

Introduction:

LEA: Santa Rosa City Schools - Secondary Contact: Diann Kitamura, Superintendent; dkitamura@srcs.k12.ca.us; 707-528-5181 - LCAP Year 2016-2017

LEA: Santa Rosa High
Contact: Diann Kitamura, Superintendent, dkitamura@srcs.k12.ca.us, (707)528-5181
LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

After gathering feedback about the stakeholder engagement process, it was determined that more feedback from more stakeholders would occur if it took place at the school sites rather than at district. As a result a protocol for all site principals was developed to assist in monitoring the progress of the LCAP actions through the alignment to the Single Plan for Student Achievement (SPSA). This alignment created strategic focus for each of the sites to monitor progress and have site level conversation with all members of their school community about the how the services being provided were achieving the intended outcomes of the LCAP/SPSA. The various stakeholder meetings had in attendance Board of Trustees members, DAC representatives, certificated and classified leadership group members, administrators, community members, and students. Principals from our 26 schools came together three times during the year to share and collaborate in an inquiry seminar format, separated into elementary, middle and high school groups. They shared and received feedback on their identified foci, the intended outcomes, the metrics used to measure (both quantitative and qualitative) the feedback from stakeholders, and finally their discovery based on the results, the process itself, and the feedback. The process has provided more stakeholders a rich and meaningful way in which to engage in the LCAP/SPSA as well as provide relevant feedback for the individual school communities that make up SRCS. The other forms of outreach communication consisted of using phone, email, web, radio, newspaper, twitter, etc. to inform the public, collect input and determine any modification needed to the LCAP. SRCS hosted one Stakeholder's Unity Meeting (SUN) for the community at large. The collection of input was comprised of online surveys, community meeting, student surveys, parent groups' surveys and staff surveys. An addition to this year's online survey was short video explaining the LCAP prior the survey being taken. Pre and post survey results on the understanding increased 61 percent. The video was also done in Spanish. Once data was collected, it was then recorded, tallied for specificity and analyzed for frequency of concepts.

The SRCS Strategic Planning process has also gathered a great deal of information from students, families, and community members and has been incorporated into the LCFF required Local Control Accountability Plan (LCAP).

The draft LCAP was posted from Friday, May 23-June 8 for public comment. Stakeholders were informed of the public comment window through SRCS website, a flyer and an automated phone message in both Spanish and English. Stakeholders were invited to visit schools and

As a result of the feedback from the various stakeholder groups:

- Need to add additional support services in the area of social emotional learning
- Continue to train on and implement the California Standards, the Next Generation Science Standards and the newly adopted English Language Development standards.
- Increased depth in the implementation of Family Engagement in the form of training for parents to become leaders in the advocacy of children and the services to provided.
- Develop protocols and surveys that are user-friendly and that will identify stakeholder type and be relevant to the particular group.
- LCAP outreach will take place in the community rather than at the district office.
- Provide metric outcomes throughout the school year.
- Create more effective ways to educate parents and students about their role with the LCFF and LCAP.

review a paper copy of the draft LCAP or SRCS website. DELAC and DAC reviewed and provided feedback to the LCAP draft on Thursday, May 19, 2016.

The Superintendent received no questions and comments during the public viewing of this draft LCAP. A community report was developed to provide information about the LCAP. The community report was posted on the website and at each school and is also translated into Spanish.

The public hearing for both the LCAP and the Budget were conducted on Wednesday, June 8, 2016.

The LCAP and budget was approved on Wednesday, June 22, 2016.

Annual Update:

Principals were asked to meet with various stakeholder groups: SSC, ELAC, Boosters, if applicable, and students.

Comstock MS:

- ELAC (10/13/2015, 1/12/2016, 3/8/2016)
- SSC (10/26/2015, 1/25/2016, 3/28/2016)
- Parent (10/13/2015, 1/12/2016, 3/8/2016)
- Staff Meeting (9/16/2015, 10/14/2015, 11/18/2015, 12/16/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Cook MS:

- ELAC (10/2/2015, 1/8/2016, 3/4/2016)
- SSC (1/28/2016)
- Parent (10/2/2015, 1/8/2016, 3/4/2016)
- Staff Meeting (9/16/2015, 10/21/2015, 11/18/2015, 12/9/2015, 1/20/2016, 2/17/2016, 3/16/2016, 4/20/2016, 5/18/2016)

Rincon Valley MS:

- ELAC (1/25/2016, 3/10/2016)
- SSC (10/28/2015, 1/27/2016, 3/30/2016)
- Parent (10/1/2015, 1/7/2016, 3/3/2016)
- Staff Meeting (9/9/2015, 10/14/2015, 11/18/2015, 12/9/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Annual Update:

Synthesis of Input Meetings: (Italics indicate parent input emphasis)

Conditions of Learning

- Recruit and retain staff including restoration of staff
- Provide basic supplies: classified and certificated
- Provide 21st century learning environments: infrastructure, equipment and training
- Provide 21st century learning facilities for group, team & individual learning
- Increase working calendar or daily hours
- Provide digital media center
- Small group learning experiences
- Simplify course placement and provide essential materials for diverse learners
- Enable relevant, real world learning beyond school walls
- *Increase A-G completion rates*
- *Provide varied & relevant elective classes*
- *Interactive, relevant learning*

Pupil Outcomes

- Professional learning model that is scalable and sustainable; offered at different times for certificated and classified
- Collaboration time: district and site level
- Design courses that reach diverse students learning styles:

Santa Rosa MS:

- ELAC (10/15/2015, 1/21/2016, 3/10/2016)
- SSC (10/9/2015, 1/25/2016, 3/14/2016)
- Parent (10/7/2015, 1/6/2016, 3/2/2016)
- Staff Meeting (9/16/2015, 10/14/2015, 11/18/2015, 12/16/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Slater MS:

- ELAC (10/8/2015, 1/14/2016)
- SSC (10/9/2015, 1/14/2016)
- Parent (10/7/2015, 1/6/2016, 3/2/2016)
- Staff Meeting (9/9/2015, 10/14/2015, 11/18/2015, 12/9/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Elsie Allen HS:

- ELAC (10/7/2015, 1/6/2016, 3/2/2016)
- SSC (10/20/2015, 1/5/2016, 3/1/2016)
- Staff Meeting (10/14/2015, 11/18/2015, 12/9/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Maria Carrillo HS:

- ELAC (10/28/2015, 1/27/2016, 3/23/2016)
- SSC (10/6/2015, 2/2/2016, 3/1/2016)
- Parent (10/12/2015, 1/11/2016, 3/14/2016)
- Staff Meeting (10/14/2015, 1/13/2016, 3/9/2016)

Montgomery HS:

- ELAC (11/19/2016, 2/18/2016, 4/21/2016)
- SSC (10/20/2015, 1/12/2016, 3/8/2016)
- Parent (10/2/2015, 1/8/2016, 3/4/2016)
- Staff Meeting (10/28/2015, 11/18/2015, 1/27/2016, 2/24/2016, 3/30/2016, 4/2016, 5/25/2016)

Piner HS:

- ELAC (10/8/2015, 1/7/2016, 3/10/2016)
- SSC (10/1/2015, 1/28/2016)

placement, criteria, common goals, data and materials

- *Integration of community resources beyond the school setting*
- *Extended day or year: before, after or summer*
- *Enhance English Learner Program: placement, materials, data and instructional outcomes, EL Master Plan*
- Differentiated learning experiences: TOSA, aides to decrease teacher: student ratio and support professional learning
- Provide multiple measures of mastery: formative assessments, performance based, grading practices, MARS tasks; Let's Go Learn

Engagement

- *Social emotional support: additional time, staff and more counselors; SAY, bilingual counselors*
- *Family/Community Engagement: Outreach by Family and Engagement facilitators*
- Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist
- *Caring school climate*
- *Improved communication: Parent Center, parent classes and training; HAC; common school websites*
- Restorative Practices implemented; Best Plus
- *Matriculation projects: between grade levels and schools*
- *Promote college-going culture district wide: Naviance, College and Career Hubs*

- Parent (10/13/2015, 1/12/2016, 3/8/2016)
- Staff Meeting (10/14/2015, 11/11/2015, 12/9/2015, 1/13/2016, 2/10/2016, 3/9/2016, 4/13/2016, 5/11/2016)

Santa Rosa HS:

- ELAC (10/27/2015, 1/26/2016, 3/29/2016)
- SSC (10/5/2015, 3/7/2016)
- Staff Meeting (10/21/2015, 11/18/2015, 1/20/2016, 2/23/2016, 3/16/2016, 4/20/2016, 5/18/2016)

Ridgway High:

- Staff Meeting (10/2015 - Every Wed., 11/2015 - Every Wed., 12/2015 - Every Wed., 1/2016 - Every Wed., 2/2016 - Every Wed., 3/2016 - Every Wed., 4/2016 - Every Wed., 5/2016 - Every Wed.)

District office also held the following stakeholder meetings:

Stakeholder Unity Meeting (SUN):

- April 7, 2016

District Advisory Committee (DAC):

- November 12, 2015
- February 25, 2016
- April 21, 2016
- May 19, 2016

District English Learner Advisory Committee (DELAC):

- October 8, 2015
- November 5, 2015
- January 14, 2016
- February 4, 2016
- March 3, 2016
- April 7, 2016
- May 19, 2016

Student Voice Collaborative:

- October 26-30, 2015 at sites
- December 14-18, 2015 at sites
- February 10, 2016
- March 16, 2016

Meetings were advertised through mailers sent home, flyers at school sites, district website and an automated phone message to all homes in both Spanish and English. All meetings offered childcare; bilingual English and Spanish presentations and oral interpretation

Union consultation took place on December 2, 2015, February 29, 2016, and April 26, 2016 with certificated and classified units.

Where applicable, agendas and other materials were provided for all meetings in both Spanish and English, and opportunities to ask questions and engage in discussion regarding the new law and funding formula was provided. Students provided input at their local school sites and through Student Voice Collaborative.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must

address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Strategic Plan and SPSA
Identified Need:	To support high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success. <ul style="list-style-type: none"> • Grade level proficiency in literacy and math • College and career counseling and meaningful courses that connect to life goals • Caring, committed, collaborative exemplary teachers who use diverse teaching strategies and have a continuous improvement mind-set 		
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	100% implementation of state board of education-adopted academic content and performance standards for all pupils including ELs, will occur		

Maintain 100% of school facilities with exemplary rating

Maintain Williams Act compliance by providing every student with needed Common Core instructional materials

100% of students, including UPC students, will have access to a broad course of study as required by ed code 51210

Reduce or maintain misassigned fully/appropriately credentialed teachers to zero

Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 3%

Increase Latino, African-American and unduplicated students enrollment in AP courses by 5%
Enrollment will increase in AP courses for all students by 3%

Increase Latino, African-American and unduplicated students participation in AP exams by 5%
Participation in AP exams will increase for all students by 3%

Increase Latino, African-American and unduplicated students passage (score of 3, 4, or 5) of AP exams by 5%
Increase in passage (score of 3, 4, or 5) of AP exams for all students by 3%

Increase Latino, African-American and unduplicated students enrollment in A-G courses by 5%
Increase in students enrollment in A-G courses for all students by 3%

Increase Latino, African-American and unduplicated students A-G course completion by 2.5%
Increase in students A-G course completion for all students by 3%

Increase the number of EL students enrolled in A-G courses by 5%
Increase of EL students enrolled in A-G courses for all students by 3%

Increase number of 8th grade students scoring At, Near or Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 8th grade students by 3%

Increase number of 11th grade students scoring Above standard in ELA by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grades students by 3%

Increase number of 11th grade students scoring Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grade students by 3%

Increase the number of students who complete a CTE pathway by 5%

Increase the EL reclassification rate by 5% across grade spans 7-8, 9-12

	<p>Reduce the number of Long Term EL students by 5% across grade spans 7-8, 9-12</p> <p>N/A statements for API and EAP</p> <p>Increase PE scores by 3%</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>	
<p>H101 Provide grade level textbooks and support materials aligned to the California Standards and Next Generation Science Standard and to maintain sufficiency according to the Williams Act.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2016-17</p> <p><u>Lottery-</u></p> <p><u>\$363,840</u></p> <p>4000-4999 - Books & Instructional Supplies</p>	
<p>H102 Implement a Multi-Tiered System of Support (MTSS) Program: continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS).</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2016-17</p> <p><u>School Climate Transformation Grant -</u></p> <p><u>\$42,004</u></p> <p>5000-5999 - Services</p>	
<p>H103 Recruit, retain, and train high quality classified staff, teachers, administrators and provide a competitive salary and health benefits for classified staff, teachers and administrators.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2016-17</p> <p><u>Base - amount to be determined</u></p>	

<p>H104 Monitor, refine, adjust and create lessons and projects aligned to the District showcase, and the ways in which students have access to other college and career events.</p> <p>Provide and improve college and career readiness programs and services for all students, give all 10th grade students access to a common Pre-College Entrance Exam (PCEE), and provide access to a common college entrance exam for targeted 11th grade students.</p>	<p>District Showcase: LEA-wide through specific strategies and supports based on the unduplicated student population.</p> <p>Other College & Career Events: District-wide</p> <p>Pre-College Entrance Exams: Supplemental supports unduplicated count</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2016-17</p> <p><u>Base - \$5,000</u></p> <p>4000-4999 - Supplies</p> <p><u>Supplemental - \$108,005</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>
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<p>H1055 Create and implement California Standards and Next Generation Science Standards based curriculum for all students that include assessments, an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS.</p> <p>H105B A committee, which includes all stakeholders, will convene to explore an ethnic studies course. Teachers will then be provided collaboration opportunities to support job embedded professional development in teaching the new curriculum that ensures cultural proficiency, culturally relevant themes, and concepts and practices that are embedded in the curriculum.</p> <p>Continue to train teachers, administrators, classified staff and affiliated community partners in cultural proficiency, unconscious bias, and restorative practices.</p>	<p>District-wide - See Appendix B</p> <p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2016-17</p> <p><u>Supplemental - \$1,559,286</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$36,520</u></p> <p>5000-5999 - Services</p>
<p>H106 Use a data system of formative, interim & summative assessments as well as to inform the MTSS in the area of student learning and achievement.</p> <p>Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2016-17</p> <p><u>Supplemental - \$172,040</u></p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>

