

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of April 10, 2024, starting at 6:00 pm, is in a hybrid format. The public can attend and **comment in person** by presenting a blue card to the Executive Assistant at the Santa Rosa City Hall Council Chambers (100 Santa Rosa Ave, Santa Rosa, CA 95404) or view/listen to the meeting in a virtual format via Zoom. **No public comments will be taken via the virtual format.** For more information on viewing/listening to the meeting virtually via Zoom or by phone, please click [HERE](#).

La reunión de la mesa directiva del distrito escolar Santa Rosa City Schools del 10 de abril de 2024, a partir de las 6:00 p. m., se llevará a cabo en un formato híbrido. El público puede asistir y **hacer comentarios en persona** presentando una tarjeta azul a la Asistente Ejecutiva en la Cámara del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) o ver/escuchar la reunión en formato virtual a través de Zoom. **No se aceptarán comentarios públicos a través del formato virtual.** Para obtener más información sobre cómo ver/escuchar la reunión virtualmente a través de Zoom o por teléfono, haga clic [AQUÍ](#).

Individual speakers shall be allowed up to three minutes to address the Board on each agenda or non-agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por tres minutos ante la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento de la mesa directiva, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80101 or mmartin@srcs.k12.ca.us.

To view future board meeting dates, click [HERE](#).

To view agendas and minutes from July 2016 - August 12, 2020, click [HERE](#).

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80101, mmartin@srcs.k12.ca.us.

To view recordings of past board meetings, click [HERE](#).

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

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

Attendees

Voting Members

Alegria De La Cruz, Board of Education Director

Ever Flores, Board of Education Vice President

Stephanie Manieri, Board of Education Director

Omar Medina, Board of Education President

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Clerk

Jeremy De La Torre, Board of Education Director

A. CALL TO ORDER (4:30 p.m.)

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

1. Public Comment on Closed Session Agenda

There was no public comment on the Closed Session agenda.

B. RECESS TO CLOSED SESSION

President Medina stated the following items would be discussed during the closed session:

- Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators)
- Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA)
- Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1)
- Student Expulsions (Case No.: 2023/24-17)

President Medina recessed to the closed session.

1. **Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
2. **Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA) [Gov. Code § 54957.6]**
3. **Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**
4. **Student Expulsions (Case No.: 2023/24-17) [Ed. Code § 48918]**

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

President Medina reconvened for the Open Session at 6:07 pm.
Student Board Member Rauh was present.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Dr. Patricia Law led the Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

There were no reports of action taken in the Closed Session.

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.: 2023/24-17

Motion Passed: Student Expulsion Case No.: 2023/24-17

Motion made by: Ever Flores

Motion seconded by: Jeremy De La Torre

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

5. Statements of Abstention

There were no statements of abstention.

6. Adjustments to Agenda

Trustee De La Cruz asked to pull item G.3, Approval of Vendor Warrants.

7. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (Luther Burbank Elementary School and Santa Rosa High School)

The following individuals were recognized during the Special Presentations for Student of the Month and Certificated/Classified Employees of the Month:

Luther Burbank Elementary School

- Sophia Orellana, Student of the Month
- Yurira Coria Mauricio, Classified Employee of the Month
- Guy Cottle, Certificated Employee of the Month

Santa Rosa High School

- Rodrigo Licea Cazares, Student of the Month
- Dallas Johnson, Classified Employee of the Month
- Emma Zavala, Certificated Employee of the Month

8. School Site Parent Organization Updates (Luther Burbank Elementary School and Santa Rosa High School)

The following individuals addressed the Board during their School Site Parent Organization update:

Luther Burbank Elementary School:

- Liliana Santiago, ELAC Representative
- Griselda Gil, PTO Representative

Santa Rosa High School:

- Jessica Jones, Parent Organization Representative
- Naxheli Zuniga, ELAC Representative
- Rocio Torres, ELAC Representative

D. REPORTS

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

There was no California School Employee Association (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

Board President Medina gave a report.

5. Board Member Reports

The following Board members gave a report:

- Trustee De La Torre
- Trustee De La Cruz
- Trustee McNally
- Trustee Sheffield
- Trustee Manieri

6. Safety Report

Superintendent Trunnell gave a safety report.

7. Migrant Education Report

The following individuals addressed the Board during the Migrant Education Report:

- Dr. Patricia Law, Coordinator of State and Federal Programs
- Stephany Barahona, Migrant Education Family Engagement Facilitator
- Maria Bautista, Parent Advisory Committee President

8. CSBA Report

There was no CSBA report.

E. PUBLIC COMMENT ON NON AGENDA ITEMS

The following individuals addressed the Board during public comment on non-agenda items:

- Adina Flores - Concerns with District
- Ross Hause - Safety
- Donna Prak - Bond spending
- Scott Green - ArtQuest
- Lea Poisson - Enrollment / ArtQuest
- Margaret Buhn - Special Ed
- Michael Converse - Service animals on campus
- Melissa Stewart - Budget / Student safety
- Deborah Tapia de Martin - Facilities Master Plan
- Micah Carlin-Goldberg - Communication
- Iris Peoples - Facilities Master Plan

- Baylee Russell-Willis - School safety / Inclusive schools
- Kelsey Vero - School Resource Officers
- Lee Vandever - School safety / Inclusive schools
- Evandi Hernandez Aguilar - School safety / Inclusive schools
- Jason Farnham - School safety
- Shiela Walker - School safety
- Ashley Bell - Paying labor
- Michael Stanford - New bargain unit
- Jared Johnson - ArtQuest
- Deanna Olivarez - Transparency

F. DISCUSSION / ACTION ITEMS

1. (Action) Resolution in Support of National Sexual Assault Awareness Month

Superintendent Trunnell and Stephany Barahona presented the Resolution in Support of National Sexual Assault Awareness Month to the Board.

The presentation lasted 2 minutes.

The following individuals addressed the Board during public comment:

- Adina Flores
- Deanna Olivarez
- Bernice Espinoza

The Board's questions and comments lasted 4 minutes.

Motion Passed: Resolution in Support of National Sexual Assault Awareness Month

Student Board Member Rauh preferential vote: Aye

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

2. (Action) Resolution Celebrating Child Nutrition Services (CNS) Professionals week of April 29 through May 3, 2024

Ed Burke, Director of Child Nutrition Services, presented the Resolution Celebrating Child Nutrition Services (CNS) Professionals the week of April 29 through May 3, 2024, to the Board.

The presentation lasted 2 minutes.

Motion Passed: Resolution Celebrating Child Nutrition Services (CNS)
Professionals week of April 29 through May 3, 2024
Student Board Member Rauh preferential vote: Aye

Motion made by: Stephanie Manieri

Motion seconded by: Ever Flores

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

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

Associate Superintendent Lisa August and Director of Child Nutrition Services Ed Burke presented the Update on Child Nutrition Services (CNS) Department to the Board.

The presentation lasted 11 minutes.

The following individual addressed the Board during public comment:

- Micah Carlin-Goldberg

The Board's questions and comments lasted 26 minutes.

Student Board Member Rauh left the meeting at 9:06 pm.

4. Public Hearing: Santa Rosa City Schools District "Sunshine" Proposals for Contract Reopeners with the California School Employees Association for 2024-2027

President Medina opened the Public Hearing for Santa Rosa City Schools District "Sunshine" Proposals for Contract Reopeners with the California School Employees Association for 2024-2027 at 9:36 pm.

There was no public comment during the Public Hearing.

President Medina closed the Public Hearing at 9:37 pm.

5. (Action) Approval of Santa Rosa City Schools District "Sunshine" Proposals for Contract Reopeners with the California School Employees Association Chapter 75 for 2024-2027

Dr. Vicki Zands, Assistant Superintendent of Human Resources, presented the board with the Approval of Santa Rosa City Schools District "Sunshine" Proposals for Contract Reopeners with the California School Employees Association Chapter 75 for 2024-2027.

The presentation lasted 2 minutes.

