

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of April 17, 2023, starting at 5:30 pm, is in a hybrid format. The public can attend and comment in person by presenting a blue card to the Executive Assistant at the Santa Rosa City Hall Council Chambers (100 Santa Rosa Ave, Santa Rosa, CA 95404) or attend and comment in a virtual format via Zoom by using the virtual hand raising feature. For more information on virtual attendance (including how to watch, give public comment and listen in Spanish) please click [HERE](#).

La reunión de la mesa directiva de del distrito escolar Santa Rosa City Schools 17 de abril de 2024 a partir de las 5:30 pm, se llevará a cabo en formato híbrido. El público puede asistir y comentar en persona presentando una tarjeta azul a la Asistente Ejecutivo en las Cámaras del Ayuntamiento de Santa Rosa (100 Santa Rosa Ave, Santa Rosa, CA 95404) o asistir y comentar en un formato virtual a través de la aplicación Zoom ,usando la función para levantar la mano virtual. Para obtener más información sobre la asistencia virtual (incluido cómo mirar, dar comentarios públicos y escuchar en español), haga clic [AQUÍ](#).

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

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

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80201 or mmartin@srcs.k12.ca.us.

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

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

To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80201, mmartin@srcs.k12.ca.us.

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

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

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

Attendees

Voting Members

Alegria De La Cruz, Board of Education Director

Ever Flores, Board of Education Vice President

Stephanie Manieri, Board of Education Director

Omar Medina, Board of Education President

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Clerk

Jeremy De La Torre, Board of Education Director

A. CALL TO ORDER (4:30 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 will be discussed during the Closed Session:

- Conference with Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA)

President recessed to Closed Session at 4:32 pm

- 1. Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS); name of organization: SRTA/CSEA) [Gov. Code s 54957.6]**

C. RECONVENE TO OPEN SESSION (5:30 p.m.)

The meeting reconvened to the Open Session at 5:46 pm.

1. Pledge of Allegiance

President Medina led the Pledge of Allegiance.

2. Report of Actions Taken in Closed Session

There was no report of action taken in the Closed Session.

3. Public Comment On Agenda Items, Only

The following individuals addressed the Board during public comment:

- Duane De Witt
- Kathryn Howell
- Will Lyon
- Kris Bertsch
- Angela Ghigliazza

D. DISCUSSION / ACTION ITEMS

1. (Discussion) Graduation Requirement Waivers Update

The following individuals presented the Graduation Requirement Waivers Update to the Board:

- Dr. Roderick Castro, Assistant Superintendent of Educational Services
- Tim Zalunardo, Executive Director of Educational Services
- Dr. Emanuele Bardelli, Executive Director of Information and Evaluation

The presentation lasted 7 minutes.

The Board's questions and comments lasted 24 minutes.

The Board requested data on the waiver recipients disaggregated by race/ethnicity. Therefore, this information will be available as an Information Item on the agenda for April 24, 2024.

The presentation is attached to the meeting minutes supporting documents.

2. (Discussion) Alternative Education Recommendations and Updates

The following individuals presented the Alternative Education Recommendations and Updates to the Board:

- Dr. Roderick Castro, Assistant Superintendent of Educational Services
- Tim Zalunardo, Executive Director of Educational Services
- Aaron Gildengorin, Coordinator of Alternative Education

The presentation lasted 20 minutes.

The Board's questions and comments lasted 60 minutes.

The Board offered direction to Superintendent Trunnell and her team regarding which priorities were most relevant to them.

The presentation is attached to the meeting minutes supporting documents.

E. ADJOURNMENT

The meeting adjourned at 8:04 pm.