<p>H107 Provide additional calendar days for teacher professional development to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$675,173</u> 1000-3999 - Salaries & Benefits</p>
<p>H108 Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$136,821</u> 1000-3999 - Salaries & Benefits</p>
<p>H109 Develop a comprehensive plan for advanced learners that includes advanced learner identification, assessment, instructional program, parent engagement and training.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$7,002</u> 1000-3999 - Salaries & Benefits</p>

<p>H110 Continue to develop an English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing, while reducing Long Term English Learner rates. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2016-17</p> <p><u>Supplemental - \$73,518</u></p> <p>1000-3999 - Salaries & Benefits</p> <p><u>Title III - \$31,509</u></p> <p>1000-3999 - Salaries & Benefits</p>
<p>H111 Provide education technology integration and develop student digital portfolio system. Research, implement and train for a common technology platform for student digital portfolio system.</p> <p>Provide support for teachers to integrate technology, Arts, CTE and create links between core and non-core subject areas.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2016-17</p> <p><u>Supplemental - \$75,006</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p>
<p>H112 Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Needs)</p>	<p>Year 2016-17</p> <p><u>Base - \$35,000</u></p> <p>4000-4999 - Supplies</p>

<p>H113 Provide increased academic counseling support services and additional college and career counseling support to students and families.</p> <p>Maintain 5 College and Career Centers at each High School, LCAP counselor, and training.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Year 2016-17</p> <p><u>Supplemental - \$845,825</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$8,500</u></p> <p>5000-5999 - Services</p>
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<p>H114 Increase extended learning opportunities for all students, including funding targeted for afterschool tutoring for identified students, which includes unduplicated counts.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$340,148</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services <u>Title 1 - \$17,800</u> 4000-4999 - Supplies <u>Title III - \$3,700</u> 4000-4999 - Supplies</p>
<p>H130 Decentralized funding for school sites to implement services to FY, LI, EL and Special Education students and families as described in their school site plans (SPSA). Each school SPSA is aligned to the LCAP goals with strategic focus on the sites specific needs. Progress monitoring of the SPSA goals will occur throughout the year.</p>	<p>District-wide - See Appendix A</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$1,760,760</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>

<p>H116 Provide professional development for classified staff. Determine and identify the most urgent needs for all classified staff and prepare a professional development plan.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$30,007</u> 2000-3999 - Salaries & Benefits <u>Title II - \$10,000</u> 5000-5999 - Services</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>100% implementation of state board of education-adopted academic content and performance standards for all pupils including ELs, will occur</p> <p>Maintain 100% of school facilities with exemplary rating</p> <p>Maintain Williams Act compliance by providing every student with needed Common Core instructional materials</p> <p>100% of students, include UPC students, will have access to a broad course of study as required by ed code 51210</p> <p>Reduce or maintain misassigned fully/appropriately credentialed teachers to zero</p> <p>Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 2%</p> <p>Increase Latino, African-American and unduplicated students enrollment in AP courses by 5% Enrollment will increase in AP courses for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students participation in AP exams by 5% Participation in AP exams will increase for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students passage (score of 3, 4, or 5) of AP exams by 5% Increase in passage (score of 3, 4, or 5) of AP exams for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students enrollment in A-G courses by 5% Increase in students enrollment in A-G courses for all students by 3%</p>
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Increase Latino, African-American and unduplicated students A-G course completion by 2.5%
 Increase in students A-G course completion for all students by 3%

Increase the number of EL students enrolled in A-G courses by 5%
 Increase of EL students enrolled in A-G courses for all students by 3%

Increase number of 8th grade students scoring At, Near or Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 8th grade students by 3%

Increase number of 11th grade students scoring Above standard in ELA by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grades students by 3%

Increase number of 11th grade students scoring Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grade students by 3%

Increase the number of students who complete a CTE pathway by 5%

Increase the EL reclassification rate by 5% across grade spans 7-8, 9-12

Reduce the number of Long Term EL students by 5% across grade spans 7-8, 9-12

N/A statements for API and EAP

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>H101 Provide grade level textbooks and support materials aligned to the California Standards and Next Generation Science Standard and to maintain sufficiency according to the Williams Act.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Lottery-</u> <u>\$363,840</u> 4000-4999 - Books & Instructional Supplies</p>

<p>H102 Implement a Multi-Tiered System of Support (MTSS) Program: continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS).</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>School Climate Transformation Grant - \$42,004</u> 5000-5999 - Services</p>
<p>H103 Recruit, retain, and train high quality classified staff, teachers, administrators and provide a competitive salary and health benefits for classified staff, teachers and administrators.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Base - amount to be determined</u></p>

<p>H104 Monitor, refine, adjust and create lessons and projects aligned to the District showcase, and the ways in which students have access to other college and career events.</p> <p>Provide and improve college and career readiness programs and services for all students, give all 10th grade students access to a common Pre-College Entrance Exam (PCEE), and provide access to a common college entrance exam for targeted 11th grade students.</p>	<p>District Showcase: LEA-wide through specific strategies and supports based on the unduplicated student population.</p> <p>Other College & Career Events: District-wide</p> <p>Pre-College Entrance Exams: Supplemental supports unduplicated count</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2017-18</p> <p><u>Base - \$5,000</u></p> <p>4000-4999 - Supplies</p> <p><u>Supplemental - \$108,005</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>
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<p>H105A Create and implement California Standards and Next Generation Science Standards based curriculum for all students that include assessments, an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS.</p> <p>H105B A committee, which includes all stakeholders, will convene to explore an ethnic studies course. Teachers will then be provided collaboration opportunities to support job embedded professional development in teaching the new curriculum that ensures cultural proficiency, culturally relevant themes, and concepts and practices that are embedded in the curriculum.</p> <p>Continue to train teachers, administrators, classified staff and affiliated community partners in cultural proficiency, unconscious bias, and restorative practices.</p>	<p>District-wide- See Appendix B</p> <p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2017-18</p> <p><u>Supplemental - \$1,559,286</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$36,520</u></p> <p>5000-5999 - Services</p>
<p>H106 Use a data system of formative, interim & summative assessments as well as to inform the MTSS.</p> <p>Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2017-18</p> <p><u>Supplemental - \$172,040</u></p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>

<p>H107 Provide additional calendar days for teacher professional development to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$683,545</u> 1000-3999 - Salaries & Benefits</p>
<p>H108 Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 Expense: Maintain 1 Coordinator - \$136,787 Source: Supplemental</p>
<p>H109 Develop a comprehensive plan for advanced learners that includes advanced learner identification, assessment, instructional program, parent engagement and training.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$7,002</u> 1000-3999 - Salaries & Benefits</p>

<p>H110 Continue to develop an English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing, while reducing Long Term English Learner rates. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2017-18</p> <p><u>Supplemental - \$73,518</u></p> <p>1000-3999 - Salaries & Benefits</p> <p><u>Title III - \$31,509</u></p> <p>1000-3999 - Salaries & Benefits</p>
<p>H111 Provide education technology integration and develop student digital portfolio system. Research, implement and train for a common technology platform for student digital portfolio system.</p> <p>Provide support for teachers to integrate technology, Arts, CTE and create links between core and non-core subject areas.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2017-18</p> <p><u>Supplemental - \$75,006</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p>
<p>H112 Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Needs)</p>	<p>Year 2017-18</p> <p><u>Base - \$35,000</u></p> <p>4000-4999 - Supplies</p>

<p>H113 Provide increased academic counseling support services and additional college and career counseling support to students and families.</p> <p>Maintain 5 College and Career Hub at each High School, Set-up of hubs, LCAP counselor, and training.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Year 2017-18</p> <p><u>Supplemental - \$845,825</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$8,500</u></p> <p>5000-5999 - Services</p>
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<p>H114 Increase extended learning opportunities for all students, including funding targeted for afterschool tutoring for identified students, which includes unduplicated counts.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$340,148</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services <u>Title 1 - \$17,800</u> 4000-4999 - Supplies <u>Title III - \$3,700</u> 4000-4999 - Supplies</p>
<p>H130 Decentralized funding for school sites to implement services to FY, LI, EL and Special Education students and families as described in their school site plans (SPSA). Each school SPSA is aligned to the LCAP goals with strategic focus on the sites specific needs. Progress monitoring of the SPSA goals will occur throughout the year.</p>	<p>District-wide - See Appendix A</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$1,760,760</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>

<p>H116 Provide professional development for classified staff. Determine and identify the most urgent needs for classified staff and prepare a professional development plan.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$30,007</u> 2000-3999 - Salaries & Benefits <u>Title II - \$10,000</u> 5000-5999 - Services</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>100% implementation of state board of education-adopted academic content and performance standards for all pupils including ELs, will occur</p> <p>Maintain 100% of school facilities with exemplary rating</p> <p>Maintain Williams Act compliance by providing every student with needed Common Core instructional materials</p> <p>100% of students, include UPC students, will have access to a broad course of study as required by ed code 51210</p> <p>Reduce or maintain misassigned fully/appropriately credentialed teachers to zero</p> <p>Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 2%</p> <p>Increase Latino, African-American and unduplicated students enrollment in AP courses by 5% Enrollment will increase in AP courses for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students participation in AP exams by 5% Participation in AP exams will increase for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students passage (score of 3, 4, or 5) of AP exams by 5% Increase in passage (score of 3, 4, or 5) of AP exams for all students by 3%</p> <p>Increase Latino, African-American and unduplicated students enrollment in A-G courses by 5% Increase in students enrollment in A-G courses for all students by 3%</p>
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Increase Latino, African-American and unduplicated students A-G course completion by 2.5%
 Increase in students A-G course completion for all students by 3%

Increase the number of EL students enrolled in A-G courses by 5%
 Increase of EL students enrolled in A-G courses for all students by 3%

Increase number of 8th grade students scoring At, Near or Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 8th grade students by 3%

Increase number of 11th grade students scoring Above standard in ELA by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grades students by 3%

Increase number of 11th grade students scoring Above standard in math by 5% as measured by SBAC Test data for Latino, African-American, English Learners, Low Income, and Students with Disabilities. Will increase for all 11th grade students by 3%

Increase the number of students who complete a CTE pathway by 5%

Increase the EL reclassification rate by 5% across grade spans 7-8, 9-12

Reduce the number of Long Term EL students by 5% across grade spans 7-8, 9-12

N/A statements for API and EAP

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>H101 Provide grade level textbooks and support materials aligned to the California Standards and Next Generation Science Standard and to maintain sufficiency according to the Williams Act.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Lottery-</u> <u>\$363,840</u> 4000-4999 - Books & Instructional Supplies</p>

<p>H102 Implement a Multi-Tiered System of Support (MTSS) Program: continuum of services and provide school level support for Multi-tiered Systems of Support (MTSS).</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>School Climate Transformation Grant - \$42,004</u> 5000-5999 - Services</p>
<p>H103 Recruit, retain, and train high quality classified staff, teachers, administrators and provide a competitive salary and health benefits for classified staff, teachers and administrators.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Base - amount to be determined</u></p>

<p>H104 Monitor, refine, adjust and create lessons and projects aligned to the District showcase, and the ways in which students have access to other college and career events.</p> <p>Provide and improve college and career readiness programs and services for all students, give all 10th grade students access to a common Pre-College Entrance Exam (PCEE), and provide access to a common college entrance exam for targeted 11th grade students.</p>	<p>District Showcase: LEA-wide through specific strategies and supports based on the unduplicated student population.</p> <p>Other College & Career Events: District-wide</p> <p>Pre-College Entrance Exams: Supplemental supports unduplicated count</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19</p> <p><u>Base - \$5,000</u></p> <p>4000-4999 - Supplies</p> <p><u>Supplemental - \$108,005</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>
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<p>H105A Create and implement California Standards and Next Generation Science Standards based curriculum for all students that include assessments, an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS.</p> <p>H105B A committee, which includes all stakeholders, will convene to explore an ethnic studies course. Teachers will then be provided collaboration opportunities to support job embedded professional development in teaching the new curriculum that ensures cultural proficiency, culturally relevant themes, and concepts and practices that are embedded in the curriculum.</p> <p>Continue to train teachers, administrators, classified staff and affiliated community partners in cultural proficiency, unconscious bias, and restorative practices.</p>	<p>District-wide - See Appendix B</p> <p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2018-19</p> <p><u>Supplemental - \$1,559,286</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$36,520</u></p> <p>5000-5999 - Services</p>
<p>H106 Use a data system of formative, interim & summative assessments as well as to inform the MTSS.</p> <p>Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2018-19</p> <p><u>Supplemental - \$172,040</u></p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p>

<p>H107 Provide additional calendar days for teacher professional development to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$692,021</u> 1000-3999 - Salaries & Benefits</p>
<p>H108 Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 Expense: Maintain 1 Coordinator - \$136,787 Source: Supplemental</p>
<p>H109 Develop a comprehensive plan for advanced learners that includes advanced learner identification, assessment, instructional program, parent engagement and training.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$7,002</u> 1000-3999 - Salaries & Benefits</p>

<p>H110 Continue to develop an English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing, while reducing Long Term English Learner rates. Provide support services for Long Term English Learners and migrant students to accelerate their ELA and math proficiency.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2018-19</p> <p><u>Supplemental - \$73,518</u></p> <p>1000-3999 - Salaries & Benefits</p> <p><u>Title III - \$31,509</u></p> <p>1000-3999 - Salaries & Benefits</p>
<p>H111 Provide education technology integration and develop student digital portfolio system. Research, implement and train for a common technology platform for student digital portfolio system.</p> <p>Provide support for teachers to integrate technology, Arts, CTE and create links between core and non-core subject areas.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Year 2018-19</p> <p><u>Supplemental - \$75,006</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p>
<p>H112 Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Needs)</p>	<p>Year 2018-19</p> <p><u>Base - \$35,000</u></p> <p>4000-4999 - Supplies</p>

