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Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

PGMS Portal » CTEIG Part I » CTEIG Application Part I

CTEIG 2019-20 Application Part I

The 2019-20 CTEIG grant requires a match of two dollars (\$2.00) for every one dollar (\$1.00) received from this program. For the 2019-20 application, matching funds may be based on local match expenditures starting July 1, 2019, to June 30, 2020.

Local educational agency (LEA) Information

Local educational agency (LEA) information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. Refer to the [OPUS-CDS Application and Resources](#) for more information.

| | |
|------------------------|--------------------------------|
| Name: | Santa Rosa City Schools |
| CDSCode: | 49402530000000 |
| Address: | 211 Ridgway Ave. |
| City: | Santa Rosa |
| State: | CA |
| Postal Code: | 95401-4320 |
| Phone Number: | (707) 890-3800 |
| Fax Number: | (707) 528-5444 |
| Email: | dkitamura@srcs.k12.ca.us |
| Superintendent: | Diann Kitamura, Superintendent |

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

| | |
|--------------------|--------|
| First Name: | Jesse |
| Last Name: | Damian |

Phone: (707) 890-3800

Email: jdamian@srcs.k12.ca.us

2018-19 Reported P2 ADA

2018-19 Average Daily Attendance (ADA) Second Principal (P-2) as represented by this LEA

ADA Number 0.00

Types of Applicants

There are two types of applications allowed in this grant. LEAs may apply for this grant as a single applicant or as the lead member of a consortium. However an LEA may submit only one application.

- ☒ Apply as a single LEA
☐ Apply as a consortium

Match

Enter the amount of dollars that the LEA has for Match based on the amount of funds expended for CTE programs

Match Amount: 3099853 (Required)

The amount you expect to receive from this grant program at \$1 for every \$2 matched: \$1,549,926.50
(This estimate is not a guarantee of being funded for this amount.)

Total Budget Amount: 4649779.5

ROCP JPA or County

Do you offer an existing High Quality Regional-based CTE program as a JPA ?. (Required)

- ☐ Yes
☒ No

Collaboration

Are you engaged in regional collaboration with the following?

- ☐ No Collaboration
- ☐ Post-secondary educational institutions, including the Community College Strong Workforce Program (SWP) or K-12 Strong Workforce Program consortium operating in your respective geographic area.
- ☒ Other LEAs to align career pathway instruction with postsecondary program requirements.
- ☐ Dual Enrollment

- ☐ Concurrent Enrollment
- ☒ Articulation
- ☐ Other

Infrastructure/Equipment Investment

Enter your total investment in CTE infrastructure, equipment and facilities(object code 6000) for this grant round \$

0

Infrastructure/Equipment Investment Percentage: %0

Existing Structures, Requirements and Resources

Based on the lead LEA selected, the applicants does not use any existing structures, requirements, and resources

Contributions from Industry, labor and philanthropic sources.

| Source | Contribution | Action |
|-----------------------|--------------|--------|
| North Bay Fire Relief | 394000 | N/A |

Previous Grants Received

The applicant did not receive CTEIG funding

K-12 Strong Workforce

- ☐ FY 18-19

Assurance Statement:

☒ By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2019-20 grant term, the LEA will be required to match the grant award two dollaras (\$2.00) for every \$1.00 (one dollar) received for this grant period.

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Attachment I: High-Quality CTE Program Evaluation

Name of Local Education Agency (LEA):

Total Score: _____
(TO BE COMPLETED BY LEA)

Directions: The metrics in this rubric apply to students that are enrolled in Career Technical Education (CTE) programs, programs of study (POS) and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

Total Score: _____
(TO BE VERIFIED BY CDE)

| Minimum Eligibility Standards | Not Yet In Practice (0 points) | Emerging Practice (1 point) | Quality Practice (2 points) | Exemplary Practice (3 points) | Potential Tools/ Examples of Evidence | Evidence on File at LEA | LEA Comments |
|--|---|--|--|--|---|-------------------------|--------------|
| 1.A. Offers high-quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards. Essential Element: High-Quality, Integrated Curriculum and Instruction. | There is no evidence that the CTE curricula or instruction are aligned to the CTE Model Curriculum Standards. | Some CTE curricula and instruction are aligned to the CTE Model Curriculum Standards. Some instruction shows evidence of alignment with the CTE Model Curriculum Standards. | All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards. | All CTE curricula and instruction are fully aligned to the CTE Model Curriculum Standards. All instruction shows evidence of alignment with the CTE Model Curriculum Standards. All CTE curricula are aligned to all appropriate Academic standards. Integration of CTE and Academic Standards is demonstrated. | Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans. | | |

Attachment I: High-Quality CTE Program Evaluation

| Minimum Eligibility Standards | Not Yet In Practice (0 points) | Emerging Practice (1 point) | Quality Practice (2 points) | Exemplary Practice (3 points) | Potential Tools/ Examples of Evidence | Evidence on File at LEA | LEA Comments |
|--|--|--|--|---|--|-------------------------|--------------|
| <p>1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in CALPADS as CTE.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p> | <p>No clear sequential progression of courses.</p> <p>No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment.</p> <p>Some or no courses are reported in California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.</p> | <p>Offers a CTE pathway where some courses show a clear sequential progression of courses.</p> <p>Some courses are reported in CALPADS as CTE.</p> | <p>Offers a CTE pathway where all courses show a clear sequential progression of courses.</p> <p>All courses are reported in CALPADS as CTE.</p> | <p>Offers a CTE pathway with clear sequential pathways.</p> <p>Provides a catalog of programs and courses required at each grade.</p> | <p>Provides list and description of pathway courses, identifying the planned sequence of courses.</p> <p>Provides document listing CTE pathway courses reported as CTE in CALPADS.</p> | | |