Clerk of Board

Date

Graduation Waivers Update

4/17/2024

Local Graduation Requirements Waivers

- In December 2023, the board approved waivers to the 3rd year of mathematics and the 2nd year of Language other than English for graduating classes of 2024 and 2025
- In March 2024, these waivers were updated to remove the cohort limitation and the requirement to have failed the waived course previously
- These waivers extend similar waivers that were available to students during the COVID-19 pandemic

Waiver Received So Far this Year

268

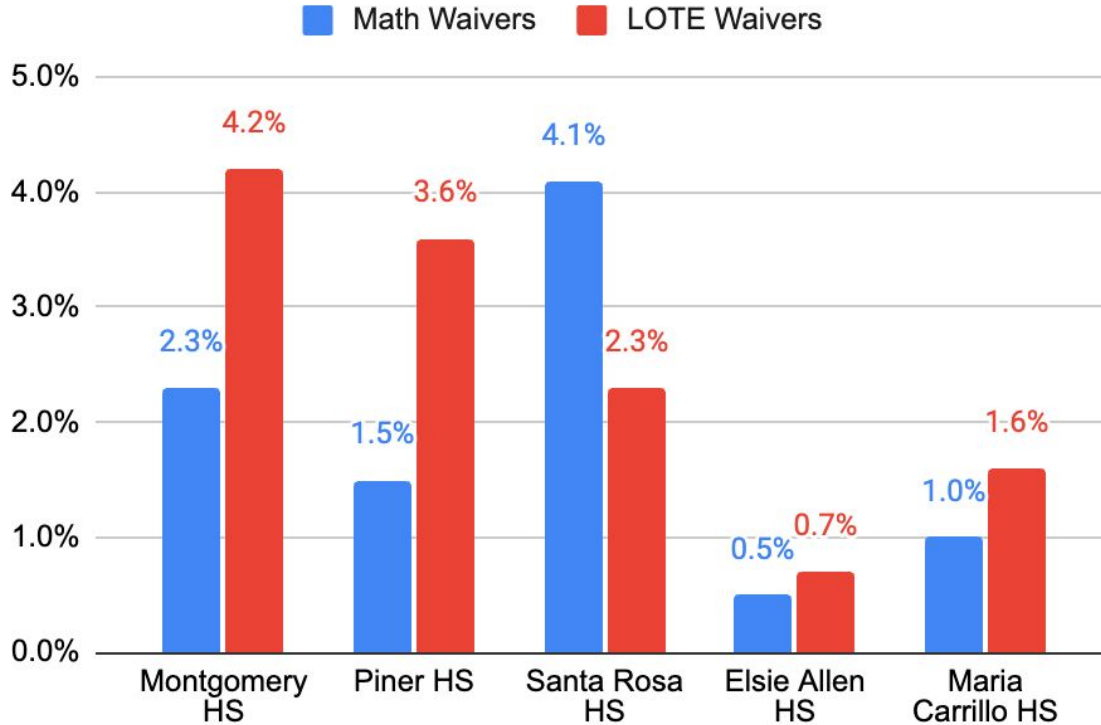
Waivers

92 students received a math waiver

131 students received a LOTE waiver

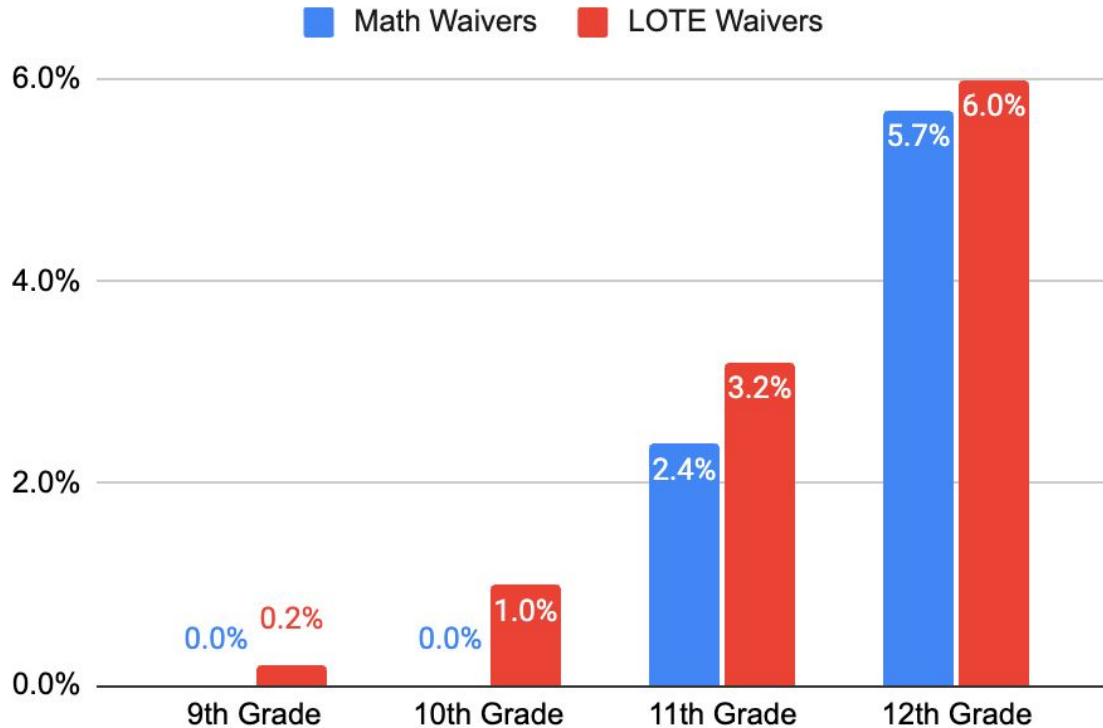
45 students received both waivers

Waivers by School



	Math	LOTE
Montgomery HS	32	59
Piner HS	20	49
Santa Rosa HS	64	36
Elsie Allen HS	5	78
Maria Carrillo HS	16	25

Waivers by Grades



	Math	LOTE
9th Grade	0	4
10th Grade	1	18
11th Grade	41	54
12th Grade	95	100

Waiver Process for Class of 2026 and Beyond

- Classes of 2024 and 2025 are using the waiver process developed following the December board meeting
- We are developing a waiver application process for class of 2026 and beyond that includes:
 - A pamphlet for parents with information about our graduation requirements, UC/CSU admission requirements
 - A waiver application form that outline the waiver procedures and collects reasons to apply for a waiver
- We plan to finalize the first draft of the waiver application during the April counselors' meeting

Waiver Process for Class of 2026 and Beyond

- Further information about feedback and guidance for the waiver so far:
 - Met with secondary counseling department chairs on March 28th
 - Counselors suggested the following about the waivers:
 - Waiver only for juniors and beyond (should not be considering students before that)
 - Academic need is a reason for the waiver
