

MEETING MINUTES

The Santa Rosa City Schools Board Meeting of November 13, 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 13 de noviembre 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

Ed Sheffield, Board of Education Director

Roxanne McNally, Board of Education Clerk

Jeremy De La Torre, Board of Education Director

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

Vice President Flores called the meeting to order at 4:08 pm.

President Medina was absent.

1. Public Comment on Closed Session Agenda

There was no public comment on the Closed Session agenda.

B. RECESS TO CLOSED SESSION

Vice President Flores stated that the following items would be addressed during the Closed Session meeting:

- Student Expulsions (Case Nos: 2024/25-05, 2024/25-09)
- Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS): name of organization: Teamsters Local 665)
- Conference With Legal Counsel - Existing Litigation (Case name: OAH Case No. 2024081056)
- Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1)
- Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators)

Vice President Flores recessed to the Closed Session at 4:09 pm.

1. **Student Expulsions (Case Nos: 2024/25-05, 2024/25-09) [Ed. Code § 48918]**
2. **Conference With Labor Negotiator (Name of designated rep attending: Dr. Vicki Zands (SRCS): name of organization: Teamsters Local 665) [Gov. Code § 54957.6]**
3. **Conference With Legal Counsel - Existing Litigation (Case name: OAH Case No. 2024081056) [Gov. Code § 54956.9]**
4. **Conference With Legal Counsel - Anticipated Litigation (Number of potential cases: 1) [Gov. Code § 54956.9]**
5. **Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
6. **Closed and Open Session Notes**

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

The Open Session reconvened at 6:03 pm.

President Medina was absent.

Student Board Member Zúñiga was present.

1. Pledge of Allegiance

Vice President Flores led the Pledge of Allegiance.

2. Territorial Land Acknowledgment

Leonor Olalde Bernal led Territorial Land Acknowledgment.

3. Report of Actions Taken in Closed Session

Vice President Flores reported the following actions were taken in the Closed Session:

- The Board unanimously approved the Stipulated Expulsion Case Number 2024/25-09

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

The following item was considered in the Closed Session for action in the Open Session:

- Approval of the request to extend the timeline for Expulsion Case Number 2024/25-05

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes
Ever Flores - Yes
Stephanie Manieri - Yes
Ed Sheffield - Yes
Roxanne McNally - Yes
Jeremy De La Torre - No

5. Statements of Abstention

There were no statements of abstention.

6. Adjustments to Agenda

There were no adjustments to the agenda.

7. Special Presentations for Student of the Month and Certificated/Classified Employees of the Month (James Monroe Elementary School and Piner High School)

The following individuals were recognized as Student of the Month and Certificated/Classified Employees of the Month:

James Monroe Elementary School

- Natalie Garcia Medel, Student of the Month
- Jennifer Wan Nash, Classified Employee of the Month
- Jamie Martinez, Certificated Employee of the Month

Piner High School

- Bianca Valdivia Hernandez, Student of the Month
- Antonio Chavez, Classified Employee of the Month
- Maureen McCabe, Certificated Employee of the Month

8. School Site Parent Organization Updates (James Monroe Elementary School and Piner High School)

The following individuals from Piner High School gave a School Site Parent Organization update to the Board:

- Laura Martinez, President of ELAC
- Donna Prak, President of Piner Student Spirit Association (PSSA)

D. PUBLIC COMMENT ON NON-AGENDA AND CONSENT ITEMS

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

- Noelle Tamba - School Safety
- Tina Rodgers - Support for sites
- Peter Alexander - Museum of Scientology
- Ana Diaz - SRO Program / CSEA wages

E. REPORTS

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

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

2. Santa Rosa Teachers Association (SRTA) Report

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

3. Superintendent Report

Superintendent Dr. Morales gave a report.

4. Board President Report

There was no Board President report.

5. Board Member Reports

The following Board Members gave a report:

- Vice President Flore
- Trustee De La Cruz
- Trustee Sheffield
- Trustee De La Torre
- Trustee Manieri

6. Student Board Member Report

Student Board Member Zúñiga gave a report.

7. Safety Report

Superintendent Dr. Morales gave a safety report.

8. School Consolidation/Closure Report

Associate Superintendent Lisa August gave a School Consolidation/Closure report.

F. DISCUSSION / ACTION ITEMS

1. (Action) Kid Street Charter School Charter Renewal

The following individuals presented the Kid Street Charter School Charter Renewal to the Board:

- Dr. Roderick Castro, Assistant Superintendent, Educational Services
- Kathleen Mallamo, Executive Director, Kid Street Charter School
- John Yeh, Attorney with Burke, Williams, and Sorensen, LLP

The presentation lasted 14 minutes.

The Board's questions and comments lasted 15 minutes.

Motion Passed: Kid Street Charter School Charter Renewal
Student Board Member Zúñiga preferential vote: Aye

Motion made by: Ed Sheffield

Motion seconded by: Stephanie Manieri

Voting:

Alegria De La Cruz - No

Ever Flores - Yes

Stephanie Manieri - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - No

2. (Action) Resolution Recognizing November 14, 2024 as Ruby Bridges Walk to School Day

The following individuals presented the Resolution Recognizing November 14, 2024, as Ruby Bridges Walk to School Day to the Board:

- Dr. Daisy Morales, Superintendent
- Christina Panza, Director of Education & Safe Routes to School, Sonoma County Bicycle Coalition
- Kingston Dogbo, Student
- Harper Greyer, Student

The presentation lasted 10 minutes.

The Board's questions and comments lasted 6 minutes.

Motion Passed: Resolution Recognizing November 14, 2024, as Ruby Bridges Walk to School Day

Student Board Member Zúñiga preferential vote: Aye

Motion made by: Stephanie Manieri

Motion seconded by: Jeremy De La Torre

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes
Stephanie Manieri - Yes
Ed Sheffield - Yes
Roxanne McNally - Yes
Jeremy De La Torre - Yes

3. (Action) Final Board Strategic Priorities - Engage, Empower, Embrace

The following individuals presented the Final Board Strategic Priorities - Engage, Empower, Embrace to the Board:

- Dr. Bay Jones, Facilitator; CEO and Founder, Beyond Equity in Education, LLC.
- Dr. Daisy Morales, Superintendent

The presentation lasted 11 minutes.

The Board's questions and discussion lasted 16 minutes.

Trustee McNally suggested the following edit to the Final Board Strategic Priorities:

- Empower: Empower all students to be advocates for themselves and for their communities

Motion Passed: Final Board Strategic Priorities - Engage, Empower, Embrace
Student Board Member Zúñiga preferential vote: Aye

Motion made by: Jeremy De La Torre

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes
Ever Flores - Yes
Stephanie Manieri - Yes
Ed Sheffield - Yes
Roxanne McNally - Yes
Jeremy De La Torre - Yes

4. (Discussion) Restorative Framework

The following individuals presented the Discussion on Restorative Framework to the Board:

- Dr. Daisy Morales, Superintendent
- Stacy Desideri, Executive Director of Wellness & Engagement
- Gustavo Mendoza, Coordinator of Wellness & Engagement
- Restorative Responsive Specialist Working Group from SRCS schools

The presentation lasted 25 minutes.

The Board's questions and comments lasted 23 minutes.

Trustee De La Torre made a motion to extend the meeting to 10:45 pm.

Trustee De La Cruz seconded the motion. All were in favor.

Student Board Member Zúñiga left the meeting at 9:58 pm.

5. (Discussion/Action) Child Care Fees

The following individuals presented the Discussion / Action item on Child Care Fees to the Board:

- Lisa August, Associate Superintendent
- Michael Reimer, Director of Expanded Learning
- Gabriela Mathieson, Assistant Supervisor

The presentation lasted 11 minutes.

The Board's questions and comments lasted 20 minutes.

6. Public Hearing Regarding Santa Rosa Teachers Associations (SRTA) Contract Reopeners (Sunshine) for 25-27

Vice President Flores opened the Public Hearing for Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 2025-27 at 10:33 pm.

No public comment was on the Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 2025-27.

Vice President Flores closed the Public Hearing for Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 2025-27 at 10:34 pm.

7. (Action) Acceptance of Proposed Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 25-27

Sydney Smith, Director of Human Resources, presented the board with the Acceptance of Proposed Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 2025-27.

The presentation lasted 1 minute.

Motion Passed: Acceptance of Proposed Santa Rosa Teachers Association (SRTA) Contract Reopeners (Sunshine) for 2025-27

Motion made by: Ed Sheffield

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

8. (Action) Approval of Additional Meeting for the 2024 Board Meeting Calendar

Superintendent Dr. Morales presented the Approval of the Additional Meeting for the 2024 Board Meeting Calendar to the Board.

Motion Passed: Approval of the Additional Meeting for the 2024 Board Meeting Calendar

Motion made by: Alegria De La Cruz

Motion seconded by: Stephanie Manieri

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

G. CONSENT ITEMS

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

Motion made by: Alegria De La Cruz

Motion seconded by: Ed Sheffield

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

- 1. Approval of Absent Board Members**
- 2. Approval of Personnel Transactions**
- 3. Approval of Vendor Warrants**

4. **Approval of Donations and Gifts**
5. **Approval of Contracts**
6. **Approval of Contracts - Bond**
7. **Approval of CivicPlus NextRequest Agreement**
8. **Declaration of Obsolete Equipment and Authorization to Dispose and/or Sell**
9. **Approval of Bill of Sale and Transfer of Ownership of Portable Buildings**
10. **Approval of Santa Rosa High School's FFA Students to travel to Phoenix, Arizona**
11. **Authorizing Certificated Teachers to Teach Outside Their Major or Minor Fields**
12. **Approval of Master Agreement for Special Education Services for Students from Out of District**

H. APPROVAL OF MINUTES

1. **Approval of Minutes of the Regular Board Meeting Held On October 23, 2024**

Motion Passed: Approval of Minutes of the Regular Board Meeting Held On October 23, 2024

Motion made by: Jeremy De La Torre

Motion seconded by: Alegria De La Cruz

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - Yes

Ed Sheffield - Yes

Roxanne McNally - Yes

Jeremy De La Torre - Yes

2. **Approval of Minutes of the Special Board Meeting held on November 6, 2024**

Motion Passed: Approval of Minutes of the Special Board Meeting held on November 6, 2024

Motion made by: Ed Sheffield

Motion seconded by: Jeremy De La Torre

Voting:

Alegria De La Cruz - Yes

Ever Flores - Yes

Stephanie Manieri - 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. School Site Report**
 - a. James Monroe Elementary School**
 - b. Piner High School**

K. ADJOURNMENT

The meeting adjourned at 10:40 pm.

Clerk of Board

Date

Pillar: Mental Health & Counseling							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
Goal 1) Improve integration of restorative practices in order to encourage use-of and trust in these support systems.	a) Increase Restorative Specialists to 1 at each K-8 site/Alternative High School(s), and increase to 2.0 at each comprehensive high school.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All positions were hired (with some staffing turnover in occasional spots); new staff is trained by W&E staff as they are onboarded. Training includes Restorative Resources, Community Matters, and job shadowing as well as other training resources.	Wellness & Engagement Department	Mental Health and Student Supports
	i) Integration with campus supervisors and student aids.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	New SSA position approved in June, and much hiring has been done. Training has begun through a W&E series of PD held monthly including TIC, Restorative Practices taught by both RSS in house as well as SCOE, Community Matters and Restorative Resources.		
	ii) Increase all Restorative Specialist positions to eleven months to allow for training opportunity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Done		
	b) Restorative campaign and assemblies: mindfulness/social-emotional learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Part of the RS framework currently in development.		
	i) Wayfinder at high schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Done: Wayfinder has been replaced by Panorama Playbook, which serves SEL K12		
	ii) Toolbox at elementary schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Done: Toolbox SEL resources are available at K6, occasional resource refresh funding needed.		
Goal 2) Improve school culture; prioritize initiatives to increase social emotional wellness and opportunities for youth voice.	a) Reimplementation of Safe School Ambassadors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Funded 7-12 by grant through SCOE and funded in LCAP for 6 of the Elementary. Efforts to find grant funding to sustain elementary implementation; not all schools using SSA.	Wellness & Engagement Department	Mental Health and Student Supports
	b) De-escalation and restorative professional development trainings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	W&E PD series began in August. Ongoing		
	c) Staff professional development: positive connections, community building, de-escalation training; (Pro-ACT in district), and restorative practices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Plans for specific trainings (de-escalation, recognition of the behavior cycle) for January PD. Safety trainings provided at all sites Nov 1.		
Goal 3) Provide varied and alternative educational opportunities for elementary to high school students to access nontraditional learning.	a) Organize a committee to explore currently available data (truancy, credits, behavior) and produce a new alternative education menu of offerings such as independent study, online, explore 0-7 period days at the secondary level, and alternative small programs with built in supports to be implemented on campus at the secondary level. Collaborate with the Alternative Education Coordinator to design and implement the program options.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aaron Gildengorin is working with a team on planning a community school in the alternative program	Educational Services via CTE and Alternative Education	
	b) Early identification of academically/ behaviorally struggling students, focusing on the elementary school level, and providing interventions K-3 to foster academic success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Using Panorama for SEL early identification, new Aeries Analytics to identify other risk factors to name the students they need to support.		