Motion Passed: Approval of Santa Rosa City Schools District "Sunshine" Proposals for Contract Reopeners with the California School Employees Association Chapter 75 for 2024-2027

Motion made by: Ever Flores

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

G. CONSENT ITEMS

Motion Passed: Items G.1 - G.2 and G.4 - G.10

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Omar Medina - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

1. Approval of Absent Board Members

2. Approval of Personnel Transactions

3. Approval of Vendor Warrants

Motion Passed: Approval of Vendor Warrants

Motion made by: Alegria De La Cruz

Motion seconded by: Jeremy De La Torre

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes
Omar Medina - Yes
Ed Sheffield - Yes
Roxanne McNally - Yes
Jeremy De La Torre - Yes

- 4. Approval of Donations and Gifts**
- 5. Approval of Contracts**
- 6. Approval of Contracts - Bond**
- 7. Approval of the California Environmental Quality Act (CEQA) exemption for the Montgomery HS 2 Story Classroom Building Project**
- 8. Approval of School Services of California Contract**
- 9. Approval of Save Your Six Proposal**
- 10. Approval of Hannah Long Design Agreement**

H. APPROVAL OF MINUTES

- 1. Approval of Minutes of the Regular Board Meeting Held On March 27, 2024**

Motion Passed: Approval of Minutes of the Regular Board Meeting held on March 27, 2024.

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes
Ever Flores - Yes
Stephanie Manieri - Abstain
Omar Medina - Yes
Ed Sheffield - Yes
Roxanne McNally - 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. Williams Settlement Quarterly Report**
- 5. School Site Reports**
 - a. Luther Burbank Elementary School**

b. Santa Rosa High School

K. ADJOURNMENT

The meeting adjourned at 9:44 pm.

Clerk of Board

Date

Migrant Education Program 2023/24

Spring Board Meeting - April 10, 2024

What is the Migrant Education Program?

Migrant Education supports migrant students in achieving high academic standards and in closing the achievement gap between migrant and non-migrant students.

The goal of the Migrant Education Program is to **ensure that all migratory students reach challenging academic standards and graduate with a high school diploma (or complete a HSED)** that prepares them for responsible citizenship, further learning, and productive employment.



The Team



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Program Overview

- District Service Agreement (DSA) approved by Butte County Office of Education and the federal government
- Provide appropriate enrichment and intervention supports to migrant students pre-K-12th grades
- Provide support to staff working with migrant students
- Parent Engagement
- Regional Meetings & Summits
- Quarterly Budget Revisions
- Needs Assessments & Individualized Learning Plans

Goals

15 Regional Program Goals: Academic and Social

Based on Individual Needs Assessments (INAs)

Focus on Academics

- **60% of K-10 Students (Ss) not proficient in English Language Arts will participate in 30 hours of interventions during regular school and 20 during summer**
- **60% of K-10 Ss not proficient in Math will participate in 30 hours of interventions during regular school and 20 during summer**
- **40% of Ss ages 3-5 will attend 15 hours of school readiness**

How We Meet Goals

ACADEMIC INTERVENTIONS & SUPPORT

- **English Language Arts & Math Support Interventions:**
2 hours a week/offered virtually and in-person
- **Pride and Cultural Component**
- **Summer School**

STUDENT/FAMILY/PARTNER CONNECTIONS

- **Parent Advisory Committee (PAC)**
- **Provide Training and Resources to Families**



Program Eligibility

- Parent or legal guardian has worked for a period of time in the fields of agriculture, livestock, forestry or fishing.
- Family has moved during the past three years across school district boundaries due to economic necessity.
- The eligibility period is three years from the date of the last move.

**Students must re-qualify every three years.*

*** Immigrant students and Migrant students MAY be the same, but should not automatically be considered so*

Program Participation

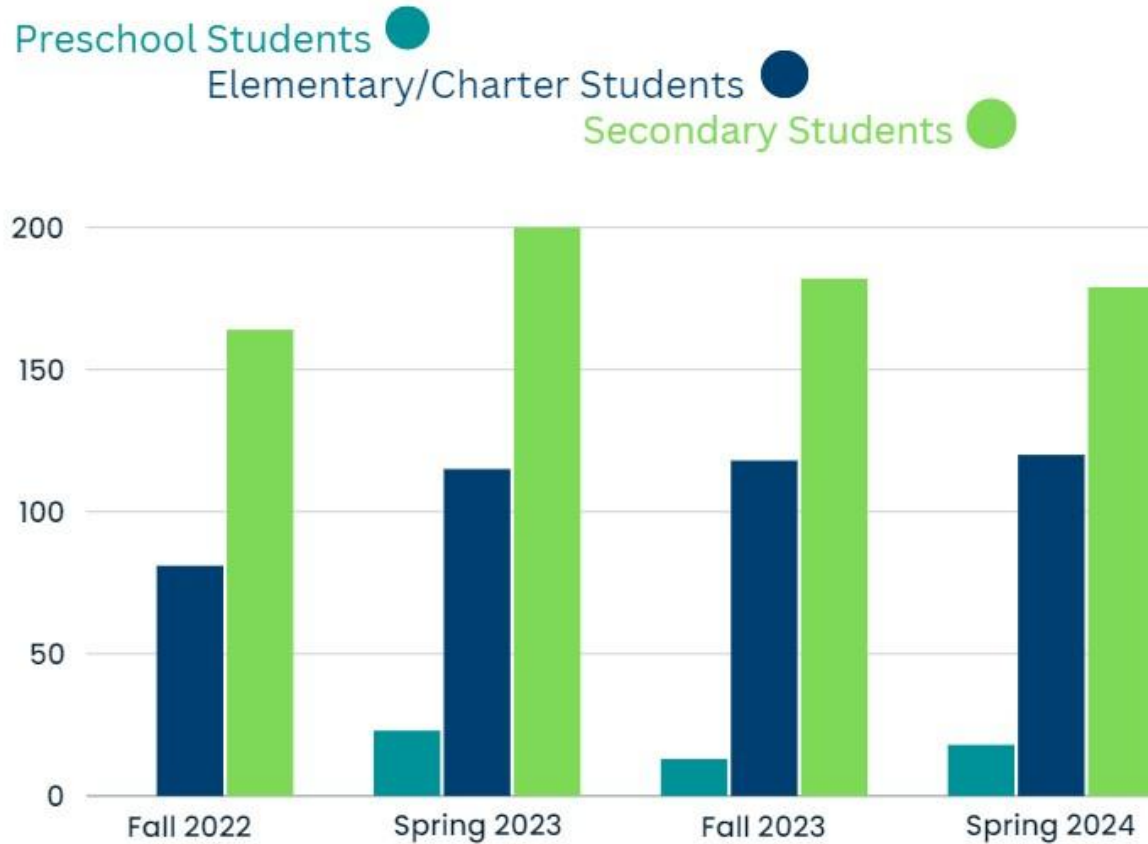
Challenges/Barriers

- Connection
- Identification
- Transportation
- Translation

How we Address Challenges/Barriers

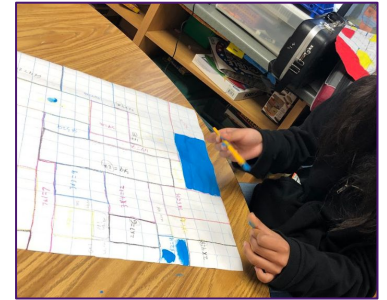
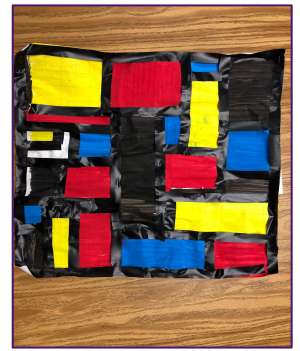
- **Connection:** staff/family communication /meetings/training; collaboration with other programs
- **Identification:** re-examination of racial categories in Aeries with Information & Evaluation division
- **Transportation:** paid by district (Summer School); other partnerships (Boys & Girls Club)
- **Translation:** partnering with Multilingual Services; options being explored by Multilingual Coordinator

Our Students



Academic Interventions & Support

- Intervention Teachers (SRCS teachers)
- Coaching/Training for the teachers from Migrant Ed TOSA
- All sessions focus on integrated ELD, English Language Arts, Math, Self-Pride and Cultural Awareness
- Offered in person and virtually at home or The Boys & Girls Club
- Springboard



Session	Number of Teachers	Number of students participating
Fall 2022-23 (ELA)	7	38
Fall 2023-24 (ELA)	12	85
Winter 2022-23 (Math)	8	51
Spring 2022-23 (ELA/Math)	4	22
Spring 2023-24 (Math)	9	68

On Saturday, Destiny's mom dropped her off at Raahid's house. **(A)** Destiny and Raahid went to the store to pick out a bunch of ice cream supplies. They bought waffle cone bowls, different types of ice cream, sprinkles, and other goodies for toppings. **(B)** They went back home and set everything out on the counter. First, they each put ice cream into a waffle cone bowl. Destiny picked mint chocolate chip ice cream, and Raahid picked mouse tracks ice cream. **(C)** They put on lots of toppings. They used cookies, candy, and sprinkles. **(D)** They dug in and enjoyed making the best ice cream sandwiches they ever had!

