U.S. Department of Education
Grant Performance Report Cover Sheet (ED 524B)
Check only one box per Program Office instructions.
[ ] Annual Performance Report   [X] Final Performance Report

General Information

1. PR/Award #: S184G140152
   (Block 5 of the Grant Award Notification - 11 characters.)

2. Grantee NCES ID#: 84.184G
   (See instructions. Up to 12 characters.)

3 Project Title: SYNC Santa Rosa City Schools, Youth, Neighborhoods & Community
   (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification.):* Santa Rosa City Schools

5. Grantee Address *(See instructions.)*

6. Project Director *(See instructions.)* Name: (new)Kaesa Enemark   (previous) Gabriel Albavera   Title: Coordinator
   Ph #: (707) 890 - 3800Ext: (80412)   Fax #: (   ) n/a - _____
   Email Address: new kenemark@srcs.k12.ca.us   previous galbavera@srcs.k12.ca.us

Reporting Period Information *(See instructions.)*

7. Reporting Period: From: 10 / 1 / 2014   To: 9 / 30 / 2019   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds *(Match/Cost Share)*
a. Previous Budget Period	$3,409.993.18	$3,196,976
b. Current Budget Period	$212,843.82	$977,994
c. Entire Project Period *(For Final Performance Reports only)*	$3,622,837.00	$4,174,970

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

   a. Are you claiming indirect costs under this grant? _X_ Yes ___No
   If yes, please indicate which of the following applies to your grant?

   b. Yes The grantee has an Indirect Cost Rate Agreement approved by the Federal Government:
      The period covered by the Indirect Cost Rate Agreement is from: 10 / 1 / 2014 to: 9 / 30 / 2019
      The approving Federal agency is: X ED ___Other *(Please specify):* _____
      The Indirect Cost Rate is 6.35 % *current year
      The Type of Rate *(For Final Performance Reports Only)* is: ___ Provisional X Final ___ Other *(Please specify):*

   c. Yes The grantee is not a State, local government, or Indian tribe, and is using the de minimus rate of 10% of modified total direct costs (MTDC) in compliance with 2 CFR 200.414(f).

   d. Yes The grantee is funded under a Restricted Rate Program and is you using a restricted indirect cost rate that either:
      X Is included in its approved Indirect Cost Rate Agreement; or
      ___ Complies with 34 CFR 76.564(c)(2).

   e. No The grantee is funded under a Training Rate Program and:
      ___ Is recovering indirect cost using 8 percent of MTDC in compliance with 34 CFR 75.562(c)(2); or
      X   Is recovering indirect costs using its actual negotiated indirect cost rate reflected in 9(b).

Human Subjects (Annual Institutional Review Board (IRB) Certification) *(See instructions.)*

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ___Yes ___ No X N/A

Data Privacy and Security Measures Certification *(See instructions.)*

11. Is a statement affirming that you are aware of federal and state data security and student privacy regulations included, with supporting documentation attached? ___Yes ___ No X N/A

Performance Measures Status and Certification *(See instructions.)*

12. Performance Measures Status
    a. Are complete data on performance measures for the current budget period included in the Project Status Chart? _X_ Yes ___ No
    b. If no, when will the data be available and submitted to the Department? _____/_____/_____ (mm/dd/yyyy)

13. By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate and the expenditures, disbursements, and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-33812).
    Furthermore, to the best of my knowledge and belief, all data in this performance report are true, complete, and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of data reported.

Kaesa Enemark   Title: _Coordinator, SRCS_
Name of Authorized Representative:

Kaesa Enemark   Date: _12/30/19_
Signature:

Santa Rosa City Schools

Excellence is our Common Ground

Every student. Every day. Every possibility.
We are SRCS

Santa Rosa City Schools

FY 18 & FY 19 through Sept. 30, 2019

School Climate Transformation Grant Program (SCTG)

Final Performance Report

Grant PR # S184G140

I, Diann Kitamura, Superintendent of Santa Rosa City Schools, assure that the information contained on this performance report is accurate to the best of my knowledge.

_____   _____September 30, 2019_____
Diann Kitamura
dkitamura@srcs.k12.ca.us
211 Ridgway Avenue, Santa Rosa CA, 95401
Ph: (707) 890-3800 x 80101
                                                                                                             Date

PR/Award # (11 characters): <u>S184G140152</u>

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Government Performance and Results Act Measures (GRPA) 1-4b   [ ] **Check if this is a status update for the previous budget period.**

1. Performance Measure	Measure Type	Quantitative Data					
Number and percentage of schools that report an annual decrease in office disciplinary referrals.	**GPRA**	**Target**			**Actual Performance Data**		
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		8	8 /9	88%	5	5 /9	55%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

When looking at the data below from years 2011 to 2019 for Office Disciplinary Referrals, we found that there were some years that improved and some years that declined, also there were some schools that improved and others that declined during the same years. Within this time period, our SRCS district changed from using the SWIS system to track ODRs to the SIS Illuminate Ed. The initial year of Illuminate Ed, 2016, began with SWIS and then went to double entry between SWIS and Illuminate Ed and then only Illuminate Ed was used after that. Therefore, there are some obvious inconsistent data values for those years depending on the techniques used to document referrals at each site during these transitions. There was an overall improvement in 4 out of 9 Cohort 1 Schools from years 11-12 to 18-19, and in 5 out of 9 from years 15-16 to 18-19, with the average % change of all schools being a drop in Referrals of 5% to 6%.

Cohort 1
Office Disciplinary Referrals from 11-12
through 18-19

	11-12	% Change	12-13	% Change	13-14	% Change	15-16	% Change	17-18	% Change	18-19	11-12 to 18-19 % Change	15-16 to 18-19 % Change
Abraham Lincoln Elementary	105	1.0%	106	-80.2%	21	933.3%**	217**	-37.8%	135	-48.1%	70	-33.3%	**Inconsistent
Brook Hill Elementary	25	16.0%	29	-72.4%	8	3362.5%**	277**	-80.9%	53	-26.4%	39	56.0%	**Inconsistent
James Monroe Elementary	121	-45.5%	66	-69.7%	20	2255%**	471**	-77.1%	108	60.2%	173	43.0%	**Inconsistent
Herbert Slater Middle	4698	-16.0%	3947	3.2%	4074	-21.9%	3182	-48.1%	1652	48.1%	2446	-47.9%	-23.1%
Hilliard Comstock Middle	820	-31.3%	563	43.9%	810	93.0%	1563	-61.0%	609	125.0%	1370	67.1%	-12.3%
Lawrence Cook Middle	2131	4.5%	2226	-23.8%	1696	40.0%	2374	-13.5%	2054	13.4%	2330	9.3%	-1.9%
Rincon Valley Middle	1551	-22.9%	1196	-20.6%	950	-14.3%	814	121.7%	1805	-11.8%	1592	2.6%	95.6%
Elsie Allen High	5399	-60.7%	2122	-16.7%	1768	20.7%	2134	-91.6%	179	445.3%	976	-81.9%	-54.3%
Piner High	4087	23.2%	5035	36.1%	6852	-62.0%	2602	-53.5%	1210	25.8%	1522	-62.8%	-41.5%

**Transition from no referral to consistent paper referral, entered into SWIS.

2. Performance Measure	Measure Type	Quantitative Data					
					Actual Performance Data		
Number and percentage of schools that report an annual improvement in the attendance rate.	GPRA	Target			Raw Number	Ratio	%
		Raw Number	Ratio	%			
		8	8 /9	88%	4	4/9	44%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