Pillar: Mental Health & Counseling							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
MOVED from PILLAR S&S	I. Strategic opportunities and programs to re-engage students to get back on track academically.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Tier 1 best practices	Ed Services	
	<input type="checkbox"/> Smaller instructional settings provide a closer student-adult connection and relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			
	<input type="checkbox"/> Variety of instructional models.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
	<input type="checkbox"/> Additional summer school or afterschool programs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
Goal 4) Provide additional mental health supports.	a) Hire more staff to reduce student to counselor ratios and student to school-based therapist ratios.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	This is per SRTA contract 400:1 for counselors	Ed Services	
	b) Implement wellness centers at secondary schools: staffed with crisis intervention, community resources, and a mindfulness/calming space within the wellness center.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In progress--four schools are looking at development and hiring of Wellness Coaches using the SCOE WC grant, Capacity grant is in progress to potentially hire a MediCal billing accounts person (?)	Wellness & Engagement	
	c) Encourage classroom-level calming spaces (i.e. bean bag chair, crash pad, couch, recliner/rocking chair, fidgets, plushies/squishmellows, OT supplied items if needed) provide inexpensive supplies through COVID funds to teachers who want to set up calming spaces.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Furniture pilots are ongoing at a variety of schools during the 2024-2025 school year Teachers will visit created classroom during Nov 1 PD	Facilities/ Maintenance & Operations	

Pillar: Safety & Security								
Goal		Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. Goal 2) Annually review and update all site safety plans. Goal 3) Annually review the site and district behavioral expectations and response to discipline.	No goal	a. Build and Implement a Comprehensive District/School Climate Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> Establish a stakeholder committee--SART 23-24	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
		<input type="checkbox"/> Conduct an internal evaluation of the components of comprehensive school climate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> Identify areas of strength and gap areas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> Develop a Comprehensive District Climate Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> Identify priorities for growth and enact subcommittees to begin process	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
Goal 4) Provide adequate emergency response resources for each site.	Goal 4) Provide adequate emergency response resources for each site.	b. Establish equality of baseline services across district (not enrollment)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget, will be called a staff matrix.	Safety / equipment / signage / supplies	Safety / equipment / signage / supplies
Goal 5) Provide increased alternative educational opportunities for student re-engagement. (integrated with Alternative Ed under MH&C)	Goal 1) Increase number of adults trained in response to safety, student needs and security on campus.	c. Establish equitable staffing also built on enrollment and areas of need across district	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget and in line with collective bargaining agreements.	HR/Business Services	
		Establishing staffing ratios in regards to Restorative services, Family Engagement Facilitators and Campus Supervision staffing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each HS has 2 RS and 5 SSA positions, and 2 FEFs. Each Middle School has 1 RS, 2 SSA, and 1 FEF. Each Elementary has 1 RS and 1 FEF.		
Goal 4) Provide adequate emergency response resources for each site.	Goal 4) Provide adequate emergency response resources for each site.	d. Explore the SRO program. Analyze new committee recommendations alongside the recommendations from the previous committee	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In progress with 3x3	Business Services	Safety / equipment / signage / supplies
Goal 4) Provide adequate emergency response resources for each site.	Goal 4) Provide adequate emergency response resources for each site.	e. Increase administrative access and availability through:::				HR has strategic sub deployment to support school sites.	HR	
		<input checked="" type="checkbox"/> Attracting additional substitute positions through incentives and strategic use	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HR has strategic sub deployment to support school sites.		
		<input checked="" type="checkbox"/> Attaching roaming subs to campuses for additional support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HR has strategic sub deployment to support school sites.		
		<input type="checkbox"/> Designing strategies to address LEA representation at 504 and IEP meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	For IEP meetings, Special Services uses administrative designees (School Psychologists),to repreent the district at many IEP meetings for students placed at NPSs. Site administrators represent the LEA at non-program site IEP meetings. Program Managers represent the district at porgram IEP meetings.	Ed Services - this is mandated by law	
		<input checked="" type="checkbox"/> Analyzing administrative to student ratios across all grade bands for better site coverage	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	HR and Business Services are working collaboratively to establish staffing ratios in respect to our student needs and budget.	HR/Business Services	

Pillar: Safety & Security								
Goal		Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
Goal 1) Increase number of adults trained in response to safety, student needs and security on campus. Goal 2) Annually review and update all site safety plans.	f.	Increase Tier 1 and 2 safety and student-support training for all staff.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	In progress with W&E PD series; Ed Services working with schools on Tier 1 best practices which is the focus for the year.	Educational Services	Workforce Safety
		<input type="checkbox"/> Negotiating with labor partners and outside agencies for expert training in the response to safety.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ProAct and NonViolent Crisis Intervention trainings are ongoing.	Wellness & Engagement	Workforce Safety
		<input type="checkbox"/> Providing Pro-Act, Verbal Judo, Non-Violent Physical Confrontation Intervention, Ryan Dowd de-escalation workshops	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing	Wellness & Engagement	Workforce Safety
		<input type="checkbox"/> Providing increased Aeries training for improved data collection and data analysis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Aeries Analytics has been created; Data talks now built into every Admin Team meeting at the district level.	Information & Evaluation	
		<input type="checkbox"/> Providing Mental Health First Aid and trauma-informed response training across all administrative, confidential, certificated and classified staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing and additional opportunities provided in January PD day.	All Departments	
		<input type="checkbox"/> Providing Tier 1 Restorative practices and circles training (both specialist and student-led) across all administrative, confidential, certificated and classified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 trainings offered to all admin in Spring '24. Planned to offer again in Spring '25 annually.	Wellness & Engagement	
		<input type="checkbox"/> Providing academic re-engagement training, strategies and alternative programming options across the district	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	ongoing through PD opportunities; various sites are doing an analysis of grading practices.	Ed Services	
Goal 3) Annually review the site and district behavioral expectations and response to discipline.	g.	Annually evaluate, update and revise behavior expectations and consequences on campus, aligned with board policy and California Education Code with a clear process.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While done, this is an ongoing process that is reviewed as new legislation rolls out. Training provided both in house and through F3 and School and College Legal Services.	Wellness & Engagement	
Goal 1) Increase number of adults trained in response to safety, student needs and security on campus.	h.	Annually evaluate, update and modernize safety plans that take into account evacuation plans and disaster response.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New training in the Essential 5 and Incident Command systems implemented in Fall '24.	Wellness & Engagement/ Business Services	Workforce Safety
		<input type="checkbox"/> Implement communication systems to inform students, staff and families during drills and emergencies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Revised communications to align with new Essential 5 emergency response actions. Technology is researching and will recommend companion system to implement using bond funds under safety in the FMP.	Wellness & Engagement/ Business Services/ Communications	Workforce Safety
		<input type="checkbox"/> Develop instructional messaging for students, staff and parents during drills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Revised communications to align with new Essential 5 emergency response actions	Wellness & Engagement/ Business Services/ Communications	Workforce Safety
No goal	i.	Develop transition plans for orientation and onboarding of all students and community when they transition from one grade band to the next (elementary to middle, middle to high).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> Importance of building community and culture within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		

Pillar: Safety & Security								
Goal		Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
		<input type="checkbox"/> Importance of attendance and engagement--both academic and social.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
		<input type="checkbox"/> How to fully engage in the school culture for both students and families through development of culturally responsive and linguistically welcoming engagement strategies for families and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	future work		
	Goal 4) Provide adequate emergency response resources for each site.	j. Parent education series: Wellness Workshops--engaging in school, alternative education opportunities, parenting for success, mental health and wellness, importance of attendance, financial literacy, pathways after high school, ParentSquare and Parent Portal.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Planned trainings 3 x this year.	Wellness & Engagement	
	Goal 4) Provide adequate emergency response resources for each site.	k. Develop a wider archive of community partnerships and resources for students, families, and Community.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing collaboration through CBO partnerships; more systemization through the Community Schools Implementation planning grant and development of Wellness Centers.	Wellness & Engagement	Community
		l. Strategic opportunities and programs to re-engage students to get back on track academically.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	moved to Pillar 1	Moved to Pillar MH&C	
		Smaller instructional settings provide a closer student-adult connection and relationship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	moved to Pillar 1		
		Variety of instructional models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	moved to Pillar 1		
		Additional summer school or afterschool programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	moved to Pillar 1		

Pillar: Facilities							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
Goal 1) Facilities that provide safe and secure environments to best support teaching and learning.	a) Risk Assessment for Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete, but the report is confidential for security purposes.	Business Services	Structural security of schools
	<input type="checkbox"/> Cameras (more training, software, better quality, review blind spots)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Need input from sites for blind spots Training on-demand - Offering 1-to-1 training to end users - Training during principals' meeting Improvements - Each site needs a site map view NOTE: there should be one more row for PA - Need input from sites for areas with low/too high volume or missing speakers	Business Services	
	<input type="checkbox"/> Facility master planning via lens of safety and security	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The District hired Guidepost Solutions to do a full safety and security assesment of every school site	Business Services	
	<input type="checkbox"/> Schoolwide access to alarms where student/staff may be present: bathrooms, outside, halls, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All fire alarm systems are fully up to code and annually tested to assure they are in good working order.	Business Services	
	<input type="checkbox"/> ADA compliance and accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	- Outdoor speakers with scrolling text for DHH students at HVES	Business Services	
	<input type="checkbox"/> Basic and timely repairs, maintenance (ie mold, rats)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	M&O continues to use Advanced Pest to help control pests across all SRCS campuses. They provide bi-weekly services as well as on call for any major pest issues. The maintenance department utilizes School Dude as our computerized work order system. M&O receives thousands of work orders per year. The maintneance manager prioritizes each work order with safety issues being taken care of immediately.	Business Services	
	<input type="checkbox"/> Columbine locks on as many doors as possible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All sites have all doors changed to Columbine locks	Business Services	
	b) Aesthetics						
	<input type="checkbox"/> Encourage student murals, individual projects, community gardens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Each school is working on this at various levels	Ed Services	
	<input type="checkbox"/> Outdoor classrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Ed Services	
	<input type="checkbox"/> Campus beautification days	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Each school is working on this at various levels	Ed Services	
	<input type="checkbox"/> Required community service for certain students → beautification on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Ed Services	
	<input type="checkbox"/> Engaging play areas for elementary schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	This is part of the facilities master plan.	Business Services	
	<input type="checkbox"/> Increased greenery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This is part of the facilities master plan.	Business Services	
	<input type="checkbox"/> Covered eating areas and outdoor heaters as necessary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	This is part of the facilities master plan.	Business Services	

Pillar: Facilities							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
	c) Bathroom Maintenance and Security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Restroom cleaning happens throuth the school day as well as in the evening after all students have left. Single use all access restrooms are planned for all secondary sites as part of the Facilities Master Plan.	Business Services	
	<input type="checkbox"/> Secondary						
	• Further supervision, limited numbers, accessible and clean	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Restroom cleaning happens throuth the school day as well as in the evening after all students have left.	Business Services & Educational Services	Structural security of schools
	• Outdoor sinks and water closets/individual stall rooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Planning is happening now for every secondary site. Some sites are already in design	Business Services	
	• Vape sensors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The feedback we have received from other districts has not been encouraging in regards to effectiveness and ease of use. This item is recommended for further discussion/exploration before implementation.	Business Services	
	<input type="checkbox"/> Elementary						
	• Outdoor sinks and water closet/individual stalls.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Planning is happening now for every secondary site	Business Services	Structural security of schools
	d) Access to Campus						
	<input type="checkbox"/> Only one access point (or as few access points as possible) to parking lots during school day, all other access points to school closed/locked (ie gates, walking paths, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Security fencing and single point of entry is a part of the FMP and Implementation plan	Business Services	Structural security of schools
	<input type="checkbox"/> High visibility campus planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Included in the facilities master plan	Business Services	
	<input type="checkbox"/> Higher fencing to further deter students from accessing/leaving school during inappropriate times	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	A high priority of the facilities master plan. Limited fencing has been completed at a few sites so far, based on specific safety concerns.	Business Services	
	• Make aesthetically pleasing (not immediate priority for high school)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Painting occured at several sites this past summer and more are planned for next summer. Some outdoor space updates have occurred as part of other plans (RVMS, HLES)	Business Services	
	e) Campus Layout and Parking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Included in the facilities master plan	Business Services	
	<input type="checkbox"/> Secondary						
	• Clear staff vs student parking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All lots will have appropriate signage/painting to clearly identify	Business Services	Structural security of schools
	• Ample space for counselors, potential wellness center, restorative specialists, and other employees on campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Space for wrap-around services was another priority of the FMP. The implemenatation plan shows expansion of most offices to provide the proper space.	Business Services	
	• Improvements to general facilities (gyms, cafeterias, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Modernization is a high priority of the facilities master plan	Business Services	
	<input type="checkbox"/> Elementary						