1. What kind of ice cream did Destiny pick compared to Raahid?
 X Destiny picked chocolate while Raahid picked vanilla. **(orange)**
 X Destiny picked strawberry while Raahid picked orange sherbet. **(black)**
 Destiny picked mint chocolate chip while Raahid picked mouse tracks. **(green)**
 X Destiny picked cookie dough while Raahid picked chocolate. **(grey)**

2. What was the fourth step of making ice cream sandwiches?
 A. Destiny and Raahid went shopping for ice cream supplies. **(blue)**
 X. Destiny and Raahid set all toppings on the counter. **(red)**
 X. Destiny and Raahid put ice cream into waffle cone bowls. **(blue)**
 D. Destiny and Raahid put on lots of toppings. **(purple)**

3. Which word is NOT a sequencing word?
 A. they **(red)**
 B. first **(orange)**
 C. lastly **(blue)**
 X. fourth **(brown)**

4. Which is the favorite thing for Destiny and Raahid to do together?
 A. Destiny and Raahid love to paint pictures. **(blue)**
 B. Destiny and Raahid love to make new recipes. **(purple)**
 C. Destiny and Raahid love to draw. **(red)**

- SRHS Night School - 75% participation
- Cyber High with Targeted Support
- Speech & Debate (Middle and High School)
- Lunchtime Tutorials
- AB 2121: 130-credit for Graduation Option for Qualifying Migratory Ss

Academic Interventions & Support (Secondary Focus)

Supporting Data for School Year Interventions - 2022/23

English Language Arts (ELA)

Goal: 60% K-10 Ss @ 30 hrs

Tutoring - Regular SY

K-10 Statewide Results: 10%

K-10 Regional Results: 10%

K-8 SRCS District Results: 17%

9-12 SRCS District Results: 4%

Math

Goal: 60% K-10 Ss @ 30 hrs

Tutoring - Regular SY

K-10 Statewide Results: 9%

K-10 Regional Results: 9%

K-8 SRCS District Results: 30%

9-12 SRCS District Results: 0%

California Mini-Corps Program



- Statewide program, locally at Sonoma State University
- **Provides direct instructional/tutorial services by college tutors for** migrant students in K-12th grades (Language Arts, Math) to increase academic achievement
- **Promotes bilingual, bicultural teacher recruitment and increases the** number of teachers ready to work with migrant students in our school district

Migrant Education K-5 Summer School 2023

Kindergarten-5th Grades

- English Language Arts
- English Language Development
- Project-Based Learning
(Language Arts and Math)
- Self-Respect & Cultural Pride



Adelante 6-12 2023



Students by School	
School	Number of Ss
Cesar Chavez	11
Elsie Allen	14
Herbert Slater Middle	3
Hilliard Comstock Middle	13
James Monroe Elem	1
Lincoln Elementary	1
Luther Burbank	7
Maria Carrillo High	10
Montgomery	9
Piner High	22
Hidden Valley	2
Rincon Valley Middle	3
Santa Rosa High	10
Santa Rosa Middle	5
Total	111

Program	Adelante 1	Adelante 2	Rising 9th
Grades	9th - 12th	6th - 7th	8th
Total	64 Students	32 Students	15 Students

Supporting Data for Summer Interventions - 2022/23

English Language Arts (ELA)

Goal: 60% K-10 Ss @ 20 hrs
Summer School

K-10 Statewide Results: 17%

K-10 Regional Results: 20%

K-5 SRCS District Results: 44%

6-12 SRCS District Results: 36%

Math

Goal: 60% K-10 Ss @ 20 hrs
Summer School

K-10 Statewide Results: 13%

K-10 Regional Results: 10%






K-5 SRCS District Results: 43%

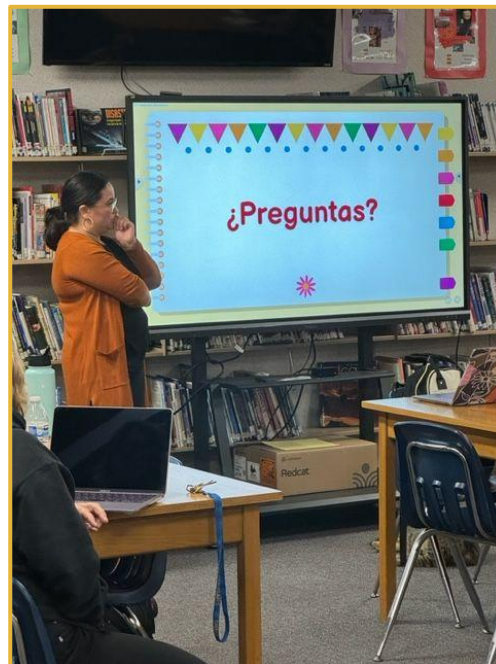
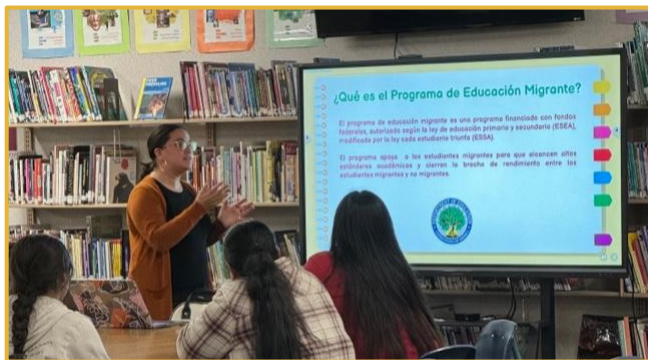
6-12 SRCS District Results: 38%

Our Partner Connections

- Students
- Parents (Parent Advisory Committee, ELAC/DELAC Presentations)
- School Counselors
- Registrars
- Administrators
- Site-Based Family Engagement Facilitators
- Butte County - Region 2

Migrant Ed. Program

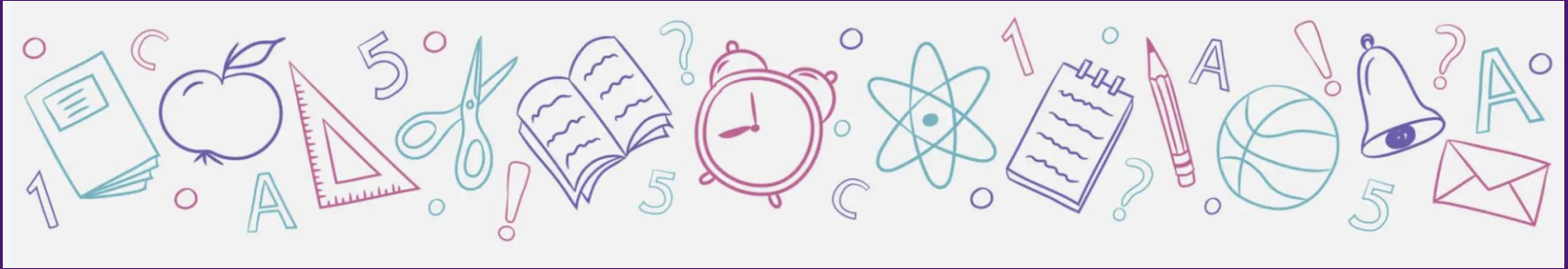
<p>MEP Presentation</p>  <p>MIGRANT EDUCATION PROGRAM</p> <p>SANTA ROSA CITY SCHOOLS</p>	 <p>Elementary & Charters Student List</p> <p>*Please maintain confidentiality with student list</p>
 <p>Program Brochures</p> <ul style="list-style-type: none">● English Brochure● Spanish Brochure	<p>Questions?</p> <p>Please contact us:</p>  <p>Jessica Hernández - Migrant Ed. TOSA Email: jhernandez@scsd.net Phone: (707) 890-3800 x59429 Cell: (707) 524-9420</p>  <p>Stephany Barahona - Migrant Ed. FEF Email: sbarahona@scsd.net Phone: (707) 890-3800 x59423</p>



Partnering with Parents

- Individual Needs Assessment
- One-on-one Support & Communication
- Group Meetings & Presentations (DELAC, ELAC)
- Training & Resources