When looking at the data below from years 2011 to 2019 for attendance rates, we found that there were some years that improved and some years that declined, also there were some schools that improved and others that declined during the same years. There was an overall decrease in attendance rate in all 9 out of 9 Cohort 1 Schools from years 11-12 to 18-19, with the average % change of all schools being an attendance rate loss of -1.3% from 11-12 to 18-19. However, there was a positive change and improved attendance rate in 4 out of 9 schools from the years 15-16 to 18-19, with this improvement seen from the years 15-16 to 18-19 when the Best Plus program (SCTG) was in implementation at an average of only –0.8% percent decrease instead of the overall -1.3%.
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Cohort 1 Attendance Rate	2011-12	% Change	2012-13	% Change	2013-14	% Change	2014-15	% Change	2015-16	% Change	2016-17	% Change	2017-18	% Change	2018-19	2011-12 to 2018-19	2014-15 to 2018-19
Abraham Lincoln Elementary	95.8%	-0.7%	95.1%	-0.2%	94.9%	-0.2%	94.7%	-0.1%	94.6%	-0.1%	94.5%	-0.1%	94.4%	0.5%	94.9%	-0.9%	0.2%
Brook Hill Elementary	95.0%	-0.8%	94.2%	0.5%	94.7%	0.2%	94.9%	-0.2%	94.7%	0.1%	94.8%	0.0%	94.8%	-0.5%	94.3%	-0.7%	-0.6%
James Monroe Elementary	95.4%	0.1%	95.5%	0.0%	95.5%	-0.6%	94.9%	0.4%	95.3%	0.6%	95.9%	-0.7%	95.2%	-0.2%	95.0%	-0.4%	0.1%
Herbert Slater Middle	95.3%	-0.2%	95.1%	-0.3%	94.8%	-0.3%	94.5%	0.3%	94.8%	0.1%	94.9%	0.5%	95.4%	-0.4%	95.0%	-0.3%	0.5%
Hilliard Comstock Middle	95.2%	-0.5%	94.7%	-0.5%	94.2%	0.8%	95.0%	-0.6%	94.4%	-0.1%	94.3%	-1.1%	93.3%	-0.2%	93.1%	-2.2%	-2.0%
Lawrence Cook Middle	93.1%	0.1%	93.2%	0.0%	93.2%	0.8%	93.9%	-0.6%	93.3%	-0.3%	93.0%	-0.6%	92.4%	-0.3%	92.1%	-1.1%	-1.9%
Rincon Valley Middle	96.4%	-0.2%	96.2%	0.3%	96.5%	-0.9%	95.6%	0.3%	95.9%	0.1%	96.0%	-0.7%	95.3%	0.2%	95.5%	-0.9%	-0.1%
Elsie Allen High	92.9%	-1.1%	91.9%	-0.4%	91.5%	1.1%	92.5%	-0.2%	92.3%	0.7%	92.9%	-3.2%	89.9%	-1.1%	88.9%	-4.3%	-3.9%
Piner High	95.1%	-0.7%	94.4%	-0.6%	93.8%	0.1%	93.9%	0.9%	94.7%	0.0%	94.7%	-0.7%	94.0%	0.0%	94.0%	-1.2%	0.1%
Average of Cohort	94.9%	-0.5%	94.5%	-0.1%	94.3%	0.1%	94.4%	0.0%	94.4%	0.1%	94.6%	-0.7%	93.9%	-0.2%	93.6%	-1.3%	-0.8%

U.S. Department of Education
Grant Performance Report (ED 524B)
Project Status Chart

PR/Award # (11 characters): <u>S184G140152</u>

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
Number and percentage of schools that report an annual decrease in suspensions.	GPRA	Raw Number	Ratio	%	Raw Number	Ratio	%
		8	8/9	88%	7	7 /9	77%

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Overall there was a trend of a reduction in suspensions from 2011 to 2019, minus 2 schools.
There was a jump up of suspensions between the penultimate and last year of the grant in all but 1 school.
There were a lower number of suspensions in the middle years of the chart with higher numbers at the beginning and end of the years shown.

Cohort 1 Individual Suspensions * Original grant schools	2010-11	% Change	2011-12	% Change	2012-13	% Change	2013-14	% Change	2014-15 Start of Grant	% Change	2015-16	% Change	2016-17	% Change	2017-18	% Change	2018-19	10-11 to 18-19 % Change
Abraham Lincoln Elementary	101	21.8%	123	2.4%	126	-83.3%	21	-19.0%	17	100.0%	34	-70.6%	10	120.0%	22	54.5%	34	-72.4%
Brook Hill Elementary	24	41.7%	34	-14.7%	29	-89.7%	3	0.0%	3	366.7%	14	0.0%	14	-42.9%	8	150.0%	20	-41.2%
James Monroe Elementary	63	92.1%	121	-45.5%	66	-63.6%	24	41.7%	34	-44.1%	19	52.6%	29	20.7%	35	-2.9%	34	-71.9%
Herbert Slater Middle	301	-0.3%	300	-22.7%	232	-39.7%	140	-13.6%	121	-24.0%	92	48.9%	137	-18.2%	112	131.3%	259	-13.7%
Hilliard Comstock Middle	306	-15.4%	259	-42.5%	149	18.1%	176	-45.5%	96	11.5%	107	-9.3%	97	5.2%	102	121.6%	226	-12.7%
Lawrence Cook Middle	364	15.7%	421	-32.1%	286	-31.1%	197	-5.1%	187	30.5%	244	-24.6%	184	3.3%	190	89.5%	360	-14.5%
Rincon Valley Middle	134	17.9%	158	-24.1%	120	-56.7%	52	0.0%	52	-32.7%	35	111.4%	74	81.1%	134	32.1%	177	12.0%
Elsie Allen High	619	0.0%	619	-70.1%	185	-16.2%	155	-3.9%	149	43.6%	214	-23.8%	163	-54.6%	74	327.0%	316	-48.9%
Piner High	431	-16.5%	360	-16.7%	300	-16.7%	250	-30.0%	175	-11.4%	155	25.2%	194	14.9%	223	81.6%	405	12.5%

3.b. Performance Measure	Measure Type	Quantitative Data					
					Actual Performance Data		
Number and percentage of schools that report an annual decrease in suspensions related to possession or use of drugs or alcohol.	**GPRA**		**Target**				
		Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
		8	8 /9	88%	4	4/9	44

Explanation of Progress (Include Qualitative Data and Data Collection Information)
4 of 9 schools either maintained a zero or went down in the number of illicit drug related suspensions.
Source: cde.ca.gov/dataquest