Pillar: Facilities							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
	• Ample space for counselors, potential wellness center, restorative specialists, and other employees on campus	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Space for wrap-around services was another priority of the FMP. The implementation plan shows expansion of most offices to provide the proper space.	Business Services	Structural security of schools
	• Mandatory Community garden space(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		Business Services	
	• Improvements to general facilities (gyms, cafeterias, etc)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Modernization is a high priority of the facilities master plan	Business Services	
	ADA compliant Playgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All playgrounds are compliant. However, as we understand that compliant does not always equate to usability, we are addressing the play surface as part of the facilities master plan.	Business Services	

Pillar: Communication & Transparency							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
Goal 1) Student driven communication integrated among campuses (Student Advisory Team/Panel)	a) Student representation of each of the middle and high schools to sit on respective teams to brainstorm, inform, and lead activities through connections.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2024-2025 - Creation of Superintendent's Student Council	Various Depts and schools	
	b) Establish programs such as peer mediation/counseling (safe school ambassadors) for schools that do not have this in place	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grant funding makes SSA available at all secondary; ongoing funding will need to be secured for elementary and ongoing secondary if funding sunsets.	Various Depts and schools	
Goal 2) Community building at each transition level (Middle to High, Elementary to Middle, and feeder districts into secondary)	a. Communicating clear expectations and boundaries to families and students of what will be happening and when - communicating this at a variety of times throughout the year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Building a Culture of Belonging through Empwer-Engage-Embrace	Wellness & Engagement	
	b. Role modeling fearless conversations through vulnerable communication.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
	c. Following up on boundaries and how they are enforced throughout the year.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tied to annual review and refresh of discipline process and procedures (see Pillar Safety and Security)	Wellness & Engagement	
	d. Prioritizing positive messaging (what the administration, staff, students, etc., are doing wonderfully)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Building a Culture of Belonging through Embrace-Engage-Empower	Wellness & Engagement	
Goal 3) Cohesive, unified, timely crisis response through a tiered level system for emergency response including a post incident summary distributed to the community.	a. Differentiation of types of emergencies, and what to do in specific scenarios.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation of Essential 5 training and messaging for staff, students and the community.	All departments	Essential Five
	b. Categorize emergencies by color, for example, for clarity in communicating the type of issue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Not color: Implementation of Essential 5	All departments	Essential Five
	c. Provide prepopulated information related to safety, emergency, and crisis response (available in an appendix)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation of Essential 5 training and messaging for staff, students and the community.	All departments	Essential Five
	d. Education around communication systems via parent run through during back to school night.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation of Essential 5 training and messaging for staff, students and the community.	Superintendent Communication	
	e. Coordinate with first responders, police, and other community partners.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implementation of Essential 5 training and messaging for staff, students and the community.	Superintendent Communication	Collaboration with 1st responders
Goal 4) Fully utilize functions of Parent Square by all families, and students (if age appropriate)	a. Beginning of the year tutorials available for setting up account.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24-25 school year has increased site utilization of Parent Square resources	Communications	
	b. "Student Square" to complement Parent Square	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24-25 school year has increased site utilization of Parent Square resources	Communications	
	c. Annual if not twice a year update to capture current phone number and email for notifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24-25 school year has increased site utilization of Parent Square resources	Communications	
	d. Means of notifying support staff (through Parent Square or other system)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24-25 school year has increased site utilization of Parent Square resources	Communications	
	e. Long-term substitutes given access to Parent Square	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	If assigned to classes via Aeries, staff has a PS account.	Communications	

Pillar: Communication & Transparency							
Goal	Action	Complete	In Progress	Future Work	As of September 2024	Department Integration	Safety Framework Alignment
	f. Communication system to alert contractors on campus, volunteers, etc., of protocol during an emergency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community contractors are embedded as a user group in Parent Square. Volunteers are only part of Parent Square if they play an additional role (as in a parent).	Communications	



Santa Rosa City Schools
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REQUEST TO RENEW THE CHARTER OF KID STREET CHARTER SCHOOL

November 13, 2024, Board Meeting

6:00 p.m.

By Roderick Castro

Assistant Superintendent, Educational Services

Santa Rosa City Schools



Santa Rosa City Schools
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Kid Street Charter School - Background

- Original charter granted April 14, 1999
 - Serves Grades TK-6
- Last renewed on April 12, 2017
- Current term expires on June 30, 2025
 - All charter terms extended by pandemic-related legislation
- Submitted renewal on September 5, 2024
- Public Hearing held October 23, 2024, as required by Ed. Code
- Board must take action to grant or deny tonight

New Renewal Criteria under AB 1505

- Granting of charter must be consistent with:
 - “sound educational practice” and
 - “the interests of the community in which the school is proposing to locate.”
- Board shall “consider the academic needs of the pupils the school proposes to serve.” (Ed. Code 47605(c).)

New Renewal Criteria under AB 1505

- AB 1505 created 3 categories of charter schools for renewal: “high performing,” “mid-performing,” and “low-performing.”
- Kid Street “mid-performing” per CDE designation
- Renewal falls within the discretion of the Board for “mid-performing” charters
- Board shall, based on clear and convincing evidence:
 - Consider “the schoolwide performance and performance of all subgroups of pupils served by the charter school in the state and local indicators.”
 - “[P]rovide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.”
 - Consider whether the “Charter School has achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school ...” (Ed. Code §47607.2(b))



Kid Street Academic Performance – a Snapshot

- 2023 California School Dashboard

<i>Chronic Absenteeism</i>	<i>Suspension Rate</i>	<i>English Learner Progress</i>	<i>English Language Arts</i>	<i>Mathematics</i>
Orange	Green	No Color	Orange	Yellow
<i>Basics: Teachers, Instructional Materials, Facilities</i>	<i>Implementation of Academic Standards</i>	<i>Parent and Family Engagement</i>	<i>Local Climate Survey</i>	<i>Access to a Broad Course of Study</i>
Standard Met	Standard Met	Standard Met	Standard Met	Standard Met

- English Language Arts – “Orange”
 - 2.1 Points Maintained; 50.4 Points Below Standard
- Mathematics – “Yellow”
 - 13.4 Points Increased; 73.6 Points Below Standard
- One statistically significant subgroup: socioeconomically disadvantaged students



Verified Data

- Ed. Code 47607.2(b)(5) allows charter schools to submit “verified data” in addition to performance on State standardized tests
- Kid Street submitted NWEA Measures of Academic Progress (“MAP”) assessment program data (Renewal, pp. 16-20)
- Highlights for 2022-2023
 - 68% of 1st graders achieved one year’s academic progress in math
 - 80% of 2nd graders achieved one year’s academic progress in reading
 - 4th grade math, students achieved 180% of one year’s academic progress
- Demonstrates grade level growth in several instances



- RENEWAL REVIEW STANDARDS

Petition/Renewal 15 Required Elements

- **Description of educational program**
- **Measurable pupil outcomes**
- **Method for assessing pupil progress**
- **Governance structure of the school**
- **Employee qualifications**
- **Health and safety procedures**
- **Means to achieve race/ethnic balance**
- **Admission requirements, if applicable**

- **Suspension and expulsion procedures**
- **Manner in which audits will be conducted**
- **Staff coverage by STRS, PERS or social security**
- **Public school attendance alternatives**
- **District employee leave and return rights**
- **Dispute resolution process**
- **Procedures for closure of school**



Other Petition/Renewal Requirements

- Proposed operation and potential effects of the charter school
 - facilities to be utilized
 - provision of administrative services
 - potential civil liability effects, if any
 - proposed 1st year budget, and 3 years of financial projections/cash flow
- Affirmations
 - Nonsectarian program
 - No tuition
 - No discrimination
 - Admission not according to residence of pupil or parents
- For non-profit corporations: names and relevant qualifications of charter school board members



Criteria for Renewal

- Petition/renewal can only be denied upon Board’s adoption of written findings of any of the following:
 - Unsound educational program
 - Petitioners demonstrably unlikely to successfully implement program in petition/renewal
 - Required Affirmations not “clear, unequivocal”
 - Lacks reasonably comprehensive descriptions of the required 15 charter criteria
 - Lacks designation of “Exclusive Employer” for collective bargaining purposes

Board Options/Staff Recommendation

- Board Options
- **Grant Renewal** – Per Ed. Code 47607.2(b), a mid-performing charter, if renewed, shall be for a term of five (5) years
 - Consider conditions of renewal
- **Deny Renewal** – Adopt written findings as required by Ed. Code 47605 as stated in staff report and petition evaluation rubric
 - Kid Street may appeal renewal to County Board and SBE (if necessary)
- Staff Recommendation
- Grant renewal of Kid Street charter school for a term of five (5) years (July 1, 2025 – June 30, 2030)
- Based upon evidence of one year’s pupil progress, and other academic indicators
- Enrollment of 75% socioeconomically disadvantaged students (SRCS 70.7%)

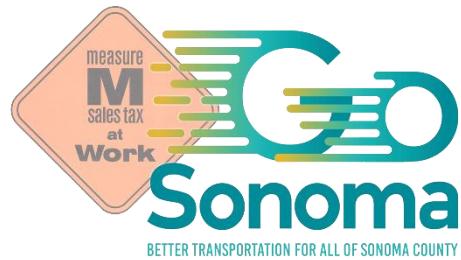
Kid Street Response

- Under Ed. Code 47605(b), Kid Street shall be provided an equivalent period of time in which to respond to the District's findings and recommendations.

Questions?



**SAFE ROUTES
TO SCHOOL**



**METROPOLITAN
TRANSPORTATION
COMMISSION**

2024

RUBY BRIDGES

WALK TO SCHOOL

DAY

November



PARTICIPATING SANTA ROSA CITY SCHOOLS SITES

- Biella Elementary
- Brook Hill Elementary
- Cesar Chavez Language Academy
- Comstock Middle
- Helen Lehman Elem
- Hidden Valley Elem
- Lincoln Elem
- Luther Burbank Elem
- James Monroe Elem
- Proctor Terrace Elem
- Santa Rosa Charter School for the Arts
- Santa Rosa French American Charter

RUBY BRIDGES DAY PROMOTIONAL MATERIALS (ALL ENG/SPAN)

CELEBRATE RUBY BRIDGES
WALK TO SCHOOL
DAY
WITH SAFE ROUTES TO SCHOOL



November
BINGO
CHALLENGE

CELEBRATE DIVERSITY
WALK & LEARN
WIN A GIFT CARD
TO COPPERFIELD'S!



to participate, visit
sonontasaferroutes.org



→ RUBY BRIDGES WALK TO SCHOOL DAY



RUBY BRIDGES
WALK TO SCHOOL
DAY WALK & LEARN
CELEBRATE DIVERSITY



THURSDAY
NOV 14

RUBY BRIDGES
WALK TO SCHOOL
DAY

WITH SAFE ROUTES TO SCHOOL

WIN A GIFT CARD
TO COPPERFIELD'S!

November



BINGO CHALLENGE



BINGO CHALLENGE

BE SAFE, BE SEEN

Complete for a chance to win a \$25 gift card to Copperfield's bookstore!