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|--|--|--|--|---|---|-------------------------|--------------|
| <p>2. Provides career exploration and guidance opportunities for all pathway learners.</p> <p>Essential Element: Career Exploration and Student supports.</p> | <p>There is no formalized career exploration and guidance program offered.</p> | <p>Some students participate in a formalized career exploration program and receive some guidance through counseling services.</p> | <p>All students participate in a formalized career exploration program and receive career guidance through program of study and counseling services.</p> | <p>All students participate in a formalized career exploration program and have a individualized education plan on file.</p> <p>Career guidance is provided through the POS, through industry mentors, and through counseling services.</p> | <p>California Career Resource Network (CALCRN), Kuder, Career Cruiser, Naviance, etc.</p> <p>Example of plan.</p> <p>Description of career guidance provided.</p> | | |

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|--|--|---|--|---|--|-------------------------|--------------|
| <p>3.A. Provides support services for students, including counseling.</p> <p>Essential Element: Career Exploration and Student supports.</p> | <p>There is no evidence that CTE pathway students have had career and/or academic needs assessed or addressed.</p> <p>Career counseling services are not specifically available.</p> | <p>CTE pathway students career and/or academic needs and gaps have not been specifically identified, or for only some students.</p> <p>Supports offered are the standard supports available to all students in the school.</p> <p>Students are referred to counseling services on an as-needed basis.</p> <p>No data on effectiveness is collected.</p> | <p>CTE pathway students career and academic needs and gaps have been identified.</p> <p>Supports addressing identified needs/gaps for special populations (i.e. Individualized Education Programs [IEPs], at-risk, etc.) have been developed, obtained, offered, and are being implemented.</p> <p>Counseling services are welcoming and offered to all students.</p> <p>Data on effectiveness is collected and continuous improvement principles are applied.</p> | <p>An assessment of CTE pathway students' career and academic needs occurs annually.</p> <p>This is an annual process in which the entire CTE pathway faculty, associated academic faculty, counselors and administration collaborate to determine needed supports for CTE pathway students.</p> <p>A plan of support services is developed for each special population (i.e. IEP, at-risk, etc.) CTE pathway student, and a plan of support for all CTE pathway students is developed.</p> | <p>List of identified student career and academic needs/gaps and the supports that have been provided to address those needs.</p> <p>Tools used to determine student career and learning needs.</p> <p>Data on effectiveness of supports provided.</p> <p>Description of counseling services provided.</p> | | |

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|--|---|---|---|---|--|-------------------------|--------------|
| <p>3.B. Student leadership development is embedded into career pathway teaching and learning.</p> <p>Essential Element: Career Exploration and Student supports.</p> | <p>There is no evidence that CTE pathway student leadership development is addressed.</p> | <p>Student leadership development is embedded into the career pathway through an alternative leadership strategy.</p> | <p>Student leadership development is embedded into the career pathway through one of the six recognized Career Technical Student Organizations (CTSOs) and some CTE pathway students participate.</p> | <p>Student leadership development is embedded into the career pathway through one of the six recognized CTSOs and all CTE pathway students participate.</p> | <p>Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.</p> | | |

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|---|--|--|--|---|--|-------------------------|--------------|
| <p>4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.</p> <p>Essential Element: Cross-System Alignment.</p> | <p>Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate.</p> | <p>K–12 and postsecondary core CTE pathway faculty are members of an advisory committee.</p> <p>Curriculum, instruction, transitions and outcomes are reviewed at Advisory Committee meetings.</p> <p>There are no formal agreements other than advisory committee responsibilities.</p> | <p>K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p> | <p>K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements.</p> <p>K–12 and postsecondary educational institutions collaborate on a local or regional basis to create transition agreements, guides, and plans for each CTE pathway.</p> <p>Articulation/dual credit agreements apply to all participating educational institutions.</p> <p>Formal agreements are developed that define participants, roles, activities, products, and timeline.</p> | <p>Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options.</p> <p>Memorandums of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually.</p> <p>Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions.</p> <p>Other products from collaboration.</p> | | |

Attachment I: High-Quality CTE Program Evaluation

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|--|--|--|--|---|---|-------------------------|--------------|
| <p>5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement.</p> | <p>There are no industry/labor partnership agreements.</p> <p>An advisory committee has not been formed.</p> | <p>Agreements with labor/industry partners are informal and verbal.</p> <p>An advisory committee is established representing a limited number of stakeholders and employers.</p> | <p>Most partnerships are solidified through written agreements, and some are made as verbal agreements.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.</p> | <p>All partnerships are solidified through written agreements that detail the responsibilities and roles of each party.</p> <p>An advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils.</p> <p>The advisory committee is integral to the operation of the CTE pathway(s).</p> | <p>MOUs, written agreements, contracts, description of verbal agreements.</p> <p>Copy of Advisory meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization.</p> <p>A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty and students.</p> <p>A list of advisory members identified by name, business, etc.</p> | | |