Suspension Count by Most Serious Offense Category: Illicit Drug Related										
Cohort 1 Individual Suspensions * Original grant schools	**14-15***	**% Change**	**15-16***	**% Change**	**16-17**	**% Change**	**17-18**	**% Change**	**18-19**	**From 14-15 to 18-19 Percent Change**
Abraham Lincoln Elementary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Brook Hill Elementary	0	0.0%	0	0.0%	4	-100.0%	0	0.0%	0	0.0%
James Monroe Elementary	0	0.0%	0	0.0%	1	-100.0%	0	0.0%	0	0.0%
Herbert Slater Middle	21	-66.7%	7	28.6%	9	111.1%	19	94.7%	37	76.2%
Hilliard Comstock Middle	5	40.0%	7	171.4%	19	-15.8%	16	-18.8%	13	160.0%
Lawrence Cook Middle	32	-28.1%	23	-30.4%	16	193.8%	47	19.1%	56	75.0%
Rincon Valley Middle	3	166.7%	8	-12.5%	7	328.6%	30	-20.0%	24	700.0%
Elsie Allen High	60	48.3%	89	-53.9%	41	24.4%	51	25.5%	64	6.7%
Piner High	58	-62.1%	22	50.0%	33	166.7%	88	-38.6%	54	-6.9%

3.c Performance Measure	Measure Type	Quantitative Data					
Number and percentage of schools that report an annual decrease in expulsions.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	8/9	88%	9	9/9	100%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

By examining the percent change in annual #'s of expulsions, during the years during the grant from the Fall of 2014 through the Spring of 2018, 4 schools either maintained or decreased. There was a lower number of expulsions in general during the middle years on this chart and a slow decline from the beginning of the chart starting in 2011.

Cohort 1 Expulsions * Original grant schools	10-11	% Change	11-12	% Change	12-13	% Change	13-14	% Change	14-15	% Change	15-16	% Change	16-17	% Change	17-18	% Change	18-19	2010-11 to 2018-19 % Change
Abraham Lincoln Elementary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	-50.0%	1	100.0%	0	0%
Brook Hill Elementary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0%
James Monroe Elementary	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0%
Herbert Slater Middle	7	0.0%	7	-100.0%	0	0.0%	0	0.0%	1	200.0%	3	-66.7%	1	100.0%	2	200.0%	6	-14%
Hilliard Comstock Middle	24	-66.7%	8	-25.0%	6	-100.0%	0	0.0%	2	-50.0%	1	300.0%	4	-50.0%	2	250.0%	7	-71%
Lawrence Cook Middle	14	-28.6%	10	-10.0%	9	-88.9%	1	200.0%	3	200.0%	9	-66.7%	3	-66.7%	1	200.0%	3	-79%
Rincon Valley Middle	4	-25.0%	3	-100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	1	-75%
Elsie Allen High	25	-44.0%	14	7.1%	15	-93.3%	1	100.0%	2	0.0%	2	150.0%	5	-20.0%	4	-50.0%	2	-92%
Piner High	22	-22.7%	17	-76.5%	4	-100.0%	0	0.0%	1	100.0%	2	50.0%	3	33.3%	4	150.0%	10	-55%

3.d Performance Measure	Measure Type	Quantitative Data					
Number and percentage of schools that report an annual decrease in expulsions related to possession or use of drugs or alcohol.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	8/9	88%	8	8 / 9	88%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

8 of 9 schools either maintained or went down in the number of illicit drug related expulsions. There are not ample data points to make a meaningful average or percent change. cde.ca.gov/dataquest

Expulsion Count by Most Serious Offense Category: Illicit Drug Related						
Cohort 1 Individual EXPULSIONS Original grant schools	14-15	15-16	16-17	17-18	18-19	
Abraham Lincoln Elementary	0	0	0	0	0	
Brook Hill Elementary	0	0	0	0	0	
James Monroe Elementary	0	0	0	0	0	
Herbert Slater Middle	0	0	0	0	0	
Hilliard Comstock Middle	0	0	0	0	0	
Lawrence Cook Middle	0	1	0	0	0	
Rincon Valley Middle	0	0	0	0	0	
Elsie Allen High	0	1	0	0	0	
Piner High	0	0	0	0	1	
Source: Data Quest, Expulsions, Most Serious Offense Category "Illicit Drug Related"						
cde.ca.gov/dataquest						

4.a. Performance Measure	Measure Type	Quantitative Data					
Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	8 /9	88%	1	1 / 9	11%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Tier 1 site level teams completed the PBIS/BEST components of this subjective, self-assessment regarding the fidelity of their implementation on a variety of components of the TFI. 80% is considered implemented with fidelity. 3 of the 9 schools scored themselves 80% or above at one point in time. The second, third round of taking TFI, was the spring of the 2nd year when participation in the 2 years of trainings were wrapping up, there were 6 of 9 schools implementing the components with 60 % or more implementation, according to their self-assessment. Comstock Middle School had the highest and most consistent implementation scores: 81,80, & 98.

Tier 1	Average TFI Score of Team, Implementation, and Evaluation					
Cohort 1 Schools	Feb 2015	Oct '15	Mar '16	Oct '16	June 2018	June 2019
Lincoln Elementary	40%	33%	35%	34%	*	70%
Brook Hill Elementary	40%	39%	68%	56%	65%	44%
Elsie Allen High School	29%	60%	71%	77%	29%	51%
Comstock Middle	64%	36%	64%	81%	80%	98%
Lawrence Cook Middle	18%	48%	60%	46%	*	46%
Monroe Elementary	41%	73%	70%	64%	46%	79%
Piner High School	19%	38%	52%	64%	74%	28%
Rincon Valley Middle/ SRACS	14%	68%	59%	63%	38%	76%
Slater Middle	52%	33%	72%	18%	53%	37%
Average of School's by Date	35%	48%	61%	56%	55%	59%

4.b. Performance Measure	Measure Type	Quantitative Data					
Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity. Including the TFI with Restorative Components.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		8	8/9	88%	7	7/9	77%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Tier 1 site level teams completed the restorative components of this subjective, self-assessment regarding the fidelity of their implementation on a variety of components of the TFI. 80% is considered implemented with fidelity. 7 of the 9 schools scored themselves 80% or above at one point in time. During the spring of the second year of the participation in the trainings, there were 6 of 9 schools implementing the restorative components with fidelity according to their self-assessment. There appears to be a correlation with participation in the trainings and school teams reporting higher implementation scores.

Tier 1		Restorative					
Cohort 1 Schools	Feb 2015	Oct 2015	Mar 2016	Oct 2016	May 2017	June 2019	
Lincoln Elementary	50%	50%	33%	50%	*	68%	
Brook Hill Elementary	75%	50%	83%	75%	63%	38%	
Elsie Allen High School	0%	67%	67%	75%	38%	69%	
Comstock Middle	50%	50%	83%	100%	81%	88%	
Lawrence Cook Middle	25%	67%	83%	50%	*	56%	
Monroe Elementary	50%	100%	67%	75%	31%	94%	
Piner High School	25%	67%	83%	100%	63%	38%	
Rincon Valley Middle/SRCSA	25%	83%	100%	75%	25%	69%	
Slater Middle	25%	50%	100%	50%	44%	25%	
Average	36%	65%	78%	72%	49%	61%	
# of schools w/ 80% or over	0	2	6	2	1	2	
# of schools 60% or over	1	4	8	6	3	5	

2. Project Objectives   **[ ] Check if this is a status update for the previous budget period.**

Per the initial Grant Narrative, the following are the project objectives:
"By improving school climate, we anticipate that by September 30, 2019, we will be able to achieve the following outcomes in each of our 11 high need schools: (1) 50% reduction in office disciplinary referrals; (2) 2% increase in attendance rate; (3) 50% decrease in suspensions and expulsions, including those related to possession/use of drugs or alcohol; (4) 50% reduction in the use of restraints and seclusion; (5) 20% increase in school climate; (6) 10% increase in instructional time; (7) 10% improvement in overall academic achievement; and (8) 100% implementation of our three-tier BEST behavioral framework with fidelity."
 Please note that the actual number of schools participating in Cohort 1 was 9.