.....
FULL NAME _____

SCHOOL _____









HOME ROOM TEACHER _____ GRADE _____

Entries may be submitted via email at saferroutes@bikesonoma.org or mailed to SRTS, PO Box 3088, Santa Rosa, CA 95402. Entries must be received by Monday, December 2nd.

sonomasaferroutes.org
SAFE ROUTES TO SCHOOL

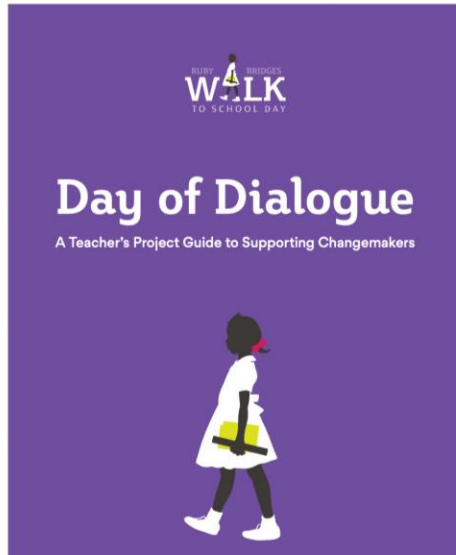
@sonomacounty saferroutes



<p>LISTEN TO "WALK TO SCHOOL LIKE RUBY DID" SONG</p> 	<p>CHECK OUT A BOOK ABOUT RUBY FROM YOUR LOCAL LIBRARY</p> 	<p>LEARN HOW YOU CAN BE VISIBLE AT NIGHT WHILE WALKING & ROLLING</p> 	<p>PARTICIPATE IN RUBY BRIDGES WALK TO SCHOOL DAY</p> 	<p>WRITE A LETTER OF THANKS OR ACKNOWLEDGMENT TO RUBY</p> 
<p>DRAW A PICTURE OF RUBY WALKING TO SCHOOL</p>	<p>TAKE A PHOTO OF SOMETHING YOU WEAR WHILE WALKING TO SCHOOL IN WINTER</p>	<p>LEARN MORE ABOUT RUBY WITH THESE FLASH CARDS</p> 	<p>LEARN ABOUT BROWN VS. BOARD OF EDUCATION</p> 	<p>STAYING WARM AND SEEN IS IMPORTANT! MAKE YOUR FAVORITE COLD WEATHER DRINK (LIKE HOT COCOA) WITH YOUR FAMILY.</p>
<p>NOVEMBER 3RD SET YOUR CLOCKS BACK FOR DAYLIGHT SAVINGS TIME</p>	<p>TALK TO YOUR PARENT/ GUARDIAN OR TEACHER ABOUT RUBY'S STORY</p>		<p>COMPLETE THE WALKING SAFELY COLORING SHEET</p> 	<p>FOLLOW ALONG WITH THE STORY OF RUBY BRIDGES</p> 
<p>REVIEW SAFE DRIVING TIPS WITH YOUR GUARDIAN, SO THEY CAN BE SAFE, AWARE DRIVERS</p> 	<p>MAKE A POSTER WITH A PUBLIC SERVICE ANNOUNCEMENT ABOUT SAFE WALKING OR BEING A SAFE, AWARE DRIVER</p>	<p>CREATE A WALK & ROLL WINTER OUTFIT USING BRIGHT COLORS AND REFLECTORS</p>	<p>WATCH A VIDEO ABOUT RUBY</p> 	<p>WITH AN ADULT, PRACTICE CROSSING A MARKED CROSSWALK SAFELY. LOOK LEFT, RIGHT, LEFT AND ALL AROUND. WAIT FOR DRIVERS TO STOP, KEEP LOOKING AS YOU WALK ACROSS</p> 
<p>DRAW A PICTURE OF YOU WALKING OR ROLLING TO SCHOOL</p>	<p>CREATE AN ACROSTIC POEM WITH THE WORD R-U-B-Y</p> 	<p>WATCH THE VIDEO PEDESTRIAN SAFER JOURNEY (CHOOSE THE VERSION FOR YOUR AGE GROUP)</p> 	<p>WALK OR ROLL TO SCHOOL LIKE RUBY</p>	<p>WRITE A PARAGRAPH ABOUT WHAT YOU CAN DO TO MAKE THE WORLD A BETTER PLACE FOR ALL RACES AND ETHNICITIES</p>

RUBY BRIDGES DAY RESOURCES

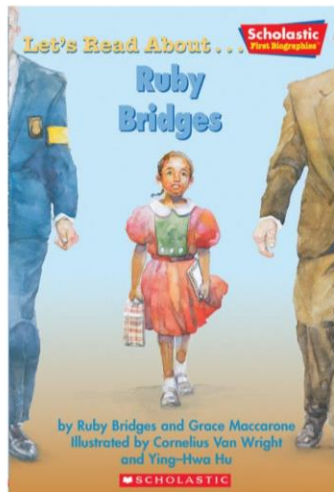
Free Lesson Plans



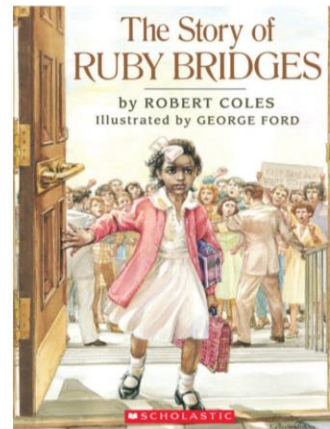
Ruby Bridges Day of Dialogue: A Teacher's Project Guide to Supporting Changemakers:

[Download](#)

Print Resources



[Scholastic provides a digital magazine and other Ruby Bridges resources.](#)



This beautiful picture book tells the story of Ruby Bridges.

[Listen to the book](#)

[Buy the book](#)





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Resolution Proclaiming November 14, 2024, as Ruby Bridges Walk to School Day

Whereas, Ruby Bridges is an American activist who walked to school nearly every day and became a symbol of the civil rights movement at age six when she was the youngest of a group of African-American students designated to integrate schools in the American South; and

Whereas, on November 14, 1960, Ruby Bridges was the only student of the group to enroll in William Frantz Elementary School in New Orleans; and

Whereas, on her first day of school, she was escorted by four federal marshals and spent the entire day in the principal's office as irate parents marched into the school to remove their children; and

Whereas, Ruby Bridges stood for equality and desegregation in the early 1960s; and

Whereas, Ruby Bridges is currently the chair of the Ruby Bridges Foundation, which she formed in 1999 to promote "the values of tolerance, respect, and appreciation of all differences;" and

Whereas, Ruby Bridges has asserted that, "Racism is a grown-up disease and we must stop using our children to spread it;" and

Whereas, in the 2017/2018 school year, scholars of Deborah Carlino's fifth-grade class from Martin Elementary School in the South San Francisco Unified School District learned about Ruby Bridges and were advocates for the adoption of a "Ruby Bridges Walk to School Day" as a way to honor Ruby's role in the Civil Rights Movement; and

Whereas, on May 10, 2018, the South San Francisco Unified School District Board of Education proclaimed November 14 as the Ruby Bridges Walk to School Day; and

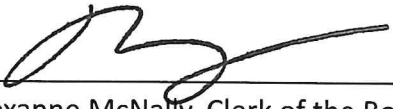
Whereas, on October 23, 2019, the students of Martin Elementary School presented a proclamation to the City Council of South San Francisco, who approved the designation of November 14 as the Ruby Bridges Walk to School Day; and

Whereas, on September 10, 2021, the Senate of the State of California passed Senate Resolution 59, proclaiming that "November 14, 2021, and each November 14 thereafter, as Ruby Bridges Walk to School Day in the State of California, and in those years when November 14 falls on a Saturday or Sunday, Ruby Bridges Walk to School Day will be celebrated on the following Wednesday;" and

Whereas, the Santa Rosa City Schools District believes in engaging student voices in partnering for an educational environment that emphasizes inclusion, diversity, validation and equity; and

Now, Therefore, Be It Resolved that the Santa Rosa City Schools District Board of Education hereby approves the adoption of “Ruby Bridges Walk to School Day,” to be honored annually by school-wide activities in both elementary and secondary schools on November 14.

PASSED AND ADOPTED by the following vote of the Governing Board of Santa Rosa City Schools, County of Sonoma, State of California on November 13, 2024.



Roxanne McNally, Clerk of the Board

November 13, 2024

Date

Strategic Priorities - [FINAL] 3E's - Nov 13, 2024

At Santa Rosa City Schools, we are committed to embracing, empowering, and engaging every student to reach their fullest potential. By fostering a school environment centered on acceptance, belonging, and safety, we ensure that all students experience high levels of academic achievement in an equitable and inclusive setting. Our strategic priorities embrace the diversity and individuality of each student by integrating culturally relevant content, anti-racist practices, and meaningful relationships into our curriculum. Through these actions, we empower our students and staff to actively shape an innovative, supportive, and thriving school community. A community where every student is valued, seen, heard, understood, and equipped to be their best and achieve their goals.

At SRCs we're cultivating a community >>>

Embrace

Embrace Success for All Students creating a school environment centered on acceptance, high levels of academic achievement, belonging, safety, and inclusion.

- **Objective:** Develop programs and services that foster cultural awareness, address the historical and cultural contexts of students' identities, promote meaningful relationships and support high levels of academic achievement. These programs will support the academic, social, and emotional growth of all students, ensuring their success in an equitable, welcoming and positive learning environment.
- **Actions:**
 1. **Embrace Students** by integrating their diverse backgrounds into the curriculum ensuring all students an opportunity to connect academic content to their individual identities and experiences to enhance engagement and academic success.
 2. **Embrace Students** by providing culturally conscious and relevant professional development for teachers and staff, equipping them with the tools to support a diverse student body and create a critical thinking environment where all students can thrive.
 3. **Embrace and celebrate students' cultural identities** by creating system-wide learning opportunities that celebrate, uplift, and prioritize diversity, belonging, and inclusion.
 4. **Embrace students with a safe and welcoming school environment** by strengthening support systems that address bullying, emotional well-being, and physical safety, ensuring all students feel valued, secure and empowered to

succeed.

5. **Embrace students with open communication and collaboration** by fostering strong relationships between all students, staff, families, and the community, enhancing a culture of kindness, respect, inclusion, and success throughout the school community.

Engage

Engage All Students fostering active participation, communication, connection, support, and inclusivity across the school community.

- **Objective:** Promote a supportive and culture-affirming school culture where students, staff, and families actively participate in creating a collaborative and inclusive environment where all members feel valued, seen, and heard. This will improve academic outcomes, strengthen school-community relationships, and empower all stakeholders to contribute to a positive school climate.
- **Actions:**
 1. **Engage students** by creating opportunities for active learning that connect content to real-world experiences and concerns, ensuring all students feel invested in their education and prepared for their future.
 2. **Engage students** by providing professional development to teachers and staff focused on fostering meaningful relationships with students and families.
 3. **Engage students** by facilitating open communication channels and providing resources to families that support students' diverse learning needs to enhance collaboration between home and school.
 4. **Engage students** by building strong community partnerships with local organizations, encouraging their participation in school activities that provide real-world learning experiences.
 5. **Engage students** by promoting a culture of care, feedback and accountability through regular surveys, open dialogue, and follow-through on actions to ensure transparency and responsiveness throughout the school community and among all stakeholders.

Empower

Empower All Students to be Advocates for the SRCS community supporting civic engagement, funding, and equitable resource allocation that fosters a sense of safety, values a culture of inclusion, and reimagines a future of innovation. By equipping students, staff, and

families with the tools and opportunities for meaningful participation, the entire community of students, staff, and families feels empowered to actively shape a positive, safe, innovative, and inclusive school environment.

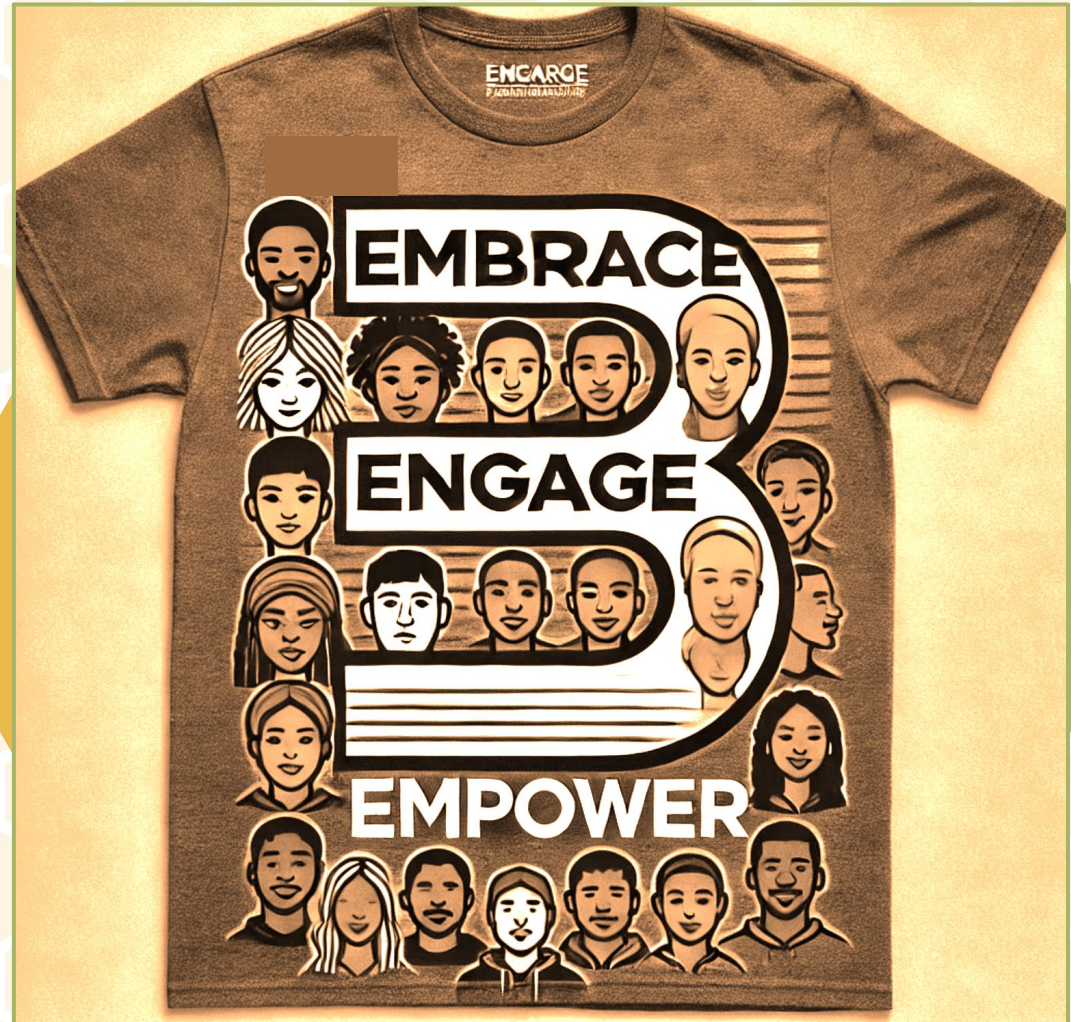
- **Objective:** Nurture a positive, safe, innovative, and inclusive school culture where students, staff, and families are empowered to advocate for equitable resource allocation. This will enhance educational quality, promote civic participation, and build a sense of belonging among all members of the school community.
- **Actions:**
 1. **Empower students** to take ownership of their own learning by presenting culturally relevant content that feels exciting and applicable to the futures that they value and select for themselves.
 2. **Empower students** by encouraging active civic engagement and advocacy.
 3. **Empower students** by implementing strategies to highlight, promote and celebrate positive messaging and innovative practices that foster an inclusive and safe atmosphere for all members of the school community.
 4. **Empower students** by seeking grants and creative funding opportunities to address equity barriers and invest in community conversations about ongoing financial support and culturally responsive approaches to enhance student learning, pedagogical innovation, and the well-being of the school community.
 5. **Empower students** by teaching them the value of advocacy and civic engagement to encourage participation in efforts that support the school, city and wider community.
 6. **Empower students** by fostering a culture of shared responsibility where all stakeholders—students, staff, families, elected officials and the broader community—contribute to shaping school policies that ensure safety, equity, inclusion, and belonging.

