

Summary of Contracts - April 10, 2024**Cost**

| | | Cost |
|----|---|----------------|
| 1 | Sonoma County Office Of Education | No Direct Cost |
| 2 | Community Responsive Education | No Direct Cost |
| 3 | Santa Rosa-Sonoma County NAACP | No Direct Cost |
| 4 | Pyramid Educational Consultants | \$10,000.00 |
| 5 | San Joaquin County Office of Education (Codestack) | \$16,000.00 |
| 6 | Cardea | \$2,500.00 |
| 7 | Community Matters | No Direct Cost |
| 8 | Career Technical Education Foundation Sonoma County | No Direct Cost |
| 9 | Rosa Buck | \$900.00 |
| 10 | Sonoma County Fair & Exposition, Inc. | \$2,590.00 |
| 11 | Sonoma County Office of Education | No Direct Cost |

Total Cost of Contracts: \$31,990.00

Contract Details on Subsequent Pages

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| Board Meeting Date: April 10, 2024 | Contract Number: 1 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Sonoma County Office Of Education | | District Wide | | | | | |
| Department | Cost | Length of Contract | | Object Code | Funding Source | | |
| Educational Services / Tim Zalunardo | No Direct Cost | 7/1/2023 thru 6/30/2024 | | N/A | N/A | | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| <p>The purpose of this MOU is to establish an agreement that allows Santa Rosa City Schools organization to curate and/or develop ethnic studies resources for the HUB.</p> | | <p>Santa Rosa City Schools will be responsible for developing a workgroup for Design Thinking in Ethnic Studies-Community Based Pedagogies, Community-informed Professional Learning, Systems Improvement to curate and/or develop ethnic studies resources.</p> <p>All resources must be completed and uploaded by June 15, 2024.</p> <p>Upon completion and submission of resources to the HUB, Santa Rosa City Schools shall invoice SCOE for \$42,000. Invoice must be submitted on or before June 15, 2024.</p> | | | N/A | | |
| | | | | | Contract Type | | |
| | | | | | New < \$5000 | Renewal | Addendum |
| | | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 2 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Community Responsive Education | | District Wide | | | | | |
| Department | Cost | Length of Contract | | Object Code | Funding Source | | |
| Educational Services / Tim Zalunardo | No Direct Cost (\$17,000 will be Reimbursed by SCOE) | May 1, 2024 thru July 31, 2024 | | N/A | Reimbursed by SCOE | | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| <p>Community Responsive Education (CRE) provides services for educators to begin and/or sustain the journey of becoming community responsive to their students, their students' families, themselves, and their colleagues. CRE has provided teacher development across the nation. For the past two decades, CRE has supported teachers, schools, and district leaders to use the lenses of Ethnic Studies, racial equity, and critical pedagogy to grow their capacity and agency to become more responsive to the needs of students. CRE has supported over 300 schools and 60 school districts including sessions with administrators, faculty, and staff around community responsiveness, contextually effective professional development, and Ethnic Studies curriculum development and pedagogy. CRE provides a wide-array of services and workshops on the following topics: Ethnic Studies curriculum and teacher development, curricular strategic planning, praxis learning circle development, teacher wellness and community building, youth cultural wellness development, and teacher participatory action research, equity audits, and transformative leadership/critical leadership praxis.</p> | | <p>CRE will work Santa Rosa City Schools to develop a customized Ethnic Studies workshop specifically for Art teachers in the district. The goal is to develop art courses that are rooted in Ethnic Studies framing, pedagogy, and art production.</p> <p>CRE will provide a series of customized workshops that is geared toward preparing art teachers in Santa Rosa City Schools to develop curriculum that infuses Ethnic Studies in art courses. The goal is for these courses to fulfill the California Ethnic Studies requirement.</p> | | | A clear increase of Ethnic Studies courses and offerings for the 2024-2025 school year due to properly trained and prepared educators. In addition, training and professional development post surveys. | | |
| | | | | | Contract Type | | |
| | | | | | New < \$5000 | Renewal | Addendum |
| | | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 3 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Santa Rosa-Sonoma County NAACP | | District wide | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Educational Services / Tim Zalunardo | No Direct Cost (\$500 will be Reimbursed by SCOE) | May 1, 2024 thru July 31, 2024 | | | N/A | Reimbursed by SCOE | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| Santa Rosa-Sonoma County NAACP provides Afro Indigenous, youth-led panel workshops on Native American Activism and Intersectional Supports for Unsheltered Students for educators and administrators in the district. The goal is to increase visibility and understanding of historical and generational issues affecting BIPOC students on campus and explore models for youth-led cross systems as an additional tool for community wellness. | | Santa Rosa-Sonoma County NAACP will provide a panel workshop that is geared toward preparing teachers in Santa Rosa City Schools to deepen their awareness of historical human rights movements that personally affect students and the ongoing socioeconomic conditions that are the result of generational marginalization. Knowledge of both the connections between past history and present conditions is an opportunity to infuse Ethnic Studies with an inclusive lens on local history and equity in humanities and social studies courses. Additionally, allowing the lived experience of youth to be uplifted and creating safe space for socioeconomically impacted students to access greater support and resources within the school environment in partnership with their peers. The goal is to deepen awareness of Native American History and Activism and understand the intersectional needs of socio-economically impacted youth through Afro indigenous identities. | | | A clear increase of Ethnic Studies courses and offerings for the 2023-2024 school year due to properly trained and prepared educators. In addition, training and professional development post surveys. | | |