Parent Advisory Committee (PAC)



- Provides a means for community and parent input
- Regular meetings open to all
- Includes Migrant Ed parents who are elected every 2 years
- Addresses Needs Assessment
- Collaborative work with parents to provide resources and training as suggested and voted upon

Family Engagement Facilitator(s)

Migrant Ed Family Engagement Facilitator and Site-based Family Engagement Facilitators promote engagement of our preschool-12th families by supporting:

- Student Identification and Eligibility
- Parent Education of Program, Services and Referrals
- Parent Engagement

Specific to Migrant Ed Family Engagement Facilitator

- Student Eligibility and Tracking
- Data Entry Support
- Individual Needs Assessment Survey/Individual Learning Plan (INA/ILP)
- Academic Interventions Training, Support, Advocacy and Attendance
- Parent Presentations



Pasitos Científicos



- Bilingual STEAM School Readiness Program
- Saturday Classes
- Pre-literacy, Letter & Sound Recognition, Songs, Chants, Poetry
- Science: Five Senses
- Introduction to Digital Literacy
- Social and Emotional Awareness

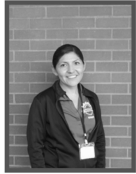
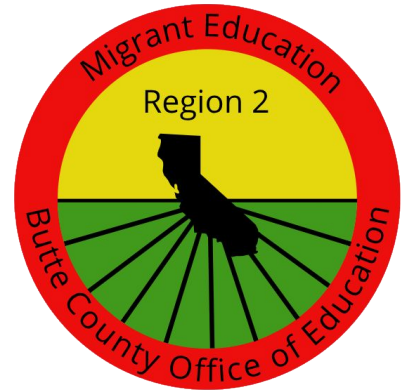
Goal: 40% of Ss ages 3-5 will attend 15 hours of school readiness

2022/23 Result: 64% of SRCS Ss met this goal

Butte County Partnership



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Maria Ferreira
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Carmen Ponce

Carmen Ponce
Intervention Specialist
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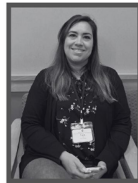


Isabel Quiñonez
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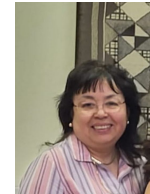
Carmen Cruz

Carmen Cruz
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Emma Vigil

Emma Vigil
Family Support Paraprofessional
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Carmen Payan

Carmen Payan
Parent Education Specialist
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**Parent Advisory
Committee
President**

Mrs. Maria Bautista



Thank you!

We Appreciate your Support

Programa de Educación Migrante 2023/24

Reunión de primavera con la mesa directiva - 10 de abril de 2024

¿Qué es el Programa de Educación Migrante?

El programa de Educación Migrante apoya a los estudiantes migrantes para que alcancen altos estándares académicos y cierren la brecha de rendimiento entre los estudiantes migrantes y no migrantes.

El objetivo del Programa de Educación Migrante es de **asegurar que todos los estudiantes migrantes alcancen normas académicas exigentes y se gradúen con un diploma de escuela secundaria (o completen un diploma HSED)** que los prepare para una ciudadanía responsable, un mayor aprendizaje y un empleo productivo.



El Equipo



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Reseña del programa

- Acuerdo de Servicio del Distrito Escolar (DSA) aprobado por la Oficina de Educación del Condado de Butte y el gobierno federal
- Proporcionar apoyos de intervención y enriquecimiento apropiados a los estudiantes migrantes desde preescolar hasta el grado 12.
- Brindar apoyo al personal que trabaja con estudiantes migrantes.
- Participación de los padres
- Reuniones y conferencias regionales
- Revisiones trimestrales del presupuesto
- Evaluaciones de necesidades y planes educativos personalizados

Objetivos

15 objetivos del programa regional: académicos y sociales

Basado en evaluaciones de necesidades individuales (INA)

Enfoque sobre los estudios académicos

- **El 60% de los estudiantes de grados K-10 que todavía no han dominado el inglés participarán en 30 horas de intervenciones durante el año escolar regular y 20 horas durante el verano.**
- **El 60% de los estudiantes de grado K-10 todavía no han dominado las matemáticas participarán en 30 horas de intervenciones durante el año escolar regular y 20 horas durante el verano.**
- **El 40% de los estudiantes de 3 a 5 años asistirán a 15 horas de preparación escolar.**

Cómo alcanzamos las metas

INTERVENCIONES ACADÉMICAS Y APOYO

- **Intervenciones para las materias de inglés y matemáticas:**
2 horas a la semana / ofrecidas virtualmente y en persona.
- **Componente de Orgullo y Cultura**
- **Cursos de Verano**

CONEXIONES CON ESTUDIANTES/FAMILIAS/SOCIOS

- **Comité Asesor de Padres de Familia (PAC)**
- **Proporcionar capacitación y recursos a las familias**



Elegibilidad para el Programa

- El padre de familia o tutor legal ha trabajado por lo menos unos días en el campo de agricultura, pesca, ganadería o silvicultura.
- La familia se ha mudado durante los últimos tres años a través de los límites del distrito escolar debido a necesidades económicas.
- El período de elegibilidad es de tres años a partir de la fecha del último traslado.

**Los estudiantes deben completar una evaluación de elegibilidad cada tres años.*

*** Los estudiantes **inmigrantes** y los estudiantes **migrantes** PUEDEN ser iguales, pero no deben considerarse así automáticamente.*