1. Performance Measure	Measure Type
50% reduction in office disciplinary referrals	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Please see results in GPRA #1 above

2. Performance Measure	Measure Type
2% increase in attendance rate	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Please see results in GPRA #2 above

3. Performance Measure	Measure Type
50% decrease in suspensions and expulsions, including those related to possession/use of drugs or alcohol.	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)
Please see results in GPRA #'s 3a, 3b, & 3c above

4. Performance Measure	Measure Type
50% reduction in the use of restraints and seclusion.	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)
The data used for this were located in a binder of Behavior Emergency Reports (BER)Forms kept in the SRCS Department of Special Education, and it is reported to the appropriate county and state offices. The request for such data has highlighted the need for improved systems, and training on the avoidance of restraints. Annually specific employees from each site are trained on Pro-ACT and positive behavioral interventions. In our district, we do not practice seclusion. With increased knowledge of the form, accompanying procedures and training of the process, we predict that there will actually be an increase of reports in the future. The Program Manager in charge of this data assessed that the numbers seemed low for the district, and suspected that employees were not aware of the process.

School Year	# of referrals district –wide
2014-15	2
2015-16	8
2016-17	0
2017-18	3
2017-19	5

5. Performance Measure	Measure Type
20% increase in school climate	**Project**

Positive Indicators of School Climate- Elementary School
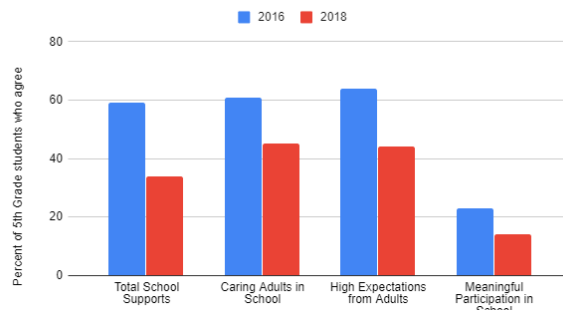
Positive Indicators of School Climate - Middle School

Positive Indicators of School Climate - High School
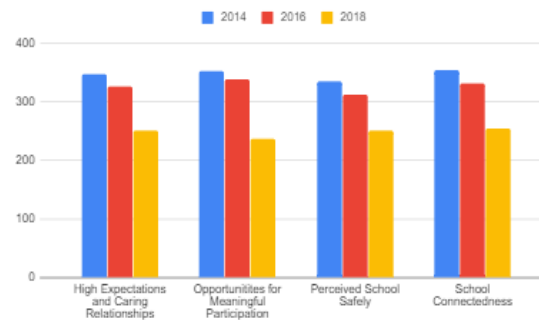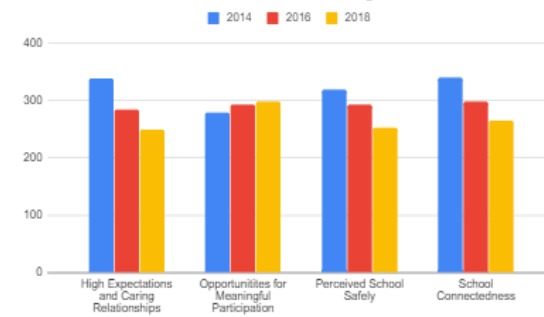
Explanation of Progress (Include Qualitative Data and Data Collection Information)
The initial date for this objective was the School Climate survey, but it was been switched to the California Healthy Kids Survey (CHKS). There were 3 surveys we were asking families to complete: the California Healthy Kids' Survey, the district's annual Local Control Accountability Plan survey and then our School Climate Survey. We were finding that sites were not getting a high rate of return on participants taking the Climate Survey, then we had concerns related to the "over surveying" of students, staff and families. The CHKS survey is more sustainable, and although it is not completed by all grades annually, it was still a reliable survey. The California Healthy Kids Survey is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency. It is administered to students at grades five, seven, nine, and eleven. Overall the results of the climate surveys showed a downward trend between years. One area of improvement visible on the high school graph above is that high schools responded that they had a higher level of "opportunities for meaningful participation."

6. Performance Measure	Measure Type
10% increase in instructional time	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Since the instructional minutes and instructional calendar have not changed, one way for an increase in instructional time is to assume that with an increase in attendance and a decrease in exclusionary practices such as time-outs, suspensions and expulsions there would be a net result of increased instructional time. It cannot be confirmed that 10 % was obtained. Through community building activities, proactive restorative practices, setting, teaching and positively praising students for behaving appropriately throughout the schools K-12 and within the classrooms, the theory was that these practices would actually reduce the amount of time staff members spend in their jobs responding to student misbehavior and discipline, in addition to exclusionary practices, all which take away from instructional time.

7. Performance Measure	Measure Type
10% improvement in overall academic achievement	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The CAASPP (SBAC) test scores for ELA/Literacy and Mathematics from school years 14-15 to 18-19 were used in order to show changes in overall academic achievement. The CAASPP (SBAC) test replaced the CST in 2014-2015. All students in Grades 3 through 8, and also Grade 11, take this exam.   During the years of the School Climate Transformation Grant, there was a noticeable increase in the percent of students who met or exceeded the standards in the CAASPP. From 14-15 to 18-19, 6 of the 9 schools (66%) in Cohort 1 showed improvement in ELA/Literacy, and then also 4 out of 9 (44%) in Mathematics. The biggest increases were seen in the elementary schools. However, the two cohort high schools showed a noticeable decrease in both categories. Because of this large decrease for those 2 schools, the overall average percent change for the 9 Cohort 1 sites for ELA dropped 4.9%, and for Mathematics dropped 4.3% even though many other of the Cohort 1 schools showed an individual improvement. Also notable is that several schools showed gains in percentages and then lost that gain in the final program year 18-19, which was directly after the Tubbs Fire 2017-2018 school year when there was no CAASP testing given. That was true for the two high schools and their ELA scores which show a dramatic drop in 18-19.

Percent of all students at that site who took the test and met or exceeded the standards during the given school year.						
Cohort 1 **CAASPP ELA/Literacy**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**% Change 14-15 to 18-19**
Abraham Lincoln Elementary	13	16	16.66	Fire	14.82	14.0%
Brook Hill Elementary	19	20	22.18	Fire	27.4	44.2%
James Monroe Elementary	12	18	17.36	Fire	25.11	109.3%
Herbert Slater Middle	41	44	41.82	Fire	43.64	6.4%
Hilliard Comstock Middle	21	14	22.1	Fire	20.84	-0.8%
Lawrence Cook Middle	19	14	24.6	Fire	20.94	10.2%
Rincon Valley Middle	65	67	64.71	Fire	68.85	5.9%
Elsie Allen High	44	44	42.52	Fire	23.5	-46.6%
Piner High	59	56	52.32	Fire	33.57	-43.1%

Percent of all students at that site who took the test and met or exceeded the standards.					