<p>H113 Provide increased academic counseling support services and additional college and career counseling support to students and families.</p> <p>Maintain 5 College and Career Hub at each High School, Set-up of hubs, LCAP counselor, and training.</p>	<p>District-wide</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Year 2018-19</p> <p><u>Supplemental - \$845,825</u></p> <p>1000-3999 - Salaries & Benefits</p> <p>4000-4999 - Supplies</p> <p>5000-5999 - Services</p> <p><u>Title II - \$8,500</u></p> <p>5000-5999 - Services</p>
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<p>H114 Increase extended learning opportunities for all students, including funding targeted for afterschool tutoring for identified students, which includes unduplicated counts.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$340,148</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services <u>Title 1 - \$17,800</u> 4000-4999 - Supplies <u>Title III - \$3,700</u> 4000-4999 - Supplies</p>
<p>H130 Decentralized funding for school sites to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA).Each school SPSA is aligned to the LCAP goals with strategic focus on the sites specific needs. Progress monitoring of the SPSA goals will occur throughout the year.</p>	<p>District-wide - See Appendix A</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$1,760,760</u> 1000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>

<p>H116 Provide professional development for classified staff. Determine and identify the most urgent needs for classified staff and prepare a professional development plan.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$30,007</u> 2000-3999 - Salaries & Benefits <u>Title II - \$10,000</u> 5000-5999 - Services</p>
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GOAL:	GOAL 2: Increase student and family wellness and engagement through the full service community school model.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local: SRCS Strategic Plan and SPSA
Identified Need:	<p>Ensure all schools have a safe, welcoming and inclusive climates for all students and families so that all students are in their classes and ready to learn.</p> <ul style="list-style-type: none"> • Social, emotional and behavioral support • Attend school every day, on time with positive support and effective behavioral consequences • Families are welcomed and connected to support the educational success of their students 	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All
LCAP Year 1		
Expected Annual Measurable Outcomes:	<p>Increase the number of alternative education students earning a diploma by 5%</p> <p>Increase the Cohort Graduation rate by 2.5%</p> <p>Increase P1 and P2 attendance by 0.5% across grade spans 7-8, 9-12 with a target rate of 97%</p> <p>Maintain the near zero middle school dropout rate</p> <p>Reduce the high school dropout rate by 1%</p> <p>Reduce chronic absenteeism by 1% in grade 7-8, 9-12.</p> <p>Reduce the suspension rate by 2.5%</p> <p>Maintain the less than 1% expulsion rate</p> <p>Increase parent involvement as measured by the number of parents completing the annual LCAP survey by 5% and efforts to seek parent input, including UPC parents</p> <p>Improve school climate as measured in the bi-annual California Healthy Kids Survey</p>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>H201 Increase targeted engagement and communication with parents of UPC students to provide greater access and build partnerships with school, community based organization and local businesses.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 Base - \$33,994 2000-3999 - Salaries & Benefits Supplemental - \$78,994 2000-3999 - Salaries & Benefits 5000-5999 - Services</p>

<p>H202 Continue the implementation of BEST Plus which includes Restorative Practices, Positive Behavior Incentive and Support, and behavioral health support services. Teams will be made up of school staff, a parent, community and student representatives.</p> <p>Train staff (6 secondary schools in Cohort 1 and 3 secondary school in Cohort 2. The third Cohort will include the remaining 2 secondary schools) on BEST PLUS which includes Positive Behavioral Incentive and Support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services.</p> <p>Maintain 2.0 FTE intervention TOSA at sites.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$605,336</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services <u>School Climate Transformation Grant - \$390,100</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services</p>
<p>H203 Improve electronic parent access to student status. Select and implement a parent access system that will be used by all teachers to communicate with parents. Provide staff training on said system.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$65,197</u> 1000-3999 - Salaries & Benefits <u>Title II - \$50,000</u> 5000-5999 - Services</p>

<p>H206 Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC at district level; provide training and support for parents to ensure their students are successful.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$15,001</u> 2000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>
<p>H207 Ensure wrap around services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified. Maintain 10 Restorative Specialists. Provide training and support.</p>	<p>Action is used system-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2016-17 <u>Supplemental - \$587,731</u> 2000-3999 - Salaries & Benefits <u>Title II - \$40,000</u> 5000-5999 - Services <u>School Climate Transformation Grant - \$100,000</u> 5000-5999 - Services</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the number of alternative education students earning a diploma by 5%</p> <p>Increase the Cohort Graduation rate by 2.5%</p> <p>Increase P1 and P2 attendance by 0.5% across grade spans 7-8, 9-12 with a target rate of 97%</p> <p>Maintain the near zero middle school dropout rate</p> <p>Reduce the high school dropout rate by 1%</p> <p>Reduce chronic absenteeism by 1% in grade 7-8, 9-12.</p> <p>Reduce the suspension rate by 2.5%</p> <p>Maintain the less than 1% expulsion rate</p> <p>Increase parent involvement as measured by the number of parents completing the annual LCAP survey by 5% and efforts to seek parent input, including UPC parents</p> <p>Improve school climate as measured in the bi-annual California Healthy Kids Survey</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>H201 Increase targeted engagement and communication with parents of UPC students to provide greater access and build partnerships with school, community based organization and local businesses.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2017-18</p> <p><u>Base - \$33,994</u></p> <p>2000-3999 - Salaries & Benefits</p> <p><u>Supplemental - \$78,994</u></p> <p>2000-3999 - Salaries & Benefits</p> <p>5000-5999 - Services</p>

<p>H202 Continue the implementation of BEST Plus which includes Restorative Practices, Positive Behavior Incentive and Support, and behavioral health support services. Teams will be made up of school staff, a parent, community and student representatives.</p> <p>Train staff (6 secondary schools in Cohort 1 and 3 secondary school in Cohort 2. The third Cohort will include the remaining 2 secondary schools) on BEST PLUS which includes Positive Behavioral Incentive and Support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services.</p> <p>Maintain 2.0 FTE intervention TOSA at sites.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$605,336</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services <u>School Climate Transformation Grant - \$390,100</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services</p>
<p>H203 Improve electronic parent access to student status. Select and implement a parent access system that will be used by all teachers to communicate with parents. Provide staff training on said system.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$65,197</u> 1000-3999 - Salaries & Benefits <u>Title II - \$50,000</u> 5000-5999 - Services</p>

<p>H206 Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC at district level; provide training and support for parents to ensure their students are successful.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$15,001</u> 2000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>
<p>H207 Ensure wrap around services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified. Maintain 10 Restorative Specialists. Provide training and support.</p>	<p>Action is used system-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2017-18 <u>Supplemental - \$587,731</u> 2000-3999 - Salaries & Benefits <u>Title II - \$40,000</u> 5000-5999 - Services <u>School Climate Transformation Grant - \$100,000</u> 5000-5999 - Services</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the number of alternative education students earning a diploma by 5%</p> <p>Increase the Cohort Graduation rate by 2.5%</p> <p>Increase P1 and P2 attendance by 0.5% across grade spans 7-8, 9-12 with a target rate of 97%</p> <p>Maintain the near zero middle school dropout rate</p> <p>Reduce the high school dropout rate by 1%</p> <p>Reduce chronic absenteeism by 1% in grade 7-8, 9-12.</p> <p>Reduce the suspension rate by 2.5%</p> <p>Maintain the less than 1% expulsion rate</p> <p>Increase parent involvement as measured by the number of parents completing the annual LCAP survey by 5% and efforts to seek parent input, including UPC parents</p> <p>Improve school climate as measured in the bi-annual California Healthy Kids Survey</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>H201 Increase targeted engagement and communication with parents of UPC students to provide greater access and build partnerships with school, community based organization and local businesses.</p>	<p>LEA-wide through specific strategies and supports based on the unduplicated student population.</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Year 2018-19</p> <p><u>Base - \$33,994</u></p> <p>2000-3999 - Salaries & Benefits</p> <p><u>Supplemental - \$78,994</u></p> <p>2000-3999 - Salaries & Benefits</p> <p>5000-5999 - Services</p>

<p>H202 Continue the implementation of BEST Plus which includes Restorative Practices, Positive Behavior Incentive and Support, and behavioral health support services. Teams will be made up of school staff, a parent, community and student representatives.</p> <p>Train staff (6 secondary schools in Cohort 1 and 3 secondary school in Cohort 2. The third Cohort will include the remaining 2 secondary schools) on BEST PLUS which includes Positive Behavioral Incentive and Support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services.</p> <p>Maintain 2.0 FTE intervention TOSA at sites.</p>	<p>District-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$605,336</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services <u>School Climate Transformation Grant - \$390,100</u> 1000-3999 - Salaries & Benefits 5000-5999 - Services</p>
<p>H203 Improve electronic parent access to student status. Select and implement a parent access system that will be used by all teachers to communicate with parents. Provide staff training on said system.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$65,197</u> 1000-3999 - Salaries & Benefits <u>Title II - \$50,000</u> 5000-5999 - Services</p>

<p>H206 Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC at district level; provide training and support for parents to ensure their students are successful.</p>	<p>Action is used LEA-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$15,001</u> 2000-3999 - Salaries & Benefits 4000-4999 - Supplies 5000-5999 - Services</p>
<p>H207 Ensure wrap around services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified. Maintain 10 Restorative Specialists. Provide training and support.</p>	<p>Action is used system-wide</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Year 2018-19 <u>Supplemental - \$587,731</u> 2000-3999 - Salaries & Benefits <u>Title II - \$40,000</u> 5000-5999 - Services <u>School Climate Transformation Grant - \$100,000</u> 5000-5999 - Services</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	GOAL 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: Strategic Plan and SPSA
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Increase cohort graduation rates by 3% <ul style="list-style-type: none"> • by 4% for English Learners 	Actual Annual Measurable Outcomes:	Cohort graduation rates are not available for 2014/2015 or 2015/2016 63% of all 7th grade students scored At, Near, or

- by 4% for Low Income
- by 4% for Foster Youth
- by 4% for Students with Disabilities

Increase 7th grade student performance in Mathematics by 5%

- by 5% for English Learners
- by 5% for Low Income
- by 5% for Foster Youth
- by 5% for Students with Disabilities

Increase 11th grade student performance in ELA by 5%

- by 5% for English Learners
- by 5% for Low Income
- by 5% for Foster Youth
- by 5% for Students with Disabilities.
- Increase professional development participation by teachers by 10% for CCSS, NGSS, ELD, and C3 Social Studies
- Increase California Standards aligned curriculum and assessments by 25%
- Increase English Language proficiency by 5% as measure by CELDT
- Increase professional development participation by teachers by 10%
- Increase NGSS aligned curriculum and assessments by 10%
- Ensure Williams certification finds that 100% have access to standards aligned materials.
- Maintain instructional minutes to offer full range of courses for all students, including

Above Standard on SBAC (Area: Math in 2014/15. This is baseline data.)

25% of 7th grade ELs scored At, Near, or Above Standard on SBAC (Area: Math in 2014/15. This is baseline data.)

51% of 7th grade LIs scored At, Near, or Above Standard on SBAC (Area: Math in 2014/15. This is baseline data.)

Student performance in Mathematics for Foster Youth is too small a sample size to calculate

20% of 7th grade Students with Disabilities scored At, Near, or Above Standard on SBAC (Area: Math in 2014/15. This is baseline data.)

80% of all 11th grade students scored At, Near, or Above Standard on SBAC (Area: English Language Arts in 2014/15. This is baseline data.)

33% of 11th grade ELs scored At, Near, or Above Standard on SBAC (Area: English Language Arts in 2014/15. This is baseline data.)

71% of 11th grade LIs scored At, Near, or Above Standard on SBAC (Area: English Language Arts in 2014/15. This is baseline data.)

Student performance in English Language Arts for Foster Youth is too small a sample size to calculate

41% of 11th grade Students with Disabilities scored At, Near, or Above Standard on SBAC (Area: English Language Arts in 2014/15. This is baseline data.)

Professional development participation by teachers baseline is in 2015/2016-667 K-12 staff attended sessions related to CCSS, NGSS, ELD and C3 Social Studies during the two-day beginning-of-the-year in-service

California Standards aligned to curriculum and

English Learners, Low Income, Foster Youth and Students with Disabilities: 64,917 minutes 2015-16

- Increase the percentage of 10 grade students identified as College and Career Ready by the PSAT/NMSQT by 5%
- Create new identification process and create a baseline percentage of identified students.
- Increase percent of graduates completing UC/CSU course requirements by 10%.
- Advanced Placement scores of 3 or better will increase by 5%
- Students completing Linked Learning Paths and Career Technical Education will increase by 5%
- Reduce the disproportion of identified Special Education students by 1%.
- Increase reclassification rate by 3%
- Identify ways to improve salaries and benefits for staff in comparison with like districts while maintaining an appropriate general reserve.
- Decrease % mis-assigned by 1%. And 100% CLAD certified
- Attendance at parent and community meetings will increase by 10%
- Maintain 100% facilities with Exemplary rating.
- Long Term English Learners will be reduced by 5%
- Increase the number of English Learner, Low Income and Foster Youth student participation in ELO by 10%
- Pre and Post assessment growth of 5% in Math and ELA (Let's Go Learn)

assessments development is in progress

English Language proficiency decreased by 1.03% (57.54% met AMAO 1 annual growth of one or more levels or maintaining proficiency as measured by CELDT in 2014/15, 58.57% in 2013/14)

NGSS aligned curriculum and assessments development is in progress

Williams certification finds that 100% have access to Common Core State standards aligned materials

Instructional minutes of at least the minimum number of minutes (64,800) are maintained to offer full range of courses for all students, including English Learners, Low Income, Foster Youth and Students with Disabilities

The percentage of Grade 10 students identified as College and Career Ready by the PSAT/NMSQT increased by 6% (in 2014/2015 42% of 10th grade students met both benchmarks: ERW and Math, in 2013/2014 36% of 10th grade students met three benchmarks: Reading, Writing and Math)

2015-16 district-wide LCAP survey showed 457 responses. A video presented at parent and community meetings, about the LCAP and its impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015-16 at 449 responses, for a 61% increase in responses. 104 meetings had 961 attendees

A new identification process for GATE and baseline is being established. In 2014/2015, 917 of 11,244 (8.16%) students participated in GATE

The percent of graduates completing UC/CSU

course requirements is not available as of 5/5/16 for the 2014-15 SY. The percent of graduates completing UC/CSU course requirements increased 1.9%. In 2013/2014 31.0% of graduates completed UC/CSU course requirements; in 2012-13 29.1% of graduates completed UC/CSU course requirements.)