| | | | | | Contract Type | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 4 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Pyramid Educational Consultants | | Special Services Staff | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Special Services / Steve Mizera | \$10,000.00 | 8/7/2024 thru 8/8/2024 | | | 9015 | 7150 - MediCal Funds | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| Pyramid Approach to Education is a systematic program that allows educators to individualize each child's learning environment to reach maximum benefits. It is one of the few approaches that encourage creativity and innovation on the teacher's part and utilizes a broad spectrum of behavior analysis principles. The Pyramid emphasizes how to teach, rather than simply what to teach. This two day training is designed for educators of children on the autism spectrum and related developmental differences. | | Pyramid Educational Consultants have facilitated numerous training sessions for the district. Survey results have consistently shown that our staff find the information useful and relevant. Our staff report that they are very satisfied with the presenters. Previous training session (e.g., PECS, Challenging Behaviors) have led to measurable changes with our students such as improved language and decrease in maladaptive behaviors as documented in our students' IEPs. With the increase in challenging behavior seen post-pandemic, our staff require specialized skills to address these issues and help students access their education. Handouts are available for participants to reference post-training. | | | Post training survey data is collected to evaluate level of comprehension, knowledge gained, and other metrics. Pyramid has shared this data in the past with good results. The district will also be able to monitor legally compliant behavior support plans and functional behavior assessments. | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 5 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| San Joaquin County Office of Education (Codestack) | | District Wide | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Information and Evaluation | Not to Exceed \$16,000 | July 1, 2024 through June 30, 2027 (3 years) | | | 5800 | General Fund | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| This contract covers the two-way data exchange between SEIS, a student special education management platform maintained by SJCOE/Codestack, and Aeries. The integration automates student data updates in SEIS and updates special education data back to Aeries from SEIS. | | Two-way integration between SEIS and Aeries is crucial to ensure staff have timely access to accurate student data. Without this bi-directional flow, updates made in one platform wouldn't automatically reflect in the other, creating discrepancies and delays. Staff would then be forced to either reconcile data manually or risk working with outdated information, hindering their ability to support students' special education needs effectively. The daily synchronization provided by two-way integration streamlines data access and eliminates the possibility of discrepancies, allowing staff to focus on providing the best possible support for students. FY 2024/2025 = \$5,190.50 for 2,966 students. Subsequent years is \$1.75 per student. | | | The contract's effectiveness is evaluated through daily data matching reports from SJCOE/Codestack. Achieving a 100% match rate between SEIS and Aeries data is critical. This ensures staff has consistent, up-to-date information for optimal student support. | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 6 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Cardea | | District Wide | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Educational Services / Samuel Martinez | Not to exceed \$2,500 | April 10, 2023 - June 1, 2024 | | | 5800 | Educ. Effectiveness Grant | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| This will make it possible to provide training for teachers for implementation of the California Healthy Youth Act (CHYA) during the 2023-2024 school year. Consultant will provide: <ul style="list-style-type: none"> Up to two two-hour workshops for high school teachers on strategies for to support question and answer sessions for students, for example: How to Answer Sensitive Questions in the Sex Ed Classroom, not to exceed \$2,000 total. Additionally Cardea will provide a question and answer session for all 12th grade High School participating students consistent with the California Healthy Youth Act Standards. One, one-hour, Q&A webinar for students, facilitated by a Cardea trainer, not to exceed \$500. SRCS will: <ul style="list-style-type: none"> Schedule needed time with teachers and other district staff and faculty in the implementation of this scope of work. Meet with Cardea regularly to guide the scope of work. | | We are expanding our offering of curricular opportunities for our students specific to the California Healthy Youth Act. The PPMM modules will provide greater learning for our students beyond 9th grade where there is still an overwhelming need for the opportunity to learn specific content related to the California Healthy Youth Act. This will be beneficial for all students providing a second opportunity for learning for students as well as an opportunity for students that may not have received the instruction when they were in the 9th grade. Teachers are required to teach Health Education according to the CHYA. This will provide teachers with professional learning and support for facilitating this content expansion. This will serve approximately 1,800 students across all 6 high schools. | | | The training will provide additional support for teachers who will be facilitating the expanded curriculum offering. This will provide teachers with additional support in addressing student questions and needs in the areas of Health/Sex Education. Student participation and completion rates will help to measure the impact of the new expanded offering. Additionally, school site feedback on the expanded offering and any additional supports for staff who facilitate the PPMM modules will be considered for future opportunities. The number of trained staff through this addendum item will also help to measure the impact on ensuring highly qualified staff at school sites. | | |