Cohort 1 **CAASPP Mathematics**	**14-15**	**15-16**	**16-17**	**17-18**	**18-19**	**% Change 14-15 to 18-19**
Abraham Lincoln Elementary	14	17	14.81	Fire	14.07	0.5%
Brook Hill Elementary	12	13	12.5	Fire	19.46	62.2%
James Monroe Elementary	9	13	18.11	Fire	23.98	166.4%
Herbert Slater Middle	30	31	27.55	Fire	28.92	-3.6%
Hilliard Comstock Middle	9	11	13.04	Fire	5.7	-36.7%
Lawrence Cook Middle	8	6	8.97	Fire	8.34	4.3%
Rincon Valley Middle	66	66	65.69	Fire	61.29	-7.1%
Elsie Allen High	15	13	8.65	Fire	5.8	-61.3%
Piner High	21	21	15.63	Fire	8.45	-59.8%

CAASP tests were not given School Year 17-18 due to the October 2017 Tubbs Fire.

Source: CAASPP-ELPAC.cde.ca.gov

8. Performance Measure	Measure Type
100% implementation of our three-tier BEST behavioral framework with fidelity	**Project**

Explanation of Progress (Include Qualitative Data and Data Collection Information)
See same results from GPRA 4a & 4b above

This performance was written with a conflicting statement: implementing at fidelity is considered at 80%, not 100 %.
Progress varies year to year, depending on who is on the team completing the Tiered Fidelity Inventory(TFI). The TFI is a subjective self-assessment; so for more consistent scoring we are considering a district coach to facilitate and co-score the TFI or new local MTSS assessment tool with each team.

::::::::::::::::::::::::::::
LEADERSHIP TEAM

The composition and activities of our current Leadership Team.
Patty Turner - Director, SAFE Director Kaesa Enemark - SAFE Coordinator II and BEST Plus Coordinator, Project Manager Dr. Carlos Ayala – former Dean of Education, Sonoma State University, Serves as Grant Evaluator Dr. Lori Lynass - PBIS Technical Assistance Provider Kerri Berkowitz - Restorative Justice Practices Technical Assistance Provider Francine Leiphart- MTSS Teacher on Special Assignment-participates on Tier 2 teams, and district level MTSS team, supports with data and data analysis Steve Mizera, Assistant Superintendent Kelly Grudzien- Clerk Typist 4 (.20 FTE weekly)   We have also previously established a School Climate Resources Subcommittee to coordinate federal, state, and local resources with school efforts. This committee includes Sonoma County Department of Health Behavior Division; Sonoma County Department of Human Services; Social Advocates for Youth; California Parenting Institute; Restorative Resources; Santa Rosa Fire Department; Santa Rosa Police Department National Alliance on Mental Illness (NAMI) Sonoma County; Boys and Girls Clubs of Central Sonoma County; the Santa Rosa Mayor's Gang Prevention Task Force; Community Action Partnership (CAP) Sonoma County; Santa Rosa Community Health Centers; Hanna Institute and St. Joseph Health.

District Capacity Assessment for Scaling up of Evidence-based Practices
Santa Rosa City Schools
9/14/2015 - 12/14/2018

Legend: 9/14/2015 | 10/17/2016 | 12/15/2017 | 12/14/2018
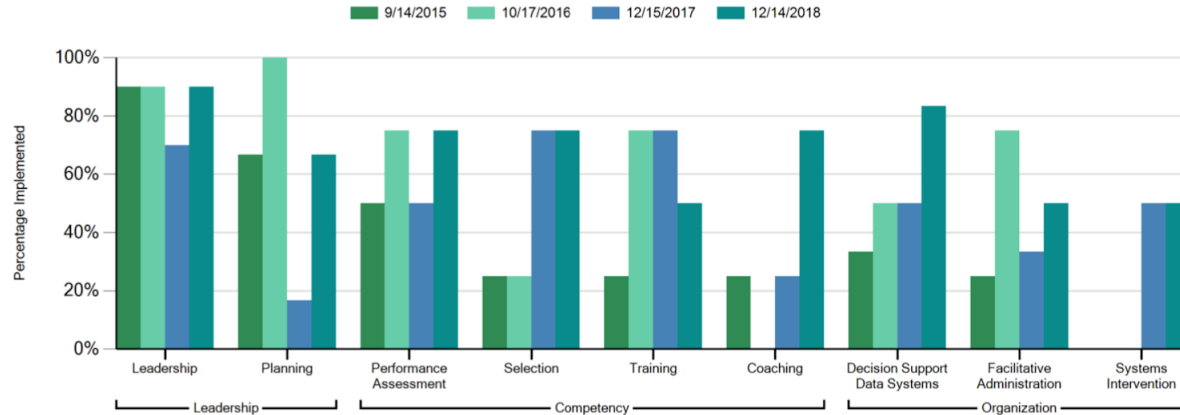
Date Completed	Leadership		Competency				Organization		
	Leadership	Planning	Performance Assessment	Selection	Training	Coaching	Decision Support Data Systems	Facilitative Administration	Systems Intervention
9/14/2015	90%	67%	50%	25%	25%	25%	33%	25%	0%
10/17/2016	90%	100%	75%	25%	75%	0%	50%	75%	0%
12/15/2017	70%	17%	50%	75%	75%	25%	50%	33%	50%
12/14/2018	90%	67%	75%	75%	50%	75%	83%	50%	50%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

From the District Capacity Assessment, the district level version of the TFI, through planning and training the SRCS district team was able to see dramatic increases from the 17-18 school year to the 18-19 school year. The only exception would be in the area of training as the trainings had been complete at that point, so an increase is not applicable.

SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

See page 18

	U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS				OMB Control Number: 1894-0008 Expiration Date: 06/30/2017	

Name of Institution/Organization **Santa Rosa City Schools**	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$140,502.00	$140,502.00	$140,502.00	$140,502.00	$140,502.00	$702,510.00
2. Fringe Benefits	$21,539.00	$21,539.00	$21,539.00	$21,539.00	$21,539.00	$107,695.00
3. Travel	$6,942.00	$2,949.00	$2,949.00	$2,949.00	$2,949.00	$18,738.00
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$11,000.00	$11,000.00	$5,500.00	$2,750.00	$0.00	$30,250.00
6. Contractual	$481,753.00	$509,556.00	$513,560.00	$517,756.00	$522,138.00	$2,544,763.00
7. Construction	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other –	$36,300.00	$26,400.00	$26,400.00	$26,400.00	$25,000.00	$140,500.00
9. Total Direct Costs (lines 1-8)	**$698,036.00**	**$711,946.00**	**$710,450.00**	**$711,896.00**	**$712,128.00**	**$3,544,456.00**
10. Indirect Costs*	$15,897.00	$15,966.00	$15,676.00	$15,531.00	$15,311.00	$78,381.00
11. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
12. Total Costs (lines 9-11)	**$713,933.00**	**$727,912.00**	**$726,126.00**	**$727,427.00**	**$727,439.00**	**$3,622,837.00**

*Indirect Cost Information *(To Be Completed by Your Business Office)*:
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:
(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes: _X_ No _____
(2) If yes, please provide the following information:
　　Period Covered by the Indirect Cost Rate Agreements: From: _07_/_01_/_2018_ To: _06_/_30_/_2019_
And　From: _07_/_01_/_2019_ To: 07/01/2020
　　Approving Federal agency: _X_ ED _____ Other (please specify): _____ The Indirect
Cost Rate is __6.07%_&_6.35_____% respectively
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
　_X_ Is included in your approved Indirect Cost Rate Agreement? or ___ Complies with 34 CFR 76.564(c)(2)? The
Restricted Indirect Cost Rate is _____%