Participación en el Programa

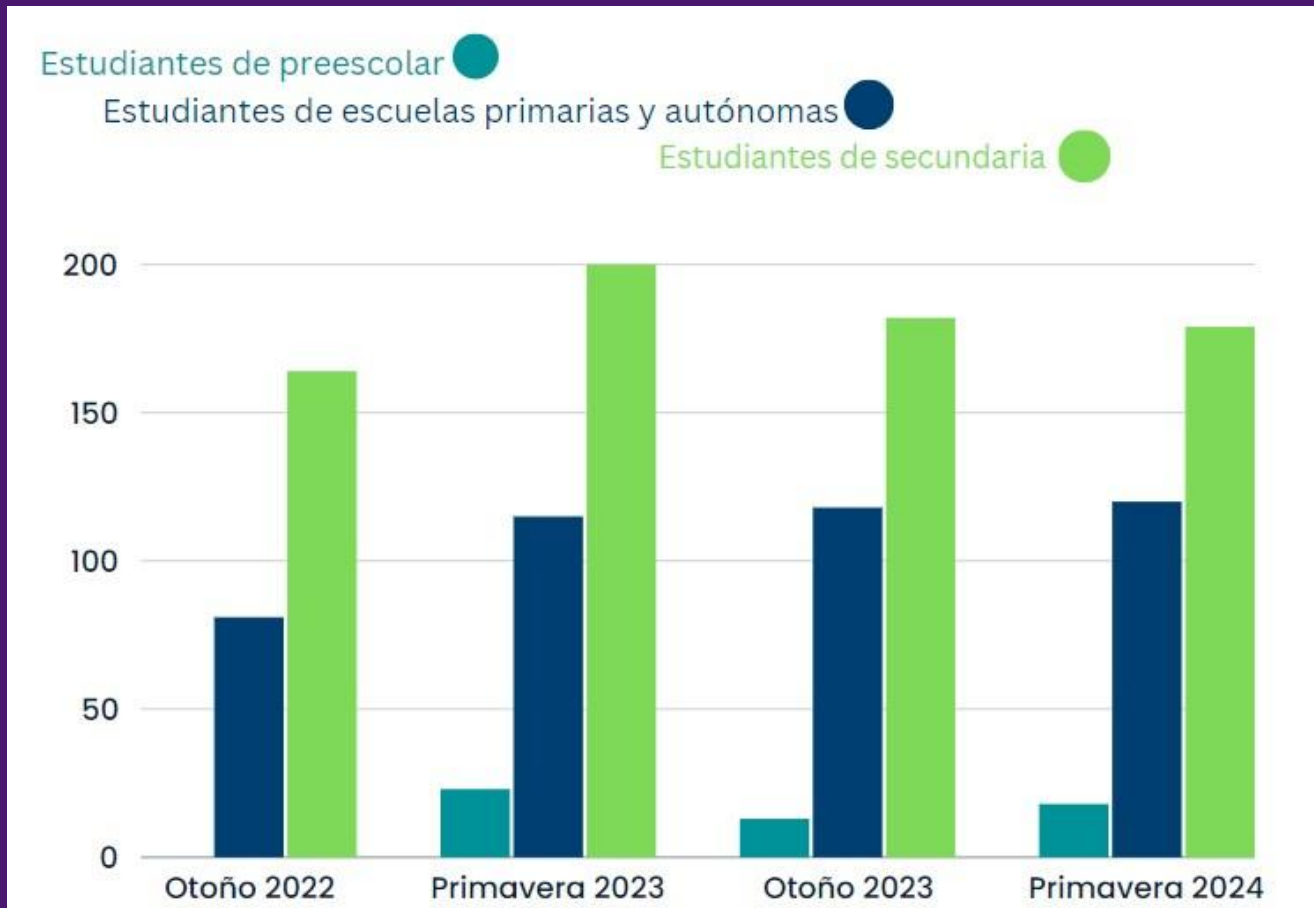
Desafíos/Barreras

- Conexión
- Identificación
- Transporte
- Traducción

Cómo abordamos los desafíos/barreras

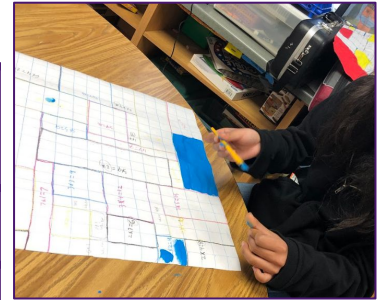
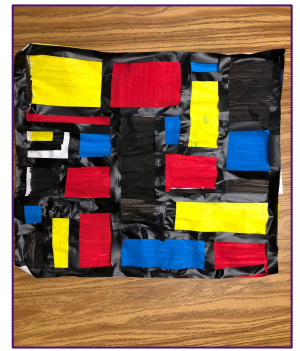
- **Conexión:** comunicación con personal / familias / reuniones / capacitación; colaboración con otros programas
- **Identificación:** Hemos reevaluado las categorías raciales en el sistema *Aeries* junto con la oficina de informática
- **Transporte:** pagado por el distrito escolar (Cursos de Verano); otras asociaciones (*Boys & Girls Club*)
- **Traducción:** colaborar con la oficina de servicios multilingües; se están explorando varias opciones junto con la coordinadora de esta oficina

Nuestros Estudiantes



Intervenciones académicas y apoyo

- Maestros de intervención (maestros del distrito escolar SRCS)
- Capacitación para los docentes por la Maestra TOSA del programa migrante
- Todas las sesiones se centran en ELD integrado, estudios del inglés y matemáticas, amor propio y conciencia cultural.
- Ofrecidas en persona y virtualmente o en casa o por medio de *Boys & Girls Club*
- Springboard



Sesión	Cantidad de Maestros	Cantidad de estudiantes participantes
Otoño de 2022-23 (inglés)	7	38
Otoño de 2023-24 (inglés)	12	85
Invierno de 2022-23 (matemáticas)	8	51
Primavera de 2022-23 (inglés y matemáticas)	4	22
Primavera de 2023-24 (matemáticas)	9	68

On Saturday, Destiny's mom dropped her off at Raahid's house. **1A**, Destiny and Raahid went to the store to pick out a bunch of ice cream supplies. They bought waffle cones, bowls, different types of ice cream, sprinkles, and other goodies for toppings. **1B**, They went back home and set everything out on the counter. First, they each put ice cream into a waffle cone bowl. Destiny picked mint chocolate chip ice cream, and Raahid picked mouse tracks ice cream. **1C**, They put on lots of toppings. They used cookies, candy, and sprinkles. **1D**, They ate and enjoyed making the best ice cream sandwiches they ever had!

1. What kind of ice cream did Destiny pick compared to Raahid?
 Destiny picked chocolate while Raahid picked vanilla. **(orange)**
 Destiny picked strawberry while Raahid picked orange sherbet. **(black)**
 Destiny picked mint chocolate chip while Raahid picked mouse tracks. **(green)**
 Destiny picked cookie dough while Raahid picked chocolate. **(grey)**

2. What was the fourth step of making ice cream sandwiches?
 Destiny and Raahid went shopping for ice cream supplies. **(blue)**
 Destiny and Raahid set all toppings on the counter. **(red)**
 Destiny and Raahid put ice cream into waffle cone bowls. **(blue)**
 Destiny and Raahid put on lots of toppings. **(purple)**

3. Which word is NOT a sequencing word?
 they **(red)**
 first **(orange)**
 lastly **(blue)**
 fourth **(brown)**

4. Which is the favorite thing for Destiny and Raahid to do together?
 Destiny and Raahid love to paint pictures. **(blue)**
 Destiny and Raahid love to make new recipes. **(purple)**
 Destiny and Raahid love to draw. **(red)**

- Escuela Nocturna de SRHS - 75% de participación
- Cyber High con apoyo personalizado
- Discurso y Debate
- Tutorías durante la hora de comer
- La ley AB 2121: 130 créditos para la opción de graduación para estudiantes migratorio elegibles

Intervenciones Académicas y Apoyo (Enfoque en la secundaria)

Datos de respaldo para las intervenciones del año escolar - 2022/23

Inglés (ELA)

Meta: el 60% de estudiantes de grados K-10 participan en 30 horas de tutorías durante el año escolar regular

Resultados en grados K-10 a través del estado: 10%

Resultados regionales en grados K-10: 10%

Resultados del distrito escolar SRCS en Grados K-8: 17%

Resultados del distrito escolar SRCS en Grados 9-12: 4%

Matemáticas

Meta: el 60% de estudiantes de grados K-10 participan en 30 horas de tutorías durante el año escolar regular

Resultados en grados K-10 a través del estado: 9%

Resultados regionales en grados K-10: 10%: 9%

Resultados del distrito escolar SRCS en Grados K-8: 30%

Resultados del distrito escolar SRCS en Grados 9-12: 0%

Programa Mini-Corps de California



- Programa estatal, localmente en *Sonoma State University*
- El programa proporciona servicios educativos directos y tutorías por parte de tutores universitarios para estudiantes migrantes en los grados K-12 (en las materias de inglés y matemáticas) para aumentar el rendimiento académico
- Promueve la contratación de educadores bilingües y biculturales y aumenta la cantidad de maestros listos para trabajar con estudiantes inmigrantes en nuestro distrito escolar

Educación Migrante en Grados K-5 - Cursos de Verano del 2023

Kindergarten - Grado 5

- Estudios del inglés
- Desarrollo de la lengua inglesa (ELD)
- Aprendizaje basado en proyectos (inglés y matemáticas)
- Amor propio y orgullo cultural





Adelante - Grados 6-12 2023



Estudiantes por Escuela	
Escuela	Cantidad de Estudiantes
Cesar Chavez	11
Elsie Allen	14
Herbert Slater Middle	3
Hilliard Comstock Middle	13
James Monroe Elem	1
Lincoln Elementary	1
Luther Burbank	7
Maria Carrillo High	10
Montgomery	9
Piner High	22
Hlidden Valley	2
Rincon Valley Middle	3
Santa Rosa High	10
Santa Rosa Middle	5
Total	111

Programa	Adelante 1	Adelante 2	Rising 9th
Grados	9-12	6-7	8
Total	64 estudiantes	32 estudiantes	15 estudiantes

Datos de respaldo para las intervenciones de verano - 2022/23

Inglés (ELA)

Meta: el 60% de estudiantes de grados K-10 participan en 20 horas de tutorías durante los cursos de verano

Resultados en grados K-10 a través del estado: 17%

Resultados regionales en grados K-10: 20%

Resultados del distrito escolar SRCS en Grados K-5: 44%

Resultados del distrito escolar SRCS en Grados 6-12: 36%

Matemáticas

Meta: el 60% de estudiantes de grados K-10 participan en 20 horas de tutorías durante los cursos de verano