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|--|--|--|---|--|---|-------------------------|--------------|
| <p>5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p> | <p>Does not provide opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> | <p>Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is little evidence of a link between course assignments opportunities and experiences provided.</p> | <p>Provides opportunities for many pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers.</p> | <p>Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.</p> <p>There is a documented training plan and assignments are related to all WBL.</p> <p>Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.</p> | <p>List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity.</p> <p>Student logs of WBL activities.</p> <p>Schedule of WBL for each grade level.</p> <p>Training plan for WBL at each grade level.</p> <p>Student WBL portfolios.</p> <p>Program and student assessments from WBL supervisors.</p> <p>Nepris.</p> | | |

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|--|--|--|---|--|--|-------------------------|--------------|
| <p>6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.</p> <p>Essential Element: Career Exploration and Student Supports.</p> | <p>After school, extended day, and out-of-school activities and competitions are not provided.</p> | <p>After school, extended day, and out-of-school activities and competitions are provided to some students.</p> <p>These activities may be developed or supervised by the CTE pathway faculty.</p> | <p>After school, extended day, and out-of-school activities and competitions are provided to all students.</p> <p>These activities are developed and supervised by the CTE pathway faculty.</p> | <p>After school, extended day, and out-of-school activities and competitions are provided to all students.</p> <p>These activities are developed, supervised, and evaluated by the CTE pathway faculty.</p> <p>Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.</p> | <p>List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.</p> | | |

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|---|--|--|--|--|--|-------------------------|--------------|
| <p>7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.</p> <p>Essential Element: Appropriate Use of Data and Continuous Improvement.</p> | <p>There is no evidence that the CTE pathway is aligned with economic needs and labor market information.</p> <p>CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.</p> | <p>There is a minimal alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs.</p> <p>Evidence only identifies a need in the industry sector or general category of employment, but not for the specific CTE pathway.</p> | <p>There is a general alignment of CTE pathway design, delivery, and outcomes and current and projected labor market needs.</p> <p>There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided.</p> | <p>There is a clear and specific alignment of CTE pathway design, delivery, and outcomes and current and projected regional labor market needs.</p> <p>Evidence provides a clear case for a current and projected local and regional labor market need for the CTE pathway.</p> <p>A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.</p> | <p>K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports.</p> <p>Regional and local labor market reports from valid sources, correlated with CTE sequence of courses.</p> <p>Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.</p> | | |

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|---|---|---|---|--|---|-------------------------|--------------|
| <p>7.B. Is informed by the regional plan of the local SWP consortium.</p> <p>Essential Element: Cross-System Alignment.</p> | <p>The CTE pathways are not part of the local SWP consortium and does not collaborate or seek to align with the regional plan of the local SWP.</p> | <p>The CTE pathways are aware of the regional plan of the local SWP consortium.</p> | <p>The CTE pathways are involved in the regional SWP consortium and is aware of the regional plan.</p> <p>The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.</p> | <p>The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium.</p> <p>The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes.</p> <p>Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.</p> | <p>Document identifying members of local SWP consortium members.</p> <p>Local SWP plan.</p> <p>CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes</p> <p>The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.</p> | | |

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|---|---|--|---|--|---|-------------------------|--------------|
| <p>8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.</p> <p>Essential Element: High-Quality, Integrated Curriculum and Instruction.</p> | <p>The CTE pathways are not aligned to industry credentialing.</p> <p>There is no support or guidance to assist students in pursuing postsecondary education, training, or employment.</p> <p>No data is collected to determine postsecondary choices or success.</p> | <p>Some CTE pathway students have the opportunity at receiving an industry credential that may or may not qualify them for entry-level employment.</p> <p>Some programs lead to postsecondary education or training, employment, or postsecondary degree.</p> <p>Collects some CTE student survey data on postsecondary choices and success without any follow-up.</p> | <p>All students in the CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualify students for entry-level employment.</p> <p>The majority of CTE progrmas lead to postsecondary education or training, employment or postsecondary degree.</p> <p>Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</p> | <p>All students in CTE pathway have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies students for entry-level employment.</p> <p>The technical assessment is nationally benchmarked and includes a skills-based component. Certifications are industry-recognized and portable.</p> <p>All CTE programs lead to postsecondary education or training, employment or postsecondary degree.</p> <p>Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.</p> | <p>List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification.</p> <p>Description of organization providing exam(s), general content of exam(s), portability of certification.</p> <p>Type of employment opportunities for which each exam qualifies students.</p> <p>List of postsecondary education, training, employment, or postsecondary degree options for each CTE programs.</p> <p>Student surveys for postsecondary education, trianing, or employment plans.</p> | | |

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|--|---|---|--|--|--|-------------------------|--------------|
| <p>9.A. CTE courses are staffed by skilled teachers or faculty.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.</p> | <p>There is no evidence that the CTE pathway has CTE credentialed teachers.</p> | <p>Some CTE pathway teachers have the correct CTE credential or Single Subject Credential without experience.</p> | <p>All CTE pathway teachers have the correct CTE credential or Single Subject Credential with some industry experience and have completed some CTE professional development during the past three years.</p> | <p>All CTE pathway teachers have the correct CTE credential or Single Subject Credential with industry experience and completed specific CTE professional development during each of the past three years.</p> | <p>List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.</p> | | |