The number of students who scored 3 or better on Advanced Placements tests decreased by 5.2% (in 2014/2015 54.3% of students testing scored a 3 or better on AP tests, in 2013/2014 59.5% of students testing scored a 3 or better on AP tests

The number of graduated students completing a Career Technical Education Program increased by 29.0% in 2014/2015 (two CTE programs implemented the Linked Learning approach with cohorted students), 346 graduated students completed a CTE Program. In 2013/2014, 282 graduated students completed a CTE Program; 2015/2016 graduates will be reported approximately 6 months after the close of school

The percentage of identified Special Education students increased by 0.41% (in 2014/2015, 14.40% of secondary students were identified as special ed., in 2013/2014, 13.99% of secondary students were identified as Special Ed)

English Learners reclassification rate decreased by 7.5% (in 2014/2015 the rate was 9.3%, in 2013/2014 the rate was 16.8%)

SRTA and SRCS came to settlement for the 2014-15 and 2015-16 school year. An increase in salary and benefits was ratified.

The number of miss-assigned teachers decreased by 2.6% (in 2014/2015, 0.2% of teachers were miss assigned, in 2013/2014 2.8% of teachers were miss assigned).

100% of facilities have Exemplary rating on Williams' Visit Report

		<p>Long Term English Learners changed by -3.1% (in 2014/2015 (change in criteria), 47.7% of EL students were classified as long term ELs, in 2013/2014, 50.8% of EL students were classified as long term ELs)</p> <p>The number of English Learner, Low Income and Foster Youth student participation in ELO increased by 22.3% (in 2014/2015, the number of student participating in Extended Learning Opportunities was 625 students, in 2013/2014, the number of student participating in Extended Learning Opportunities was 511 students)</p> <p>Pre and Post assessment growth in Math- Pre-Algebra is 4.20% increase measured by Let's Go Learn test scores (fall 69.9% at grade level, spring 74.1% at grade level)</p> <p>Pre and Post assessment growth in Math-Algebra is 16.80% increase measured by Let's Go Learn test scores (fall 25.2% at grade level, spring 42.0% at grade level)</p> <p>Pre and Post assessment growth in English (Writing Domain) is 0.60% measured by Let's Go Learn test scores (fall 94.9% at grade level, spring 95.9% at grade level)</p> <p>Pre and Post assessment growth in English (Vocabulary Domain) is 7.00% measured by Let's Go Learn test scores (fall 40.5% at grade level, spring 47.5% at grade level)</p> <p>Pre and Post assessment growth in English (Comprehension Domain) is 5.10% measured by Let's Go Learn test scores (fall 54.7% at grade level, spring 59.8% at grade level)</p>
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LCAP Year: 2015-16

Planned Actions/Services	Actual Actions/Services
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		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide custodial service and facility maintenance		Year 2015-16 Custodial and facility maintenance \$3,602,305 Base Objects: 2xxx and 3xxx	Provide cleaning services and facility maintenance to District sites and buildings to provide a clean, safe, and inviting educational environment.		H101 2xxx - \$1,785,499 Classified salaries 3xxx - \$730,704 Benefits Unable to fill open custodial positions
Scope of service:	District-wide		Scope of service:	District-wide	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

Provide deferred maintenance		<p>Year 2015-16</p> <p>Deferred maintenance: K-12</p> <p>\$50,000 Base</p> <p>Objects: xxxx,xxxx</p>	<p>Provide carpentry, electrical, painting, and plumbing work to work to repair maintenance related issues at building/sites. Funding has been scarce and so much work is needed with our facilities and grounds. SRCS did pass a bond measure in 2015 and a Facilities Master Plan approved by the Board of Trustees in April of 2015. Projects not requiring state approval will begin in the Summer of 2016. Architectural plans will be developed and approved by the state during the 2016-17 school year with construction and modernization beginning in 2017-18.</p>	<p>H102</p> <p>8xxx - \$50,000 Revenue Transfer</p>
Scope of service:	District-wide		Scope of service:	District-wide
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Provide grade level textbooks and support materials.		Year 2015-16 Books, materials & supplies \$185,500 Lottery - Textbooks \$140,000 Lottery – Instructional Materials Object: 4xxx	Principals submitted lists of textbooks and support materials needed for each student for each class based on the student enrollment at the end of the school year. Once school commenced, Principals sent in any additional needs to Curriculum and Instruction for further order to meet the requirements of the William’s Act.	H103 4xxx - \$250,013 Supplies
Scope of service:	District-wide		Scope of service:	District-wide
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Provide classified staff to support school sites.		Year 2015-16 Base fund for classified staff: \$200,000 Base Objects: 2xxx, 3xxx	Classified support staff was provided however there were unfilled positions throughout the year. A study of the salary schedule for hard to fill positions needs to occur to attract and retain classified staff.	H104 2xxx - \$162,346 Classified salaries 3xxx - \$37,654 Benefits
Scope of service:	District-wide		Scope of service:	District-wide
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Implement a Multi-Tiered System of Support (MTSS) Program: continuum of services.</p>		<p>Year 2015-16</p> <p>Train staff on MTSS continuum of services model and BEST Plus</p> <p>\$300,000 School Climate Transformation Grant</p> <p>Objects: 1xxx, 3xxx, 4xxx</p>	<p>Santa Rosa City Schools is the recipient of a School Climate Transformation grant which is specifically designed to assist in the implementation of the Multi-tiered System of Support (MTSS). SRCS will be implementing BEST Plus which is a hybrid of Positive Behavior Intervention Strategies, Restorative practices, and behavioral health support. The first cohort of schools has been trained and using the SWIS online system for data collection. Baseline data will be developed as SWIS is used more uniformly across sites. The second cohort of schools will begin training in Summer of 2016.</p>		<p>H105</p> <p>1xxx - \$17,823 Certificated Salaries</p> <p>2xxx - \$6,577 Classified Salaries</p> <p>3xxx - \$2,163 Benefits</p> <p>5xxx - \$56,690 Contracted Services</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Recruit, retain, and train high quality classified staff, teachers and administrators.</p>		<p>Year 2015-16</p> <p>Develop a plan to provide incentives for hard to fill positions with critical qualifications.</p> <p>Review the classified salary schedules and increase to be competitive.</p> <p>\$59,131,798 Base</p> <p>Object: 3xxx</p>	<p>Negotiations with the Santa Rosa City School Teachers Association (SRTA) yielded a two year agreement for the 2014-2015 and 2015-2016 school year. The agreement contained a total of 5.5%, plus three days of professional development, which equal approximately 1.6%, plus \$2500 for those teachers taking benefits.</p> <p>Hard to fill positions in the area of Mathematics, Special Education, and bilingual staff are essential for providing quality services to our most underserved students. SRCS recruited much earlier and participated in numerous job fairs and met with more university teacher preparation programs. Hard to fill positions were filled this year.</p> <p>Retention rates are not currently measured.</p>	<p>H106</p> <p>1xxx - \$37,419,512 Certificated Salaries</p> <p>2xxx - \$6,531,937 Classified Salaries</p> <p>3xxx - \$9,695,616 Benefits</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>Provide a competitive salary and health benefits for classified staff, teachers and administrators.</p>	<p>Year 2015-16</p> <p>Explore and improve competitive salary and health benefits for classified staff, teachers and administrators . One percent increase in salary equates to the following:</p> <p>Teachers: \$378,405 Base</p> <p>Administrators: \$67,650 Base</p> <p>Classified: \$181,905 Base</p> <p>Objects: 1xxx, 3xxx</p>	<p>Santa Rosa City Schools (SRCS) will, on an annual basis, work to become competitive in the area of total compensation for our classified staff, teachers and administrators. The District received services to provide information similar district comparisons and the steps needed to be comparable in total compensation. SRCS will also, with CSEA, evaluate job classifications for both appropriate wage levels and job duties to insure salaries attract quality applicants and provide current employees adequate opportunities. A two year agreement was reached for certificated staff in the amount of 5.5% of an ongoing salary increase, three days of professional development at their daily rate and \$2500 for those employees taking benefits. For classified staff the settlements was for the 2015-2016 year only and resulted in a total of 5% and a 0% increase on the benefit cap.</p>	<p>H107</p> <p>3xxx - \$627,960 Benefits</p>	
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Decrease the counselor to student ratio.</p>		<p>Year 2015-16</p> <p>Average site counselor is 1 to 500 each by per contract. Overall average per counselor districtwide is 396. High of 464 and as low as 105.</p> <p>400 to 1 = \$403,000 Base</p>	<p>The counselor to student ratio has been decreased from 500:1 to 363:1 at the secondary level, district-wide.</p>	<p>H108</p> <p>1xxx - \$347,864 Certificated Salaries</p> <p>3xxx - \$55,136 Benefits</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Provide and improve college & career readiness programs and services e.g. college going culture and career awareness.</p>		<p>Year 2015-16</p> <p>Create lessons and projects aligned to the LEA-wide showcase and college and career fair. Monitor, refine and adjust the LEA-wide showcase and college and career fair.</p> <p>\$60,000 Supplemental</p> <p>\$10,000 Title II</p> <p>Objects: 1xxx, 3xxx, 4xxx</p>	<p>On October 16, 2015, over 4000 Santa Rosa City Schools' students attended the District College and Career Day. Students had the opportunity to engage with industry, post-secondary, and organization professionals, participate in mock interviews, and attend presentations led by experts in the field. There were a total of 56 booths.</p> <p>53% of the students surveyed, agreed/strongly agreed that the College and Career Day helped them learn more about their post-secondary options.</p> <p>The District surveyed vendors and Santa Rosa City Schools' staff for feedback on the event. The College and Career Center Implementation Team also provided input and recommendations on the College and Career Day. District staff will be utilizing the feedback provided to restructure the event, which would include providing access to separate college and career events. The North Bay College Fair at Sonoma State University could serve as the primary event utilized to inform students and families about post-secondary institutions.</p>	<p>H109</p> <p>1xxx - \$10,725 Certificated Salaries</p> <p>2xxx - \$22,558 Classified Salaries</p> <p>3xxx - \$4,053 Benefits</p> <p>4xxx - \$5,068 Supplies</p> <p>5xxx - \$39,185 Contracted Services</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Provide access for students to take college entrance exams.</p>		<p>Year 2015-16</p> <p>Provide all 10th grade students access to a common pre-college entrance exam. Also provide access to a common college entrance exam for targeted 11th grade students</p> <p>\$70,000 Supplemental</p> <p>\$10,000 Base</p> <p>Objects: 1xxx, 3xxx, 4xxx</p>	<p>The PSAT was normally administered on a Saturday for those students interested. As a result of this service, the PSAT was administered on a Tuesday so that a higher percentage of 10th grade students could have access. In addition each high school provided information about the PSAT which generated a broader conversation about college, transcripts, and A-G requirements for all students. Out of 1,813 10th grade students 1,640 took the PSAT. College Board results showed that 42% were on track for College and Career Readiness. This is very close to the national average of 37.2%.</p> <p>As a result of holding the PSAT on a Tuesday, more 11th grade students had access as well. Out of 1,845 11th grade students, 500 took the PSAT and were reported by the College Board to be 64% on track for College and Career Readiness.</p> <p>There were a greater number of fee waivers for students taking exams which resulted in less expense.</p>	<p>H110</p> <p>1xxx - \$2,240 Certificated Salaries</p> <p>3xxx - \$302 Benefits</p> <p>4xxx - \$38,440 Supplies</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