 - Social emotional needs/extenuating life circumstances are a reason for the waiver
 - Specific post secondary plans and course schedule conflicts are a reason for the waiver
 - Will bring this set of recommendations to the full secondary counselor meeting on April 23rd to get final feedback and help developing the FAQs
 - Counselors will then work with guardians at the different sites to get feedback on the form and process before finalizing the form

Questions & Discussion

Recommendations for Alternative Education Options in SRCS

Developed by the Alternative Education Committee
4/17/2024

Priority 5 (lowest priority): Grade 7-12 CTE Magnet Programs - Characteristics

Hands-on learning opportunities elevated as College and Career initiatives acknowledging the need for different pathways.

Elevate CTE programming for students wanting alternative career/vocational opportunities with more applied learning.

Interest based choices to increase agency, and strengths based assessments to support healthy adolescent development among students.

Career exploration classes with field trips and industry tours taught by CTE high school teachers that feed into CTE programs at high school sites for grades 7-10.

Partnership between middle schools and high schools creating cohorts - MS career exploration classes feed into available CTE courses at partner HS (ie: science/medical careers at CCLA feeds into Elsie Allen's Health Sci CTE Pathway).

This model is building on the already existing CTE classrooms/resources at all SRCS High Schools.

Priority 5 (lowest priority): Grade 7-12 CTE Magnet Programs - Costs and Considerations

CTE resources and staffing capacity would need to be assessed. Infrastructure would need to be built to facilitate civic engagement & internship logistics. May include assigning or rewriting job descriptions to include responsibilities around executing agreements and placement of students in community based opportunities.