Resultados en grados K-10 a través del estado: 13%

Resultados regionales en grados K-10: 10%






Resultados del distrito escolar SRCS en Grados K-5: 43%

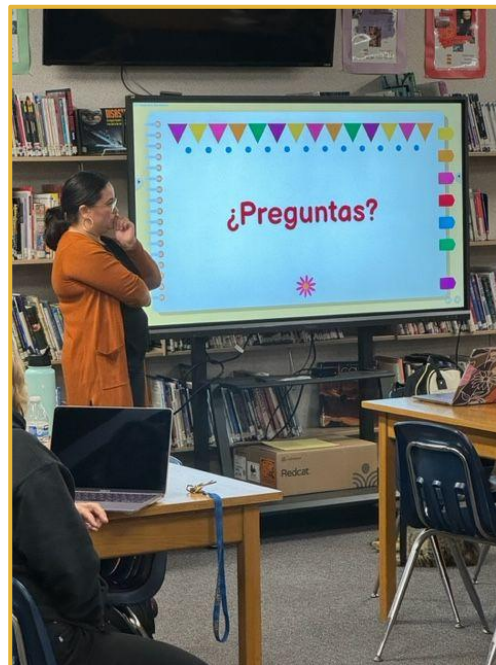
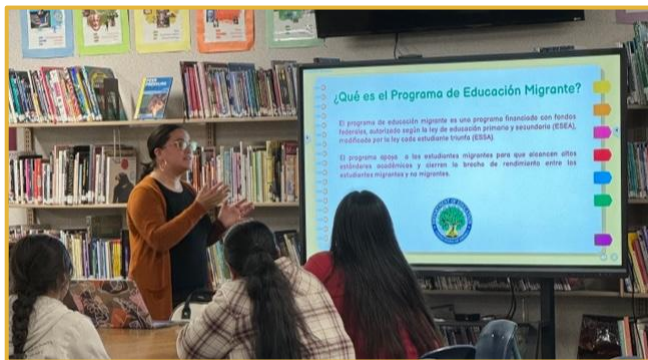
Resultados del distrito escolar SRCS en Grados 6-12: 38%

Nuestras Asociaciones

- Estudiantes
- Padres de Familia (Comité Asesor para Padres, Presentaciones para ELAC y DELAC)
- Consejeros escolares
- Personal que formalmente entra datos en el sistema (conocido como “Registrar” en inglés)
- Administradores
- Facilitadores de involucración familiar en las escuelas
- Condado de Butte - Región 2

Migrant Ed. Program

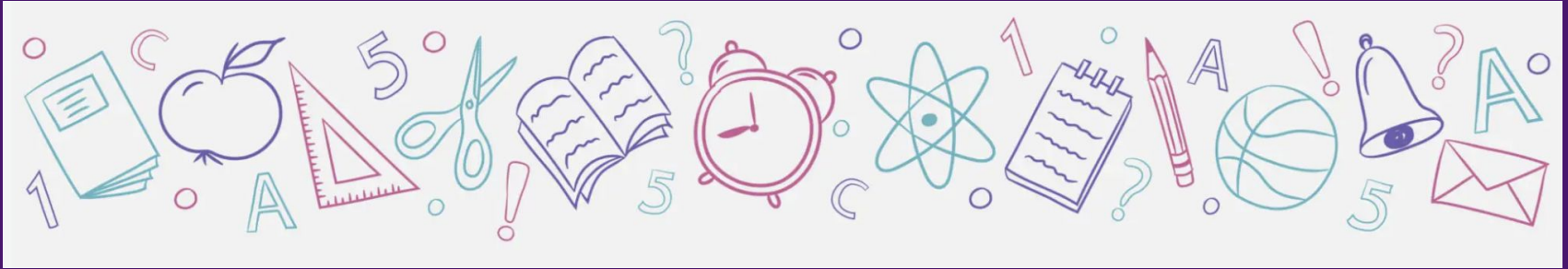
<p>MEP Presentation</p>  <p>MIGRANT EDUCATION PROGRAM</p> <p>SANTA ROSA CITY SCHOOLS</p>	 <p><u>Elementary & Charters Student List</u></p> <p>*Please maintain confidentiality with student list</p>
 <p><u>Program Brochures</u></p> <ul style="list-style-type: none">● English Brochure● Spanish Brochure	<p><u>Questions?</u></p> <p>Please contact us:</p>  <p>Jessica Hernández - Migrant Ed. TOSA Email: jessica@scsd.org Phone: (707) 890-3800 x9429 Cell: (707) 524-9429</p>  <p>Stephany Barahona - Migrant Ed. FEF Email: stephany@scsd.org Phone: (707) 890-3800 x9423</p>



Colaborando con los padres

- Evaluación de necesidades individuales
- Apoyo y comunicación personalizados
- Reuniones y presentaciones para grupos (DELAC, ELAC)
- Capacitación y recursos

Comité Asesor de Padres de Familia (PAC)



- Proporciona un foro para los comentarios de la comunidad y los padres.
- Reuniones periódicas abiertas a todos
- Incluye padres del program de educación migrantes que se eligen cada 2 años.
- Aborda la Evaluación de Necesidades
- Permite trabajo colaborativo con los padres para proporcionar recursos y capacitación según lo sugerido y votado.

Facilitadores de involucración familiar

La facilitadora de involucración familiar del programa educación migrante y los facilitadores de participación familiar de las escuelas promueven la participación de nuestras familias de preescolar a 12º grado apoyando lo siguiente:

- Identificación y elegibilidad del estudiante
- Educación para padres sobre programas, servicios y referidos
- Participación de los padres

Detalles específicos para la Facilitadora de Involucración Familiar del programa de Educación Migrante

- Elegibilidad y seguimiento de los estudiantes
- Entrada de datos
- Evaluación de necesidades individuales / plan de aprendizaje personalizado (INA/ILP)
- Capacitaciones sobre Intervenciones Académicas, Apoyo y Asistencia
- Presentaciones para padres



Pasitos Científicos



- Programa bilingüe de preparación escolar STEAM
- Clases de sábado
- Prealfabetización, reconocimiento de letras y sonidos, canciones, cánticos, poesía
- Ciencias: cinco sentidos
- Introducción a la alfabetización digital
- Conciencia social y emocional

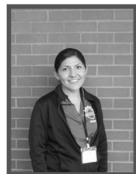
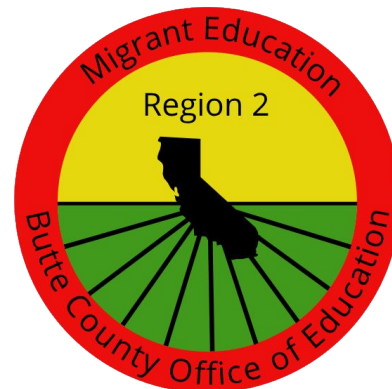
Meta: El **40%** de estudiantes de 3-5 años asistirán a 15 horas de preparación escolar

Resultados para el 2022/23: El **64%** de los estudiantes del distrito escolar SRCS alcanzaron esta meta

Asociación del Condado de Butte



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Carmen Ponce

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Isabel Quiñonez

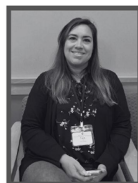
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¡Gracias!

Agradecemos su apoyo



EMBRACE • ENGAGE • EMPOWER

Resolution No. 2023/24-58
Date: April 10, 2024

Resolution in Recognition of Sexual Assault Awareness Month

WHEREAS, sexual assault is illegal, a form of sex discrimination, and is a violation of Title VII of the Civil Rights Act of 1964; and

WHEREAS, research shows that of all victims under eighteen, two out of three are ages twelve to seventeen, representing sixty-six percent, with vast underreporting of these statistics also identified; and

WHEREAS, research shows that twenty percent or more of college-aged students report being victims of sexual harassment and sexual violence, much of which takes place among peers at educational institutions; and

WHEREAS, sexual violence or sexual harassment have devastating effects on students by negatively impacting their emotional and physical well-being, and can become a barrier to equal and free access to public education; and

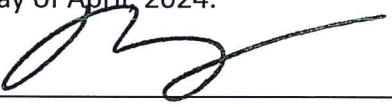
WHEREAS, the viral “Me Too” movement on social media has helped demonstrate the widespread prevalence of sexual assault and harassment, especially in the workplace, while also bringing vital conversations about sexual violence into the mainstream; and

WHEREAS, free, confidential help is available to all victims and survivors of sexual assault through the Verity organization: by telephone at 707-545-7273; and online at <https://www.ourverity.org/>; and

WHEREAS, April has been declared National Sexual Assault Awareness Month by the National Sexual Violence Resource Center, as a means of educating the public on the actions and behaviors and their consequences that can deeply impact the well-being of our communities. NOW,

THEREFORE BE IT RESOLVED, that the Board of Trustees of the Santa Rosa City Schools District hereby proclaims April 2024 as “Sexual Assault Awareness Month,” and encourages all faculty, staff, and students to increase their knowledge of the many types of sexual violence and promote an environment of mutual respect and dignity in and outside of their campuses.