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<p>Create and implement CCSS curriculum for all students.</p>		<p>Year 2015-16</p> <p>Continue to complete scope, sequence, units of study for CCSS math, English Language Arts, English Language Development, Next Generation Science, Social Studies, through the Santa Rosa City School Collaborative Curriculum Design.</p> <p>\$70,000 Supplemental</p> <p>\$280,000 Title II</p> <p>Objects: 1xxx, 3xxx</p>	<p>Completing a standards aligned scope, sequence, and units of study is challenging at the secondary level. Post NCLB, teachers struggle with the shift to the California Standard. Continuing to provide professional development in each of the subject areas will be a focus. As a result each subject area is moving a different pace and accessing the CCD in different ways. This collaborative and organic approach is helping teacher overcome the trauma and fear created by NCLB. Each subject area will continue to work toward and with CCD with facilitation and collaborative time to do so. TOSA's will play an important role in the development and implementation of CCD.</p> <p>Math department chairs agreed to a common sequence, at the semester level, for courses Math 7 – Geometry. For Algebra 2 math chairs agreed to determine focal tasks that will be implemented district wide to help with the transition to the new standards. The Unit Blueprints will be used to support the implementation of the common scope and sequence. Department chairs have also agreed to use College Preparatory Mathematics (CPM) to support the shift to the new standards.</p> <p>Google sites is the platform currently being used to house the CCD. SRCS is currently reviewing Learning Management Systems (LMS) for purchase and implementation in 2016-17. Haiku is also being considered.</p>	<p>H111</p> <p>1xxx - \$93,451 Certificated Salaries</p> <p>3xxx - \$7,130 Benefits</p> <p>4xxx - \$2,035 Supplies</p> <p>5xxx - \$113,949 Contracted Services</p> <p>Group was able to complete work without using as much consultant time as anticipated</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Train teachers and administrators on CCSS implementation and support regular curriculum collaboration.</p>	<p>Year 2015-16</p> <p>Continue to train teachers and administrators on CCSS implementation and support monthly curriculum collaboration. Pilot Lesson Study. Continue GLAD and curriculum development.</p> <p>\$200,000 Title II</p> <p>\$200,000 Supplemental</p> <p>Objects: 1xxx, 3xxx</p>	<p>Nearly all math teachers, grades 7 – Algebra 2 (including RSP), participated in Collaborative Curriculum Design professional learning. Unit Blueprints (developed by the Hewlett Foundation) were used to organize the topic of each session. Sessions were held by course and each session focused on a specific unit from the Blueprints for that course. Teachers developed understanding about the progressions within a unit, over the course and vertically between courses. At each session teams decided on Pillar Tasks for each unit which will be implemented across the district in all math classrooms. Teachers evaluated student work samples from Pillar Tasks and sample assessments to begin to develop common goals and expectations. Administration was also trained.</p> <p>Twenty-two math teachers in grades 7 – 12 were trained by the California Mathematics Project: North Coast to understand the shifts and progressions of the new statistics and probability standards. The training was a series of three days that developed teacher content knowledge, pedagogical strategies to teach statistics and provided activities to implement that connect statistical thinking to topics currently taught in each course.</p> <p>A small group of secondary teachers participated in a GLAD training in the fall of 2015-16. This training was discontinued due to the lack of interest by SRCS teachers. Administration participated as well.</p> <p>The substitute shortage did not allow for as many days of professional development, which resulted in less expense for the trainings and their associated costs.</p>	<p>H112</p> <p>1xxx - \$6,418 Certificated Salaries</p> <p>2xxx - \$1,306 Classified Salaries</p> <p>3xxx - \$875 Benefits</p> <p>5xxx - \$189,513 Contracted Services</p>	
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>	

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<p>Provide students with CCSS curriculum, instruction and assessment that is coordinated and sequential LEA-wide using an online curriculum and assessment management system</p>	<p>Year 2015-16</p> <p>Develop a CCSS online curriculum, instruction and assessment system to house SRCS Collaborative Curriculum Design lesson, units and resources. Training on how to use the system.</p> <p>\$35,000 Supplemental</p> <p>\$14,000 Title II</p> <p>Objects: 1xxx, 3xxx</p>	<p>Continue to develop an online system for curriculum using Google sites. Currently Mathematics and Social Science have uploaded units, lessons and resources. This is just the beginning phase of the CCD with a plan for more curriculum to be uploaded.</p> <p>Instructional practices is also a focus. All sites in the district selected as SPSA goals work around literacy, writing and DOK levels. TOSA's and job embedded professional development continues to be the most effective approach to improving best first instruction.</p> <p>Let's Go Learn was used for assessment purposes along with teacher development performance tasks.</p>	<p>H113</p> <p>1xxx - \$12,392 Certificated Salaries</p> <p>3xxx - \$1,297 Benefits</p> <p>5xxx - \$8,650 Contracted Services</p> <p>Work will be continuing in 2016-17</p>

Scope of service:	District-wide		Scope of service:	District-wide	
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<p>Implementation of collaboration time and professional learning at all schools.</p>		<p>Year 2015-16</p> <p>Continue to provide training for teacher leaders, site and district administrators on leading CCSS implementation and access for all students. Begin Santa Rosa City School collaboration curriculum design process</p> <p>\$140,000 Supplemental</p> <p>\$105,000 Title II</p> <p>\$35,000 Title III</p> <p>Objects: 1xxx, 3xxx</p>	<p>Collaboration and professional learning was implemented in the form of release time for teachers to work on the initiatives that support the LCAP goals and identified services. Three district-wide professional learning opportunities were provided on August 13, 2015, August 14, 2015 and March 28, 2016. Training in GLAD, Close Reading, Mathematical Practices, Mathematics Blueprints, Curriculum Development, Next Generation Science Standards, Cultural Proficiency, Restorative practices, Trauma Informed Care, Mindfulness, The Linked Learning approach, Integrated Instruction, Design Thinking, Work Based Learning, Project Based Learning, Google Apps for Educators, Bay Area Writing Project, Lesson Study, Physical Education release day to increase standards-based teaching and assessment practices, and Visual and Performing Arts release day to develop comprehensive arts plan providing equitable distribution of arts instruction across the district.</p> <p>Any training conducted beyond the contracted school day was paid at the extended day rate. This is also true for collaboration time.</p>	<p>H114</p> <p>1xxx - \$7,783 Certificated Salaries</p> <p>3xxx - \$588 Benefits</p> <p>5xxx - \$46,133 Contracted Services</p> <p>The majority of the training sessions were able to be held during workday so extra day budget was not needed</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

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<p>Use a data system of formative, interim & summative assessments as well as to inform the MTSS</p>		<p>Year 2015-16</p> <p>Implement a new data system and train staff</p> <p>\$84,000 Base</p> <p>\$70,000 Supplemental</p> <p>Object: 4xxx</p>	<p>Let's Go Learn Diagnostic Assessment was piloted in January 2015 with seven teachers, K-12, in ELA and math. Test implementation trainings were offered from March to May, to K-12 staff. The final results from the year are that a total of 14 sites participated in some format including grade level and/or school-wide. Specifically targeted were: all incoming 9th graders in math, incoming 7th in math, and EL's as a data-point for reclassification.</p> <p>A final training session for the year, for all K-12 teachers, was scheduled for May 27, 2015, in data interpretation.</p> <p>The district implemented the Diagnostic Assessment for all students in grades K-9. Sixteen sessions were provided that involved learning the program to evaluating the data reports.</p> <p>Any training for teachers beyond the contracted school day was paid at the extended day rate.</p>	<p>H115</p> <p>no expenditures to date</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

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Provide additional calendar days for teacher professional development LEA- wide.		Year 2015-16 Consider three additional calendar days for teacher professional development \$553,000 Supplemental Objects: 1xxx, 3xxx	Negotiations with Santa Rosa Teachers Association yielded three days of professional development on both the 2015-16 and 2016-17 calendars.	H116 1xxx - \$667,607 Certificated Salaries 3xxx - \$105,750 Benefits
Scope of service:	District-wide		Scope of service:	District-wide

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<p>Coordinate community outreach, partnerships, equity and access, and professional development.</p>		<p>Year 2015-16</p> <p>Maintain 1 Coordinator</p> <p>\$71,425 Supplemental</p> <p>Objects: 1xxx, 3xxx</p>	<ul style="list-style-type: none"> • District Showcase • College and Career Implementation Team • College and Career Day • College and Career Readiness Guide • Information Handbook • KBBF Weekly Interviews • Museum of Tolerance Training • Radio/Print/ Online Ad Campaigns • It's About Time & Just in Time District-wide conferences • Cmedia Interviews • DELAC/ELAC/Middle School PFSO presentations on SRCS programs • Public Schools Week • Development of Promotional Videos • Green Music Center – Barclay Choral Concert and Instrumental Showcase • Working on expanding articulation and dual enrollment with SRJC • Unconscious Bias training • Training with Equity Facilitators: Stephanie Graham Rivas and Kikanza Nuri Robins • Equity at the Core Conference Presentation, February 10, 2016 	<p>H117</p> <p>1xxx - \$112,125 Certificated Salaries</p> <p>3xxx - \$21,597 Benefits</p> <p>5xxx - \$671 Contracted Services</p> <p>Budget was understated for full time employee</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Develop comprehensive plan for advanced learners and begin training.		Year 2015-16 Develop SRCS plan for advanced learners including identification, assessment, instructional program and parent engagement of accelerated learners and begin training \$7,000 Title I \$35,000 Supplemental Objects: 1xxx, 3xxx	A committee of teachers has been convened to begin work on the Advanced Learning Plan. The committee has gathered information and curriculum from other districts with robust Advanced Learner programs to help guide their work on the plan. Training by the California Association for the Gifted (CAG) certified teachers and professionals occurred 2015-16. The development of the plan and training will continue in 2016-19.	H118 no expenditures to date
Scope of service:	District-wide		Scope of service:	District-wide

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<p>Develop an English Learner Master Plan</p>		<p>Year 2015-16</p> <p>Develop an EL Master Plan and begin training staff.</p> <p>\$70,000 Title III</p> <p>\$35,000 Supplemental</p> <p>Objects: 1xxx, 3xxx</p>	<p>Board Policy and Administrative Regulation 6174 were approved by the Board of Education. A new system of reclassification of English Learners was approved. ELD training continues to be a focus and the committee meetings for the EL Master Plan development have begun.</p> <p>The Bay Area Writing project, Step up to Writing, and the AAELL program from Sonoma State University are the primary focus for improving EL instruction. In addition CCD will focus on EL instruction as well.</p>	<p>H119</p> <p>no expenditures to date</p> <p>Project deferred to 2016-17</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
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Develop student digital portfolio system.		<p>Year 2015-16</p> <p>Research, implement and train for a common technology platform for student digital portfolio system.</p> <p>\$35,000 Supplemental</p> <p>\$42,000 Title II</p> <p>Object: 1xxx, 3xxx, 4xxx</p>	Some sites began using digital portfolios with students using various platforms. A common platform needs to be identified as well as common outcomes, K-12, for the purpose and product of a culminating digital portfolio.	H120	no expenditures to date
Scope of service:	District-wide		Scope of service:	District-wide	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Upgrade and install infrastructure necessary to support use of educational technology & sustaining district network.</p>		<p>Year 2015-16</p> <p>Continue to upgrade and install infrastructure necessary for educational technology initiatives and sustaining district network at all school sites.</p> <p>\$350,000 Technology Bond</p> <p>Object: 4xxx, xxx</p>	<p>Santa Rosa City Schools is undertaking a complete technology infrastructure refresh including cabling, network equipment; including wireless access, virtualization, mobile device management, backup, and disaster recovery. These upgrades will ensure business and educational continuity by providing the necessary capacity and access to meet technology goals.</p>	<p>H121</p> <p>5xxx - \$350,000 Contracted Services</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Provide technology devices for students and staff.		<p>Year 2015-16</p> <p>Continue to provide technology devices for students and staff.</p> <p>\$490,000 Technology Bond</p> <p>Objects: 4xxx, xxx</p>	<p>Teacher focus groups will be held to determine what types of additional technology should be purchased for:</p> <ol style="list-style-type: none"> 1. Teachers 2. Student use 3. Classrooms 4. Labs 5. General technology for sites <p>Initial student devices were purchased in Year 1 which included 1000 Chromebooks. Santa Rosa City School has purchased an additional 2200 Chromebooks for student use along with 900 laptop computers for teachers and administrator use.</p> <p>Our goals include increasing both teacher and students access to current technologies. Lowering the average student ratio from approximately 9:1 to approximately 4:1 initially. Provide adequate technology tools to allow teachers and students to integrate technology into the classroom.</p>	<p>H122</p> <p>4xxx - \$490,000 Supplies</p>
Scope of service:	District-wide		Scope of service:	District-wide
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.</p>		<p>Year 2015-16</p> <p>Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum.</p> <p>\$28,000 Base</p> <p>\$7,000 Title II</p> <p>Object: 4xxx</p>	<p>Sync Solutions provided curriculum for two SDC classes (one each at Piner and Comstock.) iPads were purchased for IEP communication goals. Comstock and Piner shared lessons.</p>	<p>H123</p> <p>No expenditures to date</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Special Needs)</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other(Special Needs)</p>	