Budget Categories	Project Year 5	Expenses	Carry Over	Explanation
1. Personnel	$140,502.00	315,395.96	(174,893.96)	On track
2. Fringe Benefits	$21,539.00	$48,350.20	($26,811.20)	On track
3. Travel	$2,949.00	$14,068.75	($11,119.75)	BEST Plus Coordinator & Team attended SIS Conference & PBIS Conference
4. Equipment	$0.00	$23,901.19	($23,901.19)	Laptops & iPads needed for MTSS Team & Restorative specialist
5. Supplies	$0.00	$61,248.09	($61,248.09)	Supplies finally used at all sites
6. Contractual	$522,138.00	$433,311.64	$88,826.36	Reduced as grant was coming to an end
7. Construction	$0.00	$0.00	$0.00	None
8. Other – Teacher subs & benefits & SWIS Software	$25,000.00	$16,046.07	$8,953.93	Closing of grant, reduced costs
9. Total Direct Costs (lines 1-8)	**$712,128.00**	**$912,321.90**	**($200,193.90)**	On track
10. Indirect Costs*	$15,311.00	$27,515.29	($12,204.29)	On track due to the fact that Indirect Cost % has increased to 6.35%
11. Training Stipends	$0.00	$0.00	$0.00	None
12. Total Costs (lines 9-11)	**$727,439.00**	**$939,837.19**	**($212,398.19)**	On track (Carry over will be added to In-Kind below)

•If SCTG funds are being used for Indirect Costs, attach a copy of the current Indirect Cost Rate Agreement for this reporting period.

Copy is attached at the end of the report.

Narrative for the cost share/matching funds.

SRCS (in-kind) equally match/exceed funds in the following personnel:

Project Leadership Team*	$105,267.82
Site Principals – Best Team Leader*	$315,395.96
Restorative Practice Specialists*	$476,928.20
Family Engagement Counselors* @ sites	$788,052.88
Carry Over from Total Costs (Line #12)	$212,398.19
Total	$1,898,043.05

 *Totals include Gross & Fringe Benefits

Required to provide the level of match or local resources that they have committed to in their approved applications or approved budget.

As promised the district has committed to support the work and match/exceed as indicated on the grant application and below.

Year One: $262,994   Year Two: $977,994   Year Three: $977,994   Year Four: $977,994
Year Five: $977,994
Total direct non-federal costs for the five years of this project period are $4,174,970.

This information should be consistent with the information in the 524 budget form.

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

School Climate Transformation Grant Program (SCTG) - 2019 Update

EXECUTIVE SUMMARY (up to 5 pages)

In 2014 the SRCS Superintendent at that time, Socorro Shiels, stated that "SRCS needs to look closely at its suspensions and expulsions, district wide, to ensure that students are given other means of correction prior to receiving an out of school suspension and/or referral to an expulsion hearing panel. In addition, the creation of suspension and diversion programs is a positive approach to student discipline within the district. Due to fewer out of school suspensions, students will be in class more, thereby increasing their learning and academic achievement. Moreover, SRCS will reap Average Daily Attendance costs savings, and the culture of our schools could become more cohesive, caring and positive for our students." This has thus become the focus for the SCTG and still guides the work to date.

BEST Plus is the intentional blending of school wide three tiered Positive Behavioral Interventions and Supports (PBIS) framework and Restorative Justice Practices (RJP). This is based from a proactive prevention based framework, which allows schools to highlight and reinforce the importance of establishing a positive environment for all members of the school community, and more systematically deliver needed supports to those students who need it. This intentional effort to build strong community as well as the emphasis on early identification and intervention helps to reach students in a preventative rather than reactive mode and reduces the risk for school failure.

BEST Plus embeds an inclusive culture of reciprocal relationships and shared responsibility, and emphasizes the use of evidence-based practices to enhance the academic and behavioral performance of all students. If students are not meeting their educational goals in the general education curriculum, problem-solving teams in schools meet to discuss the next best steps to provide effective instruction and intervention. The model has typically been displayed as a triangle where the more intensive interventions for students who need it are at the top of the triangle and the supports for the majority of students resides at the bottom.

Over the last 5 years Santa Rosa has rolled out the implementation of a multi-tiered support system (MTSS) that blends the Positive Behavioral Intervention and Support (PBIS) framework with Restorative Justice Practices (RJP). The initial year of the grant, the 2014-15 school year, focused on capacity building and installation at the district level and also taking schools interested in being in Cohort 1 through exploration and readiness. In June of 2015, we began training with Cohort 1, which consisted of 9 schools through 6-days of training spread across the year and additionally all the school site administrators received two days of additional Restorative Justice Practices training. In the 2016-17 school year, we began implementation with Cohort 2 training of Tier 1 PBIS and began Tier 2 training with Cohort 1. In June of 2017 we then added in the remaining 9 schools for initial Tier 1 training. In the 2017-18 school year, we completed Tier 1 training with Cohort 3 and Tier 2 training for our Cohort 2 schools. In the final year of the grant, 2018-19, we offered Tier 1 & 2 refresher trainings and the full Tier 2 training for our Cohort 3 schools. Additionally, across the years, we offered supplemental trainings to support schools such as Systematic Supervision, Classroom Restorative Training and SEL training for elementary schools. All schools were provided ongoing coaching and technical assistance support throughout the grant.

With the funding support of the SCTG we have now been able to train teams from all schools in our Tier 1 systems and Tier 2 BEST Plus systems which is a blend of PBIS and Restorative Practices. To align with the language being used nationally, we are calling this work MTSS. We have had the heaviest emphasis on the primary tier of prevention which consists of proactive relationship/community building across all members of the school community, defining and teaching behavior expectations, rewarding positive behavior, providing a continuum of possible restorative consequences for problem behavior, and collecting data for decision-making purposes.

This year with our carry over funds, we will focus on growing sustainability and building out our Tier 3 supports. The third tier of prevention is implemented to support children with more serious behavior problems; it includes more intense individualized intervention, often with family or community involvement, as guided by a functional behavioral assessment and include formal restorative processes that address serious levels of behavior infractions, suspension/expulsion diversion, and re-entry into the school community

after suspensions, expulsions, or student transfers. Resources on MTSS, PBIS, tiered supports and Restorative Practices were also purchased to act as tools to support sustainability, and specific team members at each school K-12.

