



November 3, 2020

Dear Adam Stein,

This letter is to follow up regarding the June 2020 letter I sent to notify the Sonoma County SELPA of the intent of Santa Rosa City School District to transfer back students currently being served by Sonoma County Office of Education.

After speaking to Mandy Corbin, we have considered the impact of this change on the SCOE programs. In coordination with SCOE administration, SRCS would like to work out a three year take back plan to maximize a successful transition process.

**Current SRCS Students in SCOE Programs as of 10.28.2020**

Program	# SRCS Students in Intact Classes located on SRCS sites	#SRCS students in non intact classes located on another district sites	Total # of SRCS students	
SDC-ED "TREC" K-12th	27	10	37	
SDC-Autism "SUMMIT" K-12th	12	35	47	* Includes students with high and low functioning autism
SDC- ESN Pre-School-12th	8	14	22	*Extensive support needs, including medically fragile
18-22 Transition Program		45	45	
	47	104	151	

**Student to be Served by SRCS**

Over the next three years, Santa Rosa City Schools plans to increase our capacity to serve our district students in the following categories:

- K-12 SDC-Emotional Issues - SRCS will at the end of the three years bring back all of SRCS students in SCOE TREC program and serve in SRCS CEP program. TREC students are students who are already attending classes located on local public school campuses. (Mild Moderate Program and Credential, most students diploma track)
- K-12 SDC-Autism - SRCS will at the end of the three years bring back all of the SRCS students in SCOE SUMMIT program with high functioning autism and serve in SRCS RISE program (Mild Moderate Program and Credential, most students diploma track).
- K-12th SDC-Extensive Support Needs/Medically Fragile: - SRCS will at the end of the three years will bring back all of the SRCS students in SCOE ESN/Medically Fragile program and serve in SRCS ESN program (Moderate Severe Program and Credential).
- 18-22 Program Transition Program: By the end of the three years SRCS will serve all SRCS students needing 18-22 transition services.
- Pre-School: By the end of the three years SRCS will serve all SRCS students needing special education preschool support.

Student to be Served by SCOE

SRCS plans to continue to utilize supports from SCOE and our Non-public school to serve district students in the following categories:

- K-12 SDC- Emotional Issues/Severe Behaviors- Most students will continue to be served in the Non-Public School Setting
- K-12 SDC- Autism/Lower Functioning/Behavioral Issues- Most students will continue to be served in SCOE and/or Non-public school settings.

SRCS also plans to build upon our strong preschool program by increasing offerings for pre-school within district, thus also referring out fewer students to SCOE. We anticipate that after the three year plan SRCS will refer out zero students to SCOE Preschool program.

The following outlines Intact SCOE classes SRCS is providing notice to operate and a complete description will be presented by November 15, 2020:

#### **Draft Implementation Chart August 2021 - August 2024**

Year	Program Name/ Location	Program Type	# of SRCS Students	# of non-SRCS students
2021-2022	EAHS SDC-ED TREC 9th-12th	Intact	5	4

	SRHS SDC-Ed TREC 9th-12th	Intact	8	1
	BrookHill SDC-Autism High Functioning 4th-6th	Intact	8	1
2022-2023	Biella SDC-EdD#1 4th-6th	Intact	1	9
	Biella SDC-EdD#2 4th-6th	Intact	4	5
2023-2024	Maria Carrillo Specialized Health Services Class 9th-12th	Intact	8	1
	Comstock SDC-Autism Lower functioning 6h-8th	Intact	3	3

In addition to the Intact classes in the above table proposed for gradual “Take Back”, SRCS plans to bring back SRCS students attending SCOE classes on other district sites over the three year period. We anticipate the impact upon SCOE for these non-intact students will be a reduction in SRCS students served by SCOE as approximately 40 students each in years one, two and three.

These plans support Santa Rosa City Schools’ mission to support all of our students in the most inclusive, least restrictive setting possible for each student. We will increase access to general education setting and supports, provide opportunities for students to participate in enrichment activities such as clubs and sports with non-disabled peers, and to attend school as close to their own neighborhoods as possible.

Sincerely,

Sonya Randrup  
Director of Special Services  
Santa Rosa City Schools