<p>Provide increased academic counseling support services.</p>	<p>Year 2015-16</p> <p>Implement 5 College and Career Hub at each High School. Set-up of hubs, LCAP counselor, and training.</p> <p>\$200,000 Base</p> <p>\$300,000 Supplemental</p> <p>\$50,000 Title I</p> <p>\$50,000 Title III</p> <p>Objects: 1xxx, 2xxx, 3xxx</p>	<p>Five College and Career Centers (CCCs) are at each of the comprehensive high schools. Each center is staffed with a full-time LCAP College and Career Counselor and was provided new furniture, computers, supplies, and college and career resources. A part-time LCAP College and Career Counselor is providing additional college and career services to students and families at the district's continuation high school. Each of the College and Career Counselors was provided extensive professional development and also toured several CCCs in Southern California. A coach was hired to support the College and Career Counselors with developing a systematic approach for services provided to students and families.</p> <p>In addition to opening the College and Career Centers, all 7-12 grade students were provided with an online Naviance account. The College and Career Counselors have been supporting Naviance implementation through the CCCs and at the feeder middle schools.</p> <p>A College and Career Center Implementation Team was formed to provide input and guidance surrounding the types of services offered, potential partnerships, and resources for each of the centers. Students, parents, and community based organizations have been pleased with the CCCs and continue to support them as volunteers and with resources.</p>	<p>H124</p> <p>1xxx - \$359,600 Certificated Salaries</p> <p>3xxx - \$69,784 Benefits</p> <p>4xxx - \$130,629 Supplies</p> <p>5xxx - \$8,743 Contracted Services</p>	
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Provide additional academic counseling support to students and families.</p>		<p>Year 2015-16</p> <p>Provide additional academic counseling support to targeted students, before or after school.</p> <p>\$100,000 Supplemental</p> <p>Objects: 1xxx, 3xxx</p>	<p>Additional services were provided to targeted students beyond the school day and including parents. As of April 30, 2015, 121.5 hours were spent providing additional support to students and families about academics, college, attendance and behavior. These hours and dollar amounts could increase as sites report hours for services provided in month of May and June 2016.</p>	<p>H125</p> <p>1xxx - \$5,234 Certificated Salaries</p> <p>3xxx - \$745.00 Benefits</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Implementation of CCSS, new ELD standards, Next Generation Standards at school sites through job embedded training and support.</p>		<p>Year 2015-16</p> <p>Provide up to 10 TOSA's to support colleagues in implementing the CCSS, ELD, and NGSS.</p> <p>\$490,000 Supplemental</p>	<p>Developing the EL Master Plan and professional development on the NGSS has been the focus. Continue the development of a Learning Management System to facilities this implementation. Certificated staff was provided collaboration time at the extended day rate to prepare standards aligned units, lessons and resources to assist in the implementation. Fifty-six hours were provided to certificated staff.</p>	<p>H126</p> <p>1xxx - \$217,176 Certificated Salaries</p> <p>3xxx - \$29,324 Benefits</p> <p>Unable to fill all positions</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>Implementation of CCSS, new ELD standards, Next Generation Standards at school sites with emphasis on professional development on cultural proficiency and culturally relevant practice.</p>	<p>Year 2015-16</p> <p>Continue to provide professional development on cultural proficiency, unconscious bias and culturally relevant practices.</p> <p>\$100,000 Supplemental</p> <p>\$50,000 Title II</p> <p>\$50,000 School Climate Transformation Grant</p>	<p>Continue to provide professional development on cultural proficiency, unconscious bias and culturally relevant practices. Some specifics:</p> <p>As of May 31, 2016 over 400 SRCS staff members have attended the two day Museum of Tolerance for Educators Professional Development trainings. This professional development includes exploration of exhibitions at the Museum of Tolerance related to the Holocaust, oppression, genocide, bias, immigration and Civil Rights. The two days also provide exploration of data regarding Santa Rosa City Schools' students both served and underserved.</p> <p>In partnership with CTA's Office of Civil Rights and the Santa Rosa Teachers Association, Santa Rosa City Schools offered seven, two-day Unconscious Bias trainings for staff. Between September 9, 2015 and May 31, 2016 over 180 SRCS staff have participated in these workshops.</p> <p>Other related activities:</p> <ul style="list-style-type: none"> • Six follow-up meetings to the Museum of Tolerance professional development days • End of year wrap up meeting for attendees of Museum of Tolerance and in-house professional development as well as attendees of Unconscious Bias Trainings • Development of an Ethnic Studies Exploration Committee 	<p>H127</p> <p>1xxx - \$36,835 Certificated Salaries</p> <p>3xxx - \$3,925 Benefits</p> <p>5xxx - \$26,150 Contracted Services</p> <p>Work continuing in 2016-17</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>Increase extended learning opportunities for underserved students that include acceleration and enrichment. Held before and after school, summer, weekends, and during school breaks.</p>		<p>Year 2015-16</p> <p>Continue to provide extended learning opportunities for students in acceleration and enrichment. Additional services to underserved students.</p> <p>\$500,000 Supplemental</p>	<p>Santa Rosa city Schools provided extended learning opportunities for 7-12 grade students, including special education students.</p> <p>745 students were served in numerous types of learning experiences. The following summer programs were offered in 2015:</p> <ul style="list-style-type: none"> • Credit Recovery for grades 10-12, June 15-July 23, 2015 • Special Services Extended School Year for grades K-12, <i>Estimated</i> dates June 15-July 23, 2015 • Maker Camp for grades 5-8, June 15-July 2, 2015 • M.O.V.E (More Opportunities via Education) Academy for grade 9, June 15-July10, 2015 • Mike Houser Algebra Academy sponsored by Agilent Technologies for grade 9, June 8 - June 26, 2015 • Mariachi Camp, for grades 3-11, July 6-21, 2015 • Arts Camp, for grades 3-11, July 6-17, 2015 	<p>H128</p> <p>1xxx - \$188,008 Certificated Salaries</p> <p>2xxx - \$25,296 Classified Salaries</p> <p>3xxx - \$30,753 Benefits</p> <p>4xxx - \$7,406 Supplies</p> <p>5xxx - \$19,621 Contracted Services</p> <p>Extended day/year program did not cost as much as anticipated</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue program to reduce long-term English Learner status of migrant students</p>		<p>Year 2015-16</p> <p>Monitor, adjust and refine program for identified migrant students to prevent Long-term English Learner status</p> <p>\$100,000 Supplemental</p> <p>\$50,000 Title III</p>	<p>The Adelante, Summer program, tutoring and AVID class for identified migrant and EL students took place in 2015-16. 11 of 59 migrant students were served in the AVID class and ranged in grades 9-12. Total students serviced in 2 AVID classes were 59 of which most are Long Term English Learners. SRCS data show that tutoring afterschool was not well attended and will not continue in the current model of service. The AVID classes will be expanded in 2015-18.</p> <p>The reclassification protocol was updated.</p> <p>An EL master plan is in development.</p>	<p>H129</p> <p>1xxx - \$44,252 Certificated Salaries</p> <p>2xxx - \$14,176 Classified Salaries</p> <p>3xxx - \$12,785 Benefits</p> <p>5xxx- \$61 Contracted Services</p> <p>Program and services planned for offering to students was not well received and discontinued</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Decentralized funding for schools site to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA)</p>	<p>Year 2015-16</p> <p>Allocation to school sites to be used in accordance with their approved SPSA for direct services to students and families.</p> <p>\$ 2,000,000 Supplemental</p>	<p>Sites received \$2 million allocated based on unduplicated student counts to implement their LCAP aligned SPSA. Extensive training and coaching was provided to each site's leadership teams to facilitate a strategic focus on goals and actions that would move the sites forward in providing best first instruction and support services. Each site leadership team provided a progress report three times during the year with analysis of the progress using qualitative and quantitative data. All sites showed growth as evidenced their data. There is still work to be done but sites are definitely seeing positive change.</p>	<p>H130</p> <p>1xxx - \$887,527 Certificated Salaries</p> <p>2xxx - \$64,789 Classified Salaries</p> <p>3xxx - \$189,747 Benefits</p> <p>4xxx - \$585,162 Supplies</p> <p>5xxx - \$142,066 Contracted Services</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p> <p>District-wide</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Extend workday and year for IT Technicians</p>		<p>Year 2015-16</p> <p>Extend workday and year for IT Technicians.</p> <p>\$130,000 - Base</p>	<p>Technician hours and work year were extended from 6 hours/day and 10 months/year to 8 hours/day and 12 months. This has increased productivity, allowed for changes in the scheduling, and the ability to complete larger projects. The techs are now able to advantage of time when school is not in session as well as complete larger projects during non-instructional days.</p>	<p>H131</p> <p>2xxx - \$82,928 Classified Salaries</p> <p>3xxx - \$32,312 Benefits</p> <p>2 technicians replaced at beginning of year so program did not cost as much as anticipated</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Provide professional development for classified staff		<p>Year 2015-16</p> <p>Determine needs for all classified staff and prepare a professional development plan. Provide the identified most urgent training during this school year.</p> <p>\$50,000 Supplemental</p>	<p>Professional development for classified staff took place on Aug 13 and 14, 2015 and March 28, 2016. Trainings in Google Docs and forms, Excel, Escape, Cultural Proficiency, CPR, and Organizational Efficiency took place. Eight classified staff attended the yearly classified staff conference and an Escape training for additional professional development.</p> <p>8 Classified staff also attended the 19th Annual Paraeducator Conference, April 11-14, 2016</p>	<p>H132</p> <p>2xxx - \$4,948 Classified Salaries</p> <p>3xxx - \$793 Benefits</p> <p>5xxx - \$1,976 Contracted Services</p> <p>Program took place primarily on regular days and did not require extended day stipends</p>
Scope of service:	District-wide		Scope of service:	District-wide
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Provide education technology integration		<p>Year 2015-16</p> <p>Develop and educational technology integration plan as a part of the district technology plan.</p> <p>\$100,000 Bond</p> <p>\$20,000 Supplemental</p>	<p>Technology integration occurred at sites through trained teachers providing ongoing professional development and support to other teachers. Google Apps for Education is being implemented and more staff members are becoming "Google" certified trainers. Hundreds of staff have attended Google camps, summits and Rockstars. Numerous staff have also attended Computer Using Educators conferences and workshops. This year we have gone from 1000 Chromebooks district wide to 5000 through combined district office and site purchases. Sites continue to want technology.</p>	<p>H133</p> <p>no expenditures to date</p>
Scope of service:	District-wide		Scope of service:	District-wide
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
What changes in actions, servivces, and expenditures		<p>Producing college and career-ready students is embedded into both Santa Rosa City Schools LCAP goals will continue to guide our work and as has been reinforced by our stakeholders. This year we have begun our Collaborative Curriculum Design (CCD) work in all the core subject areas. Mathematics is the farthest along followed by Science, then Social Sciences and finally English Language Arts and English Language Development. Parallel to the CCD work, we have continued to work on coherence, systems and focus with the LCAP and the Single Plan for Student Achievement (SPSA). Sites have aligned the focus of their SPSA to the LCAP to meet both the identified needs of their site and the LCAP. Sites identified metrics in the SPSA that were aligned to the LCAP. Progress monitoring three times during the 15-16 school year, sites have seen growth in their metrics. There is still much work to be done, but LCAP has been a lever for the changes needed to ensure we are providing best first instruction to all students. We will continue the implementation of California</p>		

Standards through more job embedded professional development and CCD, with professional learning focusing on both domains (Math and ELA). The focus on the California ELD standards will be enhanced with additional GLAD training and in-classroom support through Teachers on Special Assignment (TOSA). We are also adding training for the implementation of the Next Generation Science Standards, and C3 Framework for Social Studies State Standards which will also see TOSA support in the classroom. The district has made great strides in collecting and using the data available to assist in assessing the success of the actions of the SPSA and LCAP. Those actions to increase student proficiency for ELA and Math were measured by the reduction of D and F grades, CELDT data, reclassification data, results on the PSAT, increase in the access to a-g- courses, increase in CTE completers, teacher participation in department chair and subject meetings to identify priority standards and create curriculum. For this year, the actions of the LCAP have achieved the desired metric results. Santa Rosa City School's will streamline our metrics to coincide with the metrics the State Board of Education consistently refers to which will provide a consistent and coherent indicator of the impact of the LCAP actions.

All staff including classified staff will receive professional learning; we will continue to create and refine CCD and assessments aligned to the California Standards, C3 Framework and NGSS. Many stakeholders expressed the need for additional counselors to better prepare students for college and career. We hired five additional counselors for our College and Career Centers at each of the five comprehensive high schools. We also hired a part-time College and Career Counselor for the continuation high school, We were unable to find five bilingual counselors but did eventually hire. The screening and assessment of our Tier 2 and 3 students in the SRCS Multi-Tiered System of Support (MTSS) continues to be a challenge. We will continue to aggressively recruit five bilingual counselors for this purpose. The district will also continue to focus on increasing student learning for all students and accelerating student learning for our underserved students (EL, FY, LI). Santa Rosa City Schools has received the California Mathematics and Science Partnership grant which will focus on STEM training through Maker projects in K-8 schools. We will also begin piloting the Bay Area Writing Project (BAWP), Lesson Study in partnership with Mills Colleges, DePaul University and Tokyo Gakugei University in Japan. SRCS began a partnership with Michael Fullan which will continue in 2016-17 with the focus on coherence, systems and building capacity.

We found the need to make metric adjustments in the LCAP 16-17 for some areas as we had duplicate or confusing metrics. We also have too many overlapping actions and will combine. We kept the data and metrics in the Annual Update but have changed them in the Expected Annual Measurable Outcomes for 2016-19 .Some actions will be combined with similar actions that are driving toward the same outcomes. Particularly in the area CCD, professional development and California Standards implementation. Santa Rosa City Schools is in year two of a School Climate Transformation Grant and Multi-tiered Systems of Support and BEST Plus will be launching the second cohort of schools.

Original Goal from prior year LCAP:

GOAL 2: Increase student and family wellness and engagement through the full service community school model.

Related State and/or Local Priorities:
 _1 _2 X3 _4 X5 X6 _7 X8
 Local: SRCS Strategic Plan and SPSA

Goal Applies to:	Schools:	All		
Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Average Daily Attendance rate will increase by 1%. • Reduce chronic absenteeism by 5% • Reduce Latino student truancy rate by 10% • Number of out-of-school suspensions will decrease by 4%. • Number of out-of-school suspensions for Latino students will decrease by 50% • Decrease the expulsion rate by 0.3%. • Decrease the expulsion rate of Latino students by 40%. • Increase alternatives to suspension and expulsion. Identify number of students attending alternatives. • Decrease cohort middle school dropout rate by 3% for the cohort and 5% for English Learner, Low Income, Foster Youth, and Students with Disabilities. • Decrease cohort high school dropout rate by 1% for the cohort and 3% for English Learner, Low Income, Foster Youth and Students with Disabilities. • Increase Healthy Kids Survey School Climate Index by 5% • Gather baseline data for Delaware Survey (BEST Plus) • Gather baseline data for Youth Experience Survey (Evidence2Success) • An electronic parent information system, located on the website will be implemented and used by 75% of teachers. • Increase parent engagement, for all students and for English Learners, Low Income, foster youth and students with disabilities, as 		Actual Annual Measurable Outcomes:	<p>Average Daily Attendance decreased by 3.2% (in 2014-15, ADA was 93.1%, in 2013-14, ADA was 96.3%)</p> <p>The number of chronically absent students decreased by 16.5% (in 2014-15, 2359 students were chronically absent, in 2013-14, 2826 students were chronically absent)</p> <p>The secondary Latino student truancy rate decreased by 8.0% as measured by all students (age is not a factor) who missed three or more days/periods over three days without a valid excuse (in 2014-2015, Latino truancy was 65.7% (3528) of Latino students, in 2013-2014, 73.7% (3837).</p> <p>The number of out-of-school suspensions increased by 13.2%. (in 2014-15, 1090, students were suspended out-of-school; in 2013-14 963 students were suspended out-of-school)</p> <p>The number of Latino out-of-school suspensions for increased by 7.9%. (in 2014-15, 641 Latinos were suspended out-of-school, in 2013-14 594 Latinos were suspended out-of-school)</p> <p>The expulsion rate increased by 0.06 %. (In 2014/2015, the expulsion rate was 0.09% (11 students), in 2013/2014, the expulsion rate was 0.03% (3 students))</p> <p>The expulsion rate for Latino students increased by 0.2% (in 2014-15, the Latino expulsion rate was 0.2% in 2013-14 the Latino expulsion rate was 0%)</p> <p>Alternatives to suspension and expulsion increased by 630% (in 2014-15 alternatives were 732, in 2013,</p>

measured by attendance at parent meetings and trainings by 3%.