Strategic Priorities

SRCS

Nov 13,
2024

Dr. Bay Jones, Facilitator



Strategic Priorities

2019 - 2024:

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

Revisit/Review/Re-Do for Next FIVE Years:

1. R ...
2. E ...
3. S ...
4. P ...
5. E ...
6. C ...
7. T ...

RESONATE FOR
YOU

RELEVANT 5 yrs

REVISE/EDIT

RANK OR
PRIORITIZE

We Listened to our SRCS Community. Here is What You Shared.



Strategic Priorities are the outcome of meetings with individual members of the Board, a working session with the Board, individual meetings with SRCS's staff, and an extensive analysis of the fall '24 survey data gathered from our families, staff, students, district leaders, and community members.

We Reduced the list and Reframed the language toward actions we are going to look for ... as a result of ... the Strategic Priorities

2024- 2029 - The 3Es:

1. **EMBRACE** success for all Students
2. **ENGAGE** all Students
3. **EMPOWER** all Students to be Advocates
 - a. ...by developing, programs & services
 - b. ...by promoting a culture of support
 - c. ...by supporting civic engagement

For each of the #Es, we Gave a Description/Provided Objectives/Suggested Actions for Next FIVE Years, which CENTER our:

1. S ...
2. T ...
3. U ...
4. D ...
5. E ...
6. N ...
7. T ...
8. S ...

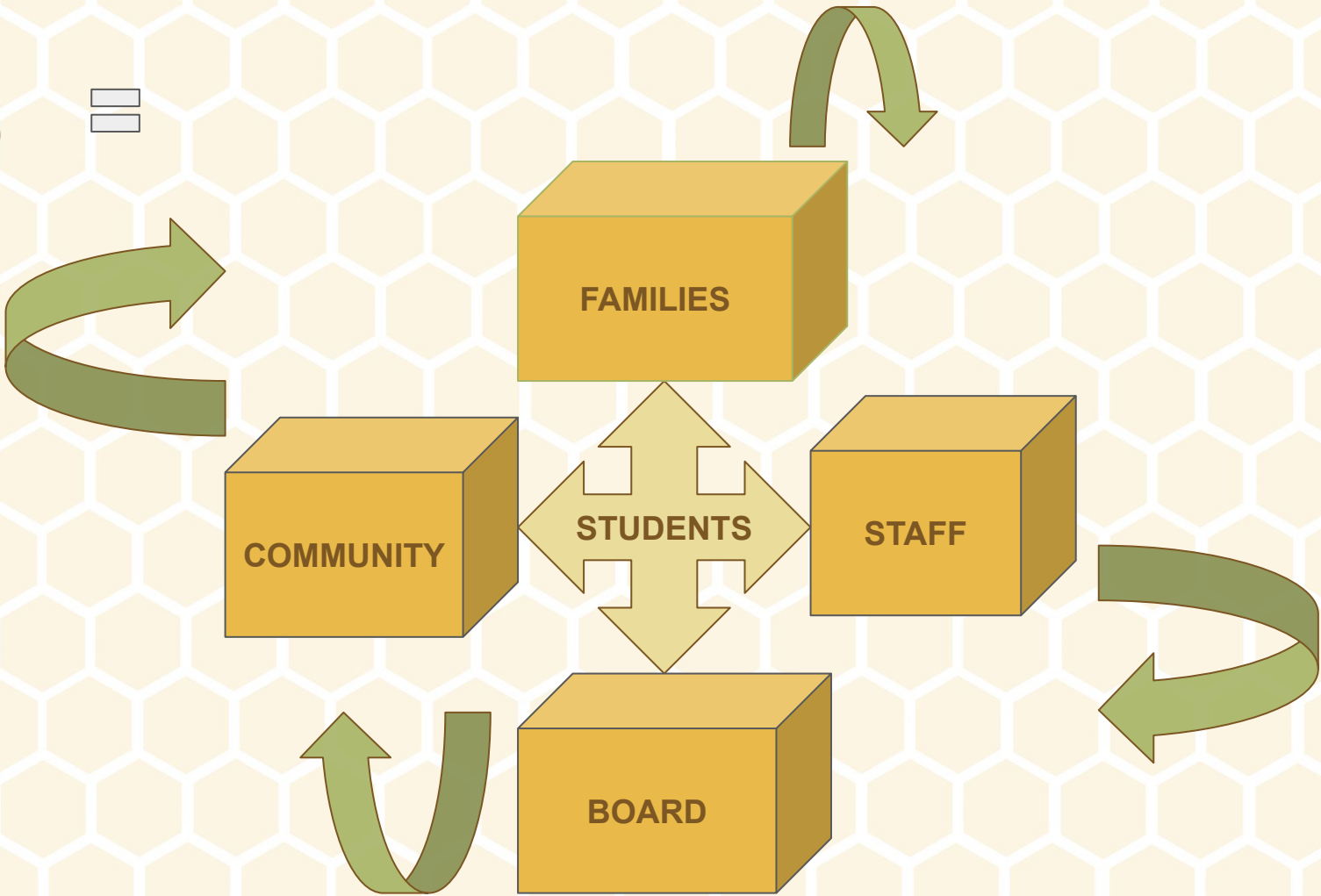
GIVE
DESCRIPTION

PROVIDE
OBJECTIVES

SUGGEST
ACTIONS

WHICH ARE
MEASURED,
ADJUSTED,
LIVING

**STUDENT
CENTERED**



Overall descriptions - 3Es

EMBRACE

Means creating a welcoming, supportive environment that celebrates diversity and meets individual needs.

This approach:

1. States an objective
2. Includes actions centering students
3. Next steps include a focus on **measures** to describe *how* this looks in practice (this work must be done in various ways and with local involvement at the school site level)

ENGAGE

Means fostering active participation from all stakeholders, with connections between learning/schools to real-world experiences.

This approach:

1. States an objective
2. Includes actions centering students
3. Next steps include a focus on **measures** to describe *how* this looks in practice (this work must be done in various ways and with local involvement at the school site level)

EMPOWER

Means providing students, staff, and families with the tools, resources, and opportunities to take ownership of their learning and growth.

This approach:

1. States an objective
2. Includes actions centering students
3. Next steps include a focus on **measures** to describe *how* this looks in practice (this work must be done in various ways and with local involvement at the school site level)

NEXT STEP:

An Action Plan To:

Determine Leads

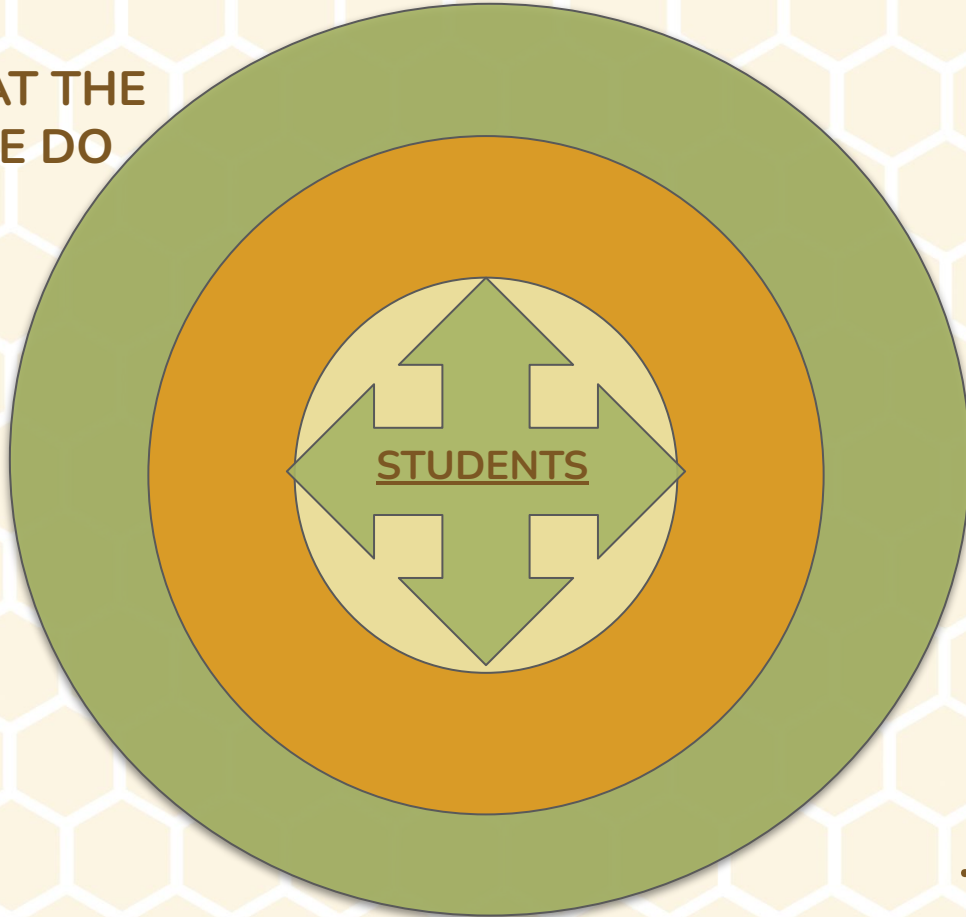
Arrange Calendar(s) for implementation/timeline

Discuss Process

Firm up Accountability Metrics

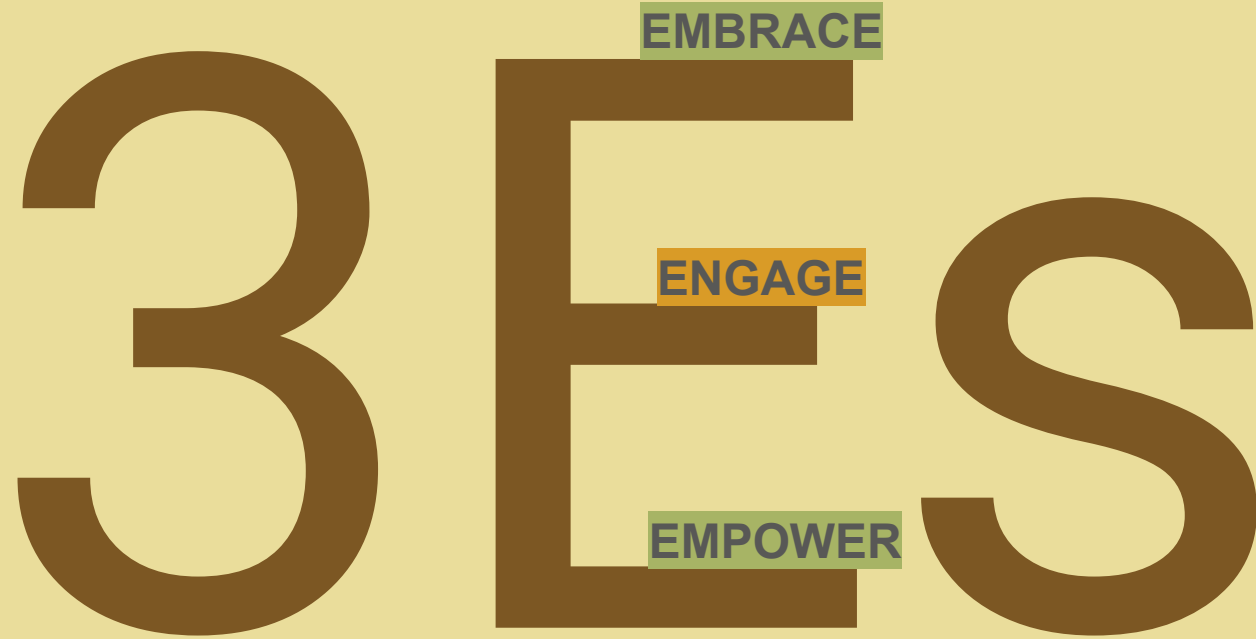
SRCS's 3Es

HAVE STUDENTS AT THE
CENTER OF ALL WE DO



THANK YOU

3ES



The logo features the letters '3ES' in a large, bold, brown font. The letter 'E' is the central focus and is overlaid with three horizontal bars of different colors. The top bar is green and contains the word 'EMBRACE' in dark blue, uppercase letters. The middle bar is orange and contains the word 'ENGAGE' in dark blue, uppercase letters. The bottom bar is green and contains the word 'EMPOWER' in dark blue, uppercase letters.