Minimizing the need for students to leave their comprehensive sites because they cannot access a meaningful educational path – being off track from graduation in a four year time frame – should be minimized through flexibility in programming and having adequate credit recovery at the comprehensive schools.

Interventions include CTE awareness and exploration activities.

Wheel programming in middle school provides broad exposure that becomes more defined in 9th and 10th grade culminating in more refined choices in 11th and 12th grade.

Approximate Cost: 4 Middle school CTE labs, 4 remodeled rooms vs. additional HS remodels and equipment purchases = \$3,650,000 - \$8,500,000

Priority 4 (2nd lowest priority): Model Similar to Big Picture Learning Grades 7-12 - Characteristics

For grades 7-12, on various campuses to start before developing into having a separate location.

Students build ownership of their learning, and it should improve student attendance, engagement, behavior, and graduation rates.

All students have learning plans, participate in internships and projects, and participate in exhibitions.

Typical schedule would have students on campus Mon., Wed., and Fri. Student would have internships or community service projects on Tues. and Thurs.

Typically a shorter school day, 8:30 - 12:50 to allow time for internships and work based learning opportunities.

Multiple community building opportunities incorporated into the school schedule to develop community (i.e. Morning meetings, staff and student recognitions, scavenger hunts, and Big Picture Learning events).

Priority 4 (2nd lowest priority): Model Similar to Big Picture Learning Grades 7-12 - Costs and Considerations

To start, release time for teachers, designated district administrative focus, to work on developing and establishing a program including community partnership outreach.

Typically a 20:1, student to teacher ratio.

Multiple teachers, one counselor, one administrator, one administrative assistant, and possibly one campus supervisor.

Staffing and costs depend on the size and location of the program.

Membership to Big Picture Learning network would increase the viability of the program. This would allow for greater professional development for staff, curriculum development opportunities, networking, student event opportunities, and student internship opportunities.

Having a model like this does not necessarily necessitate membership in the Big Picture Learning network.

Approximate Cost: 5 teachers, 1 counselor, 1 administrator, 2 classified, 5 remodeled rooms = \$1,577,000 (+BPL \$35,000 - 70,000)

Priority 3 (middle priority): HS Onsite Intervention Programs - Characteristics

For students in grades 9-11, located at current HS sites.

Maximum of 85 students per site.

Individualized program for students including credit recovery, academic support, smaller classes, SEL lessons during Advisory with a counselor, and a small community within a larger school setting.

Students can still participate in sports, clubs, etc.

Core classes are taken within program, however electives or concurrent enrollment taken at school site.

Four core subject matter teachers have classrooms near one another and a common collaboration period.

Academic tutoring offered after school.

Community Service opportunities for the entire program.

Students can easily transition in and out of the program depending on need.

Program intended for students who are displaying struggle with the comprehensive academic model including attendance issues and lack of engagement.

10th or 11th grade students who do not wish to continue their education may be enrolled in HI-SET or GED preparation classes.

Priority 3 (middle priority): HS Onsite Intervention Programs - Costs and Considerations

Four full time teachers, one for each of the core subjects, and 0.6 school counselor needed.

11th grade students not on track to graduate could be given priority enrollment at Ridgway HS to access the 180 diploma if needed/desired.

If students are on track to graduate, they can choose to reintegrate back to the comprehensive program.

This model was created with the intent that students would have a different schedule, and an additional class period per day for credit recovery purposes. This would necessitate hiring more teachers and having an alternate schedule.

Increasing the HS onsite intervention programs would not necessitate is detail, and could be done following a model similar to the Grace Program at Piner HS.

Approximate Cost: 4 teachers, 0.6 Counselor, 0.4 classified = \$582,000 (per site)

Priority 2 (2nd highest priority): MS Opportunity Program

- Characteristics

For approximately 80 students in grades 7 and 8 who may be disengaged from school, have low level behavior issues, or show a lack of engagement.

Daily Advisory class.

Common planning for certificated staff to integrate lessons, problem solve, and develop student intervention plans.

Community building activities like assemblies, community service, positive recognition of students, and structured student voice for feedback.

Restorative practices with community service components.