- Increase community engagement and communication as measured through an annual survey.
- Improve communication to stakeholders measured by survey responses, feedback, and engagement metrics.
- Increase students meeting at least 5 of 6 PFT standards by 3%.

99). The number of students attending alternatives in 2014-15 was 543, in 2013-14, 74.

The cohort middle school dropout rate for the cohort and for English Learner, Low Income, Foster Youth, and Students with Disabilities is N/A

The cohort high school dropout rate for the cohort and for English Learner, Low Income, Foster Youth, and Students with Disabilities is N/A

Healthy Kids Survey is administered every-other year.

Baseline data for Delaware Survey (BEST Plus). As of 4/19/16 data still being collected.

The district did not receive the Youth Experience Survey grant (Evidence2Success).

Santa Rosa City Schools entered into contract with Illuminate Education for DnA, a data analytics software suite, and iSi, a student information software suite. 75% of teachers did not use as the new SIS and Illuminate did go into contract until June of 2016. DnA will be implemented during the 2016/2017 school year and iSi will be implemented in the 2017/2018 school year.

Parent engagement changed for all students and for English Learners, Low Income, foster youth and students with disabilities, as measured by attendance at parent meetings and trainings by 9.2% (in 2014/2015, attendance at English Learner parent and community meetings is 687 parent attendees at a total of 55 secondary ELAC meetings; 45 secondary parent attendees at a total of 8 K-12 DELAC meetings, in 2013/2014, attendance at English Learner parent and community meetings is 629 parent attendees at a total of 50 secondary ELAC meetings; 31 secondary parent attendees at a total of 8 K-12 DELAC meetings)

LCAP survey data Community engagement and

		<p>communication as measured through an annual district wide LCAP survey for 2015-16 showed 457 responses. A video about the LCAP and it's impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015-16 at 449 responses, for a 61% increase in responses.</p> <p>LCAP survey data Communication to stakeholders measured by survey responses, feedback, and engagement metrics. An an annual district wide LCAP survey for 2015-16 showed 457 responses. A video about the LCAP and it's impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015-16 at 449 responses, for a 61% increase in responses.</p> <p>7th grade students meeting at least 5 of 6 PFT standards decreased by 6.3% (in 2014/2015, 50.1% met at least 5 of 6 PFT standards, in 2013/14 56.35% met at least 5 of 6 PFT standards); 9th grade students meeting at least 5 of 6 PFT standards decreased by 5.6% (in 2014/2015, 50.9% met at least 5 of 6 PFT standards, in 2013/14 56.5% met at least 5 of 6 PFT standards)</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>Increase involvement and provide access to community-based organizations and businesses.</p>		<p>Year 2015-16</p> <p>Increase involvement and provide access to community-based organizations and Businesses.</p> <p>\$55,000 Base</p> <p>\$10,000 Supplemental</p> <p>Objects: xxxx, xxxx</p>	<p>College and Career Day (45 businesses & community organizations participated) SAY – The Home Stretch Screening Listening for a Change – paid buses: MCHS to Roseland.</p> <p>Through Northern CA Career Pathways Alliance (SCOE’s grant) is expanding WBL opportunities for students and providing teacher externship this summer.</p> <p>Elsie Allen High School College & Career Hub.</p> <p>Double Decker “Bowling” Lanes provided professional development for PE teachers and donated bowling equipment to schools, the teachers were paid to participate in the professional development.</p> <p>Industry professionals were invited to evaluate and provide input on CTE and Linked Learning program project.</p> <p>All of these activities represent an increase.</p>	<p>H201</p> <p>5xxx - \$12,457 Contracted Services</p> <p>Businesses donated services the district had anticipated purchasing</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>Enhance the implementation of Restorative Practices and BEST PLUS (Positive Behavior Incentive and Support, Restorative Practices and Behavioral Health Support).</p>		<p>Year 2015-16</p> <p>Train staff on BEST PLUS which includes Positive Behavioral Incentive and Support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services.</p> <p>\$100,000 School Climate Transformational Grant (training)</p> <p>\$350,000 Supplemental (mental health services)</p> <p>Objects: 1xxx, 2xxx, 3xxx</p>	<p>Restorative Practice, as a part of a larger School Climate Transformation initiative, was implemented as one of many interventions in response to Santa Rosa City Schools' disproportionate number of suspensions and expulsions for Latino students.</p> <p>Santa Rosa City Schools is in year two of a School Climate Transformation grant which is specifically designed to assist in the implementation of Multi-tiered Systems of Support (MTSS). SRCS has implemented BEST Plus which is a hybrid of Positive Behavior Intervention Supports, Restorative practices, and behavioral health support. Mental Health services were provided for students and families. The first cohort of schools has been trained and the second cohort is preparing for training in the Summer of 2016 to begin implementation in the 2016-17 school year. SWIS, an office referral and tracking program, has been implemented and staff have been trained. This data will provided an opportunity for reviewing progress of the BEST Plus implementation and changes that may need to take place.</p> <p>The Restorative Specialists(RS) along with the FEF have been an integral part of the implementation of BEST plus. Their work at the sites and with families provides a connection to the system that has seen positive climate changes.</p> <p>Total number of referrals: 1220</p> <p>Total of Restorative Practices: 2272 (Circles, conference, agreements, reflection, contract, questionnaire)</p>	<p>H202</p> <p>1xxx- \$166,414 Certificated Salaries</p> <p>3xxx- \$31,784 Benefits</p> <p>5xxx - \$555,259 Contracted Services</p>	
<p>Scope of service:</p>	<p>Distict-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Improve electronic parent access to student status.		Year 2015-16 Select and implement a parent access system that will be used by all teachers to communicate with parents. Provide staff training, \$ 200,000 Base \$ 10,000 Title II	A new student information system (SIS) will be selected by May 2016. This evaluation and selection of a new system will be conducted with focus groups from various stakeholders throughout the district. Key component at any new system will be parent portal for ease of access and use, as well as a gradebook system that all teachers will select to use. All teachers will be trained the use of the new system with a key focus of school to home communication. The new SIS have enhanced features for social media, texting and other forms of communication to ensure parents are part of their student's educational progress. A new position of Communication Coordinator will be in place by June of 2016. This will also help parents be provided better website information and electronic communication.	H203 1xxx - \$4,997 Certificated Salaries 2xxx- \$1,098 Classified Salaries 3xxx - \$355 Benefits Purchase of new SIS deferred to 2016-17 along with training
Scope of service:	District-wide		Scope of service:	District-wide

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>Increase involvement & provide access to parents, community-based organizations and businesses</p>		<p>Year 2016-17</p> <p>Increase involvement and provide school/district access for parents, community-based organizations and businesses through training and outreach</p> <p>\$55,000 Base \$100,000 Supplemental</p> <p>Objects: 1xxx, 3xxx</p>	<p>Family Engagement Facilitators (FEF) have provided a tremendous connection to parents and families at each of the school sites. Schools with significant unduplicated pupil counts have at least a full time FEF while other may share an FEF. All Family Engagement Facilitators were trained in the development of family centers at the site and how to engage parents in the school using Dr. Joyce Epstein's Six Types of Parent Involvement and PTA National Standards for School Family Partnerships.</p> <p>Family Engagement Facilitators (FEF) attend monthly meetings. They have also participated in the following trainings/workshops:</p> <ul style="list-style-type: none"> • November 2, 2015 and December 1, 2015 - Restorative Practice Support • January 15, 2016 - English Learner Leadership Conference • February 2, 2016 - English Learner Parent Leadership Institute • April 13-14, 2016 - Opening Doors for Family Engagement Facilitators <p>2015-16 district-wide LCAP survey showed 457 responses. A video about the LCAP and it's impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015-16 at 449 responses, for a 61% increase in responses.</p>	<p>H204</p> <p>2xxx- \$214 Classified Salaries</p> <p>3xxx- \$24 Benefits</p> <p>4xxx- \$266 Supplies</p> <p>5xxx - \$46,033 Contracted Servies</p>	
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Increase student engagement, wellness and achievement.</p>	<p>Provide academic and engagement support services through researched based best practices (i.e.: AVID, Link Crew, Safe School Ambassadors , Restorative practices, BEST, Peer Leaders, Freshmen Transitions, Early College Magnet). Provide alternative educational opportunities such Bridge Academy for tier 3 struggling students (3 teachers and 5 instructional</p>	<p>Provided academic and engagement support services through researched based best practices (i.e.: AVID, Link Crew, Safe School Ambassadors, Restorative practices, BEST, Peer Leaders, Freshmen Transitions, Early College Magnet). Provided alternative educational opportunities such Bridge Academy for tier 2 and 3 struggling students (3 teachers and 5 instructional assistants at the middle school.</p> <p>Sites have provided numerous academic and support services and their SPSA progress reports show positive growth academically and behaviorally. The Bridge Academy has also proven to be successful at most of the middle school sites. Students have better attendance and few discipline referrals, and expulsion referrals have dropped dramatically at the middle school. The Bridge Academy sites that struggled were due to hiring the appropriate teacher for this type of school within a school. The Bridge Academy will continue with the addition of a 9th/10th grade Bridge Academy for the 2016-17 school year.</p>	<p>H205</p> <p>1xxx - \$325,180 Certificated Salaries</p> <p>2xxx - \$48,689 Classified Salaries</p> <p>3xxx - \$75,842 Benefits</p> <p>4xxx - \$19,288 Supplies</p> <p>5xxx - \$152,722 Contracted Services</p> <p>Program not fully implemented at start of school year.</p>