By improving school climate, it is anticipated that by September 30, 2019, SRCS will be able to achieve the following outcomes in all schools: (1) 50% reduction in office disciplinary
referrals; (2) 2% increase in attendance rate; (3) 50% decrease in suspensions and expulsions, including those related to possession/use of drugs or alcohol; (4) 50% reduction in the use of restraints and seclusion; (5) 20% increase in school climate; (6) 10% increase in instructional time; (7) 10% improvement in overall academic achievement; and (8) 100% implementation of our three-tier BEST behavioral framework with fidelity.
SCTG LEA Grantees:

Program Requirements

1. Builds capacity for implementing a sustained, school-wide multi-tiered behavioral framework.
- SRCS again focused much of the 2018-19 on the continued development of this project by building the necessary district level capacity to support a district-wide implementation of a multi-tiered system of support for all schools in the district. To accomplish this we took several major steps including: - Year two of a full time coordinator, Kaesa Enemark who is now leading the district level leadership team. Ms. Enemark has continued working with our PBIS technical assistance provider Dr. Lori Lynass and our Restorative Justice technical assistance provider, Kerri Berkowitz to continue to align our student support efforts into one comprehensive framework. This includes any social, emotional or behavioral support occurring in SRCS. By aligning all of these major district initiatives we have been able to streamline our supports to students and families.   - Completed a fifth round (Round 1- January 2015, Round 2- Sept of 2015, Round 3 - Oct 2016, Round 4 - Dec 2017 Round 5, Dec 2018) of the District Capacity Assessment (Duda, M.A, Ingram-West, K., Tedesco, M., Putnam, D., Buenerostro, M., Chaparro, E. & Horner, R. 2012). This has allowed the district to create and revise a district implementation plan that is aligned with the drivers of implementation science. This chart can be viewed at the end of the Performance Measures section.   - Completed another round of Tiered Fidelity Inventory (TFI, Algozzine, B., et. al., 2014) and did the TFI onsite walkthroughs at every school site. Cohort 1 has now had five rounds of the TFI and Cohort 2 has had three and Cohort 3 has had 2 rounds. These schools have then been taught how to use the TFI for action planning. This chart can be viewed in the GPRA Measures section.   - Continued our Site Leaders program where two members of each school's leadership team meet to develop capacity to coach BEST Plus implementation at each of the school sites. These site leaders meet together each month to continue to grow their skills to coach BEST Plus Implementation.   - Re-allocated Restorative Specialist personnel placements across all Cohort 1, 2 & 3 schools to assist and support the implementation roll-out. Continue to refine a multi-year scope and sequence and action plan for BEST Plus implementation. After completing our first 3 years with Cohort 1 & 2, we refined our professional development for Cohort 3 and have made small changes again as we have trained all schools in Tier 1 & 2.   - Provided informational sessions to the school board and community via presentations and videos. Our videos have been housed on Youtube.   - Continued to use Illuminate Ed as our online data entry and decision making tool so we have one central place to house our school level data. Additionally, we purchased eduCLIMBER, an addition to the SIS, which can sort like SWIS does for discipline trends in the Office Discipline Referrals for sites by location, time, type, etcetera. It has been a steady start since August 2019, but we are working through the implementation and training.   - In the district-wide Local Control Accountability Plan (LCAP) we used funding to create MTSS positions, coaches for sites, and incorporate the support for Tiers 1,2 & 3 within the body of our district & thusly within our schools plans. These people are experts from the trainings we held from the SCTG over the past years.   - Across the 2018-19 school year a 4-day Tier 2 training was provided to the Cohort 3 Schools. These core trainings were also supplemented with additional training offered by the district in classroom restorative practices, implicit bias, trauma informed care, systematic supervision and breaking the conflict cycle. All cohort schools had quarterly support meetings for their site leaders to attend for sharing resources and troubleshooting. For the grant cycle through Sept 30st, 2019, we also provided additional booster trainings for Tier 1 & Tier 2.

Demonstrated a partnership with a technical assistance provider, such as the PBIS Technical Assistance center.
The SRCS district team worked with our PBIS technical assistance provider Dr. Lori Lynass and our Restorative Justice technical assistance provider, Kerri Berkowitz to develop a common understanding of the work and start to align our student support efforts into one comprehensive framework. Dr. Lynass and Berkowitz have also linked with Dr. Jeffrey Sprague, Dr. Jessica Swain-Bradway at the National PBIS center about how to best blend PBIS and Restorative Justice and with Dr. Kent McIntosh on moving to a full MTSS. We have also linked to the support provided by the PBIS Technical Assistance center by attending the monthly SCTG webinars. Susan Barrett, a Mid-Atlantic PBIS coach moved to the Santa Rosa area, and she has supported the district team via phone and in person meetings.
Includes LEA-wide assessment to determine whether there has been any disproportionate discipline of minority students with disabilities.
In order to better track and examine disproportionate discipline of minority students or students with disabilities, SRCS has engaged in several major steps to establish a district-wide process over the past few years. In 2014 the district reauthorized the definitions and sanctions associated with all major behavioral actions referred to the administration. All schools in SRCS will monitor rates of the following data and examine this data by ethnicity, free and reduced lunch status, disability and gender: · Office referrals · Expulsions, and · Suspensions · Absentee data. The SAFE department Director has prepared a Board report for January 2020 for these categories of discipline such as suspensions and expulsions and attendance with an eye on equity via examining disproportionality in the district wide data found on Data Quest. We updated and created a new referral form in 2018-19 that matched the new Illuminate Ed system for tracking office referral data. Directions on entry of minor incident, student and behavior comments for capturing interventions for students have been created and shared with site admin for teaching their site employees at a staff meeting. These resources also are found within the MTSS website of the Staff hub on the district website. In 2018-19, we switched to use the data from the California Healthy Kids Survey, as it was a sustainable practice, previous climate surveys were causing sites to feel they were over-surveying their families & students. This way we have longer lasting data.
Provides for the development of a detailed plan that will promote fair and effective disciplinary practices, based on data from the LEA-wide assessment.
As mentioned above, all schools in SRCS has been and will continue to monitor rates of the following data and examine this data by ethnicity, free and reduced lunch status, disability and gender: Office referrals, Expulsions, Suspensions and Absentee data. To promote fair and effective disciplinary practices we have been and will continue taking several steps: • Providing professional development on cultural competency, implicit bias, youth mental health issues, understanding the function of behavior and the conflict cycle. This will allow our staff to better understand the behavior they are seeing and to "respond" rather than "react." We have brought in outside experts to provide training on Implicit Biases, Cultural Competency and Trauma Informed Care. • Embedded into the 6 day BEST Plus training series are relational and restorative practices and processes for classroom discipline. • All School Administrators attended a 2 day training on Restorative Justice Practices that emphasized the use of a prevention-based disciplinary approach. • Cohort 1 participating schools also received supplemental training on restorative discipline practices (formal restorative conferencing and re-entry circles, Alternatives to Suspension) • BEST Plus cohort 1 schools received additional site support in the form of a 1.0 FTE Restorative Specialist to assist in the facilitation of on-site restorative discipline (circles, conferences, re-entry meetings). • All school sites identified two Site Leaders who attended a 4-day training on implementing and supporting the practices of BEST Plus. Additionally these site team leaders attend quarterly Tier 1 or Tier 2 team leader meetings. Attendance for the site leader meetings is recorded and published in the administrator weekly "Comunicado" as part of the high support, high accountability method. • Assistant Principals at the middle school & high school levels participated in a 6 session workshop series on Restorative Discipline. During these workshops suspension data was a focus, as was looking for disproportionality in suspensions.

- Efforts are made with the job -alike groups to properly train and organize how and where data is entered related to student supports and behavior/discipline referrals as well as suspensions. Work continues to polish the consistency of data entry in the new SIS, so proper reports can be run.

- Elementary school Principals are beginning to get more Restorative Practices and responses to student behavior training. The district Coordinator is currently presenting at each of the elementary staff meetings to revisit restorative practices, Tier 1 Toolbox Tools, understanding student behaviors, and reducing exclusionary practices. Repeated information for teachers on entry of data into the SIS: like minor incidents and student behavior comments to document interventions.