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| Board Meeting Date: April 10, 2024 | Contract Number: 7 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Community Matters | | Brook Hill Elementary School | | | | | |
| Department | Cost | Length of Contract | | Object Code | Funding Source | | |
| Educational Services | No Direct Cost | April 18, 2024 | | N/A | N/A | | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| <p>The Waking Up Courage Assembly is a powerful, student-centered experience that enlists, unites, and empowers students to take a stand and speak up when they see bullying and violence among their peers. This presentation delivers a compelling and consistent message to all students that bullying is never tolerated, and silence isn't either. It introduces them to youth-friendly language and skills they can use to safely and effectively defuse, de-escalate and stop bullying behavior. The assembly can be easily incorporated into existing school schedules.</p> | | <p>Waking Up Courage Assembly Package Provide up to three assemblies over 1 school day; each 30-60 minutes (depending on grade level) and each limited to 125 students.</p> <p>Cost is covered by Community Matters Grant.</p> | | | N/A | | |
| | | | | | Contract Type | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 8 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Career Technical Education Foundation Sonoma County | | Elsie Allen High School | | | | | |
| Department / Person Submitting Contract | Cost | Length of Contract | | Object Code | Funding Source | | |
| Educational Services/ Debi Cardozo | No Cost to the District | July 1, 2022 - December 31, 2024, Addendum is for Phase II: March 31, 2024 - December 31, 2024 | | N/A | N/A | | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| <p>The CTE Foundation (CTEF) was awarded an American Rescue Plan Act (ARPA) grant to support Elsie Allen High School (EAHS) in reforming their education model to deliver authentic, relevant, and integrated learning experiences that prepare youth for a lifetime of success. Capacity-building support will also be provided to accelerate and enhance this work through expanded resources not otherwise available. The grant award will be disbursed in two phases. Grant funds for Phase I will be utilized by EAHS for professional development, meeting materials and supplies, work-based learning activities, and to hire a full-time, site-based CTE TOSA to support work-based learning activities and expansion of business and community partners.</p> | | <p>School closures and shifts to distance learning revealed key inequities and challenges. The importance of student engagement, access to learning tools and support, and strategies that address the needs of students have been identified by the Elsie Allen High School (EAHS) community as key indicators for the need to reimagine the educational experience for their students. The CTE Foundation (CTEF) has previously awarded grant funding to support the New School Model at EAHS. The continued partnership with the CTEF and the American Rescue Plan Act grant funds allocated will assist with continuing this transformational work.</p> <p>Initially, \$337,383 grant to be awarded to EAHS for Phase I. The Addendum is for Phase II of the grant, which awards \$217,617 to EAHS.</p> | | | Alignment to the 12 Essential Elements of a High-Quality CTE Program, staff feedback on professional development, YouthTruth Student data related to engagement will be analyzed. | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 9 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Rosa Buck | | Santa Rosa Middle School | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Educational Services / Michael Reimer / Sarah O'Connor | \$900.00 | March 12, 2024 through May 21, 2024 | | | 5800 | LCAP | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| Rosa Bucks is a local dance company. Teaching Krump, Hip Hop and freestyle. Movement for the next generation. Spreading positivity and building confidence. | | Teach Hip Hop, freestyle dance, and choreography to SRMS students, every other Tuesday, starting 3/12/24 from 2:30-3:30. | | | Services will be surveyed. | | |
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| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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| Board Meeting Date: April 10, 2024 | Contract Number: 10 | | | | | | |
| Vendor | | Service Provided to the following sites or individuals | | | | | |
| Sonoma County Fair & Exposition, Inc. | | 8th Grade Students | | | | | |
| Department | Cost | Length of Contract | | | Object Code | Funding Source | |
| Educational Services / Debi Cardozo | \$2,590.00 | April 4, 2024 | | | 5800 | LCAP | |
| Description of Services | | Consideration | | | Evaluation and Metrics | | |
| The Sonoma County Fairground Hall of Flowers Facility Use Agreement for a Career Day for 8th grade students. | | 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. The District is committed to preparing students to be ready for postsecondary success, and look forward to providing this opportunity for our students to learn more about their options. Middle school counselors requested that we have a district middle school career day this year. This event also aligns with requests from community members during our LCAP meetings, to provide more career-related activities in middle schools. | | | Students, middle school counselors, and industry/community partners will be surveyed. | | |
| | | | | | Contract Type | | |
| | | | | | New < \$5000 | Renewal | Addendum |
| | | | | | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic Priorities: | Priority 1 | Priority 2 | Priority 3 | Priority 4 | Priority 5 | Priority 6 | Priority 7 |
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