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 10th day of April, 2024.



Roxanne McNally, Clerk

April 10, 2024
Date



**RESOLUTION IN RECOGNITION OF CHILD NUTRITION SERVICES EMPLOYEES FOR
THE WEEK OF April 29 to May 3, 2024**

WHEREAS, April 29 through May 3, 2024, is recognized by the California Department of Education as School Nutrition Employee Week, which includes School Food Hero Day; and

WHEREAS, nutritious meals at schools are an essential part of every student's school day; and

WHEREAS, the staff of the Child Nutrition Services Department are committed to providing healthful, nutritious meals to the District's children; and

WHEREAS, the individuals who prepare and serve school meals help nurture our children through their daily interaction and support; and

WHEREAS, school nutrition employees are the unsung heroes of education who make sure students have full stomachs and have the fuel they need to concentrate on learning during the school day; and

WHEREAS, Santa Rosa City Schools Child Nutrition Services employees have served more than 10 million meals since the pandemic began in 2020; and

WHEREAS, the Board of Education recognizes that students who eat breakfast and lunch regularly are more likely to graduate from high school; and

WHEREAS, the Board of Education recognizes the impact of free breakfast and lunch meals for all students have greatly improved students' equitable access to food in Santa Rosa;

THEREFORE, BE IT RESOLVED, that the Board of Education of Santa Rosa City Schools declares April 29 through May 3, 2024, as School Nutrition Employee Week and expresses its deep appreciation to these valuable employees and commends them on their dedication to the children of our community.

PASSED AND ADOPTED by the Governing Board of the Santa Rosa City Schools District on the 10th day of April, 2024.



Roxanne McNally, Clerk

April 10, 2024

Date

SRCS CNS Board Update

4/10/2024

CNS Goals

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

Staffing Update

ite

ipe Development Set status

view List Board Timeline Calendar Workflow Dashboard Messages Files

Filter Sort Group by Hide

ula Evaluation Titan Menu Planning Eval Prototyping At CK Taste Test At Schools Menu Placement

Lead School Food Cook Healthy Food

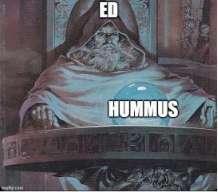
024 1 4


se

(Secondary)

lad/Falafel Wrap

ssala

 Hummus #C272000

 Kale Salad # sys-149

Crispy Chickpea Salad Toppers

Butter Chicken (Murgh Makhani)

Ranch Dressing #C262000

BBQ Chicken (Brigaid)

Cucumber Salad

Char Siu Chicken

Sweet and Sour Chicken Drumstick

Kale Chips sys-286

Guajillo Salsa

+ Add task

Turkey Tinga #002124

Mojo Pork Bowl R902

Cuban Black Beans #F

Esquites #sys-278

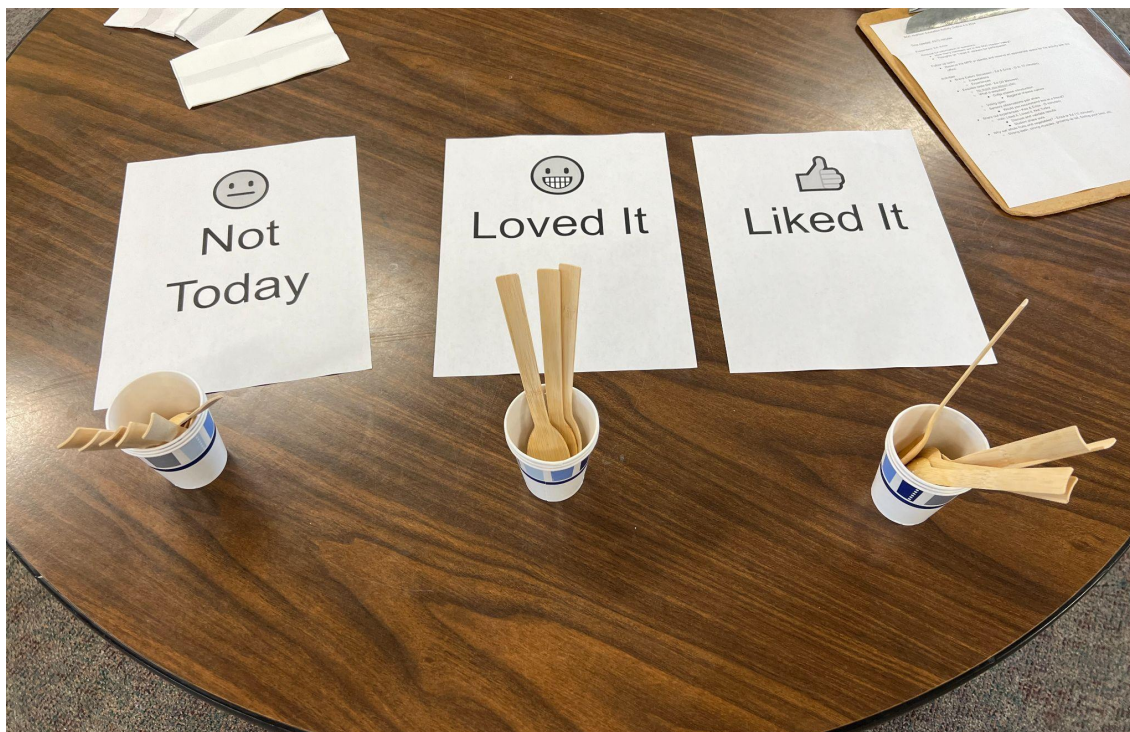
Breakfast Croissant Sa #R90989000

Chicken & Waffles #0

Scratch Cooking

One Million

Dollars invested in capital equipment during the 2023/24 school year.



Nutrition Education and Taste Testing

Local Procurement & Collaborations

Thank you

Questions?

CNS Board Update 4/10/2024

Ed Burke and the CNS leadership team are so grateful for the continued efforts of community-based organizations, parents, staff, and partners.

Goals

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

Staffing

SRCS CNS has hired and onboarded outstanding staff members in the past year. In addition to recruitment efforts via Edjoin.org, SRCS CNS has collaborated with a staffing agency with a “temp to hire” model. SRCS CNS hires temporary workers to fill vacant Food Worker III positions posted on Edjoin.org. Almost all temporary workers have applied and been selected for permanent positions. Several have since transitioned from Food Worker III to leadership positions at school sites.

SRCS CNS continues to fill vacant positions to increase the capacity of scratch-cooked meals at school sites with a minimum amount of plastic. The CNS leadership team is actively recruiting members of the central kitchen’s Cook Chill team. The Cook Chill Team will expand on the scratch-cooked products that the CNS team has implemented this past school year.

From-scratch foods at SRCS.

The CNS team has developed and implemented many new recipes at schools this school year. A primary focus of the cook-chill team is to serve authentic, healthy, and flavorful foods that reflect the community we serve. One of the notable additions of from-scratch foods, Turkey Tinga, was a hit at Elementary schools. When CNS served Turkey Tinga for the first time, Ed Burke covered a staff absence at an Elementary school. After a brief introduction of the ingredients and the preparation, students were eager to try the Tinga. Aside from a pointed negative comment about the appearance of the Tinga, “Did you chew this?” the students enjoyed the Tinga. The student who commented negatively returned for a second serving of the Tinga. The student shared that the shredded meat was too delicate and would have been better with a coarser shredded texture. A second serving is perhaps the most sincere compliment, especially after the initial comment.

Tinga is a stewed meat dish from central and southern Mexico with a tomato and chile base. It is typically served with Chicken thighs, whereas SRCS CNS used turkey because it was more readily available in the quantities needed. After stewing for several hours, the SRCS CNS dish was manually shredded and served with tortilla chips.

A limiting factor for scratch-cooked items is the infrastructure and equipment available at school sites and the central kitchen. CNS has developed several recipes that are ready for production once appropriate equipment has been installed. For example, CNS has created a delightful hummus formula to send to school sites from the central kitchen once a large food processor is installed.

Investing In Infrastructure

The CNS department is deeply grateful to the Santa Rosa City Schools community for passing the most recent bond measure. The planning process takes time, and we are eager to support the process with input related to making delicious and healthy scratch-cooked foods.