- Trainings are offered at the district, in job -a-like meetings and site level offerings to revisit restorative practices, learn about Tier 1 Toolbox Tools, understanding student behaviors, de-escalation, re-teaching desired behaviors and reducing exclusionary practices for elementary yard duty teams, K-12 substitutes, campus supervisors in 9-12th grade and student advisors in grades 7-12. These courses are taught by Coordinator, and is a sustainable practice, with very low cost. The only cost is to pay the substitutes and yard duties for their time in the training, as all other employee groups are already paid when they attend their monthly meetings.

Additional Outcomes:

In the final months of the grant we took some intentional steps for increased **sustainability.**
- Within the Local Control Accountability Plan (LCAP) we have funded a district administrator who has been trained over the course of the grant and can train others in PBIS & Restorative Practices. This in-house, paid for capability can facilitate continued sharing of information and practices for MTSS with new employees, existing teams, classified employees, teachers, counselors & other certificated employees within their job-alike meetings. Which is a zero cost format.
- Within the LCAP there has been funding for quarterly Site Leader meetings from each site's Tier 1 and Tier 2 teams.
- A small library of resources was provided to Tier 1, Tier 2 teams for specific positions as well as Tier 1 & Tier 2 teams for each site.
- As the Tiered Fidelity Inventory for Tier 1 & Tier 2 was proving cumbersome due to its length, a first draft of the local self-assessment was created, including features of the PBIS and Restorative Practices, all within the structure of MTSS. This assessment tool is called the B.A.M.: Briefly Assess your MTSS. It is a district wide, multi-year document, with spaces for links and evidence of the implementation, and contains less than 20 items, along with a bank of supporting sample documents. All school teams can view the scores and evidence of other teams, to help with positive peer pressure as well as high accountability.
- MTSS, PBIS, SST mini websites, 504 handbook and Restorative Practices resources have been added to the staff hub of the district website to act as resources for site employees and Tier 1 & 2 teams. The Proactive And Responsive Behavioral Support Guide Draft is awaiting student input form a special student voices group. Systems are getting polished in the arena of student discipline. Efforts are in place to reduce disproportionality in discipline practices, as well as in referrals to Special Education.
- Guides and quick reference documents have been created for teachers to enter student interventions, minor behavior incidents, behavior and student comments into the student information system have been created in order to improve our efforts for "clean data in."
- In the past few years, the Restorative Response Specialist position has also been paid for through the Local Control Accountability Plan (LCAP).
- To fortify the MTSS of SRCS, we have expanded our support for students and staff with the addition of a licensed MFT, Clinical Mental Health Supervisor for some of our own interns and credentialed school based therapists for Tier 2 & 3 student support. These positions are taking the place of an outside agency, allowing for tighter collaboration and hopefully consistency of employees within a school.
- Through the LCAP we have funded contracts with community based organizations, such as the Hanna Institute, to support training of all groups of employees in the way of responding in a trauma informed manner, for example, and self-care.
- Recently the SRCS Board of Education adopted a new Strategic Plan:

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

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

What we have learned:

- The ever changing trends in education mixed with administrator turnover and paired with changing of Tier 1 & Tier 2 team members and site team leaders, we find that the skills and knowledge of programs can dissipate more quickly that the program rollouts themselves.
- We learned that increased support is needed alongside high accountability for PBIS, Restorative Practices to support the continued polishing of the MTSS at SRCS. One solution is to include funds within the LCAP for site level team meetings for Tier 1 teams. We learned that despite coaching site administrators to budget for and organize for a Tier 1 team, that without the specific district level funding, some sites let this team lapse, pointing to a lack of funding as the reason. Many Tier 2 teams can meet during school hours, and does not get impacted in the same way that Tier 1 does, where teachers are a key part of the success of a Tier 1 team.
- We have seen the challenge in getting consistent data when the Student Information System (SIS) changes. After experiencing growing pains in a change in the SIS in 2016-17, we are bracing for yet another change of SIS in the fall of 2021. We have learned the need for consistent, clean data entry, to enable us to extract clean data for reporting to the state. Additionally, we try, when time allows us, to use data published from the State level, like Data Quest, to insure the numbers we report, can also be found again and trustworthy. This data helps us to evaluate our practices, watch for disproportionality and problem solve using the cycle of inquiry.
- We learned that even if Tiered Fidelity Inventory Scores do not always increase, that the very act of taking the survey raises awareness and fluency of vocabulary related to the gals set within each component of the TFI.
- We are learning that ideas like PBIS, and Restorative Practices take a long time to train, internalize, for staff, students and families to grow comfortable with, become familiar with the practices. Just in year 4 and 5 are we seeing and hearing more students and staff ask for reparation and support through the Restorative Specialists. Trusting relationships are being built as specialists maintain their positions at their sites. "Connection Before Content" is one of our informal district –wide mottos, that can be found on stickers across district computers and water bottles, which is evidence of an accepting of Restorative Practices, methods we turn to proactively and in time of need when we respond to difficult situations, like returning after missed days of school due to planned power-outages, and local wildfires.
- We see the interconnectedness of our work within the structure of MTSS, and how it is bringing together the two large departments: Teaching & Learning and Student And Family Services. There is a cross over happening; teams are working to improve systems, and working to align initiatives. District administrators are connecting the dots for site administrators, as well as certificated and classified staff. District-wide we are pausing for equity sake with newly adopted mission, vision & priorities. The WHY is clearer than ever: "Embrace, Engage, Empower."

Humbly submitted by K.Enemark, December 2019

School Climate Transformation Grant - Local Educational Agency (84.184G)

Final Year Expenditures
2014 Cohort

PR AWARD #: S184G140152

Grantee Name: Santa Rosa City Schools District

Projector Director: Kaesa Enemark, District Administrator

Projector Director's Phone: 707-890-3800 x 80412

Projector Director's Email: kenemark@srcs.k12.ca.us

FEDERAL BUDGET   Year 5

Budget Categories	Approved Budget Oct. 1, 2018-June 30, 2019	Approved Budget July 1, 2019-Sept. 30, 2019	Actual Expenses	Difference (Funds that will revert to US Treasury)	Rationale for Difference
		These figures should reflect your **most recently approved** budget	These figures should reflect funds you drew down	The figures should reflect the difference between your approved budget (Column B) and the amount your actually used (Column C)	If you have a figure in Column D, you will use these cells to provide a thorough narrative to describe why you have the remaining funds
PERSONNEL	$702,143.95	$91,062	$793,206.38	$ -	
FRINGE BENEFITS	$125,083.20	$21,348.18	$146,431.38	$ -	
TRAVEL	8,741.75	$5,327.00	$14,068.75	$ -	
EQUIPMENT	2,130.71	$21,770.48	$23,901.19	$ -	
SUPPLIES	23,667.33	$37,580.76	$61,248.09	$ -	
CONTRACTUAL	$68,981.64	$364,330.00	$433,311.64	$ -	
CONSTRUCTION	0	$ -	$0.00	$ -	
OTHER	15,022.36	$1,023.71	$16,046.07	$ -	
TOTAL DIRECT COSTS	945,770.94	$451,380.13	$1,397,151.07	$ -	
INDIRECT COSTS	$4,359.38	$23,155.91	$27,515.29	$ -	
Year FOUR Carryover (if applicable)				$ -	
TRAINING STIPENDS				$ -	
TOTAL COSTS	$950,130.32	$474,536.04	$1,424,666.36	$0.00	