		assistants). \$650,000 Supplemental \$70,000 School Climate Transformation		
Scope of service:	District-wide		Scope of service:	District-wide
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Continue the implementation of BEST Plus which includes Restorative Practices, Positive Behavior Incentive and Support, and behavioral health support services.</p>	<p>Year 2015-16 Train staff on BEST Plus to include Restorative Practices and behavioral support services. Implement Site-based BEST Plus. \$250,000 Supplemental \$70,000 School Climate Transformation Grant \$100,000 NITT-Aware Grant</p>	<p>Santa Rosa City Schools is in year two of a School Climate Transformation grant which is specifically designed to assist in the implementation of Multi-tiered System of Support (MTSS). SRCS has implemented BEST Plus which is a hybrid of Positive Behavior Intervention Supports, Restorative practices, and behavioral health support. Mental Health services were provided for students and families. The first cohort of schools has been trained and the second cohort is preparing for training in the Summer of 2016 to begin in implementation the 2016-17 school year. SWIS, an office referral tracking program, has been implemented and staff has been trained. This data will provide an opportunity for reviewing progress of the BEST Plus implementation and changes that may need to take place.</p> <p>The Restorative Specialists(RS) along with the FEF have been an integral part of the implementation of BEST plus. Their work at the sites and with families provides a connection to the system that has seen positive climate changes.</p> <p>Total number of referrals: 1220</p> <p>Total of Restorative Practices: 2272 (Circles, conference, agreements, reflection, contract, questionnaire)</p>	<p>School Climate Transformation Grant Funded H206 1xxx - \$31,145 Certificated Salaries 2xxx - \$836 Classified Salaries 3xxx - \$1,504 Benefits 4xxx - \$3,219 Supplies 5xxx - \$17,934 Services</p>	
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Support, coordination and programs for Full Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access.</p>		<p>Year 2015-16</p> <p>12 Family Engagement Facilitators and training</p> <p>\$330,000 Supplemental</p> <p>\$ 50,000 Title II</p>	<p>All 12 Family Engagement Facilitators (FEF), which are all bilingual, were trained in the development of family centers at the site and how to engage parents in the school using Dr. Joyce Epstein's Six Types of Parent Involvement and PTA National Standards for School Family Partnerships. They were also trained on Restorative practices as well as being members of the BEST Plus teams at the sites. Two counselors who were hired are bilingual.</p> <p>Data on parent involvement:</p> <p>2015-16 district-wide LCAP survey showed 457 responses. A video about the LCAP and it's impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015-16 at 449 responses, for a 61% increase in responses.</p> <p>104 meetings had 961 attendees</p> <p>38 ELAC/DELAC meetings had 2994 attendees</p>	<p>H207</p> <p>2xxx - \$283,353 Classified Salaries</p> <p>3xxx - \$143,154 Benefits</p> <p>4xxx - \$489 Supplies</p> <p>5xxx - \$875 Contracted Services</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Implement parent education and leadership programs.</p>		<p>Year 2015-16</p> <p>Continue to implement parent education and leadership training and classes.</p> <p>\$50,000 Supplemental</p> <p>\$10,000 Title III</p>	<p>The Family Engagement Facilitators have just started training for parents based Dr. Joyce Epstein's Six Types of Parent Involvement and PTA National Standards for School Family Partnerships with the assistance of High Expectations Parent Educational Services. Baseline data is being collected</p>	<p>H208</p> <p>2xxx - \$3,454 Classified Salaries</p> <p>3xxx - \$335 Benefits</p> <p>4xxx - \$944 Supplies</p> <p>5xxx - \$3,610 Contracted Services</p> <p>Program had a late start. Baseline data being collected.</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Ensure all foster youth, English Learners, and low income students have individual learning plans to support school connectedness and academic achievement</p>		<p>Year 2015-16</p> <p>Hire 5 LCAP bilingual school counselors to provide case management to foster youth and English Learners.</p> <p>\$ 460,000 Supplemental</p>	<p>Foster youth were served by a Foster Youth Liaison who created individual learning plans for identified Foster Youth. This action will be adjusted to include greater and consistent services to Foster Youth as well as English Learners and Low Income Students.</p> <p>For 2015-2016 only one counselor was hired to support Foster Youth, English Learner and Low Income Students.</p>	<p>H209</p> <p>1xxx - \$50,601 Certificated Salaries</p> <p>3xxx - \$11,142 Benefits</p> <p>Unable to full all positions</p>
<p>Scope of service:</p>	<p>District-wide</p>		<p>Scope of service:</p>	<p>District-wide</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Maintain English Learner Advisory Committee (ELAC) at each school site		Year 2015-16 Maintain ELAC meetings and activities at each school site. \$15,000 Base	English Learner Advisory Committee continued during 2015-16 at each school site. The Board of Education approved a resolution to continue ELAC throughout the district. A minimum of four meetings were held at each school site where translation and childcare were provided. The District English Learner Advisory Committee (DELAC) met a total of 7 times. The DELAC parents requested each meeting be longer so they may have more education about various topics. The number of attendees to DELAC has risen to 30-40 at each meeting when in the past 5-10 would attend.	H209 no expenditures to date
Scope of service:	District-wide		Scope of service:	District-wide
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Ensure wrap around services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified.</p>	<p>Year 2015-16</p> <p>Maintain 10 Restorative Specialists and add 2 additional. Provide training and support. Maintain 1 TOSA and add 1 additional C/TOSA.</p> <p>\$333,959 Supplemental (10 RS)</p> <p>\$70,072 Base (additional 2 RS)</p> <p>\$140,000 Supplemental (training)</p> <p>\$50,000 Title II</p>	<p>Santa Rosa City Schools is in year two of a School Climate Transformation grant which is specifically designed to assist in the implementation of Multi-tiered System of Support (MTSS). SRCS has implemented BEST Plus which is a hybrid of Positive Behavior Intervention Supports, Restorative practices, and behavioral health support. Mental Health services were provided for students and families. The first cohort of schools has been trained and the second cohort is preparing for training in the Summer of 2016 to begin implementation in the 2016-17 school year. SWIS, in office referral tracking program, has been implemented and staff have been trained. This data will provide an opportunity for reviewing progress of the BEST Plus implementation and changes that may need to take place.</p> <p>The Restorative Specialists(RS) along with the FEF have been an integral part of the implementation of BEST plus. Their work at the sites and with families provides a connection to the system that has seen positive climate changes.</p> <p>Total number of referrals: 1220</p> <p>Total of Restorative Practices: 2272 (Circles, conference, agreements, reflection, contract, questionnaire)</p>	<p>H211</p> <p>2xxx - \$322,783 Classified Salaries</p> <p>3xxx - \$150,476 Benefits</p> <p>5xxx- \$1,234 Contracted Services</p>
<p>Scope of service:</p>	<p>District-wide</p>	<p>Scope of service:</p>	<p>District-wide</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Ensuring that every student attends a school that is safe, clean and healthy is a top priority for Santa Rosa City Schools and is a goal that is shared by our families, staff, students and community partners as evidenced by their feedback on the LCAP and the initial baseline data. This commitment can be seen in SRCS’s work to improve the climate at our schools through the district’s receipt of the School Climate Transformation Grant which will focus on BEST Plus (Positive Behavior Intervention and Strategies, Restorative Practices and behavioral health services). Over the next five years every school in the district will have BEST Plus leadership teams to facilitate the implementation of BEST Plus in the school.</p> <p>The implementation of restorative practices, centralizing attendance letters, the addition of the family engagement staff , restorative specialists, mental health services, professional training for classified and certificated staff in Trauma Informed Care, Circle community building, restorative practices, well-being and positive behavior interventions have all had a positive impact on students and families. Though there was an optic in suspensions in the 14/15 year, the rate is still dramatically lower than prior to implementation of the above noted changes. Additionally, there has been an increase in restorative interactions with students, increased contact with families regarding attendance, 25% of teachers attending the Museum of Tolerance training, the identification of nine BEST Plus schools and their training, and the increased number of students receiving mental health services are all indicators that the LCAP actions were successful. The 2015-16 LCAP has identified defined additional metrics that will help monitor progress and determine impact.</p> <p>The continuation of our Family Engagement Facilitators, Restorative Specialists and mental health services will further our objectives under this LCAP goal. We need to do a better job monitoring students in Tier 2 and 3 of the SRCS Multi-Tiered System of Support therefore the district will be hiring five bilingual counselors for this purpose. Positive school climate is one of the top priorities for our community, and we have begun the process of developing an Equity Advisory to the Superintendent as well as a District Equity Collaborative. The process has begun with 200 SRCS staff attending the Museum of Tolerance training and will be followed up by all staff attending over the next three years. In addition SRCS will be collaborating with the Santa Rosa Teachers Association (SRTA) and the California Teachers Association (CTA) to bring Unconscious Bias Training to the district for all staff to be trained over the next four years.</p> <p>The following are being folded into other actions to be more concise and to streamline where services to be provided are the same or should not have been in the original LCAP:</p>	

	<p>Evaluate and refine reclassification monitoring protocols</p> <p>Train staff on the content and administration of the English Language Proficiency Assessment (ELPAC)</p> <p>Add social work services at highest need secondary schools</p> <p>Ensure all foster youth have educational plans to support school connectedness and academic achievement</p> <p>Maintain and monitor compliance for State & Federal programs</p> <p>Professional development during the year was a challenge because of the shortage of substitutes. All costs associated with these trainings was reduced significantly. Bilingual staff hires did not occur at the projected levels due to a lack of candidates.</p>
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	8262193
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Santa Rosa High School District has 44% of the student population as unduplicated low income, English learner, RFEP or foster youth students. As a result some of the services are being offered as LEA wide but will be in different amounts for each school. The range in the percentage of unduplicated students by school is 18% to 90%.

The increase in funding is for English Language Learner, RFEP, Low Income and Foster Youth is \$8,137,581 and will address the targeted groups including students with disabilities throughout the district and provide a coherent, rigorous and relevant teaching and learning program preparing targeted groups to graduate college and career ready.

The additional services provided to improve outcomes for English Learners (EL), Redesignated Fluent English Proficient (RFP), Low Income (LI) Pupils, Foster Youth (FY) and students with disabilities include, but are not limited to, 5 bilingual counselors, 5 LCAP College and Career counselors, 10 Restorative Response Specialists, 60 secondary sections of support services (culturally responsive school counselor advocacy and collaboration with low income students and their families is essential to successfully address the pernicious achievement and access gaps pervasive in U.S. schools (Chen-Hayes, Miller, Bailey, Getch, & Erford, 2011; Holcomb-McCoy, 2007), 10 Teachers on Special Assignment (TOSA) focusing on ELD (The routines and consistent language used in explicit teaching provide ELLs clear, specific, and easy-to-follow procedures as they learn not only a new skill or strategy but also the language associated with it (Calderon, Hertz-Lazarowitz, & Slavin, 1996; Edelsky et al., 1993; Hernandez, 1991; Muniz-Swicegood, 1994; Saunders et al., 1996), 10.5 Family Engagement Facilitators, (strengthening the relationship between the school and family in support of learning (Henderson, 2002). Increasing and publicizing available resources which will support both students and families academically and social emotionally (California Family Resource Center Learning, 2000), and professional learning opportunities for staff that includes 3 days of staff professional development on the instructional calendar, classified and certificated, and bilingual support staff development of a multi-tiered support system, summer enrichment, extended learning opportunities, equity and social justice initiative, BEST Plus (PBIS + Restorative Practices + Mental Health Support), quality has been defined as "instruction that enables a wide range of students to learn" (Darling-Hammond, 2012), and it is the strongest school-related factor that can improve student learning and achievement through professional development (Hanushek, 2011; Nye, Konstantopoulos, and Hedges, 2004; Rivkin, Hanushek, and Kain, 2005). While these positions are offered at every site the focus and outreach is principally directed at UPC students.

Although the district's unduplicated LI, FY, EL, RFEP student population is not above 55%, services will be provided LEA wide however the distribution of the services will be proportional to the unduplicated numbers by site. Those sites with a higher percentage will receive higher percentages of the services (equity vs. equal). An example of how services for targeted students will be different by site is how mental health support services will be provided throughout the district but a school with 18% unduplicated student percentage may receive one day per week of service while another school at 90% unduplicated students may receive up to 5 days a week of service. This same allocation of services would be consistent with the staff hired through these funds (Restorative Specialists, Family Engagement, etc.)

The services provided by the programs and staff to the LI, FY, EL, RFEP students and student with disabilities will be in addition to the base or universal services provided to all students. The focus for each of the programs and staff is to provide access, and monitor and assess the progress of our targeted students to insure they are accelerating to and above grade level.

It should be noted that supplemental funding is not the sole source of funding for many of the programs and initiatives iterated in this document. All expenditures are aligned with our LCAP and Strategic Plan goals and address the needs of our district's English Learners, low income students, foster youth and students with disabilities. Each site aligns their School Plan for Student Achievement (SPSA) to the LCAP goals and identifies strategic foci to develop and implement the site actions and services. Each site will gather feedback and progress monitor their identified actions and services which then provides feedback and results to the LCAP.

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

9.70	%
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The services described in this plan are intended to increase and improve services to English Learners (EL), Low Income (LI) Pupils, Foster Youth (FY) and students with disabilities. The services described in this plan are intended to increase and improve services to English Learners (EL), Redesignated Fluent English Proficient (RFEP), Low Income (LI) Pupils, Foster Youth (FY) and students with disabilities by a minimum of 9.70% in the 2016-17 school year as compared to services provided to all students.

The proportionality percentage was met by increasing the amount spent to 100% of Supplemental funds to provide increased or improved services for these pupils. This exceeds the 9.70% minimum proportionality percentage.

We will be offering increased services for our English Learners, RFEP, Low Income, Pupils, Foster Youth and students with disabilities in the following manners:

1. Add 15 additional days of instruction through the Make Opportunities Via Education (M.O.V.E.) which is 8.3% increased instructional time.
2. Continuing 10.5 full time bilingual outreach positions which will triple the services previously provided.
3. Continuing 10 new Restorative Response Specialist positions that did not exist in the past to serve students and families in the 2nd and 3rd level of a multi-tiered intervention and support system.
4. 60 sections of student support services in the secondary master schedules.
5. 5 Bilingual counselors to provide case management to targeted EL students in MTSS Tier 2 and 3
6. 5 College and Career counselors to organize and provide services to students and are their families in accessing college and career information and practices.
7. Up to 10 Teachers on Special Assignment to curriculum, instruction, assessment and intervention to meet the needs of targeted students through support and training of classroom teachers to implement the California Standards and NGSS standards.

The addition of these services for our EL, RFEP, LI, FY students and students with disabilities will be delivered through a Multi-Tiered System of Support (Response to Intervention & Instruction) which is a comprehensive system of differentiated supports that includes evidence-based instruction, universal screening, progress monitoring, formative assessments, research-based interventions matched to student's needs, and educational decision-making using student outcome data.

The increased instructional time, professional development, 12.1 additional staff, and sections in the master schedule for student support exceeds the 9.70% required minimum proportionality percentage by providing increased and improved services for our identified unduplicated (EL,FY,LI, RFEP) students as compared to the services provided to all pupils in the LCAP in year 2015-16 The cost of these services are equal or exceeds the amount of supplemental grant funds received.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

Action H130

Supplemental and Concentration Funding by School Site and District for 2016-17								
SCHOOL	TOTAL	EITHER EL OR F/R	% EITHER EL OR F/R	Quaify for Concentration Funding	Unduplicated over 55%	Estimated Site Supplemental Allocation	Estimated Site Concentration Allocation	Projected Total
Secondary								
Lawrence Cook Middle School	407	366	89.93%	No	-	131,760	-	131,760
Herbert Slater Middle School	759	359	47.30%	No	-	129,240	-	129,240
Hilliard Comstock Middle School	366	331	90.44%	No	-	119,160	-	119,160
Rincon Valley Middle School	908	169	18.61%	No	-	60,840	-	60,840
Santa Rosa Middle School	687	341	49.64%	No	-	122,760	-	122,760
Montgomery High School	1,624	596	36.70%	No	-	214,560	-	214,560
Piner High School	1,161	705	60.72%	No	-	253,800	-	253,800
Santa Rosa High School	1,988	666	33.50%	No	-	239,760	-	239,760
Elsie Allen High School	1,025	789	76.98%	No	-	284,040	-	284,040
Maria Carrillo High School	1,603	296	18.47%	No	-	106,560	-	106,560
Ridgway High School	294	176	59.86%	No	-	63,360	-	63,360
Mesa High School	49	16	32.65%	No	-	5,760	-	5,760
Midrose High School	60	39	65.00%	No	-	14,040	-	14,040
Grace High School	66	42	63.64%	No	-	15,120	-	15,120
Total Secondary	10,997	4,891	44.48%			1,760,760	-	1,760,760
						\$360 per unduplicated count		

LCAP - Appendix B			
Action H105			
Teachers on Special Assignment			
School Site	FTE	Unduplicated %	Total Students
Herbert Slater Middle School	0.80	47.30%	370
Santa Rosa Middle School	0.60	49.64%	695
Rincon Valley Middle School	0.60	18.61%	859
Lawrence Cook Middle School	0.80	89.93%	397
Districtwide	3.00	44.48%	10,970
	5.80		
District provided TOSAs are assigned to sites as needed with primary focus on unduplicated students			