CNS plans to invest over 1 million dollars in equipment and infrastructure at the central kitchen and school sites during the 2024 school year. Additional investments to replace aging infrastructure and equipment will occur as needed.

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

CNS believes that consuming foods should be taught with explicit, direct instruction. While most dietary habits are established via exposure and repeated offerings, we can supplement these dietary habits with direct instruction. For example, when the Turkey Tinga was offered, students were given explicit instructions on how to use the tortilla chip as a scoop. Verbal instruction was presented as a simple addition. Turkey Tinga + Tortilla Chip is good. Turkey Tinga + Tortilla Chip + Salsa is awesome. SRCS CNS has developed a new scratch-made guajillo chile-based salsa to improve the Turkey Tinga eating experience.

At a prior district, Ed Burke observed that students required explicit direct instructions to eat the food as intended. For example, the Food Service team offered fish tacos featuring breaded catfish filets on corn tortillas. The intended taco experience was Fish Taco + Slaw + Salsa. Students who did not take the slaw or the salsa did not eat the fish taco as it was intended to be consumed. Most students who ate the fish taco without the slaw or salsa reported intense dissatisfaction. To be fair, a relatively unseasoned breaded fish filet on a corn tortilla is unappealing. With explicit direct instruction, the dissatisfied students discovered that adding their preferred salsa and slaw elevated the dish.

By presenting clear instructions using a structure of adding foods, students have relatable and explicit instructions on interacting with their foods. For example, we used a similar model at an Elementary school to introduce the sublime pairing of pupusas with a scratch-prepared Curtido. Pupusa + Curtido on the fork and eaten together is fantastic. Pupusas are thick pancakes made

of cornmeal dough called masa, and the interior is stuffed with beans, meat, and or cheese. Curtido is a slightly pickled vegetable side dish with shredded cabbage, carrots, and chiles. Pupusas and curtido are from El Salvador. The acid from pickled vegetables pairs well with the fat of the interior of the pupusa. While serving lunch, we presented the pairing to staff and students unfamiliar with curtido. A notable issue was a preoccupation with how spicy the curtido was. While CNS did not add spicy chiles because the curtido was unfamiliar and had a strong flavor profile that tickles the nose, students expressed concerns. This experience reinforced feedback from students about fears of the possibility that unfamiliar foods are spicy or may lead to an unpleasant eating experience. Our ongoing discussion with students addresses the conflation of strong flavors with heat and classifying the dish as spicy. For example, curry has a multitude of spices and herbs that define the dish's flavor profile. The relative heat of the curry, however, is a separate measure. Therefore, when we ask students and staff to evaluate a new dish, a central question is, "Does the dish have strong flavors, or does it feel like burning heat." While older students famously seek out the heat of "hot" flavor profiles, younger students are deeply concerned about the heat level of a dish. CNS is preparing training materials for staff to instruct students on the difference between heat and strong flavors. For example, the curtido has strong flavors but no heat.

There is an ongoing need to provide explicit direct instruction for trying new foods with strong flavor profiles. As such, CNS is developing best practices related to the explicit direct instruction of students regarding how they interact with their food. Appropriate scaffolding of concepts includes addressing student concerns related to trying new foods. One of the most prescient concerns is "What do I do with the food I don't like?" and normalizing and respectfully removing unwanted food and flavors from our mouths during meal periods.

Ed Burke and Erica Lipanovich are collaborating with the Boys and Girls Club of Sonoma-Marin at Hidden Valley Elementary School to develop a scalable nutrition education and taste-testing model. The first session featuring esquites was a success. We discussed the health benefits of eating many colors daily, being brave eaters, and the No Thank You lesson plan. Students reported that while initially concerned about trying esquites for the first time, they felt safe trying it. Some students enjoyed the esquites, and others did not. However, everyone reported excitement about trying more new dishes in the future. The students who participated in the learning experience will normalize the best practices of trying new foods and eating multiple food colors each day. As we develop the model, we will expand to other schools.

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

Teachers, if you are interested in classroom learning opportunities related to food and nutrition that use Common Core standards, please contact Ed Burke. The Center for Ecoliteracy has

developed unique content for teachers, aligning food and nutrition education with common core standards.

Local Procurement and Farm-to-School Programs

CNS has had a very successful experience connecting with local growers and community-based organizations to support our local procurement goals. SRCS is a partner district to four community-based organizations for the 2024 California Department of Food and Agriculture Farm to School Incubator Grant that will significantly benefit the district without any financial contributions from the district aside from planned procurement. If the partners are selected to receive funds from the State of California, they will expand their current support for SRCS CNS Farm to School Programs.

The four organizations that SRCS has partnered with to expand farm-to-school and local procurement are:

- Shared Plates Strategies will assist with connecting with local growers and addressing logistical challenges associated with working with smaller growers or growers that have not historically served public institutions.
- California Wheat Commission will assist CNS with connecting to local wheat growers, expert bakers, and nutrition education opportunities related to California wheat. Local freshly milled wheat tastes fantastic.
- FEED Sonoma will aggregate and deliver local produce grown in Sonoma County.
- EarthSeed Farms will expand its offerings of fresh fruits and provide educational opportunities related to biodynamic afroindigenous agricultural practices.

SRCS CNS has committed to expanding the purchase of locally produced products to serve Sonoma County Children.

Funding

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

Partnerships and gratitude note

Ed Burke met with students and parents from several elementary schools to discuss menu items, sustainability, and nutrition education. Hidden Valley Elementary School Leadership students and Cesar Chavez Language Academy MEChA students met with Ed Burke about menu items. The discussions have been instrumental in developing new menu items, addressing concerns about the foods served, and the sustainability of the materials used to serve meals.

CNS is deeply grateful for the partners listed below:

- Brigaid
- Chef Anne Foundation
- Friends of the Earth
- California Wheat Commission
- LunchAssist
- Redwood Empire Food Bank
- ScratchWorks
- Shared Plates Strategies
- Sonoma Food Runners
- The Artisan Baking Center of Petaluma
- The California Food for California Kids Network
- The Center for Ecoliteracy
- The Sonoma County Healthy School Meals Committee
 - The SRCS parents participating in this committee and their continued collaborations and insights.
- The MEChA Club of Cesar Chavez Language Academy
- Thought partners in school districts throughout the Northbay area



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MEMORANDUM

DATE: April 05, 2024

TO: Classified Schools Employee Association
Mary Lehman, President CSEA

FROM: Dr. Vicki Zands, Assistant Superintendent, Human Resources

SUBJECT: Santa Rosa City Schools Initial Contract Openers for the 2024-2027 School Years

This letter serves as formal notice that Santa Rosa City School District (SRCS) proposes to reopen the following contract articles for negotiations with the Classified Schools Employee Association (CSEA) Chapter 75, for the 2024-2027 school years at the April 10, 2024 Board meeting:

Article 3: District Rights

Article 4: Grievance Procedures

- Minor adjustments to language

Article 7: Evaluation Procedures

- Process and procedures

Article 8: Transfers

- Review language

Article 9: Safety

- Review and update language

Article 10: Leaves

- Update language to reflect new statutory leaves
- Review language around notification

Article 11: Vacation Leaves

- Vacation Scheduling

Article 12: Holiday

- Update list of Holidays

Article 13: Compensation

- Wages and Fringe Benefit Insurance

Article 14: Pay and Allowance

- Initial placement on salary schedule
- Prior work experience

Article 16: Layoff, Reemployment, and Contracting Out Bargaining Unit Work

- Layoffs and Reduction in Hours

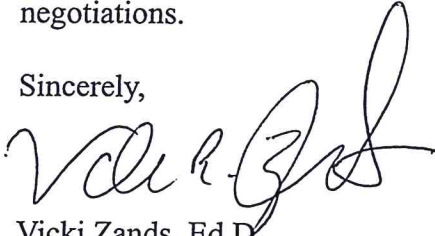
Article 17: Miscellaneous Provisions

- Adjust dates as necessary

In addition, SRCS will partner with CSEA to review, clarify and make any necessary minor adjustments to any articles and sections within the collective bargaining agreement.

We look forward to working collaboratively with CSEA to conduct positive and productive negotiations.

Sincerely,

A handwritten signature in black ink, appearing to read "Vicki Zands". The signature is fluid and cursive, with a large loop at the end.

Vicki Zands, Ed.D

Assistant Superintendent of Human Resources

cc: Board of Education, Santa Rosa City Schools
Anna Trunnell, Santa Rosa City Schools