Thoughts/Questions

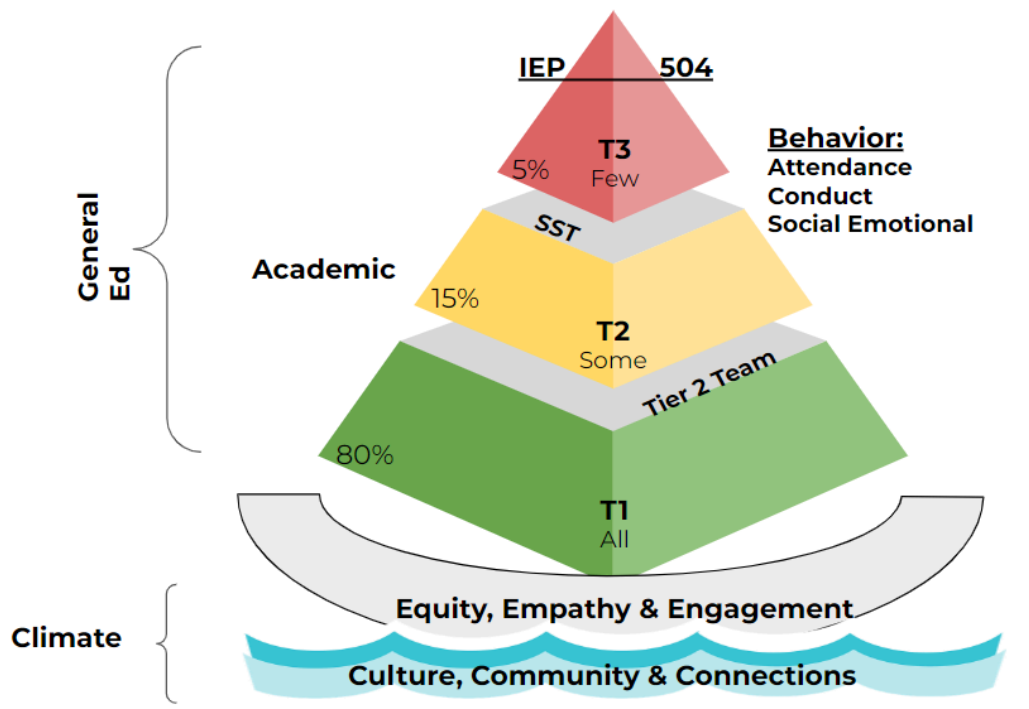


Framework of Restorative Skills & Practices

2024-25

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- **Mission**
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 - **Pillars of Community Schools**
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 - **Content**
 - **Components**
 - **Assessment of Program**
 - **Intermediate (4-6)**
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 - **Components**
 - **Assessment of Program**
 - **Middle School (7-8)**
 - **Essential Skills**
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 - **Essential Skills**
 - **Content**
 - **Components**
 - **Assessment of Program**
 - **Programs**
 - **Professional Development**
 - **Community Partnerships**
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Mission

SRCS cultivates an inclusive environment through restorative practices that emphasize growth and healing. We prioritize creating safe spaces where all voices matter, strengthening meaningful connections, empathy and accountability. Incidents of harm and conflict are shifted into opportunities for learning, enhancing academic achievement, decision-making, and community relationships.

Vision

At SRCS, we envision schools where restorative practices are foundational to our culture, relationships are central, community is strengthened, and learning is transformative. Our collective commitment to these principles will be reflected in our policies, training, and daily interactions, ensuring a thriving community built on collaboration, respect, and understanding. Together, we will build a resilient environment that addresses challenges, celebrates diversity, and fosters a sense of belonging for all.

California Community Schools

The California Community Schools model emphasizes collaboration between schools, families, and community partners to support student success. A key pillar of this model is providing integrated student supports, which can include restorative practices that build relationships, address harm, and meet students' social-emotional needs. Restorative practices align with the model's goal of creating positive school climates that enable learning. By incorporating restorative approaches, Community Schools can foster more equitable, inclusive, and supportive environments for all students.

Integrated Student Supports

- Meeting academic, physical, social-emotional and mental health needs
- Coordination of trauma-informed health, mental health, and social services

"Students must be well-known so that they can be well-served."



Family and Community Engagement

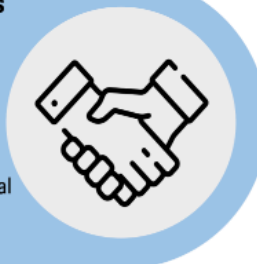
- Actively tapping the expertise and knowledge of family and community members to serve as true partners
- Home visits, home-school collaboration, culturally responsive community partnerships
- Develop trusting, inclusive, and collaborative relationships with families and community members

"If it is not developed *with* us, it is not *for* us."



Collaborative Leadership Practices for Educators and Administrators

- Culture of professional learning, collective trust, and shared responsibility for outcomes
- Professional development to support mental and behavioral health, trauma-informed care, social-emotional learning, restorative justice, and other key areas.
- **Dedicated staff** to support and facilitate partnerships, and discover professional development opportunities to build capacity for collaborative education and community leadership structures and practices



Extended Learning Time and Opportunities

- Academic support, enrichment, and real-world learning opportunities
- Before and after school care and summer programs
- "Extended" learning and "expanded" learning
- Tutoring and other learning supports during the traditional school day



Purpose of Restorative Practices

- Help build effective schools together through a relational lens.
- Facilitate community connection by utilizing both proactive and responsive practices.
- Provide a learning process for empathy, accountability, and positive behaviors that encourage safe, inclusive school environments.
- Create a safe space that affords honest reflection and dialogue between individuals with an opportunity to repair harm.
- Support students by conscientiously re-integrating them back into the school, which strengthens the whole community.
- Engage students through connection before content to effectively bridge relationships within the classroom community.

Goals

Goal 1: Build Sustainable Restorative Infrastructure

Three-Year Objectives:

- Establish restorative specialists at all schools
- Train 100% of RS and SSA staff in foundational restorative practices
- Establish a framework of restorative practices, skills, content, and protocols across all grade bands
- Develop clear protocols for referral and facilitation of restorative practices
- Integrate restorative language and principles into all school policies, handbooks, and communications within one year.

Key Metrics:

- Number of trained facilitators (per site)
- Implementation metrics
- Documentation of policy changes

Goal 2: Reduce Disciplinary Disparities Through Equitable Practices

Three-Year Objectives:

- Decrease overall suspension rates by 10 %
- Integrate alternatives to suspension into site practice
- Incorporate restorative reentry work into every suspension
- Identify and reduce racial disproportionality in disciplinary actions

Highlighted Areas are Under Construction

- Increase the use of restorative responsive conferences by 10% annually
- Improve metrics on annual school climate surveys: Panorama and Youth Truth surveys
 - “School Safety” on the annual Panorama survey
 - “Supportive Relationships” on the annual Panorama survey
 - “Discipline is Fair” metrics on the annual Youth Truth survey

Key Metrics:

- Disaggregated discipline data
- Conference participation rates
- Student, staff, and family culture and climate surveys

Goal 3: Foster Positive School Climate and Culture

Three-Year Objectives:

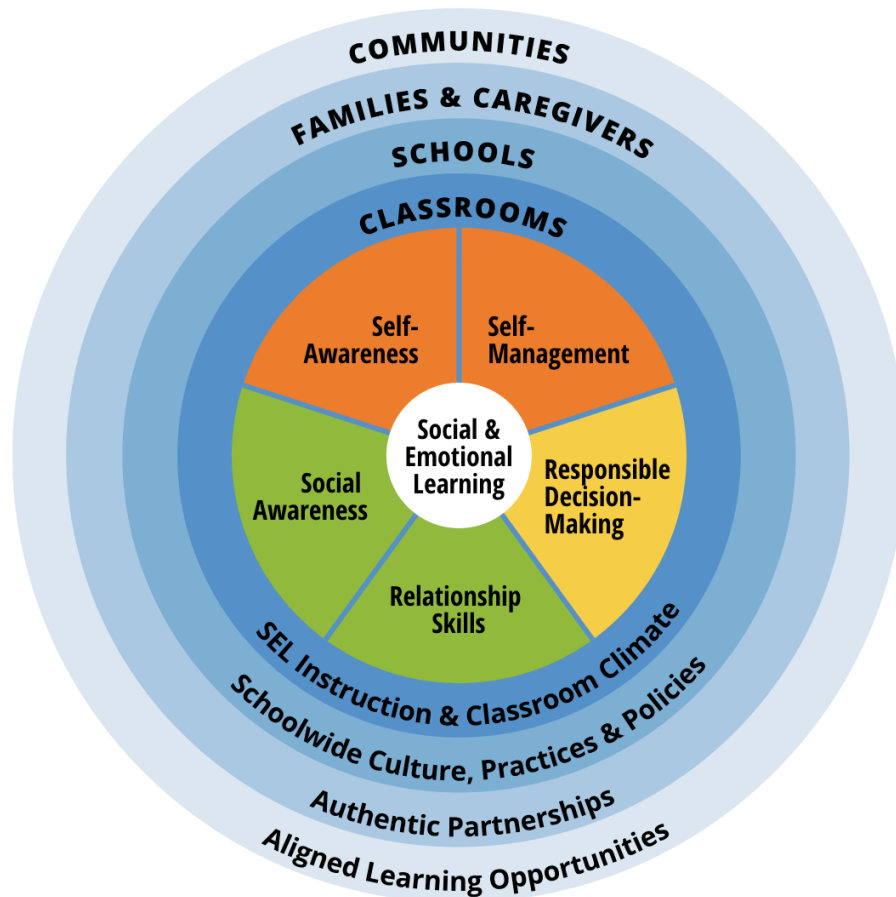
- Improve positive responses on annual school climate and culture Panorama and Youth Truth surveys
- Reduce incidents of bullying as measured by discipline data
- Increase student engagement rates as measured by student attendance
- Improve student success rates as measured by the Student Success Index in the Aeries Analytics

Key Metrics:

- Climate survey results
- Attendance data
- Student Success Index in Aeries Analytics

CASEL Social Emotional Learning (SEL) Framework

The CASEL (Collaborative for Academic, Social, and Emotional Learning) framework identifies five core competencies essential for social and emotional development. These include self-awareness (understanding one's emotions, thoughts, and values), self-management (regulating emotions and behaviors), social awareness (empathizing with others from diverse backgrounds), relationship skills (building and maintaining healthy connections), and responsible decision-making (making ethical choices while considering consequences). These interconnected skills help students navigate daily challenges, build positive relationships, and succeed both academically and personally. Schools implement these competencies through direct instruction, integration into academic subjects, and creation of supportive learning environments.



Help, Facilitate, Provide, Create, Support, Engage!

Highlighted Areas are Under Construction

SRCS Restorative Framework

Grounded in the CASEL SEL Framework

Tier 1 Practices are provided to all students at a campus.

Tier 2 Practices are provided at all campuses, but not all students may experience the service.

Tier 3 Practices will be unique to each situation and campus.

Grade Level Progression: Services provided by grade band.