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|--|---|---|---|---|--|-------------------------|--------------|
| <p>9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.</p> <p>Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.</p> | <p>Resources are not provided for professional development of CTE pathway teachers.</p> | <p>CTE teachers are provided resources to attend conferences and workshops that interest them.</p> <p>Externships are pursued upon request.</p> | <p>CTE teachers attend specific CTE conferences and workshops each year.</p> <p>These events have strands or workshops specific to CTE curriculum and instruction and CTE pathway.</p> <p>CTE teachers are encouraged to engage in educator externships during school breaks.</p> | <p>CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.</p> <p>The CTE professional development needs are evaluated each year and are allocated the resources to access appropriate training based on assessed needs.</p> <p>Most CTE pathway and core teachers engage in teacher externships.</p> | <p>Professional development needs assessment for CTE teachers.</p> <p>List of events, classes and workshops that CTE teachers accessed, and the number of CTE teachers that attended.</p> <p>List of curricular or instructional products or changes that resulted from CTE professional development.</p> <p>List of teacher externships and outcomes.</p> | | |

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|---|---|---|--|--|---|-------------------------|--------------|
| <p>10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.</p> <p>Essential Element: Equity.</p> <p>Essential Element: Access.</p> | <p>The institution where the CTE pathway program is offered has policies in place to ensure the learning environment is accessible to all students.</p> | <p>CTE pathway program offerings are promoted to all students through the recruitment and registration process.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p> | <p>All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations.</p> <p>Promotional materials and curriculum welcome diversity and are delivered in a non-discriminatory manner.</p> <p>The program ensures accessibility through reasonable accommodations and modifications.</p> | <p>All students, including special populations are made aware of, encouraged to apply, and have full access to CTE pathway programs.</p> <p>CTE program utilizes multiple strategies to recruit, retain and support special populations, and works with families.</p> <p>Promotional materials present a broad range of career options; are translated into languages spoken by families in the school community; and highlight supports for special populations.</p> <p>Instruction and materials are accessible and differentiated to student needs.</p> <p>Appropriate adaptations, modifications, and supports are provided.</p> | <p>School and program equity and access policies.</p> <p>Promotional materials.</p> <p>Accommodations and modifications in place for special populations students.</p> <p>Strategies and supports provided that promote recruitment, retention, and success of special population students.</p> | | |

Attachment II: Career Technical Education Incentive Grant (CTEIG) Fiscal Year 2019-20 Narrative

Minimum Eligibility Standard: 1.A. Offers high quality CTE curriculum and instruction that are aligned to the CTE Model Curriculum Standards.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 1.B. Offers CTE pathway(s) that provide a coherent sequence of courses, are reported in CALPADS as CTE.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 2. Provides career exploration and guidance opportunities for all pathway learners.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max 450 characters):*

Minimum Eligibility Standard: 3.A. Provides support services for students, including counseling.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 3.B. Student leadership development is embedded into career pathway teaching and learning.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships and Work-based Learning (WBL) opportunities for industry to provide input to the career technical education programs and curriculum.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 6. Provides opportunities for pupils to participate in after school; extended day; and out-of-school activities.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 7.B. Is informed by the regional plan of the local Strong Workforce Program (SWP) Consortium.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 9.A. CTE courses are staffed by skilled teachers or faculty.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 9.B. Dedicates resources for professional development for CTE pathway teachers, including educator externships with industry.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

Minimum Eligibility Standard: 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Areas of Strength *(max. 125 characters):*

Improvement Opportunities and Plans *(max. 450 characters):*

| Attachment III: Career Technical Incentive Grant Program (CTEIG) | | | | |
|--|---------------------------------------|---------------------|---------------------------|---------------------------|
| Budget Narrative Worksheet – California Dept. of Education – September 2019 | | | | |
| | | | | |
| Object Code 1000 (Certificated Salaries) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |
| Pay for substitute teachers while SRCS teachers attend professional development or training to ensure: all CTE pathways courses have curricula and instruction aligned to the CTE Model Curriculum Standards (25 teachers x 3 days x \$166 daily rate) | 1.A. | | | \$12,450 |
| Substitute teachers while SRCS teachers attend off-campus career exploration for all CTE pathways (25 teachers x 3 days x \$166 daily rate) | 2 | | | \$12,450 |
| New Data analyst responsible for collecting, analyzing, reporting, and sharing all CTE student outcome measures with administrators and other stakeholders to make informed decisions. | 2 | | | \$75,000 |
| Pay for substitute teachers while SRCS teachers attend CTSO student leadership development opportunities for all CTE pathways (10 teachers x 5 days x \$166 daily rate) | 3.B. | | | \$8,300 |
| Pay for substitute teachers while SRCS teachers attend meetings regarding articulation and dual enrollment opportunities and agreements for all CTE pathways (10 teachers x 5 days x \$166 daily rate) | 4 | | | \$8,300 |
| Pay for substitute teachers while SRCS teachers coordinate and participate in CTE Advisory Committee meetings that include all CTE pathways (10 teachers x 5 days x \$166 daily rate) | 5.A. | | | \$8,300 |

