 794

Management Resources

Court Decision
CSBA Publication

CSBA Publication
Federal Register

Website
Website
Website
Website
Website

Description

[Transportation of property](#)
[Access to public places](#)
[Guide, signal, or service dogs; right to accompany](#)
[Teaching of principles](#)
[Transportation of guide dogs, signal dogs, service dogs](#)
[Instruction in personal and public health and safety](#)
[Humane treatment of animals](#)
[Government Claims Act](#)
[Liability for injuries generally; immunity of public entity](#)
[Conditions of liability](#)
[Public grounds](#)

Description

Individuals with Disabilities Education Act
Definitions, auxiliary aids and services
Service animals
Rehabilitation Act of 1973; Section 504

Description

Sullivan v. Vallejo City USD, (1990) 731 F.Supp. 947
Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008
Asthma Management in the Schools, Policy Brief, March 2008
Rules and Regulations, September 15, 2010, Vol. 75, Number 178, pages 56164-56236
[CSBA District and County Office of Education Legal Services](#)
[Humane Society of the United States](#)
[American Society for the Prevention of Cruelty to Animals](#)
[CSBA](#)
[U.S. Department of Education, Office for Civil Rights](#)

Cross References

Code

0410
3320
3320
3514
3514
3530
3530
3541.2
5131.1
5131.1
5141
5141
5141.21
5141.21
5141.22
5141.22

Description

[Nondiscrimination In District Programs And Activities](#)
[Claims And Actions Against The District](#)
[Claims And Actions Against The District](#)
[Environmental Safety](#)
[Environmental Safety](#)
[Risk Management/Insurance](#)
[Risk Management/Insurance](#)
[Transportation For Students With Disabilities](#)
[Bus Conduct](#)
[Bus Conduct](#)
[Health Care And Emergencies](#)
[Health Care And Emergencies](#)
[Administering Medication And Monitoring Health Conditions](#)
[Administering Medication And Monitoring Health Conditions](#)
[Infectious Diseases](#)
[Infectious Diseases](#)

5141.23	<u>Asthma Management</u>
5141.23	<u>Asthma Management</u>
5142	<u>Safety</u>
5142	<u>Safety</u>
6142.4	<u>Service Learning/Community Service Classes</u>
6159	<u>Individualized Education Program</u>
6159	<u>Individualized Education Program</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.4	<u>Identification And Evaluation Of Individuals For Special Education</u>
6164.6	<u>Identification And Education Under Section 504</u>
6164.6	<u>Identification And Education Under Section 504</u>



Human Resources Department

Dr. Vicki Zands
Assistant Superintendent
Human Resources
vzands@srcs.k12.ca.us

Approval Letter: Emotional Support Animal

Date

Name

Address

City, State Zip

Dear,

Thank you again for participating in the Interactive Process with me and _____ on **date**. We were able to come up with a plan that will allow us to support your need for an emotional support dog balanced with the needs of students and the school to ensure a safe and clean environment for students, staff, and families. Our goal is that this will be a temporary reasonable accommodation to be re-evaluated as appropriate.

After meeting together, we have determined that we can accommodate having **Dog's name** on campus this year, under the following conditions:

1. You will bring in a crate in case there is a student who may not feel comfortable with **Dog's name**.
2. While on campus, **Dog's name** will wear an identifier so students and staff know that **Dog's name** is a support dog.
3. You will send home a letter to families each semester, notifying them that **Dog's name** will be on campus and letting them know that they can speak with you if they have any questions.
4. You are responsible for ensuring that **Dog's name** is clean and well groomed, thus limiting the potential for allergies.
5. You are responsible for cleaning up after **Dog's name** should there be an accident on campus or on the lawn.
6. You are responsible for providing the school with a record showing that **Dog's name** is up to date with his immunizations.
7. You are responsible for providing the district with proof of insurance in the amount of \$1,000,000 and assume liability if **Dog's name** should bite someone on campus.

At this time, we are comfortable with establishing this accommodation for the 2022-23 school year. If Dog's name bites someone or a student is unable to access an area on campus due to Dog's name, Dog's name would need to stay home, and we would need to reevaluate this arrangement at that time.

Thank you again for meeting and discussing the logistics of having a dog on campus as part of the Interactive Process. I am thankful that we were able to come up with a plan that I believe will work for everyone involved. Thank you for all that you do.

Sincerely,

Dr. Vicki Zands
Assistant Superintendent

Enclosures:

Cc:

VZ/ysp/file



Adult Education Program (AEP) Member Participation and Sonoma County Adult Education Consortium Oversight Committee Appointee

WHEREAS, the State of California Legislature adopted Assembly Bill 104 outlining education funding and programs, including Article 9 pertaining to the Adult Education Block Grant, now referred to as Adult Education Programs (AEP); and

WHEREAS, Article 9 requires each governing board of each member agency, organization, or school district to approve participation as a member of the regional Adult Education Consortium, and appoint a representative to sit on the regional Consortium Oversight Committee, which is the Sonoma County Adult Education Consortium Oversight Committee; and

WHEREAS, Article 9 further requires the governing board to allow the appointed representative to the Oversight Committee to make decisions on behalf of the agency, organization, or school district regarding the development of programs and services for adult education students and the allocation of Adult Education Program grant funding in Sonoma County; and

WHEREAS, the original appointee to the Oversight Committee is no longer able to serve the District.

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of Santa Rosa City Schools approves participation in the Sonoma County Adult Education Consortium and appoints Aaron Gildengorin to represent the Santa Rosa City School District on the Sonoma County Adult Education Consortium Oversight Committee.

The foregoing resolution was moved by Trustee De La Cruz, who moved its adoption, seconded by Trustee Sheffield, and adopted on a roll call vote by the following vote:

- Roll call vote list with 10 blank lines for names.

Ayes: 5 Noes: 0 Absent/Not Voting: 2

Signature of Roxanne McNally, Clerk of the Board