TK - Grade 3 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management</p>	<p>Content/Skills: Identify their feelings & how they feel in their body.</p> <p>Content: <i>Check-in Circle for Community Building</i> <u>Circle Forward: Building a Restorative School Community</u> P.91 (Will link circle script by grades)</p> <ul style="list-style-type: none"> • <u>Emotion Wheel</u> • <u>Feelings Faces Poster</u> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Identify their feelings & how they feel in their body • Build their primary feelings and/ or secondary feelings vocabulary • Increase social and self-awareness and verbalization of feelings • Practice active listening • Increase positive connection and a sense of caring community 	<p>Assessment :</p>
<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness</p>	<p>Content/Skills: <u>Mindfulness</u></p> <p>TK/K</p> <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in 	<p>Assessment</p>

Highlighted Areas are Under Construction

Relationship Skills Responsible Decision Making	1-3 <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in • Notice thoughts & emotions Mindfulness Slide Empathy/Perspective Taking Deep Listening/Collaboration: Intro to the Practice of Circles and passing talking piece Problem Solving: Problem Solving Wheel Learning Objectives:	
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TK - Grade 3 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

CASEL SEL Competencies: Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making	Content/Skills: Choice & Consequences Heartfelt Apologies Impact vs. Intention Strength/Weakness Getting Help Agreements/Goal Setting Who our actions effect & how Learning Objectives:	Assessment
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Grade 4-6 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

CASEL SEL Competencies: Self Awareness Self Management	Content/Skills: Identify their feelings & how they feel in their body. : (Update)	Assessment
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<p>Social Awareness Relationship Skills Responsible Decision Making</p>	<p><i>Check-in Circle for Community Building Circle</i> <u>Forward: Building a Restorative School Community P.91</u> (Will link circle script by grades)</p> <ul style="list-style-type: none"> • <u>Emotion Wheel</u> • <u>Feelings Faces Poster</u> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Identify their feelings & how they feel in their body • Build secondary feelings vocabulary • Increase social and self-awareness and verbalization of feelings • Learn how emotions impact behavior • Identify tools that help • Practice active listening • Increase positive connection and a sense of caring community 	
<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making</p>	<p>Content/Skill: Emotional Regulation</p> <p>Mindfulness Circle</p> <p>Content: 30 Days of Mindfulness in the Classroom (Will select a few activities to incorporate in circles) TK-6</p>	<p>Assessment:</p>

	<p>Learning Objective:</p> <ul style="list-style-type: none"> • Use breathing as a tool to calm down & check-in • Notice thoughts & emotions • Practice staying in the present moment 	
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Grades 4-6 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may receive these Practices.

<p>CASEL SEL Competencies:</p> <p>Self Awareness Self Management Social Awareness Relationship Skills Responsible Decision Making</p>	<p>Content/Skills</p> <p>Learning Objectives</p>	<p>Assessment</p>
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Grades 7-8 -- Tier 1



The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> Identifying Personal Strengths and Weaknesses 	<p>Content/Skills:</p> <p>Learning for Justice - 20 Face to Face Advisories</p> <p>Social Identity Wheel</p> <p>Identifying Strengths and Weaknesses</p> <p>Learning Objectives:</p> <p>Self-Awareness</p> <ul style="list-style-type: none"> Ability to acknowledge strengths and weaknesses Ability to self-reflect on biases 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Self Management</p> <ul style="list-style-type: none"> Letting Go Self-Advocacy 	<p>30 Days of Mindfulness in the Classroom</p> <p>Circle Forward (p.377) Basic Meditation</p> <p>Dovetail - Practical Skills for More Resilience (p. 17)</p> <p>Circle Forward 5.4 What Triggers Your Anger (p.128)</p> <p>Circle Forward - 10.7 Identifying Sources of Support (p.180)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> Ability to express thoughts and feelings calmly and respectfully Awareness of thoughts and feelings of self and others Managing big emotions 	<p>Assessment</p>

<p>CASEL SEL Competencies:</p> <p>Social Awareness</p> <ul style="list-style-type: none"> • Perspective Taking 	<p>Social Identity Wheel</p> <p>Learning for Justice - 20 Face to Face Advisories</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to act with empathy and ethics • Ability to better understand diversity 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> • Effective Communication • Collaboration 	<p>Content/Skills:</p> <p>Dovetail - Practical Skills for More Resilience (p. 18 & 21)</p> <p>Affective Statements</p> <p>Non-Violent Communication (p.27)</p> <p>Class Values Circle</p> <p>Collaborative Art Project (example)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to build and maintain healthy relationships • Ability to listen and communicate respectfully • Ability to work with others towards a common goal 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Impact vs. Intention 	<p>Content/Skills:</p> <p>Teaching Restorative Practices with Classroom Circles - Chips Scenario Circle (p.41-42)</p> <p>Creating a Safe School (Ophelia Project) (p.80-81)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Recognize how emotions impact behavior • Understand importance of acknowledging impact on others regardless of our intentions 	<p>Assessment</p>

Grades 7-8 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

Competency and Skill:	Content:	Assessment:
<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> • Self-Efficacy 	<p>Content/Skills:</p> <p>Growth Mindset vs. Fixed Mindset</p> <p>Developing a Growth Mindset</p> <p> ResilienceMorningMeetingsPP...</p>	<p>Assessment</p>
<p>Self Management</p> <ul style="list-style-type: none"> • Resilience • Goal Setting 	<p>Dovetail - Practical Skills for More Resilience (p.2)</p> <p>Circle Forward - Strength and Resilience (p.374)</p> <p>Hearts and Hands - Dealing with life's unfairness (p.123-126)</p> <p> ResilienceMorningMeetingsPP...</p> <p>Goal Setting Worksheet 1</p> <p>Goal Setting Worksheet 2</p> <p>SMART Goals</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to recover from hardship • Ability to set and work towards goals 	
<p>CASEL SEL Competencies:</p> <p>Social Awareness</p> <ul style="list-style-type: none"> • Empathy 	<p>Content/Skills:</p> <p>Everyday Speech - Teaching Empathy</p> <p>Learning for Justice - 20 Face to Face Advisories (p.28 &)</p>	<p>Assessment</p>

	<p>Dovetail - Practical Skills for More Resilience (p.)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Ability to build and maintain healthy relationships • Ability to understand that experiences are different for others • Ability to “put yourself in someone else’s shoes” 	
<p>CASEL SEL Competencies:</p> <p>Relationship Skills</p> <ul style="list-style-type: none"> • Reconciliation • Healthy Friendships 	<p>Content/Skills:</p> <p>Circle Forward 11.3 What Will Make It Right? (p.294)</p> <p>Circle Forward</p> <ul style="list-style-type: none"> • What is Friendship? - Lesson 4.5 (p.97-98) • Choosing Trustworthy Friends - Lesson 4.12 (p.111) <p>Creating a Safe School (Ophelia Project) (p.80-113)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • <i>Ability to build and maintain healthy relationships</i> • <i>Ability to resolve conflict nonviolently</i> • <i>Ability to repair harm caused</i> 	<p>Assessment</p>
<p>CASEL SEL Competencies:</p> <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Impact vs. Intention 	<p>Skills/Content:</p> <p>Teaching Restorative Practices with Classroom Circles - Chips Scenario Circle (p.41-42)</p> <p>Creating a Safe School (Ophelia Project) (p.80-81)</p> <p>Learning Objectives:</p>	<p>Assessment</p> <p>CASS?</p>

	<ul style="list-style-type: none"> • Ability to recognize how emotions impact behavior • Ability to understand the importance of acknowledging impact on others regardless of our intentions 	
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Grade 9-12 -- Tier 1

The Tier 1 competencies, skills, objectives and content have been identified as essential and provided to all students.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <ul style="list-style-type: none"> • Self Empowerment <p>Self Management</p> <ul style="list-style-type: none"> • Resiliency <p>Social Awareness</p> <ul style="list-style-type: none"> • Respect <p>Relationship Skills</p> <ul style="list-style-type: none"> • Perspective Taking <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • 	<p>Skills/Content:</p> <p>Social Identity Wheel</p> <p>Hearts and Hands - Core Self 2.2 (p. 88)</p> <p>Digital Citizenship</p> <p>Values Circle</p> <p>Learning Objectives:</p>	<p>Assessment</p>
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Grades 9-12 -- Tier 2

The Tier 2 competencies, skills, objectives and content have been identified as essential to this grade band, and provided at all sites--students identified as needing Tier 2 support may participate in these practices.

<p>CASEL SEL Competencies:</p> <p>Self Awareness</p> <p>Self Management</p>	<p>Skills/Content</p> <p>5 Protective Patterns - Dovetail Learning Content</p>	<p>Assessment</p>
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<ul style="list-style-type: none"> • Resiliency Social Awareness Relationship Skills Responsible Decision Making 	Learning Objectives	
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Key Components

1. Community Building through Circles: Regular classroom circles foster connection, trust, and open communication among students and teachers. Similarly, school-wide community building strategies and events are also imperative to creating and maintaining a positive school culture and climate.
2. [Social-Emotional Learning](#): Integrated curriculum helps students develop empathy, self-awareness, self-management, social awareness, relationship skills, responsible decision making (CASEL framework), and conflict resolution skills.
3. Student Leadership: Peer mediation programs empower students to take an active role in resolving conflicts. These programs also allow for ongoing reflection, opportunities to give back to the school community and reinforce that students are important and valued members of the larger community and have an impact on those around them.
4. Staff Development: Ongoing training ensures all staff members are equipped with restorative mindsets and skills.

Proactive Practices:

1. Community Circles: These circles build community and cultivate skill development through shared experiences, problem-solving, and emotional expression. They typically include opening rituals, discussion prompts, equal voice opportunities, and closure activities.
2. Affective Language: Communication that explicitly expresses feelings and needs while describing the impact of behaviors on others.
3. Clear Expectations: Explicitly stated, positively framed guidelines for behavior and interactions that are collaboratively developed with stakeholders, posted and regularly referenced, and consistent and fair.
4. Restorative Relationships: Connections built on trust, respect, and mutual understanding that emphasize personal and interpersonal accountability and support

Responsive Practices:

1. Tier 3 Restorative Conferences: Structured dialogues bring together affected parties to address harm and collaboratively develop solutions.

Highlighted Areas are Under Construction

2. Reintegration Circles: Support students returning from suspensions or extended absences, fostering a sense of belonging.
3. Repairing Harm Circles: Address broader community impacts of serious incidents, involving all affected stakeholders.
4. Restorative Agreements: Collaborative action plans to repair harm and prevent future incidents.
5. Groups -- Small groups of 5-12 students for targeted intervention dependent on the (skill building) needs of the students.

Professional Development

Training Programs: Design opportunities for school staff to develop their restorative practices, skills and knowledge.

Insert list of essential trainings that are required for all RS staff, and what additional trainings would be helpful and effective for other site staff.

Implementation Plan

Timeline: Create a realistic timeline for rolling out the framework.

Resources Needed: Identify materials, technology, and support needed for implementation.

Evaluation and Revision

Monitoring Progress: Establish methods for evaluating the effectiveness of the framework.

Continuous Improvement: Plan for periodic reviews and updates based on feedback and outcomes.

Communication Strategy: Stakeholder Engagement: Develop a plan for communicating the framework to all stakeholders.

Highlighted Areas are Under Construction

Finalization and Approval

Approval: Seek necessary approvals from school boards or relevant authorities.
Board presentation planned for November 13, 2024

Appendices

☐ MTSS with Restorative Practices

[CASEL SEL Framework](#)

[What is the CASEL Framework?](#)

DRAFT

Framework of Restorative Skills & Practices

November 13, 2024
Wellness & Engagement

Restorative Response Specialist Working Group
Stacy Desideri, Gustavo Mendoza
Dr. Morales participant



Aligned with SRCS MVPs & Community School Pillars

SRCS 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.

SRCS 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.



Family and
Community
Engagement



Collaborative
Leadership
and Practice



Integrated
Student
Supports



Expanded
Learning
Times and
Opportunities

Why build a Restorative Framework?

1. Clear Direction and Purpose
 2. Systematic Implementation
 3. Accountability and Assessment
 4. Stakeholder Engagement
 5. Resource Management
 6. Consistency and Quality
 7. Sustainability
-

Tiered Approach to Restorative Practices

Tier 1 Practices

Tier 1 practices are the essential content, skills, components and functions that all students will be provided at all sites.

These Tier 1 practices are delineated by grade bands.

Tier 2 Practices

Tier 1 practices are the essential content, skills, components and functions provided at all schools for those students who are identified as needing Tier 2 interventions.

These Tier 2 practices are delineated by grade bands.

Framework of Restorative Skills & Practices

Content/Skills

What are the essential practices that would develop a restorative culture and community?

Learning Objective

What are the essential questions or concepts that a student will learn by participating in this restorative service?

Assessment

How do we measure the effectiveness of the practices that we provide?