| | | | | |
|---|--------------------------------|--------------------------------------|--------------------|--------------------|
| New CTE Industry Liaison focused on building relationships with business and industry, community colleges, other stakeholders. Also responsible for creating work-based learning opportunities for all CTE students. | 5.B. and 7.B. | | | \$100,000 |
| Pay for substitute teachers while SRCS teachers attend CTE conferences or workshops focused on Project-Based Learning (PBL), student voice, CTE equity-centered liberty design thinking, among others (25 teachers x 5 days x \$166 daily rate) | 9.B. | | | \$20,750 |
| | | Santa Rosa City Schools LCAP 2019-20 | \$2,318,630 | |
| | Object Code 1000 Totals | | \$2,318,630 | \$245,550 |
| Object Code 2000 (Classified Salaries) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |
| | | | | |
| | | | | |
| | Object Code 2000 Totals | | \$0.00 | \$0 |
| Object Code 3000 (Employee Benefits) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |
| Pay for substitute teachers while SRCS teachers attend professional development or training to ensure: all CTE pathways courses have curricula and instruction aligned to the CTE Model Curriculum Standards (Substitute Teacher Employee Benefits Statutory Benefit rate of 22%) | 1.A. | | | \$2,739 |
| Benefits for substitute teachers while SRCS teachers attend off-campus career exploration, work-based learning, and project-based learning for all CTE pathways (Substitute Teacher Employee Benefits Statutory Benefit rate of 22%) | 2 | | | \$2,739 |

| | | | | |
|---|--------------------------------|--|------------|-----------------|
| Benefits for data analyst responsible for collecting, analyzing, reporting, and sharing all CTE student outcome measures with administrators and other stakeholders to make informed decisions. (Certificated Employee Benefits Statutory Benefit rate of 22%) | 2 | | | \$16,500 |
| Benefits for substitute teachers while SRCS teachers attend CTSO student leadership development opportunities for all CTE pathways (Substitute Teacher Employee Benefits Statutory Benefit rate of 22%) | 3.B. | | | \$1,826 |
| Benefits for substitute teachers while SRCS teachers attend meetings regarding articulation and dual enrollment opportunities and agreements for all CTE pathways (Substitute Teacher Employee Benefits Statutory Benefit rate of 20%) | 4 | | | \$1,826 |
| Benefits for substitute teachers while SRCS teachers coordinate and participate in CTE Advisory Committee meetings that include all CTE pathways (Substitute Teacher Employee Benefits Statutory Benefit rate of 22%) | 5.A. | | | \$1,826 |
| Benefits for new CTE Industry Liaison focused on building relationships with business and industry, community colleges, other stakeholders. Also responsible for creating work-based learning opportunities for all CTE students (Certificated Employee Benefits Statutory Benefit rate of 22%) | 5.B. | | | \$22,000 |
| Benefits for substitute teachers while SRCS teachers attend CTE conferences or workshops focused on Project-Based Learning (PBL), student voice, CTE equity-centered liberty design thinking, among others (Substitute Teacher Employee Benefits Statutory Benefit rate of 22%) | 9.B. | | | \$4,565 |
| | Object Code 3000 Totals | | \$0 | \$27,456 |
| Object Code 4000 (Books and Supplies) | | | | |

| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |
|---|---------------------------------------|--------------------------------------|---------------------------|---------------------------|
| Costs for printing SRCS catalog that focuses on CTE programs and courses required at each grade, along with the aligned postsecondary pathway of courses. | 1.B. and 10 | | | \$15,000 |
| Registration fees for student leadership work-based learning opportunities in FFA, SkillsUSA and other CTSOs and non-CTSOs leadership opportunities | 3.B. and 5.B. | | | \$25,000 |
| Registration fees for teachers to participate in CTSOs SkillsUSA and other project-based learning professional development opportunities | 6 and 5.B. | | | \$28,000 |
| Equipment for new CTE pathway in Building and Construction Trade-Residential and Commercial Construction at Elsie Allen High School | 7.A. and 5.A. | | | \$120,000 |
| Equipment for new CTE pathway in Business and Finance-International Business at Elsie Allen High School | 7.A. and 5.A. | | | \$175,000 |
| Equipment for new CTE pathway in Engineering and Architecture at Elsie Allen High School | 7.A. and 5.A. | | | \$103,000 |
| Equipment for new CTE pathway in Arts, Media, and Entertainment-Performing Arts with emphasis in mariachi at Elsie Allen High School | 7.A. and 5.A. | | | \$88,000 |
| | | Santa Rosa City Schools LCAP 2019-20 | \$305,965 | |
| | Object Code 4000 Totals | | \$305,965 | \$554,000 |
| Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |

| | | | | |
|--|-----------------|--|--|-----------|
| Contract with technical assistance provider to build capacity of SRCS data analyst to create a comprehensive data collection system to collect of student-level data collection, conduct data analyses and provide reporting of effectiveness and continuous improvement of counseling and other CTE-related services. | 3.A., 8, and 10 | | | \$38,000 |
| Hotel, mileage, food for 30 students to attend 5-day SkillsUSA or FFA leadership development: \$300/night hotel x 5 nights x 7 rooms = \$10,500; and \$400/flight x 25 students = \$10,000 | 3.B. and 5.B. | | | \$20,500 |
| Third-party certification for programs such as ServSafe and Adobe that will enable students to obtain industry recognized credential or certificate, or be better prepared for appropriate postsecondary education or training, employment, or postsecondary degree. [\$5,700 x 3 licenses]. Cost includes campus wide testing and gmetrix practice tests. | 8 | | | \$17,100 |
| Contract for technical assistance in developing Senior Survey and Post-High School Survey to monitor post high school plans and outcomes. | 8 and 10 | | | \$25,700 |
| Contract with facilitator to provide student leadership development in CTE Project-based Learning and Equity-Centered Design-Thinking for 25 student leaders at Elsie Allen HS | 9.B. | | | \$85,500 |
| Professional development for 60 teachers at Elsie Allen HS to transform the school to be all CTE-focused in robust pathways leading students to high-wage, high-demand college and career opportunities (60 teachers x \$1950 per teacher) | 9.B. | | | \$117,000 |
| Provide technical assistance to ensure all CTE pathways are aligned to industry credentialing and aim to have at least 25 percent or more of students in capstone courses take industry credential/certificate exam/ assessment and at least 50 percent of test takers pass. | 1.A.; 5.B.; & 8 | | | \$22,000 |

| | | | | |
|--|-----------------------|--|--|-----------|
| Develop a proof of concept student work-based learning (WBL)/internship program to provide opportunities for CTE students to gain access to work experience or pre-apprenticeships, internships, industry certifications, and WBL opportunities for industry to provide input to the CTE programs and curriculum. Provide a documented training plan and assignments are related to all WBL. Recruit industry partners and invite K–12 CTE pathway faculty to collaborate on activities for students on all levels of the CTE pathway including reviewing the knowledge and skill preparation needed for each WBL activity; provide robust assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students. | 5.A.; 5.B.; 6; & 7.A. | | | \$157,500 |
| Contract with CTE equity-centered design-thinking and project-based learning (PBL) facilitator and technical assistance to support all 60 Elsie Allen CTE pathways faculty to provide hands-on, pathway and career-relevant PBL instruction to all students | 9.B. and 10 | | | \$98,900 |

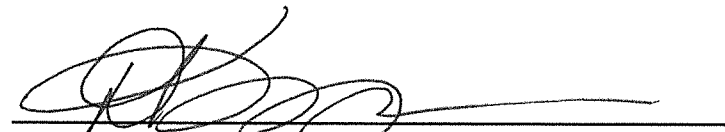
| | | | | |
|--|---------------------------------------|--------------------------------------|---------------------------|---------------------------|
| Contract with technical assistance providers to recruit, expand, and sustain a robust CTE advisory committee to address the needs of all CTE pathways at SRCS, especially at Elsie Allen HS. Provide project management for an active districtwide CTE advisory committee, composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents and students) meets at least twice a year to evaluate program progress and to engage in continuous improvement activities. Sustain meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for all CTE students. | 4; 5.A.; 5.B.; & 7.A. | | | \$48,000 |
| Develop a series of CTE promotional videos with students who will co-create content and work in front and behind the camera so they can gain work-based learning skills, and support all CTE pathways to encourage recruitment of new students into all CTE programs | 1.B; 2; 6; 7.A; and 10 | | | \$91,000 |
| | | Santa Rosa City Schools LCAP 2019-20 | \$475,258 | |
| | Object Code 5000 Totals | | \$475,258 | \$630,200 |
| Object Code 6000 (Capital Outlay) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |
| | | | | |
| | | | | |
| | Object Code 6000 Totals | | \$0 | \$0 |
| Object Code 7000 (Indirect Cost) | | | | |
| Expenditure Description | Minimum Eligibility Standard # | Match Source | Match Amount (\$2) | CTEIG Amount (\$1) |

| | | | | |
|---|-------------------------|--|-------------|-------------|
| Santa Rosa City Schools indirect rate 6.35% | | | | \$92,533 |
| | | | | |
| | Object Code 7000 Totals | | \$0 | \$92,533 |
| | Budget Totals | | \$3,099,853 | \$1,549,739 |

Attachment IV: Career Technical Education Incentive Grant (CTEIG) Three-Year Budget

| Object Code and Description of Line Item | 2019–20 Budget | 2020–21 Budget | 2021–22 Budget | Source of Funds |
|---|-------------------|-------------------|-------------------|-----------------|
| 1000 – Certificated Salaries | 2318630 | 2500000 | 2500000 | LCAP |
| 2000 - Classified Salaries | | | | |
| 3000 - Employee Benefits | | | | |
| 4000 - Books and Supplies | 305965 | 350000 | 350000 | LCAP |
| 5000 - Services and Other Operating Expenditures | 475258 | 500000 | 500000 | LCAP |
| 6000 - Capital Outlay | 0 | 0 | 0 | |
| 7000 - Indirect Costs | 0 | 0 | 0 | |
| Total Amount Budgeted | 3099853 | 3350000 | 3350000 | |

Per *Education Code* Section 53071(b) I am submitting a three-year plan for continued financial and administrative support of career technical education programs that demonstrates a financial commitment of no less than the amount expended on those programs in the previous fiscal year.


Signature of Lead Superintendent or Designee

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups:
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

☒ English Learners
☒ Foster Youth
☒ Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ LEA-wide
Schoolwide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
Modified Action
☒ Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
[] Modified Action
☒ Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action
Modified Action
☒ Unchanged Action

2017-18 Actions/Services

H101: Provide grade level textbooks and support materials aligned to the California

2018-19 Actions/Services

H101: Provide grade level textbooks and support materials aligned to the California

2019-20 Actions/Services

H101: Provide grade level textbooks and support materials aligned to the California

Standards and Next Generation Science Standard and Career Technical Education to maintain sufficiency according to the Williams Act.