Small class sizes.

Increased field trips and career exploration, partially funded by a student store.

Monthly parent meetings and education opportunities.

Separate setting for all enrolled students.

Students can move back to comprehensive schools if they desire.

Priority 2 (2nd highest priority): MS Opportunity Program - Costs and Considerations

Six FTE for Teachers.

One administrator.

One counselor.

One restorative specialist.

One campus supervisor.

One classified administrative assistant.

This model indicates having one opportunity school at a separate site, helping students have a fresh start.

Transportation would need to be a consideration for all students coming from comprehensive sites, even if this was at a current site to bring students who may live in different parts of the district.

**Approximate Cost: 6 teachers, 1 Administrator,
3 classified, existing site vs. new site =
\$2,857,000 - \$8,662,000**

Priority 1 (highest priority): Grade 7-12 Independent Study Program (ISP) Expansion - Characteristics

Four different possible expansion models

- Hiring additional teachers to the current ISP model (increasing current model to eliminate waitlist)
- Hiring additional teachers to the current ISP Special Education model (increasing current model for greater special ed. support)
- Expanding to have both traditional ISP and a fully online ISP model (online model teachers can accommodate up to 50 students vs. 25 traditionally)
- Expanding to have both traditional ISP and an ISP-Collaboration model (cohorting by grade and includes weekly group meeting)

Allows students to be connected to comprehensive sites for activities.

Some proposed models allow for students to have traditional online offerings, and also a hybrid model.

Students have flexibility and agency.

Students in the current ISP model can take 0-2 classes at their comprehensive sites.

Students in all models have flexibility to schedule concurrent enrollment classes.

Priority 1 (highest priority): Grade 7-12 Independent Study Program (ISP) Expansion - Costs and Considerations

Each model and the extent to which it is executed would necessitate different adjustments.

Hiring of multiple teachers, depending on the model.

New or continued online teaching program(s) for increased A-G course offerings.

Some models would necessitate changes in board policies to allow for more online credits, more credits per semester, and/or flexibility in new credit courses vs. credit recovery.

Possible needs depending on variables include more classrooms, teachers, partitions for offices, fencing, and group meeting spaces.

The number of students to be served is variable depending on the model and level of expansion.

Approximate Cost: 1-4 teachers = \$120,000 - \$480,000

Important Notations

Priority 5: Grade 7-12 CTE Magnet Programs - Those that developed this idea included that high school students would have the flexibility to access CTE programs across the district in order to maximize resources and access to choice. This detail may be hard to come into realization because of transportation, attendance, and accountability issues. However, intradistrict transfer availability could be utilized to allow students to access different programs.

Priority 3: HS Onsite Intervention Program Expansion was developed with the idea for a different schedule for those classes and students to allow for more periods and for those teachers to collaborate. Creation of a separate schedule may be a roadblock and may not be imperative.

Priority 2: Grade 7-8 Opportunity Program and Priority 3: HS Onsite Intervention Program Expansion were quite close in the groups voting.

Priority 2: Grade 7-8 Opportunity Program model was developed with the idea to bring back the Administrative Review Placement Committee (ARPC) to the district, to have both voluntary and involuntary placement. The ARPC was previously disbanded due to state identified issues of inequity with regards to the students who were being identified for involuntary transfer.

Priority 1: Due to ADA laws, virtual ISP model ratios would have to be further explored to ensure the student:teacher ratio is compliant.

Reintegration was cited as a need in all models, and reintegration policy would have to be developed for any new program implementation.

All models would have the capacity to support students with 504s or IEPs, though each model would likely be best suited to serve mild to moderate needs.

These priorities were set using a consensus model within the group.



Development Questions

Does the Board of Education have any clarifying questions?

Which model(s) does the Board of Education see as a priority for moving forward?

Are there models that should be prioritized to further develop as soon as possible, and others to develop over the next few years?

What financial commitments can be made to the development of chosen models?

If a standalone location is preferable, where should it be located? How many locations should be sought after?

Can the Board of Education provide any direction on how SRCS or the Alternative Education Committee should to move forward?