Restorative Practices Mission Statement

SRCS cultivates an inclusive environment through restorative practices that emphasize growth and healing. We prioritize creating safe spaces where all voices matter, strengthening meaningful connections, empathy and accountability. Incidents of harm and conflict are shifted into opportunities for learning, enhancing academic achievement, decision-making, and community relationships.

Restorative Practices Vision Statement

At SRCS, we envision schools where restorative practices are foundational to our culture, relationships are central, community is strengthened, and learning is transformative. Our collective commitment to these principles will be reflected in our policies, training, and daily interactions, ensuring a thriving community built on collaboration, respect, and understanding. Together, we will build a resilient environment that addresses challenges, celebrates diversity, and fosters a sense of belonging for all.

Restorative Practices are embedded in our school climate and culture. This is not a single person providing a service.

2024-27 Goals for SRCS Restorative Practices

Goal 1: Build Sustainable Restorative Infrastructure

Key Metrics:

- Number of trained facilitators
- Implementation metrics
- Documentation of policy changes

2024-27 Goals for SRCS Restorative Practices

Goal 2: Reduce Disciplinary Disparities Through Equitable Practices

Key Metrics:

- Disaggregated discipline data
- Restorative Conference participation rates
- Student, staff, and family culture and climate surveys

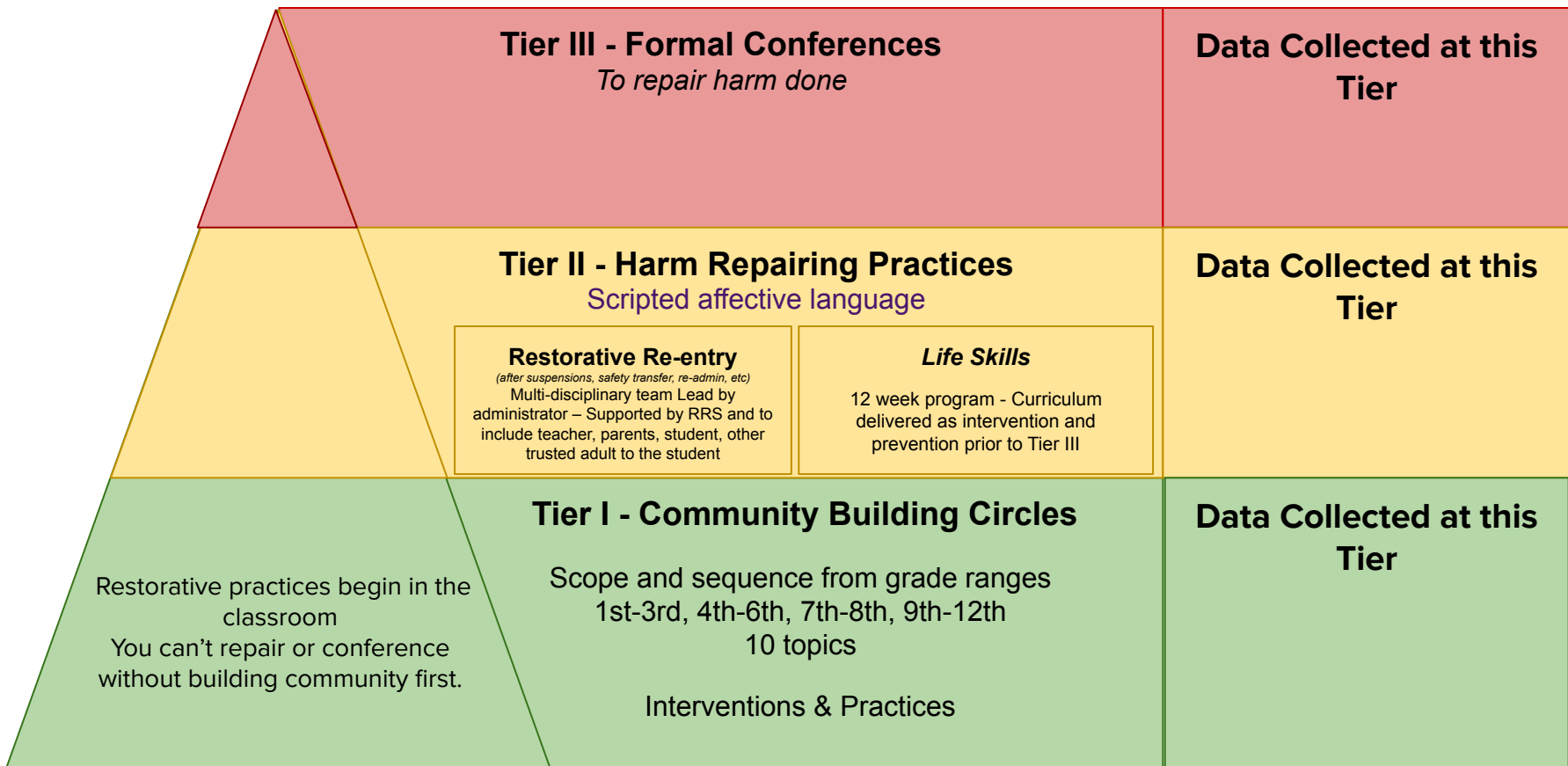
2024-27 Goals for SRCS Restorative Practices

Goal 3: Foster Positive School Climate and Culture

Key Metrics:

- Climate survey results
- Attendance data
- Student Success Index in Aeries Analytics

Restorative Practices Framework



Framework of Restorative Practices (PK - 3)

(examples, not exhaustive)

CASEL Competencies	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
TK and K	Identifying Emotions in oneself	Breathing Tool	Empathy	Cooperation	Awareness of my own actions
1st - 3rd	Identifying Emotions in oneself	Noticing Myself	Empathy	Affective Communication	Who our actions affect

Framework of Restorative Practices (4-6)

(examples, not exhaustive)

CASEL Competencies	Self Awareness	Self Management	Social Awareness	Relationship Skills	Responsible Decision Making
4th - 6th	Recognizing Emotions in others	Finding Gratitude	Perspective Taking	Honest Expression	How our actions affect others

Framework of Restorative Practices (7-8)

(examples, not exhaustive)

CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
7th - 8th	Identifying Personal Strengths and Weaknesses	Letting Go Self-Advocacy	Perspective Taking	Collaboration	Impact vs. Intention

Framework of Restorative Practices (9-12)

(examples, not exhaustive)

CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
9th - 12th	Resilient Mindset	Positive Reframing	Acknowledging Others	Heartfelt Listening Choosing Kindness	Power of words Social Media

Framework of Restorative Practices (Staff & Adult)

(examples, not exhaustive)

CASEL Competencies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Staff, Parents, Community				Strengthening Relationships through Community	Collaborative Leadership

Next Steps

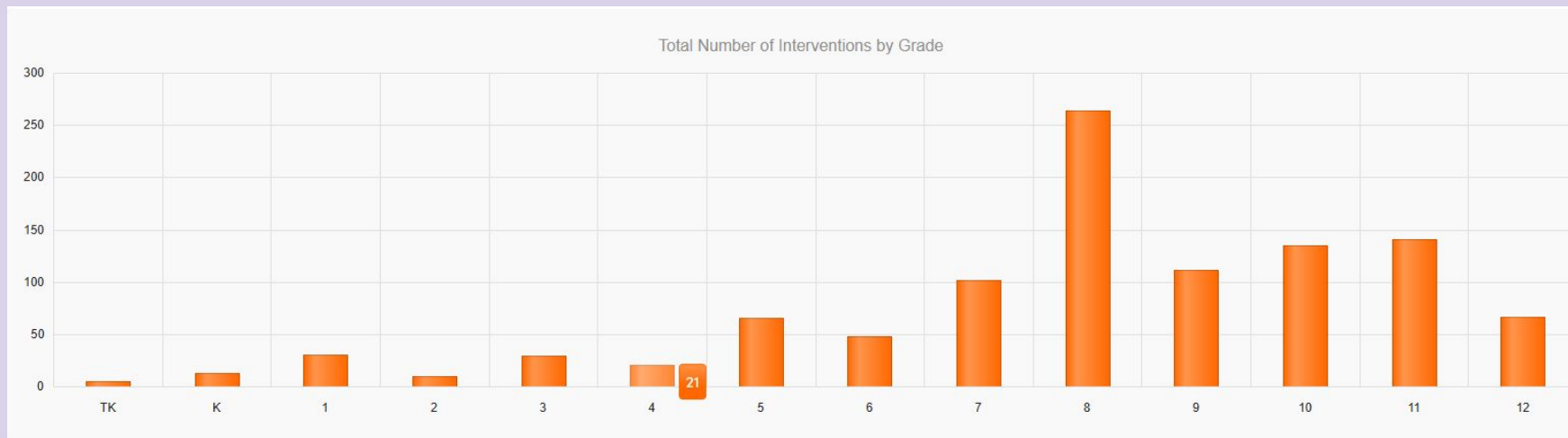
1. Finalize essential concepts and practices by grade band
 2. Identify Assessment Metrics
 3. Share framework with site leadership for maintenance and support
 4. Collect and use data annually for program development
-

Data Walk

Individual Restorative Interventions provided (YTD)



Individual Restorative Interventions provided (YTD)



Group Activities provided (YTD)

Elementary Group Activities		
ALES Position Posted	ABES 49	BHES 7
HLES 46	HVES 90	JMES 94
LBES 72	PTES 75	SLES 162

Group Activities provided (YTD)

Charter School Group Activities		
CCLA	SRFACS	SRACS
360	114	86

Middle School Group Activities			
HCMS	HSMS	RVMS	SRMS
50	41	57	44

Group Activities provided (YTD)

High School Group Activities		
EAHS	MCHS	MHS
62	41	87
PHS	RHS	SRHS
28	60	65

“

Safety is not the
absence of threat...
it is the presence of
connection.

DR. GABOR MATÉ

Embrace · Engage · Empower

Questions?

SRCS Child Care

Child Care program updates and rate increase

Child Care Program Overview

- **After school care for elementary students (TK-6).**
- **Winter, Spring, and Summer camps.**
- **30 dedicated Child Care staff at 6 sites.**

Child Care Sites and Current Enrollment

Site	Enrollment	Program
Ridgway Child Care	3	Infant & Toddler program - FREE
Cesar Chavez Child Care	69	After school program
Proctor Terrace Child Care	79	After school program
Hidden Valley Child Care	117	After school program
Arts Charter Child Care	73	After school program
French American Child Care	88	After school program
Total	429	

Child Care Deficit by Fiscal Year

● 2018/19	-\$82,855
● 2019/20	-\$424,565
● 2020/21	-\$1,352,827
● 2021/22	-\$609,987
● 2022/23	-\$560,663
● 2023/24	-\$751,602

Reduce Cost and Increase Income

- **Shift Back to Self-Sustaining Program/Service**
- **Reduced Child Care FTE**
 - 7.9375 FTE including the supervisory position
- **Current Year Increased Enrollment**
 - From 335 to 429
- **Rate Increase**
 - Effective 11/1/24

Child Care Rates

Previous rates

TK - 6 Grade

- Less than 12 hours per week, \$364 at month
- More than 12 hours per week, \$460 at month

Family discount 25%

Current rates

Effective 11-1-2024

TK-K Tier

- 3 Days per week, \$310
- 4 Days per week, \$420
- 5 Days per week, \$540

1 - 6 Grade tier

- Less than 12 hours per week, \$420 at month
- More than 12 hours per week, \$500 at month

Family discount 20%

Rate Considerations

Added a TK - K Tier	<ul style="list-style-type: none">• Equipment, care, activities and teacher's ratio 1:10• Other districts such as Mark West district
Compared our rates with local Child Care providers	<ul style="list-style-type: none">• Rincon Valley• Mark West district• The Zones
Consideration of salary and benefits of our Child Care staff	<ul style="list-style-type: none">• Past and future salary increase• Child Care full time employees in the district: increase cost of benefits• Salary and benefits are the biggest portion in the cost of running our program

Questions/ Board Discussion



UPDATED BOARD OF EDUCATION
2024 Meeting Calendar

The Santa Rosa City Schools’ Board of Education has two Board meetings per month (except July; November and December have only one meeting per month). Board meetings are held on the 2nd and 4th Wednesdays of each month (unless otherwise noted). Unless otherwise noted, all meetings are held in the City Council Chambers of the Santa Rosa City Hall located at 100 Santa Rosa Avenue, Santa Rosa, CA.

The 3rd Wednesday of each month is reserved for tentative Special Board meetings. The meetings are scheduled on an as-needed basis. Prior notice will be given.

Month	1st Meeting	2nd Meeting
January	10 th	24 th
February	14 th	28 th
March	13 th	27 th
April	10 th	24 th
May	8 th	22 th
June	12 th	26 th
July	None	None
August	14 th	28 th
September	11 th	25 th

October	9 th	23 rd
November	13 th	None
December	11 th	18th (Annual Organization of the Board)*

*Additional Board of Education Meeting date required by Educational Code [35143](#)