Standards and Next Generation Science Standard and Career Technical Education to maintain sufficiency according to the Williams Act.

Standards and Next Generation Science Standard and to Career Technical Education to maintain sufficiency according to the Williams Act.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|-------------------------------|
| Amount | 300,000.00 | 300,000.00 | 270,000.00 |
| | 300,000.00 | 300,000.00 | 270,000.00 |
| Source | Lottery | Lottery | Lottery |
| | 300,000.00 | 300,000.00 | 270,000.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | 270,000.00 | 270,000.00 | |
| | 270,000.00 | 270,000.00 | |
| Source | LCFF | Supplemental | |
| | 270,000.00 | 270,000.00 | |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups:
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Unchanged Action

☒ Unchanged Action☒ Unchanged Action

2017-18 Actions/Services

H104: 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.

2018-19 Actions/Services

H104: 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.

2019-20 Actions/Services

H104: 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.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 3,000.00 | 1500 | 0 |
| | 3,000.00 | 1500 | 0 |
| Source | Supplemental | Supplemental | Supplemental |
| | 3,000.00 | 1500 | 0 |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |
| Amount | 12,500.00 | 5000 | 1,000.00 |
| | 12,500.00 | 5000 | 1,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 12,500.00 | 5000 | 1,000.00 |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | 36,060.00 | 36,060.00 | 16,000.00 |
| | 36,060.00 | 36,060.00 | 16,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 36,060.00 | 36,060.00 | 16,000.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|--|----------------------------------|----------------------------------|
| Amount | 22,465.00 | 22,465.00 | 585.00 |
| | 22,465.00 | 22,465.00 | 585.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 22,465.00 | 22,465.00 | 585.00 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups:
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

☒ English Learners
☒ Foster Youth
☒ Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ LEA-wide
Schoolwide
Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
☒ Modified Action
 Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
☐ Modified Action
☒ Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action
 Modified Action
☒ Unchanged Action

2017-18 Actions/Services

H105: Create and implement California Standards, Next Generation Science Standardbased curriculum, Career Technical Education and Visual and Performing Arts State-Standards curriculum for all students, that include assessments, curricular integration and an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, NGSS, and VAPA.

2018-19 Actions/Services

H105: Create and implement California Standards, Next Generation Science Standards, Career Technical Education and Visual and Performing Arts State-Standards curriculum for all students, that include assessments, curricular integration and an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, NGSS, and VAPA.

2019-20 Actions/Services

H105: Create and implement California Standards, Next Generation Science Standardbased curriculum, Career Technical Education and Visual and Performing Arts State-Standards curriculum for all students, that include assessments, curricular integration and an online repository for the curriculum and resources; and provide up to 7.1 TOSA's to support colleagues in implementing the CCSS, ELD, NGSS, and VAPA.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 471,200.00 | 325000 | 211,250.00 |
| | 471,200.00 | 325000 | 211,250.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 471,200.00 | 325000 | 211,250.00 |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |
| Amount | 31,920.00 | 31,920.00 | 81,920.00 |
| | 31,920.00 | 31,920.00 | 81,920.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 31,920.00 | 31,920.00 | 81,920.00 |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

| | | | |
|------------------|-------------------------------|----------------------------------|----------------------------------|
| Amount | 6,048.00 | 6,048.00 | 500.00 |
| | 6,048.00 | 6,048.00 | 500.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 6,048.00 | 6,048.00 | 500.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | 1039467 | 913,418.62 |
| | | 1039467 | 913,418.62 |
| Source | | Supplemental | Supplemental |
| | | 1039467 | 913,418.62 |
| Budget Reference | | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Students with Disabilities

Specific Student Groups:

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle

Specific Grade Spans: 7, 8, 9, 10, 11, 12

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action
☒ Modified Action
 Unchanged Action

New Action
☐ Modified Action
☒ Unchanged Action

New Action
 Modified Action
☒ Unchanged Action

2017-18 Actions/Services

H108: Provide two additional calendar days for teacher professional development in all core disciplines including CTE to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.

2018-19 Actions/Services

H108: Provide two additional calendar days for teacher professional development in all core disciplines including CTE to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.

2019-20 Actions/Services

H108: Provide two additional calendar days for teacher professional development in all core disciplines including CTE to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|----------------------------------|----------------------------------|
| Amount | 583,999.00 | 683919.97 | 718,115.97 |
| | 583,999.00 | 683919.97 | 718,115.97 |
| Source | Supplemental | Supplemental | Supplemental |
| | 583,999.00 | 683919.97 | 718,115.97 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Select from New, Modified, or Unchanged for 2017-18

New Action
☒ Modified Action
 Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
☐ Modified Action
☒ Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action
 Modified Action
☒ Unchanged Action

2017-18 Actions/Services

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. Provide support for teachers to integrate technology, Visual and Performing Arts, CTE and create links between core and non-core subject areas

2018-19 Actions/Services

H111: Provide support for teachers to integrate technology, Visual and Performing Arts, CTE and create links between core and non-core subject areas

2019-20 Actions/Services

H111: Provide support for teachers to integrate technology, Visual and Performing Arts, CTE and create links between core and non-core subject areas.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|----------------------------------|----------------------------------|
| Amount | 31,748.00 | 31,748.00 | 5,500.00 |
| | 31,748.00 | 31,748.00 | 5,500.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 31,748.00 | 31,748.00 | 5,500.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | 25,372.00 | 205372 | 4,745.00 |
| | 25,372.00 | 205372 | 4,745.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 25,372.00 | 205372 | 4,745.00 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

☒ English Learners
☒ Foster Youth
☒ Low Income
 - [Add Students to be Served selection here]

☒ LEA-wide
 Schoolwide
 Limited to Unduplicated Student Group(s)
 - [Add Scope of Services selection here]

All Schools

Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
 Specific Grade Spans: 7, 8, 9, 10, 11, 12
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action
☒ Modified Action
 Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action
 - Modified Action
☒ Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action
 Modified Action
☒ Unchanged Action

2017-18 Actions/Services

H113: Provide increased academic counseling support services and additional college and career counseling support to students and families. Maintain 5 College and Career Centers at each High School, LCAP counselor, and training

2018-19 Actions/Services

H113: Provide increased academic counseling support services and additional college and career counseling support to students and families. Maintain 5 College and Career Centers at each High School, LCAP counselor, and training

2019-20 Actions/Services

H113: Provide increased academic counseling support services and additional college and career counseling support to students and families. Maintain 5 College and Career Centers at each High School, LCAP counselor, and training

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 269,500.00 | 150000 | 150,000.00 |
| | 269,500.00 | 150000 | 150,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 269,500.00 | 150000 | 150,000.00 |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 269,500.00 | 150000 | 150,000.00 |
| | 269,500.00 | 150000 | 150,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 269,500.00 | 150000 | 150,000.00 |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures | 5800: Professional/Consulting Services And Operating Expenditures |
| Amount | 24,000.00 | 24000 | 7,000.00 |
| | 24,000.00 | 24000 | 7,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 24,000.00 | 24000 | 7,000.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | 9,588.00 | 9,588.00 | 9,588.00 |
| | 9,588.00 | 9,588.00 | 9,588.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 9,588.00 | 9,588.00 | 9,588.00 |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | 477,296.00 | 572296 | 480,851.47 |
| | 477,296.00 | 572296 | 480,851.47 |
| Source | Supplemental | Supplemental | Supplemental |
| | 477,296.00 | 572296 | 480,851.47 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|-------------------------------|--|
| Amount | 10,000.00 | 10,000.00 | 122,418.58 |
| | 10,000.00 | 10,000.00 | 122,418.58 |
| Source | Supplemental | Supplemental | Title IV |
| | 10,000.00 | 10,000.00 | 122,418.58 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies This complete budget is not in the adopted budget and a budget revision will be made at the 1st Interim report. |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups:
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

☒ English Learners☒ Foster Youth☒ Low Income

- [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

☒ LEA-wide

Schoolwide

Limited to Unduplicated Student Group(s)

- [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

☒ Modified Action

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

☐ Modified Action☒ Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

Modified Action

☒ Unchanged Action**2017-18 Actions/Services**

H114: Increase extended learning opportunities in all disciplines, including CTE for all students, including funding targeted for after school tutoring for identified students, which includes unduplicated counts

2018-19 Actions/Services

H114: Increase extended learning opportunities in all disciplines for all students, including CTE including funding targeted for after school tutoring for identified students, which includes unduplicated counts

2019-20 Actions/Services

H114: Increase extended learning opportunities in all disciplines for all students, including CTE and including funding targeted for after school tutoring for identified students, which includes unduplicated counts

Budgeted Expenditures

Year 2017-18

Amount

21,390.00

21,390.00

Source

Supplemental

21,390.00

Budget

Reference

5800: Professional/Consulting Services And Operating Expenditures

2018-19

21,390.00

21,390.00

Supplemental

21,390.00

5800: Professional/Consulting Services And Operating Expenditures

2019-20

13,903.50

13,903.50

Supplemental

13,903.50

5800: Professional/Consulting Services And Operating Expenditures

| | | | |
|------------------|--|--|--|
| Amount | 24,000.00 | 24000 | 7,000.00 |
| | 24,000.00 | 24000 | 7,000.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 24,000.00 | 24000 | 7,000.00 |
| Budget Reference | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | 9,588.00 | 9,588.00 | 9,588.00 |
| | 9,588.00 | 9,588.00 | 9,588.00 |
| Source | Supplemental | Supplemental | Supplemental |
| | 9,588.00 | 9,588.00 | 9,588.00 |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | 477,296.00 | 572296 | 480,851.47 |
| | 477,296.00 | 572296 | 480,851.47 |
| Source | Supplemental | Supplemental | Supplemental |
| | 477,296.00 | 572296 | 480,851.47 |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | 1000-3999: Salaries and Benefits | 1000-3999: Salaries and Benefits |

Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
Specific Student Groups:
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elsie Allen High, Maria Carrillo High, Montgomery High, Piner High, Ridgway High (Continuation), Santa Rosa High, Lawrence Cook Middle, Herbert Slater Middle, Rincon Valley Middle, Santa Rosa Middle, Hilliard Comstock Middle
Specific Grade Spans: 7, 8, 9, 10, 11, 12
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: