

Santa Rosa City Schools' California Learning Communities for School Success Program (LCSSP) Application: July 1, 2017-June 30, 2020

Project SAIL (Student Attendance Improves Learning)

Narrative

1. Pupil and School Needs within Santa Rosa City Schools

a. Overview of Santa Rosa City Schools

Santa Rosa City Schools (SRCS) is applying for LCSSP funding as a consortium of the two districts it comprises: lead agency applicant Santa Rosa High (SR High) and participant agency Santa Rosa Elementary (SR Elementary). One school board governs the 24 schools of both districts. Both SRCS consortium districts are urban, located in Santa Rosa, the largest city in Sonoma County and the largest city between San Francisco and Portland, OR, with a population of 174,972.¹ The SRCS consortium has a combined 2016-17 CBEDS-reported enrollment of 16,268². Of the total student population, 66.7% of students in Santa Rosa Elementary and 51.4% of students in SR High are classified as socioeconomically disadvantaged, according to the California Department of Education (CDE). Santa Rosa High District's 2016-17 CBEDS enrollment is 11,083 and comprises 12 schools, specifically, 5 comprehensive high schools; 5 middle schools; 1 charter school; and 1 continuation school. Santa Rosa Elementary District's 2016-17 CBEDS enrollment is 5,185 and comprises 12 schools, specifically, 9 elementary schools and 3 charter schools. For the purpose of this LCSSP application, both consortium districts are considered Priority Districts. Lead applicant Santa Rosa High District has a 2014-15 suspension rate of 8%, greatly exceeding the State of California average of 3.8%. It is important to note that Santa Rosa Elementary District's truancy rate of 41.1% (2014-15) far exceeds that of the State of California's elementary rate of 23.8%. The High School District truancy rate is 33.3% and the total SRCS district average is 35.8%.

The following demographics of SRCS consortium students reflect data retrieved from 2016-17 CDE Dataquest. Numbers vary slightly from CBEDS data.

Category	SR Elementary		SR High		SRCS Total	
	Number	Percent	Number	Percent	Number	Percent
Female	2,566	49.4%	5,560	50.2%	8,126	49.9%
Male	2,632	50.6%	5,523	49.8%	8,155	50.1%
Hispanic or Latino of Any Race	3,237	62.3%	5,289	47.7%	8,526	52.3%
American Indian/AK Native, Not Hispanic	34	.7%	90	.8%	124	.8%
Asian	212	4.1%	627	5.7%	839	5.2%
Pacific Islander,	13	.3%	54	.5%	67	.4%

¹ US Census Bureau, 2015 estimate: <https://www.census.gov/quickfacts/table/AGE765210/0670098>.

² 2016–17 California Basic Education Data System (CBEDS) reported enrollment.

Not Hispanic						
Filipino, Not Hispanic	47	.9%	109	1.0%	156	1.0%
African American, Not Hispanic	89	1.7%	250	2.3%	339	2.1%
White, not Hispanic	1347	25.9%	4,017	36.2%	5,364	32.9%
Two or More Races, Not Hispanic	190	3.7%	561	5.1%	751	4.6%
Not reported	29	.6%	94	.8%	123	.8%
Socioeconomically disadvantaged	3,466	66.7%	5,699	51.4%	9,135	56.1%
Free and Reduced Price Meals (2015-16)	3,202	59.1%	4,396	38.9%	7,598	45.45%
English Learners	2,467	47.5%	1,743	15.7	4,210	25.8%
In-school suspensions	N/A	N/A	N/A	N/A	N/A	N/A
Out-of-school suspension rates (2014-15 Dataquest)	110	1.9%	953	8.0%	N/A	N/A
Student drop-out rates	N/A	N/A	155	7.93%	155	7.93%
Chronic absenteeism	588	10.9%	2679	23.2%	3267	19.3%
Foster youth	15	.2%	52	.5%	67	.41%
Homeless youth	1	.01%	9	.08%	10	.06%
School Climate (California Healthy Kids Survey (CHKS))	23% of 5th graders report high meaningful school participation; 65% of 5th graders report high school connectedness (LCAP measures)		23% of 7th graders and 13% of 9th and 11th graders report high meaningful school participation; 69% of 7th, 51% of 9th, and 46% of 11th graders report high school connectedness (LCAP measures)		N/A	N/A

The City of Santa Rosa's 2016 Community Scorecard breaks the city into nine Partnership Zones, consistent with the Santa Rosa Police Department patrol beats. All SRCS facilities are located within these nine zones. The Scorecard reports demographics and indicators of the root causes of violence, while mapping areas of concentrated youth violence and high-need areas and making linkages to the root causes of violence indicators. Examination of Scorecard data highlights that two very

different realities are occurring in Santa Rosa. One reality is that Santa Rosa is a prospering regional hub for technology and entrepreneurship. Children living in thriving communities can expect to live a long healthy life with access to quality education and pathways to opportunity. The other reality is that in certain areas of the city served by SRCS, there are fewer businesses and residents experience higher levels of unemployment. Children in these communities can expect shorter life expectancies and face challenges graduating from high school, making it more difficult to secure a good job.³ ⁴These two realities exist amid a rapid demographic shift in Santa Rosa. Between the 2000 and 2010 census, the Latino population in Santa Rosa almost doubled in size and now comprises 28.6%⁵ of the city's population, with this trend expected to continue. SRCS' Latino student population has grown from 45.9% in the 2011-12 school year to 52.3% in the 2016-17 school year. The elementary schools have experienced the greatest increase of Latino students, climbing from 59.5% in 2011-12 to 62.3% in 2016-17.

Across all nine Partnership Zones, 10.7% of families are living in poverty, with five zones ranging from 12.8% to 16%. The overall unemployment rate is 11.3%, with two zones topping 15%. Rent-burdened households, in which renters pay over 30% of their income toward rent, comprise 54% of all Santa Rosa households. Santa Rosa's 2015 reported crime rates per 100,000 population are higher than the State of California's in three areas: (1) Santa Rosa's rape rate is 50.9, compared to 32.7 statewide; (2) Santa Rosa's larceny-theft rate is 1,842.0, compared to 1,678.6 statewide; and (3) Santa Rosa's arson rate is 41, compared to 18.9 statewide.⁶ Overall, there are 12.6 youth-reported violent crime incidents per 1,000 youth, with one Partnership Zone reporting over 52 incidents and one with close to 25 per 1,000 youth.

Three significant changes occurred in the SRCS districts that impact truancy and students at risk of dropping out of school or who are victims of crime. (1) **Expulsion and suspension reduction**--In the 2012-13 school year, new SRCS leaders were shocked to find that Santa Rosa High's 2011-12 expulsion rate was 0.9%, a rate three times higher than the state average, and that 4,587 students were suspended, a rate significantly higher than California's three largest school districts. Under this leadership, the School Board commissioned a task force of district administrators to explore ways to reduce the expulsion rate. As a result, SRCS implemented Multi-Tiered Systems of Support, called BEST (now BEST Plus), in ten schools during the 2013-14 school year. This Positive Behavioral Interventions & Supports (PBIS) approach cut the expulsion rate in half in the first year and down to 0.1% in 2014-15. (2) **Federal Funding to expand Multi-Tiered Systems of Support (MTSS)**--SRCS received a 5-year USDE School Climate Transformation grant award of \$3,622,837. This grant enabled SRCS to increase the number of schools served through MTSS, so that beginning with the 2017-18 school year, all schools in the SRCS will be implementing BEST Plus. In addition,

³ *Community Safety Scorecard City of Santa Rosa, 2016*. Santa Rosa Violence Prevention Partnership.

⁴ A Portrait of Sonoma: Sonoma County Human Development Report, 2014.

<http://www.measureofamerica.org/sonoma/>

⁵ US Census, 2010.

⁶ Criminal Justice Statistics Center, California Department of Justice, Reported Crime, 2015.

SRCS was the recipient of a \$230,000 Keeping Kids in School USDOJ Justice Assistance Grant, which provided three case managers in 2017 to serve the highest need students referred through the BEST Plus teams and (3) **Community engagement**--Tragedy rocked the entire Santa Rosa community on October 22, 2013, when a sheriff's deputy fatally shot Andy Lopez, an eighth grade SRCS student. The police officer claimed he thought the toy gun Andy was holding was a real AK-47. This tragic death prompted a protest by Santa Rosa middle and high school students, followed by mass marches in Santa Rosa, and rallies throughout the state that continued for 18 months. While initially dividing the community, SRCS leadership worked hard for this tragedy to bring the community together by implementing multi-level community-based partnerships with community-based organizations and county-based government service providers. Andy's death underscored the need for SRCS and the community to immediately implement a system-wide, comprehensive, evidence-based approach to meeting the behavioral health needs of SRCS students and their families.

b. Overview of the schools to be served through LCSSP funding

LCSSP funding will serve all 24 urban schools in the SRCS consortium: 12 in the High School District and 12 in the Elementary District. Since the intervention we are proposing is a three-tiered MTSS, it is essential for 100% of students to be served through Tier 1 supports. The following is an overview of the 2016-17 demographics and key data for each of the schools to be served through LCSSP funds. Source of School Climate data is 2016 CHKS, with High School District data reporting School Climate Index (scores range from 100 low to 500 high) and Elementary District reporting 5th grade high responses and Continuation School reporting 11th grade high responses to School Connectedness (C) and Meaningful Participation (P). NR indicates data not reported. Neighborhood crime data comes from the City of Santa Rosa's 2016 Community Scorecard.

SRCS Consortium Schools Served through LCSSP Funds									
Santa Rosa Elementary District									
School	Enrollment	Chronic Absent	Dropout Rate	In-school Susp. Rate	Out-school Susp. rate	% Non-White	% SED	School Climate	Crime (arrests/ 1,000 residents)
Lincoln	380	13.9	N/A	N/A	2.0	95.9	95.2	C:79% P:33%	62.2
Biella	420	11.2	N/A	N/A	3.8	86.4	79.9	C:74% P:39%	24.3
Brook Hill	511	12.3	N/A	N/A	2.3	92.7	91.0	C:54% P:11%	79.6
Lehman	592	10.0	N/A	N/A	3.0	93.5	92.0	C:71% P:29%	24.3
Hidden Valley	676	3.5	N/A	N/A	.7	54.3	28.6	C:50% P:9%	16.6
Monroe	466	12.0	N/A	N/A	2.9	98.2	95.3	C:51% P:31%	24.3
Burbank	421	12.1	N/A	N/A	1.3	95.0	94.0	C:67% P:25%	397.6

Procter Terrace	492	8.3	N/A	N/A	2.4	41.1	33.3	C:71% P:9%	16.6
Steele Lane	462	18.2	N/A	N/A	2.5	89.8	91.7	C:62% P:22%	132.8
Cesar Chavez	186	17.7	N/A	N/A	.9	93.4	73.4	NR	24.3
Arts Charter	318	10.4	N/A	N/A	1.0	36.7	36.4	NR	132.8
French-Amer. Charter	483	8.5	N/A	N/A	.2	36.8	21.6	C:65% P:NR	79.6
Santa Rosa High School District									
Middle Schools									
Slater	776	15.5	N/A	N/A	6.4	64.3	55.9	388	28.6
Comstock	385	19.0	N/A	N/A	9.7	91.9	90.5	414	24.3
Cook	431	29.0	N/A	N/A	16.7	92.3	85.9	324	58.6
Rincon Valley	930	9.6	N/A	N/A	4.3	45.72	20.8	493	16.6
SR Middle	694	NA	N/A	N/A	8.2	65.4	57.2	384	397.6
SR Accel Charter	71	18.0	N/A	N/A	0.1	35.4	10.2	C:78% P:29%	16.6
High Schools									
E. Allen	1145	37.7	18.6	N/A	14.9	89.7	86.7	315	58.6
M. Carillo	1635	16.8	3.9	N/A	4.7	44.9	22.3	398	16.6
Montgomery	1658	20.8	6.4	N/A	5.9	60.37	44.9	362	28.6
Piner	1212	23.8	8.0	N/A	8.0	79.1	71.0	341	24.3
SR High	2052	21.6	4.3	N/A	4.4	53.4	41.0	362	132.8
Continuation School									
Ridgway	299	79.0	20.1	N/A	10.3	78.1	74.6	C:31 P:6	132.8

The demographic composition of the students attending SRCS is rapidly changing to more ELs with each school year, even in areas of the community one predominantly serving English-only students. A prime example of this is Montgomery High School, a school on the eastside of Santa Rosa which has historically been an English-only neighborhood. In 2014-15, the percentage of EL students at Montgomery High was 10.1% and today that percentage is 16.8%. Santa Rosa High School District has 44% of the student population as unduplicated low income, English learner, Reclassified Fluent English Proficient (RFEP) or foster youth students. Santa Rosa Elementary District has 75.01% of the student population as unduplicated low income, English learner or foster youth students.

c. SRCS LCAP priority goals and strategies addressing challenges of student truancy and supporting at-risk pupils

Each of the two districts comprising SRCS has its own separate Local Control and Accountability Plan (LCAP) that guides all efforts to serve students: one plan for SR

Elementary and one for SR High. Both the SR Elementary and High School Districts share two common LCAP goals: (1) provide a coherent, rigorous, and relevant teaching and learning program to graduate college and career-ready students and (2) increase student and family wellness and engagement through the full service community school model. The first goal addresses the importance of ensuring student competence and the second goal addresses the importance of social-emotional health, both essential components in positive student development. The following table identifies goals and strategies from both elementary⁷ and high⁸ districts that address the challenges of student truancy and supporting pupils who are at risk of dropping out of school or who are victims of crime. Although the two major goals are identical for both districts, some strategies differ by Elementary and High Districts. In the chart below, strategies unique to the Elementary District are indicated by (E) and those unique to the High School District are indicated by (H).

SRCS LCAP Goals and Strategies Addressing Challenges of Truancy and Supporting At-risk Pupils	
Goals	Strategies
1. Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.	E103/H102. Implement a Multi-Tiered System of Support (MTSS) Program: continuum of services and provide school level support for MTSS; Train staff on MTSS continuum of services model and BEST Plus; Support collaboration, professional learning and data analysis.
	E114/H114. Increase extended learning opportunities for all students, including after school tutoring for identified students
	E115/H106. Use a data system of formative, interim & summative assessments to inform the MTSS; Train staff on systems, provide collaborative time for data analysis, Provide time for development and implementation of intervention and acceleration.
	H108. Build community partnerships through the promotion of SRCS. Develop equity and access opportunities for all staff and students.
	E117/H107. Provide additional calendar days for teacher professional development to support best first instruction and supports for all students reducing barriers to learning and increasing engagement to school.
	E113/H110. Continue to develop an English Learner Master Plan to guide the instructional program to ensure EL students are progressing and reclassification rates are increasing, while reducing Long Term English Learner rates.
	H116 Provide professional development for classified staff. Determine and identify the most urgent needs for all classified staff and prepare a professional development plan.
	E128/H130. Decentralize funding to school sites to implement services to FY, LI, and EL students and families as described in their school site plans (SPSA).
2. Increase	E201. Add behavioral and academic support services at all

⁷ http://www.srcs.k12.ca.us/District/CI/LCFF/Documents/LCAP_Elementary_9_6_16.pdf

⁸ http://www.srcs.k12.ca.us/District/CI/LCFF/Documents/LCAP_Secondary_9_2_16.pdf

student and family wellness and engagement through the full service community school model.	elementary schools; Maintain 10 FTE Elementary Counselors
	H201 Increase targeted engagement and communication with parents of Unduplicated Pupil Count (UPC) students to provide greater access and build partnerships with school, community based organizations and local businesses.
	E202. Provide for tired behavioral service and support for behavioral health counseling and other mental health services; Partner with CBOs and Sonoma County to provide therapists up to 2 days/week/school
	E203/H205. Ensure all foster youth, ELs, and low income students have individual learning plans to support school connectedness and academic achievement; Provide 1 Family Mentor to assist with Foster Youth and Homeless Liaison between District and Schools.
	E204/H204. Support coordination and programs for Full Service Community Schools to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access; Implement parent and leadership programs; Increase student engagement, wellness and achievement; Provide Family Engagement Facilitators and training; Train Family Engagement Facilitators to support a welcoming school environment for parents and community members; Hire 4 <i>Supporting Our Language Learners</i> counselors.
	E205. Implement parent education programs and provide workshops and classes to serve parents and targeted outreach to English Learner and Latino parents.
	E206/H206.. Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC at district level; Provide training and support for parents to ensure their students are successful.
	H207 Ensure wraparound services for students and families for MTSS behavioral health support services, restorative practices, and any other services identified. Maintain 10 Restorative Specialists. Provide training and support.
	E207. Promote student connectedness and engagement to school; Maintain and train 7 Student Engagement Activities Workers to support students with enrichment activities and academic support.
	E208/H202. Enhance/continue the implementation of Restorative Practices, BEST Plus and Positive Behavior Incentive and Support (PBIS); Train staff on BEST Plus which includes positive behavioral incentives and support, Restorative Practices and behavioral health. Provide for MTSS support with mental health services.

In SRCS' annual LCAP update, stakeholder groups reported the following actions need to occur to improve student success: (1) increase social emotional support services provided to students; (2) improve/increase family engagement; (3) continue to build a caring school climate; and (5) continue the implementation of restorative practices. To address all four of these recommended actions and implement its LCAP strategies to improve reduce absenteeism and support students at-risk of dropping out of school or

who are victims of crime, SRCS proposes to launch Project SAIL (Student Attendance Improves Learning) through LCSSP funding.

2. Proposed Grant Activities

a. How grant funds will be used to address student needs

LCSSP funds will be used to implement Project SAIL (Student Attendance Improves Learning), an enhancement of SRCS' MTSS, now called BEST Plus. The district's BEST Plus initiative began during the 2013-14 school year, upon the recommendation of the Positive Student Interventions Task Force, commissioned by the (former) superintendent and comprised of administrators from 9 district elementary, middle, secondary, and charter schools and central administration. The task force was charged with developing strategies for district-wide positive student behavioral interventions, in alignment with California legislation that required school districts to provide a more in-depth list of "other means of correction," such as a conference between school personnel, the parents and the student, referral to certificated school personnel for counseling; referral to a Student Study Team (SST); referral for an assessment pursuant to the Individuals with Disabilities Education Act (IDEA); enrollment in an anger management group; student participation in a restorative justice program; development of a Behavior Support Plan (BSP); after school programs to manage behavior issues; and community service.

Former Superintendent Socorro Shiels told the task force, "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 schools 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." The task force recommended that SRCS implement Positive Behavioral Interventions & Supports (PBIS) as an approach to combating school violence and misbehavior. In its report to the SRCS Board, the task force report stated, "PBIS is not a packaged curriculum but rather a multi-tiered approach to school discipline." The SRCS Board accepted this recommendation and has since conducted the following activities:

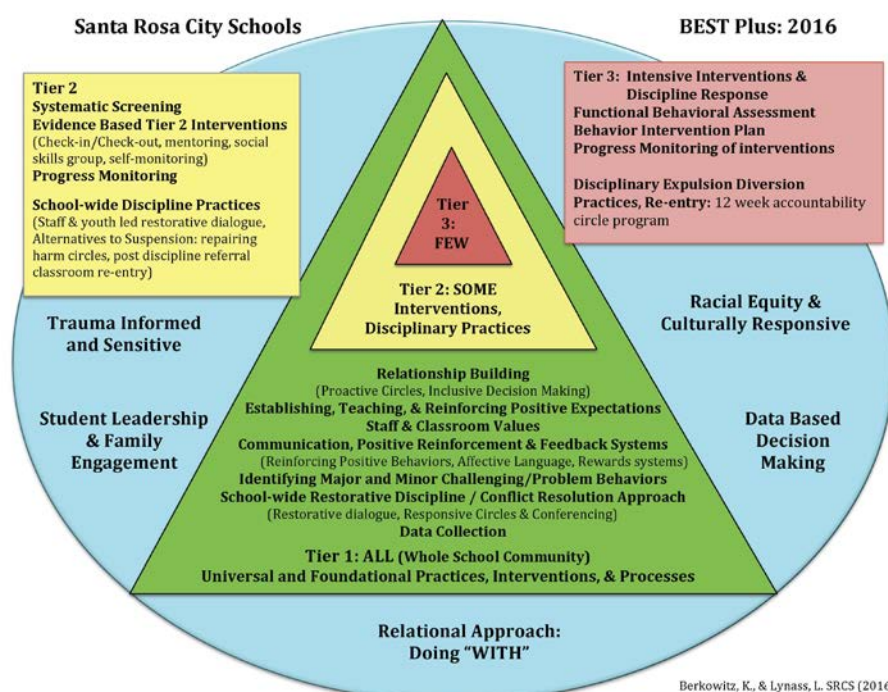
- 1. Implemented the BEST Plus PBIS model** to create positive behavior support in schools. It is a three-tier model of school-wide discipline strategies. At the school sites, students are asked to follow the basic rules of Be Safe, Be Respectful and Be Responsible. The school administrators and teachers assess student discipline data in all common areas (cafeteria, recess/break, passing areas, restrooms, etc.), then school staff makes a concerted effort to improve on student conduct in the areas that need focus. Administrators and teachers attend ongoing training. This program started in ten schools, specifically five elementary, four middle, and one charter school.

- 2. Started the Safe School Ambassadors program**, an "inside-out" approach to improving school climate, one that relies on social norms change and the power of students to help stop bullying and violence. The program harnesses the power of the socially influential leaders of a school's diverse cliques, the ones who shape the social

norms that govern other students' behavior. Six SRCS sites initially implemented this program, specifically, four middle, one elementary, and one high school.

3. **Implemented the Restorative Justice Expulsion Diversion Program** through a partnership with an experienced Santa Rosa restorative practices community-based organization. Through a \$460,000 grant from U.S. Department of Justice Title II and Santa Rosa Measure O Gang Prevention funding that ended June 30, 2014, SRCS was able to provide expulsion diversion services to all middle and high school students in the district. Each accepted referral received a Restorative Conference (RC), a one- to two-hour facilitated dialog where the offender meets face-to-face with the impacted parties, including direct victims and indirect victims (teachers, staff, parents, community members). Highly trained staff and adult volunteers facilitate the RCs, where the victim(s) gets the chance to be heard and supported, and the offender gets the opportunity to hear and learn how his/her actions impacted others, and to take responsibility for these impacts. At the conclusion of the RC, a Restorative Plan is created in which the offender commits to take concrete action to make amends and address underlying causes to misbehavior. The plan is signed by the offender and a copy of the plan is given to the school principal, student offender, and parent. Pre-conference support is also provided for victims and other impacted parties. The offender enrolls in a 12-week accountability support circle to prepare for the RC and to receive support in the monitoring phase to complete all assigned tasks for making amends.

The following chart describes the current three-tiered approach through BEST Plus.



In February 2016, Diann Kitamura, became SRCS' Superintendent. When she was Associate Superintendent in the former superintendent's administration, she was responsible for implementing the BEST Plus initiative and shared a commitment for improving school climate. In April 2016, SRCS received its results from the California

School Climate Staff Survey,⁹ indicating that 77% of high school teachers reported that truancy is a moderate/severe problem, up from 39% reporting in 2014. In addition, 29% of high school teachers stated that students were motivated to learn, down from 48% in 2014. These findings, coupled with a decrease of 3.2% in ADA in secondary schools, convinced Superintendent Kitamura that for SRCS to achieve its LCAP goals related to keeping the district's most vulnerable students in school, SRCS needs additional resources specifically targeted to reducing absenteeism and increasing student and family engagement to support the BEST Plus activities. As a result, SRCS is applying for LCSSP funding to implement Project SAIL (Student Attendance Improves Learning) from July 1, 2017 through June 30, 2020 to enhance the district's existing MTSS.

The California Attorney General's 2016 *In School + On Track* report¹⁰ recommended a four-pronged approach to improving school attendance: (1) better longitudinal tracking and monitoring of student absences; (2) improved communication between district staff and schools and outreach to parents when students are identified as chronically absent; (3) engagement with parents and the community about the impact of student absences; and (4) a district cultural shift to increase support for students and families, rather than using approaches punitive discipline approaches and tactics that make parents feel guilty when their children are absent. In addition, research released in 2015 by the nonprofit organization Attendance Works¹¹ revealed that health problems, including asthma, dental pain and mental health issues, are among the leading causes of absenteeism. In an analysis of absence data from multiple school districts, the Attendance Works report identified that acute illness was the leading cause of absenteeism for 48% of the students studied. SRCS' leadership is committed to addressing absenteeism through methods that align with evidence-informed practices recommended in the literature. As a result, SRCS leadership has determined that making a significant impact on reducing absenteeism will require extensive parental involvement and community engagement, increased tracking and monitoring of attendance data, and intensive case management to identify and treat the cause of each student's unique behaviors related to absenteeism, beyond what is currently in place through BEST Plus. By implementing these proven methods through Project SAIL, LCSSP funding will enable SRCS to reduce chronic absenteeism by 5%, in alignment with SRCS' LCAP goal.

Steve Mizera, Asst. Superintendent, Student & Family Services, will be the senior SRCS staff representative ultimately responsible for the successful implementation of Project SAIL, providing 0.05 FTE of in-kind leadership. Mary Ann Ayala, Director of Student and Family Services in the SRCS Student and Family Engagement Office (SAFE), will serve as the Project SAIL Director and be responsible for project implementation and working with Asst. Superintendent Mizera, for reporting outcomes to CDE, SRCS leadership, and the community. The Director will also serve as the liaison with the community-based partnering organizations that will provide supportive

⁹ Santa Rosa Elementary School District. California School Climate Staff Survey, 2015-16: Main Report. San Francisco: WestEd Health & Human Development Program for the California Department of Education.

¹⁰ Retrieved from <https://oag.ca.gov/truancy/2016>.

¹¹ <http://www.attendanceworks.org/research/health-issues-and-absenteeism/>

services for SRCS' most vulnerable students. This is a 1.0 FTE position, with 10% requested from LCSSP funds. She will be assisted by a Program Assistant, SRCS Administrative Secretary Virginia Cole, who will support this project at a level of 0.1 FTE through grant funds and 0.1 FTE through in-kind funds. A School Attendance Review Board (SARB) Coordinator, a 1.0 FTE position, with 100% requested from grant funds, will be hired and report to the Project SAIL Director. Also reporting to the SAIL Director will be a School Nurse, a new 1.0 FTE position, with 100% requested from grant funds. A critical component of Project SAIL will be the five fulltime Attendance Specialists to be hired through grant funds to provide case management training, coaching, and in-home visit support to the 22 existing Family Engagement Facilitators, provided by in-kind funds. 24 School Attendance or Elementary Techs will support the FEFs at each school site, provided through in-kind funds. The Project SAIL Director will work closely with the 9-member SAIL Advisory Board, comprised of representatives from school- and community-based organizations that provide services leading to chronic absenteeism reduction. In addition to the human resources that will comprise most of the LCSSP funding, SRCS will establish a Family Flex Fund from grant funds the School Nurse position will oversee. Family Flex Funds will be used to help families overcome barriers to their children's school attendance caused by disease, including lice infestation and other illness. Grant funds will also support contracts with community-based organizations that will provide services to support student social emotional and academic needs upon referral. Grant funds will also pay for teacher extra duty pay and teacher substitutes/release time so that teachers can conduct family outreach and participate in Trauma-Informed Care training and other training, as needed. Grant funds will provide incentives of positive rewards awarded to schools, students, and families for achieving attendance goals. Requested grant funds will underwrite travel costs throughout the district, to Northern California model schools sites, and to professional conferences and technical assistance sessions in California. Grant funds will support printing and postage for parent engagement materials and laptops for new hires.

The 5 full-time Attendance Specialists (Specialists) will work closely with the 22 Family Engagement Facilitators (FEFs), with each Specialist supporting 4-5 FEFs. To understand the work of the Specialists, it is first important to know the role of the FEFs. Each FEF serves one school as its liaison among all school-site stakeholders to address student issues related to attendance, truancy, academics, residency, behavioral issues, and home situations. They work closely with the legal administration of state, district, and site-level programs that serve ELs, low-income students, and foster youth. They assist their school's principal in coordinating assessment activities and monitoring student data. They provide translation services, provide information and assistance to parents, make referrals to community resources and public health agencies, and support the site-level School Attendance Review Team (SART). FEFs have provided a tremendous connection to parents and families at each of the school sites. Schools with significant unduplicated pupil counts have at least a full time FEF while others may share an FEF. All FEFs have been trained in the development of family centers at the site and how to engage parents in the school using Dr. Joyce Epstein's Six Types of Parent Involvement and PTA National Standards for School Family Partnerships. While their duties are critical to the successful implementation of

BEST Plus, the FEFs simply do not have sufficient expertise or available time to conduct the level of intense case management and family engagement necessary to positively impact chronic absenteeism. The 22 FEFs will work closely with 24 School Attendance or Elementary Techs at each school site. These positions are already funded and provide full-time attendance support by issuing student late slips, prompting teachers to report attendance, speaking with parents who call reporting a sick child turn, setting up robocalls for students with unexcused absences, and establishing truancy meetings. They also help to coordinate the existing truancy structure, including SARTs and the School Attendance Review Board (SARB).

Through the current Keeping Kids in School (KKIS) grant program, three Sonoma County Probation Department contractors conduct intense case management for students at risk of dropping out of school and who have been victims of crime. The KKIS work has demonstrated that 3% of all SRCS students (approximately 500 students) require personalized case management services to improve their attendance and academic progress. However, it is impossible for three contractors to adequately serve 500 students and their families. So it essential to build staff capacity to expand this intense student and family case management and sustain it after the KKIS grant funding ends in 2016. To close this gap in service, the Specialists will train and coach the FEFs on ways to effectively provide case management for high-risk students through extensive family engagement. In addition to providing training and coaching on case management for high need students and their families, Specialists will support their assigned FEFs in the following ways: (1) provide coaching on implementing the Early Warning System process and procedures they will develop jointly with the SARB Coordinator; (2) support in-home visits by helping to plan and conduct them in tandem with FEFs; (3) support the FEF's role in implementing best practices with the school-site SARTs; (4) provide weekly check-ins to ensure that FEFs are accurately entering data and using the data to inform decision-making; and (5) provide support for SARB-referred students.

Specialists will report to a SARB Coordinator who will manage the district's SARB and supervise the work of the Attendance Specialists. This individual is responsible for supporting all phases of the SRCS' SARB activities, including working with the entire Project SAIL team to implement an Attendance Early Warning System and prevention policies; manage early intervention by monitoring attendance throughout the district, including letters that parents receive and parent calls/texts; support the members of the SAIL team via parent conferences and home visits; overseeing pre-SARB intervention by working with the Specialists and FEFs on the school-site SARTs and Student Success Teams; facilitating SARB meetings; and conducting SARB follow-up. The SARB Coordinator will work with the Project SAIL Director to develop a detailed standardized attendance data reporting system and related protocols and train administrative staff at each school site on data collection procedures.

The Project SAIL Nurse, with expertise in addressing school based medical issues related to causes of chronic absenteeism, will assist with attendance case management at the upper tiers of the MTSS. By spring 2018, Tier 2 and 3 caseloads solely related to illness are predicted to exceed 150 students, based on current findings. The nurse will

work directly with the families of these students to help them manage the causes that create family illness. The SAIL Nurse will be a strong lead for SRCS' parent education program, leading components of training programs on basic hygiene, lice eradication, the importance of proper nutrition and exercise on overall health, and how to determine when it is appropriate for a child to stay home and when to return to school. LCSSP funding will provide an allocation of some basic home medical supplies that can be used by the SAIL Nurse to assist families with the medical needs that impact student attendance. An additional key component of the SAIL Nurse is to assist in the referral process for families with children who may need medical, dental, vision and mental health referrals. The SAIL Nurse will have the ability to connect families with existing community services and follow up on these referrals. The SAIL Nurse will support the existing School Nurse program and provide much needed case management at schools where the existing staff are overwhelmed by high caseloads.

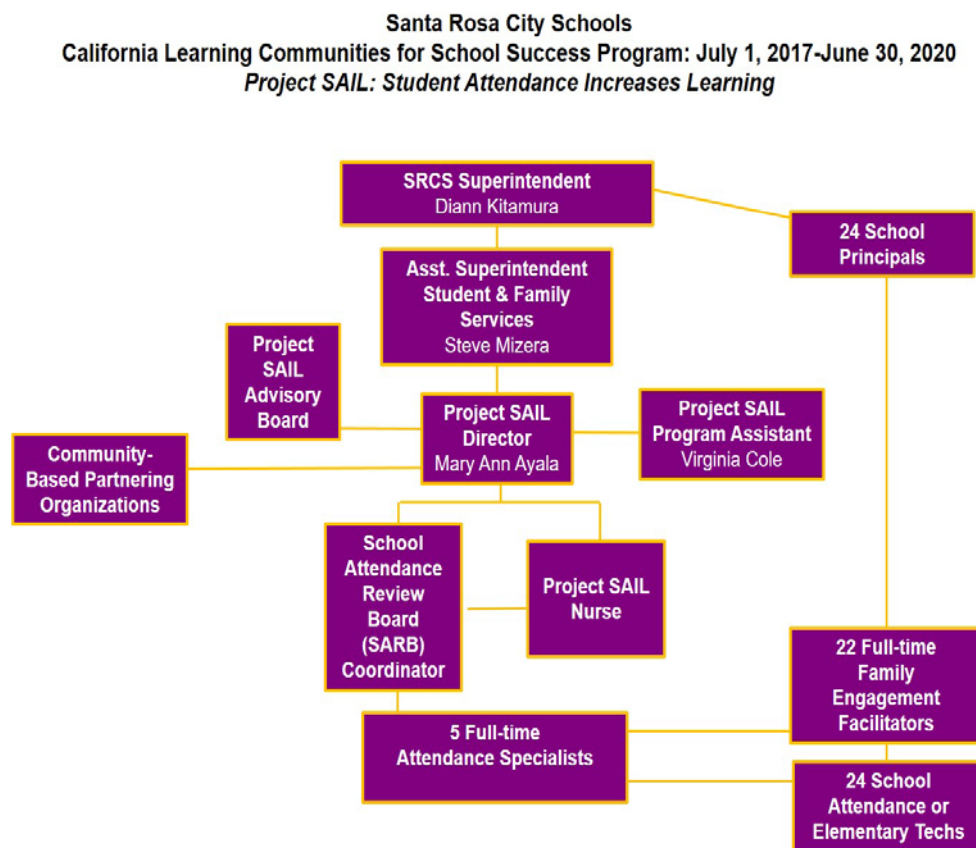
The SAIL Project Director will be responsible for project oversight and ensuring the realization of project goals. In addition to being the Superintendent's Designee for the SARB board, the position will coordinate with the Assistant Superintendent for Student and Family Services, Steve Mizera, to ensure that the District's LCAP priorities continue to be aligned with LCSSP requirements. The SAIL Director will report annually to the SRCS Board of Education on Project SAIL progress and outcomes. The SAIL Director will be responsible for administering the Early Chronic Absenteeism System reports. The Early Warning System will include a personalized letter sent to all 16,268 families in SRCS and will provide them data on their current status on the Chronic Absenteeism color chart. This color chart will parallel the colors used in the California School Dashboard Report--red, orange, yellow, green and blue. Each child will receive two letters per year. These letters will acknowledge positive accomplishments, as well as informing parents of impending issues related to chronic absenteeism. The SAIL Project Assistant, 0.2 FTE of an existing Administrative Secretary position will assist the Project Director in scheduling and preparing for meetings, preparing and copying documents, supporting staff evaluations, managing website updates, retrieving relevant data, and other administrative support duties, as needed.

The following individuals will serve on the SAIL Advisory Board, working closely with the Project SAIL Director and the Assistant Superintendent, Student & Family Services:

Project SAIL Advisory Board Members and Affiliations	
Katrina Thurman	CEO, Social Advocates for Youth
Lisa Valente	Manager, Keeping Kids in School Partnership with Sonoma County Department of Probation
Steve Nielsen	School-Court Education Liaison, Sonoma County Office of Educ.
Kim Craven	School Psychologist, SRCS
Ed Navarro	Principal, Rincon Valley Middle School
Jason Carter	Program Manager, Santa Rosa Violence Prevention Partnership
Mike Kennedy	Director, Behavioral Health Division, Sonoma County Department of Health Services
Debra Sanders	Foster Youth Services Coordinator, Sonoma County Office of Education

Jennielynn Holmes-Davis	Director of Shelter & Housing, Catholic Charities of the Diocese of Santa Rosa
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To ensure effective project management and coordination among all school sites, Specialists will conduct weekly meetings with their designated FEFs and Attendance or Elementary Techs; the SARB Coordinator will meet weekly with the Specialists and the Project SAIL Nurse; the Project Director will meet monthly with all 22 FEFs, 5 Specialists, SARB Coordinator, Project SAIL Nurse, and Program Assistant. The Project SAIL Director will facilitate a quarterly meeting with the Advisory Board and Asst. Superintendent Mizera to update them on project progress and obtain formative feedback from them on program improvement ideas. The proposed Project SAIL organization chart appears below. SRCS will recruit and hire all new positions in alignment with SRCS policies.



b. How Project SAIL addresses needs of students receiving services

Project SAIL is aligned with the five evidence-informed practices that comprise BEST Plus: PBIS, Trauma-Informed Care, equity, mental health, and restorative justice practices. Since Project SAIL is part of a 3-tiered approach to improving school climate and student outcomes, grant funds will be used to serve all students attending SRCS. Based on current CBEDS enrollment numbers, Project SAIL will provide Tier 1 supports that will benefit all 11,083 students in all 12 schools of the High School District and all

5,185 students in all 12 schools of the Elementary District. Based on current implementation of BEST Plus MTSS, SRCS leadership estimates that approximately 15% of both the Elementary and High School District students will require Tier 2 supports and that approximately 3% will require Tier 3 supports.

Project SAIL will enhance the three-tiered BEST Plus approach to serving students at all SRCS sites and will support MTSS implementation at the Tier 1, 2, and 3 levels. The primary tier of prevention consists of defining and teaching behavior expectations regarding positive behavior, providing a continuum of possible consequences for problem behavior, and collecting data for decision-making purposes. The secondary tier of prevention is designed for students who are at-risk for behavior problems or displaying early signs of behavior problems. It consists of targeted interventions that are consistent with school-wide behavioral expectations. The third tier of prevention is implemented to support students 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 intense case management. The following chart describes the Project SAIL supports that will happen at each tier.

Project SAIL Tier 1 Supports
<ul style="list-style-type: none"> • Develop a detailed standardized attendance data reporting system and related protocols that provides specific data about students who are absent, tardy, cut class, excused and unexcused absences • Develop and maintain a dedicated Project SAIL page on the SRCS website • Develop updated attendance policies; distribution to all families • Develop and distribute materials regarding the connection between good health and attendance; Development of bilingual PSAs and on-air messaging • Conduct parent training and community engagement programs about the importance of school attendance; Provide Attendance Fact Sheet at all training • Develop Attendance Early Warning System, integrating absence texting in Illuminate • Develop and distribute school-site and district-wide Attendance Scorecard • Provide Trauma-Informed Care workshops for all teachers to support students with multiple Adverse Childhood Experiences (ACES) • Establish an incentives program to reward positive attendance and other behaviors • Use attendance data to guide decision-making • Train all Elementary and Attendance Techs on effective practices to implement the tiered system of attendance support • Implement a staggered school start time program • Provide busing to schools not receiving services
Project SAIL Tier 2 Supports
<ul style="list-style-type: none"> • Make in-home visits to families with chronically absent children • Provide monthly teacher contacts with parents of students identified as being at-risk of dropping out of school or who are victims of crime • Make referrals to community-based organizations and public health agencies for students needing additional social emotional and academic support • Manage SART activities

- Issue customized District Attorney truancy letters weekly
- Provide transportation support to overcome transportation barriers
- Identify and implement alternatives to suspension
- Conduct meetings with parents regarding the connection between good health and attendance for students with chronic absenteeism related to illness
- Ensure partnership in the Elevate Academy Saturday Attendance Program

Project SAIL Tier 3 Supports

- Provide intense case management for families of chronically absent/truant students
- Conduct functional behavioral assessments
- Conduct progress monitoring of interventions
- Ensure follow-through of referrals to community-based organizations and public health agencies
- Use Family Flex funds for lice eradication and other health-related interventions
- Manage SARB activities

As the Nurse, Specialists, and FEFs identify services that students need that can be provided by community-based partnering organizations and public health agencies, the Project Director will make the appropriate referrals to one or more of the organizations with which SRCS has Memoranda of Understanding (MOUs), agreements, or contracts that are current or will be effective at the beginning of SRCS' 2017-18 fiscal year (core partners), as well as with additional organizations, as needed. The following organizations will serve as the Project SAIL core Community-Based Partnering Organizations. Agreements currently in effect since May 31, 2016 are attached for review.

Project SAIL Community-Based Partnering Organizations and Services	
Social Advocates for Youth	Elementary and High School District mental health wellness services (MOUs effective 8/15/16)
Butte County Office of Education/ CDE Migrant Ed.	Educational programs and supportive services for migrant students (Agreement effective 8/7/16)
Restorative Resources	District-wide restorative practices training and support (MOU effective 7/1/16)
Community Action Partnership of Sonoma County	Cook Middle School Student Success Team support, after-school care services, provide parent resources (MOU effective 8/17/16)
Sonoma County Probation Department	Case management and truancy process administration at Biella & Steele Lane Elementary and Comstock Middle Schools (2.5 year contract: MOU was effective 5/19/15 and is in effect through 12/31/17)
Boys and Girls Clubs of Central Sonoma County	Elementary School District ASES Program: Targeted after-school intervention, tutoring, homework assistance, and standards-based enrichment activities at Abraham Lincoln, Albert Biella, Brook Hill, Helen Lehman, James Monroe, Luther Burbank and Steele Lane Elementary Schools (MOU effective 8/17/16)
Humanidad Therapy and Education Services	Cook Middle School Mental health wellness services (MOU effective 8/15/16)

Salvation Army Tutoring and Mentoring Program	Elementary District n-school and after school tutoring and mentoring for at-risk and high-risk students (MOU effective 8/17/16)
United Way of the Wine Country	Elementary District: Schools of Hope tutoring program (MOU effective 8/1/16)
Sonoma County Department of Health Services	Kindergarten dental services (MOU effective 7/1/16)
Community Matters	Safe School Ambassador Program at Piner High, Cook Middle, and Monroe, Lincoln, and Brook Hill Elementary Schools (MOU effective 7/27/16)

- c. Work plan with major tasks, benchmarks, projected dates, and staffing requirements** Work Plan is attached as a separate, required document.

3. Alignment with Local Control and Accountability Plan (LCAP)

a. Descriptions from the LCAP that identify goals, actions, and services to be supported by grant funds

Ensuring that every student attends a school that is safe, clean and healthy is a top priority for SRCS and is a goal that is shared by district families, staff, students and community partners as evidenced by their feedback to the LCAP and the initial baseline data. This commitment can be seen in SRCS's work to improve the climate in schools through the district's receipt of a federal School Climate Transformation Grant which focuses on BEST Plus (Positive Behavior Intervention and Strategies, Restorative Practices and behavioral health services). Over the next five years, every school in the district will have BEST Plus leadership teams to facilitate the implementation of BEST Plus in the school. The implementation of restorative practices, centralizing attendance letters, the addition of the family engagement staff and student engagement activity workers have all had a positive impact on students and families as evidenced by the reduction of suspension and expulsions. Although there was an increase in suspensions in the 2014-15 year, the rate is still dramatically lower than prior to implementation of these aforementioned transformative practices. Additionally, there has been an increase in restorative interactions with students, increased contact with families regarding attendance, 25% of teachers attending Museum of Tolerance training, staff training in nine BEST Plus schools and the increased number of student receiving mental health services are all indicators that SRCS LCAP actions are achieving success.

The 2015-16 LCAP has identified defined additional metrics that will help monitor progress and determine impact. The continuation of the work of 22 Family Engagement Facilitators, Student Engagement Activity Workers and mental health services will further district objectives under this LCAP goal. SRCS needs to do a better job of monitoring students in Tier 2 and 3 through the SRCS MTSS, therefore, the district has hired five bilingual counselors for this purpose. Positive school climate is one of the top priorities for the Santa Rosa community and SRCS has begun the process of developing an Equity Advisory Board reporting to the Superintendent, as well as chartering a District Equity Collaborative. To date, over two-thirds (600) of SRCS staff have attended Museum of Tolerance training, with a goal for all staff to attend over the

next two years. In addition, SRCS has collaborated with the Santa Rosa Teachers Association (SRTA) and the California Teachers Association (CTA) to bring Unconscious Bias Training to over 200 district staff and will continue this collaboration for at least two more years. In June 2017, SRCS will co-host the International Cultural Proficiency Institute with Corwin Press to support training in issues of culture, race and equity. The following are being folded into other actions to be more concise and to streamline where services to be provided are the same or should not have been in the original LCAP: (1) evaluate and refine reclassification monitoring protocols' (2) train staff on the content and administration of the English Language Proficiency Assessment (ELPAC); (3) add social work services at highest need secondary schools; and (4) ensure all foster youth have educational plans to support school connectedness and academic achievement.

b. How Project SAIL will complement/enhance existing programs and services

One of the strengths of Project SAIL is its integration with the already-existing BEST Plus PBIS system structures and the LCAPs for both districts. During the initial three year implementation of the School Climate Transformation Grant, each school site has developed several BEST Plus structures and protocols. Each school has an advisory team. Each school has a system of referrals and strategies in place for school staff to review student data and intervene, as needed, to improve school climate. Project SAIL will simply add a layer to these already existing structures. The support of the Project's Attendance Specialists to the BEST Plus teams will facilitate analysis of real-time attendance data provided to them by the Attendance Technicians. Using the model from the Keeping Kids in School grant initiative, the BEST Plus teams will begin implementing the case management system model that is currently being piloted at three high-need schools: Steele Lane and Biella Elementary and Comstock Middle Schools.

The structure of these Project Sail systems will include supports at each of the three BEST Plus tiers. Tier 1 supports will include the following: (1) implementing an Attendance Early Warning System; (2) recognizing exemplary and improved attendance; (3) educating and engaging student families; (4) monitoring attendance data and setting goals; (5) continuing to enhance a positive school culture; and (6) identifying and addressing common barriers that prevent students from getting to school. Tier 2 supports will include the following: (1) providing personalized early outreach; (2) developing tailored action plans for chronically absent students; and (3) referring students to social emotional and academic support programs conducted by community partners at school sites. All Tier 3 supports center on intensive case management and provide all wraparound services students need to address their unique causes of chronic absenteeism and truancy.

4. Measurement of Outcomes

a. Expected Annual Measurable Outcomes in the LCAP to be used to determine impact of Project SAIL

The SRCS District Truancy Prevention/Intervention Team developed a logic model to guide the development and implementation of Project SAIL. This logic model, identifying project inputs, activities, outputs, anticipated outcomes, assumptions, and external factors that could impact success, is provided as the last page of this document. All

short-term and medium-term outcomes and one long-term outcome in the logic model will be measured as part of Project SAIL.

The following table identifies the Expected Annual Measurable Outcomes from both SRCS districts' LCAPs that will be used to assess the impact of Project SAIL. Expected and actual outcomes unique to the Elementary District are indicated by (E) and those unique to the High School District are indicated by (H). Outcomes without (E) or (H) identifiers are common to both districts. Unless otherwise indicated, baseline data from 2015-16 is the first entry in the Actual Outcomes column, followed by metrics from the prior 2014-15 school year. If the data collection method is not specified in the Expected Outcomes column, that data will be collected and reported according to required California Longitudinal Pupil Achievement Data System (CALPADS) protocols.

SRCS District LCAP Annual Measurable Outcomes: 2015-16	
Expected Outcomes	Actual Outcomes
<p>(E) Increase attendance by 0.5% across grade spans K-3, 4-6 with a target rate of 97%; Maintain the near zero middle school dropout rate</p> <p>Average Daily Attendance (ADA) rate will increase by 0.5% per year</p>	<p>(E) K-3 attendance is 95.43%, which decreased by 0.59% (2014-15 was 96.02%); 4-6 attendance is 96.7%, which increased by .21% (2014-14 was 96.5%)</p> <p>(E) Elementary District Average Daily Attendance percentage (ACT%) is 95.2%, which decreased by 0.6%. (in 2014-15 ADA was 95.8%)</p> <p>H) High School District Average Daily Attendance percentage (ACT%) is 94.0% which increased by 0.9% (in 2014-15, ADA was 93.1%)</p>
<p>(E) Maintain chronic absenteeism at less than 2%</p> <p>(H) Reduce chronic absenteeism by 1% per year (5% by 2020)</p>	<p>(E) K-3 chronic absenteeism was 12.6%, which decreased by .4% (2014-15 was 12.2%); 4-6 chronic absenteeism was 7.6%, which decreased by .5% (2014-15 was 7.1%)</p> <p>(H) The number of chronically absent 7-8 students was 16.6%, which decreased by 1.0% (in 2014-15, 17.3% were chronically absent); The number of chronically absent 9-12 students was 26.1%, which decreased by 1.0% (In 2014-15, 27.1% were chronically absent)</p>
<p>(H) Reduce Latino student truancy of current rate of 40%</p>	<p>(E) The Latino student truancy rate of 30.9% increased by 0.5% as measured by all students (age is not a factor) who missed three or more days/periods over three days without a valid excuse (in 2014-</p>

	2015, Latino truancy was 30.4% (1,047) of Latino students)
(H) Reduce Latino student truancy rate by 10%	(H) The secondary Latino student truancy rate of 57.7 decreased by 8.0% as measured by all students (age is not a factor) who missed three or more days/periods over three days without a valid excuse (in 2014-2015, Latino truancy was 65.7% (3,528) of Latino students)
Number of out-of-school suspensions will decrease by 4%	(H) District wide out of school suspension in 2013-14 were 1,493 Days of Suspension. In 2014-15 there were 1,385 Days of Suspension, a decrease of 7.2%.
Number of out-of-school suspensions for Latino students will decrease by 50%	(H) Latino out of school suspension in 2013-14 were 924 Days of Suspension. In 2014-15 there were 822 Days of Suspension, a decrease of 11.0%.
Increase alternatives to suspension and expulsion. Measured by identifying number of students attending alternatives	<p>(E) Alternatives to suspension and expulsion were 8, which increased by 50% (in 2014-15 alternatives were 12; the number of students attending alternatives was 12)</p> <p>H) Alternatives to suspension and expulsion in 2013-14 were 116. In 2014-15 alternatives to suspension and expulsion were 732, an increase of 630%.</p>
(H) Decrease the expulsion rate by 0.3%.	(H) The 2015-16 expulsion rate increased by 0.06% over 2014-15. (in 2014-2015, the expulsion rate was 0.09% at 11 students)
(H) Decrease the expulsion rate of Latino students by 40%.	(H) The 2015-16 expulsion rate for Latino students increased by 0.2% over 2014-15. (in 2014-15, the Latino expulsion rate was 0.2%)
(H) Decrease cohort middle school dropout rate by 3% for the cohort and 5% for English Learner, Low Income, Foster Youth, and Students with Disabilities.	(H) The cohort middle school dropout rate for the cohort and for English Learner, Low Income, Foster Youth, and Students with Disabilities is N/A
(H) Decrease cohort high school dropout rate by 1% for the cohort and 3% for English Learner, Low Income, Foster Youth and Students with Disabilities.	(H) The cohort high school dropout rate for the cohort and for English Learner, Low Income, Foster Youth, and Students with Disabilities is N/A
Increase Healthy Kids Survey School Climate Index by 5%	Healthy Kids Survey is administered every-other year. Next survey will occur in 2016-17.

<p>Increase parent engagement, for all students and for English Learners, Low Income, foster youth and students with disabilities, as measured by attendance at parent meetings and trainings by 3%</p>	<p>(E) Parent engagement changed for all students and for ELs, Low Income, foster youth, and students with disabilities, as measured by attendance at parent meetings and trainings, which increased by 22.7% (in 2014/2015, attendance at English Learner parent and community meetings was 594 parent attendees at a total of 63 elementary ELAC meetings; 60 elementary parent attendees at a total of 8 K-12 DELAC meetings)</p> <p>(H) Parent engagement changed for all students and for English Learners, Low Income, foster youth and students with disabilities, as measured by attendance at parent meetings and trainings by 9.2% (in 2014/2015, attendance at English Learner parent and community meetings is 687 parent attendees at a total of 55 secondary ELAC meetings; 45 secondary parent attendees at a total of 8 K-12 DELAC meetings)</p>
<p>Increase community engagement and communication as measured through an annual survey</p>	<p>2016-17 district-wide LCAP survey has collected over 5,000 electronic inputs through a new data collection software called <i>Thought Exchange</i>. Those results are currently being tallied; 2015-16 district-wide LCAP survey showed 457 responses. A video about the LCAP and its impact increased knowledge significantly. Prior understanding was 275 (out of 449 respondents) said they had a "fair to great" understanding of the LCAP. After the video, 427 (out of 448 respondents) said they had a "fair to great" understanding of the LCAP. In 2014-15, the LCAP survey generated 279 responses compared to 2015- 16 at 449 responses, for a 61% increase in responses.</p>
<p>Increase students meeting at least 5 of 6 Physical Fitness Test (FITNESSGRAM) standards by 3%.</p>	<p>(E) 5th grade students meeting at least 5 of 6 PFT standards in 2014-15 was 22.4%. In 2015-16, 23.7% of 5th grade students met at least 5 of 6 PFT standards, an increase of 1.3%</p>

	(H) 7th grade students meeting at least 5 of 6 PFT standards in 2014-15 was 24.5%. In 2015-16 24.3% of 7 th grade students met at least 5 of 6 PFT standards, a decrease of 0.2%
Scores for all students on statewide standardized tests, ELA and Math, will increase district-wide by 2% for Elementary and 3% for High District	(E) 61% for both ELA and Math, which increased 3% for ELA and 2% for Math (2014-15: ELA 58%; Math 59%) (H) 72% for ELA, which decreased by 2% and 59% for Math, which increased by 1% (2014-15 was 74% for ELA and 58% for math)

Target levels for all Expected Annual Measurable Outcomes were determined when the LCAP was first developed. During the 2012-13 school year, the SRCS Board and new Superintendent began a dialog around a strategic planning process. Then, during the summer of 2013, the Board worked with the Superintendent to design an inclusive planning process. During the 2013-14 school year, SRCS staff in the Office of Data, Testing, and Assessment Services and the K-6 and 7-12 Directors of Curriculum and Instruction collaborated to recommend appropriate target metrics, based on past SRCS student performance and reasonable growth that could be expected with the implementation of various evidence-based approaches to improving student outcomes. Throughout the 2013-2014 school year, SRCS leaders met with various stakeholder groups, including teachers, staff, parents and community members to gather information to help establish the target metrics and guide the development of the SRCS Strategic Plan and the two LCAPs, one for the Elementary District and one for the High School District.

b. Additional local measures Santa Rosa City Schools will use to determine impact of Project SAIL

Chronic absenteeism is costly to the district. During the 2016-17 school year, based on a cost of \$69 per day, SRCS loses approximately \$1.2 million to each 1% of ADA loss. Since the district intends to use recovered funds to sustain Project SAIL after grant funding ends, SRCS will measure recovered ADA funds, using its 2017-18 anticipated daily amount of \$71/day, to recover at least \$1 million/year to be used to sustain Project SAIL beyond the three-year grant period.

The measurement of the short-term outcome identified in the logic model to increase student health by 3% will be measured using two indicators. One indicator is already included in the LCAP, increase students meeting at least 5 of 6 PFT standards by 3%, which will be measured using the results of FITNESSGRAM, California's Physical Fitness Test. The second way of measuring student health will be to track the number of days students are absent as a result of illness or other-health-related issue, with the expectation that health-related absences will decrease by 3% each year. The Project SAIL Nurse will be responsible for tracking this health outcome. SRCS currently does

not collect specific metrics related to illness, so there is no 2015-16 baseline data to report. The base year will be 2017-18 for illness-related data.

Another outcome to be measured to assess Project SAIL's impact will be whether or not the SRCS SARB is recognized as a California Model SARB. The SARB Coordinator will begin working on the 2017-18 Model School Attendance Review Board Recognition Program Application as early as September 2018, when it will be released, and complete it by the February 2018 deadline. Recognition as a Model SARB will validate that SRCS is using best practices to implement its SARB procedures. Baseline data for 2015-16 is that SRCS is not a model SARB.

Project SAIL will also report outcomes from the evaluation measures used to assess progress of BEST Plus. During the 2016-17 school year, the BEST Plus consultants and project evaluator, Dr. Carlos Ayala, Dean of the Sonoma State University (SSU) School of Education, developed an integrated assessment tool that captures the core features of BEST Plus and school site action planning. This tool is being implemented during the 2016-17 school year for the first time, so validity and reliability data is not yet available, nor is baseline data. The SSU evaluator also began using the standardized School-Wide Tiered Fidelity Inventory PBIS Walkthrough Tool, developed by the OSEP Technical Assistance Center, in 2016-17. No baseline data is yet available for the walkthroughs.

To assess the quality of the Project SAIL implementation, the SAIL Project Director will create a detailed work plan in Excel, identifying specific milestones and implementation deadlines that she will review monthly with the SARB Coordinator, Project Nurse, Attendance Specialists, and FEFs to measure progress toward goals. Obstacles to accomplishing goals will be identified in these monthly meetings and the Project Director will develop strategies for overcoming them to keep the project on track.

c. Santa Rosa City School's capacity to collect identified outcome measures

SAIL Project Director will develop a detailed evaluation plan during the first month of project implementation. The evaluation plan will include all data to be collected, the dates that the data will be collected and reported, and the specific sources for collecting each piece of data. (Data sources for collecting LCAP-related data are already included in SRCS LCAP documents.) Steve Mizera, Asst. Superintendent, Student & Family Services, SRCS' Office of Student and Family Engagement, will be responsible for collecting and reporting all outcome data for Project SAIL. Asst. Superintendent Mizera will partner with the district's Office of Data, Testing, and Assessment Services, led by Rand Van Dyke, Director of Assessment, to obtain all CALPADS-related outcome data according to the evaluation plan.

Asst. Superintendent Mizera will ensure that all data is entered into SRCS' district-wide database, Illuminate for Education. As included in its LCAP, SRCS entered into contract with Illuminate Education for DnA, a data analytics software suite, and iSi, a student information software suite. DnA is currently being implemented for the first time during this 2016-17 school year and provides teachers with one place to seamlessly build and administer formative assessments, capture and analyze multiple sources of data to

inform instruction, and direct students to learning resources needed to support specific, targeted standards. iSi will be implemented in the 2017-2018 school year and includes pre-built, sharable reports for grades, standards, demographics, attendance, behavior incidents, and progress at both the school and district level. iSi generates reports and extracts data required by CDE using CALPADS data.

Asst. Superintendent Mizera will be responsible for developing an annual evaluation report and presenting results to the SAIL Advisory Board, SRCS Board, Sonoma County Office of Education, and CDE. He will also be responsible for developing required interim and final reports that will be reviewed by SRCS Superintendent Kitamura prior to their submission to CDE.

d. How Project SAIL outcome data will be used to identify and implement change
SRCS will report annual and final progress from both consortium districts by October 25 of the applicable program year. The annual progress reports for years One and Two will include the following: (1) two to five page narrative describing how grant funds have been used since the beginning of the grant period and the impact on the target student populations; (2) metrics consistent with the two LCAPs and identified in the grant application assessing the interim success of Project SAIL. Metrics will address overall program success as well as improvement for target student populations; (3) assurance that grant funds have been used for program activities per grant requirements; and (4) anticipated program changes or modifications necessary to meet the original intent of the grant application. SRCS will submit a final progress report that will include the following: (1) three to seven page narrative describing how the grant funds were used since the beginning of the grant and Project SAIL's impact on target student populations; (2) metrics consistent with the two LCAPs and identified in the grant application assessing the success of Project SAIL over the full three-year grant period; (3) assurance that grant funds have been expended on grant program activities per grant requirements; and (4) a copy of the program evaluation.

Asst. Superintendent Mizera will report available first semester evaluation data in the beginning of each January to the Project SAIL Advisory Board and staff during a half-day meeting. During that meeting, the Board and staff will collaborate to identify actions needed to improve progress toward goals. By the end of January, the Attendance Specialists will work with their designated FEFs to develop school-site Tier 1 and 2 action plans for the BEST Plus school-site teams to implement. Based on interim outcome data per student, the FEFs will be responsible for identifying specific students in need of additional Tier 3 support and will create individual plans for case managed interventions to help the targeted students stay on track for meeting performance goals. During the first week that staff return to campus in August of each year, Mizera will report full-year evaluation data from the prior academic year to the Project SAIL Advisory Board and staff during a half-day meeting, following the same process used for the mid-year data analysis. By the end of August, the Attendance Specialists will work with their designated FEFs to develop school-site Tier 1 and 2 action plans for the BEST Plus school-site teams to implement. FEFs will identify any Tier 3 support needed by students still at their schools and will create individual plans for case managed interventions to help the targeted students stay on track for meeting performance goals.

Elementary FEFs will work with Middle School FEFs and Middle School FEFs will work with High School FEFs to develop specific Tier 3 interventions for students who have transitioned .

In February, 2020, Asst. Superintendent Mizera will meet with the SRCS Superintendent for an in-depth discussion of the progress made toward Project SAIL expected outcomes to determine the level at which it needs to be sustained or changed to achieve stated outcomes to achieve LCAP goals. If Project SAIL is considered to be successful, based on Expected Annual Measurable Outcomes and other identified measures, Mizera will develop a Project SAIL continuation budget to be included in the SRCS 2020-21 school year budget and presented to the SRCS Board for approval for 2020-21 implementation.

Assurances: SRCS maintains a file of all general assurances and certifications required for grants supported by state or federal funds in its Office of State and Federal Programs. This file is available for compliance reviews, complaint investigations, and/or audits. SRCS agrees to the following LCSSP assurances: (1) will expend grant funds based on the approved program grant application or written permission received from the CDE prior to implementing changes to the approved program application; (2) will participate in all monitoring and evaluation activities provided by the CDE staff or designated representative; (3) will participate in technical assistance provided by the CDE or designated representative as a component of the grant; and (4) will submit all required deliverables and reports by the designated due date.

5. SRCS Capacity and Commitment

a. SRCS capacity to implement Project SAIL to the existing BEST Plus program(s) for the three-year grant period and beyond

Truancy and chronic absenteeism have challenged both districts of the SRCS consortium for many years. The SRCS Board of Trustees first showed its commitment to improving school climate as a means of reducing truancy and chronic absenteeism when it commissioned the Positive Student Interventions Task Force during the 2012-13 school year. After launching the BEST PBIS initiative as a pilot in 2013-14, the School Board then made a major commitment to implement MTSS in all schools of both districts by approving the acceptance of USDE funds for the School Climate Transformation Grant from 2014-15 through 2019-20. The timing to receive LCSSP funding from 2017-18 through 2019-20 is critical, because it aligns with the last three years of the School Climate grant, enabling SRCS to leverage the necessary resources to accomplish its LCAP goals related to chronic absenteeism and overall school climate.

SRCS's existing commitment to reducing truancy and chronic absenteeism has been demonstrated through multiple investments from the LCAP. These investments include over 22 Family Engagement Facilitators who work with families on issues including attendance. In addition, the SRCS Board's commitment to improved attendance also includes a partnership formed between SRCS and the Sonoma County Department of Probation and Judge Virginia Marcoida with the Keeping Kids in School grant program; the addition of mental health teams supported by Sonoma County behavioral health; and the hiring of LCAP counselors in both the elementary and high districts. The district has a SARB that reviews close to 40 cases per year. Once a student has five

unexcused absences and has been issued Truancy Letters 1, 2 and 3, the school may refer the student to the SARB for intervention and support in school attendance. In addition, each school site has its own SART, which is integrated into each school's BEST Plus MTSS as a Tier 3 intervention.

In 2015-16, the SRCS superintendent commissioned a Truancy Prevention Committee that provides quarterly reports to the School Board. The 8-person committee, comprised of classified and certificated staff, parents and administrators, was established to address the LCAP goal of reducing chronic absenteeism by 5% by 2020 and follows recommendations presented in the California Attorney General's annual *In School + On Track* reports. The committee conducts annual focus groups among elementary, middle, and high school stakeholders and advises the District Truancy Prevention/Intervention Team, also comprised of classified and certificated staff, parents and administrators. As a result of this Truancy Committee and Team, SRCS has implemented the following Phase One interventions that will be supported through LCSSP funds: (1) customized, positive-toned District Attorney letters and fact sheets for school distribution; (2) development of a District Watch List, used to share critical attendance information between schools; and (3) began a public relations campaign promoting positive school attendance. Phase Two will include the following and will be implemented in 2017-18 and 2018-19: (1) Saturday attendance credit recovery program; (2) wellness centers at middle schools; and (3) staggered school start times. The Truancy Team identified that a future initiative to reduce absenteeism and truancy needs to be an in-home visit program, included in Project SAIL's plan.

Steve Mizera, Asst. Superintendent, Student & Family Services, SRCS Office of Student and Family Engagement, will oversee the LCSSP grant and will be responsible for designing and implementing the evaluation plan and reporting outcomes to the SAIL Advisory Board, SRCS Board, Sonoma County Office of Education and CDE. Asst. Superintendent Mizera will take the lead, in collaboration with the Project SAIL Director, in developing a semi-annual district-wide color-coded Attendance Scorecard, similar to the California School Dashboard Report, to be used to inform parents/guardians and other stakeholders of the progress being made by school to improve absenteeism and truancy. In addition, he will be instrumental in creating and implementing the requirements for an Early Warning System, using student data to identify students who exhibit behavior or academic performance that puts them at risk of chronic absenteeism, truancy, and dropping out of school.

To ensure district-wide support of the implementation of Project SAIL, Mizera met with the following groups during the development of this proposal to share the logic model, obtain feedback on the proposed activities, and discuss the changes that will occur in both SRCS consortium districts: (1) SRCS School Board; (2) SRCS Labor-Management Collaborative; (3) elementary and secondary school secretaries; (4) school registrars; (5) counseling secretaries; (6) school nurses; (7) principals; and (8) existing Truancy and Attendance Committee.

b. Value of the funds and resources for required 20 percent program match

SRCS' proposed budget represents a 35.4% match in year 1, 36.8% in year 2, and 36.9% in year 3, per the following allocations:

SRCS Project SAIL Contributed Matching Resources		
Year 1 (2017-18) In-Kind Match: \$287,659 (35.4%)		
Resource	Purpose	In-Kind Dollar Value
Project Director salary (0.1FTE)	Project management	\$10,535
Project Director benefits (0.1 FTE)	Project management	\$2,466
Admin. Secretary salary (0.1 FTE)	Project administrative support	\$7,100
Asst. Superintendent Salary 05FTE	Project administrative support	\$7,700
Asst. Superintendent Benefits .05 FTE	Project administrative support	\$1,712
Admin. Secretary benefits (0.1 FTE)	Project administrative support	\$2,829
22 Family Engagement Facilitators Salary (.15 FTE/each)	School-site attendance coordination	\$88,582
22 Family Engagement Facilitators Benefits (.15 FTE/each)	School-site attendance coordination	\$56,899
24 School Attendance or Elementary Techs Salary (.10 FTE/each)	School-site attendance administrative support	\$69,600
24 School Attendance or Elementary Techs Benefits (.10 FTE/each)	School-site attendance administrative support	\$40,236
Year 2 (2018-19) In-Kind Match: \$296,259 (36.8%)		
Resource	Purpose	In-Kind Dollar Value
Project Director salary (0.1FTE)	Project management	\$10,850
Project Director benefits (0.1 FTE)	Project management	\$2,540
Asst. Superintendent Salary 05FTE	Project administrative support	\$7,930
Asst. Superintendent Benefits .05 FTE	Project administrative support	\$1,763
Admin. Secretary salary (0.1 FTE)	Project administrative support	\$7,312
Admin. Secretary benefits (0.1 FTE)	Project administrative support	\$2,913
22 Family Engagement Facilitators Salary (.15 FTE/each)	School-site attendance coordination	\$91,231
22 Family Engagement Facilitators Benefits (.15 FTE/each)	School-site attendance coordination	\$58,600
24 School Attendance or Elementary Techs Salary (.10 FTE/each)	School-site attendance administrative support	\$71,681
24 School Attendance or Elementary Techs Benefits (.10 FTE/each)	School-site attendance administrative support	\$41,439

Year 3 (2019-20) In-Kind Match: \$305,117 (36.9%)		
Resource	Purpose	In-Kind Dollar Value
Project Director salary (0.1FTE)	Project management	\$11,174
Project Director benefits (0.1 FTE)	Project management	\$2,616
Asst. Superintendent Salary 05FTE	Project administrative support	\$8,167
Asst. Superintendent Benefits .05 FTE	Project administrative support	\$1,816
Admin. Secretary salary (0.1 FTE)	Project administrative support	\$7,531
Admin. Secretary benefits (0.1 FTE)	Project administrative support	\$3,001
22 Family Engagement Facilitators Salary (.15 FTE/each)	School-site attendance coordination	\$93,958
22 Family Engagement Facilitators Benefits (.15 FTE/each)	School-site attendance coordination	\$60,352
24 School Attendance or Elementary Techs Salary (.10 FTE/each)	School-site attendance administrative support	\$73,824
24 School Attendance or Elementary Techs Benefits (.10 FTE/each)	School-site attendance administrative support	\$42,678

The SRCS leadership estimates that by increasing ADA at least 1% per year, using its 2017-18 anticipated daily amount of \$71/day, the consortium will be able to recover at least \$1 million/year to sustain Project SAIL beyond the three-year grant period.

c. SRCS' commitment to support evidence-based, non-punitive programs and practices designed to keep the most vulnerable pupils in school

A prime example of SRCS' commitment to supporting evidence-based, non-punitive programs and practices to keep vulnerable students in school is the district-wide implementation of BEST Plus MTSS through the current federal School Climate Transformation grant. In addition, the district has funded, through its LCAP, 14 FTE Restorative Specialists to support BEST Plus teams. In May 2017, SRCS received its District Capacity Assessment (DCA) report from the USDE School Climate Transformation review team. The DCA assesses the extent to which a school district has capacity to implement evidence-based practices as scales of social significance. The 2016-17 DCA for SRCS' implementation of evidence-based school climate improvement practices included the following comments: "You have (1) made consistent positive growth across most indicators; (2) a larger district team and a smaller working team focused on BEST Plus--both with administrative authority; (3) action plans in place that have helped to guide the work of these teams; (4) a BEST Plus handbook to guide your work; (5) hired a BEST Plus Coordinator; (6) established a training and evaluation plan for BEST Plus; and (7) dedicated to building a multi-year sustainability and funding plan for BEST Plus beyond the grant."

d. How CHKS survey results are used to keep students in school?

SRCS used 2013-2014 CHKS results to establish baseline metrics for measuring school climate in the School Climate Transformation grant evaluation plan. The Elementary FEFs have worked with the BEST Plus Elementary teams use the 2015-2016 school-

site Main Reports to measure school climate progress for 5th graders and inform the development of key interventions for 2016-17. The SR High District FEFs have worked with the BEST Plus secondary teams to use the 2015-2016 school-site School Climate Report Cards to measure school climate progress for 7th, 9th, and 11th graders and inform the development of key interventions for 2016-17. In addition, the BEST Plus Coordinator and district-wide advisory group use the CHKS results to inform goal-setting, course corrections, and future activities.

The CHKS is used as an indicator to measure progress toward both the Elementary and High District's Goal 2 to increase student and family wellness and engagement through the full service community school model. Specifically, one of the expected annual measurable outcomes is to *improve school climate as measured in the bi-annual CHKS*. The LCAP further defines this outcome through this metric: *Increase CHKS School Climate Index by 5%*. The two lead measures of the CHKS that both SRCS districts are using to track school climate progress are the following: (1) meaningful participation in school and (2) school connectedness. SRCS added FEFs specifically for the purposes of improving school climate and attendance because school climate scores measured and reported in the LCAP are decreasing for students in middle and high schools. Between 2014 and 2016, the school connectedness index dropped 5.4% for middle school and 12.2% for high school. Between 2014 and 2016, the opportunities for meaningful participation index dropped 3.7% for middle school and 13.9% for high school. Between 2014 and 2016, the percentage of elementary school respondents who rated school connectedness as high dropped 9.7% and the percentage who rated opportunities for meaningful participation as high increased 27.8% . Part of the ongoing responsibilities of the Attendance Specialists will be to work with the FEFs to use data from the school-site CHKS reports to inform the use of appropriate interventions per school site.

e. SRCS' commitment to sending staff to regional workshops and taking full advantage of the CDE-provided technical assistance

SRCS leadership welcomes the opportunity to participate in training and technical assistance provided by the CDE and other entities. SRCS staff members frequently participate in training provided by the Sonoma County Office of Education, Sonoma County Probation Department, Sonoma County Sheriff's Office, and the National PBIS Leadership Forum. In addition to travel funds requested from the LCSSP grant for one person to travel to a conference, SRCS will use district funds to support professional development, as needed. The Project SAIL budget includes release time for all teachers to participate in Trauma Informed Care training to address the majority of students challenged by high Adverse Childhood Experiences (ACES) scores. As an example of this commitment to professional development to inform staff competency on improving student engagement, school climate, and attendance, BEST Plus coaches Lori Lynass and Kerri Berkowitz, along with the proposed Project SAIL Director, Mary Ann Ayala, were presenters at the October 2016 National PBIS Leadership Forum, describing the BEST Plus model implementation.

Santa Rosa City Schools' California Learning Communities for School Success Program: July 1, 2017-June 30, 2020
Project SAIL (Student Attendance Improves Learning)

Inputs	Activities	Outputs	Short-term	Outcomes Medium-term	Long-term
<p>CDE LCSSP (proposed), USDE School Climate Transformation & USDOJ JAG Keeping Kids in School funding</p> <p>Strong district commitment to equity</p> <p>MTSS framework, restorative culture & case management approach</p> <p>District Intervention Prevention Committee, SARB, and SARTs</p>	<p>Strengthen Best Plus MTSS practices in all schools</p> <p>Develop case management system that integrates community-based services</p> <p>Implement parent education model of early intervention</p> <p>Conduct SARB and SART activities</p> <p>Expand Trauma-Informed Care workshops for staff</p>	<p>Approximately 3% of all students (500) receive personalized case management services</p> <p>Teachers/staff contact parents at appropriate tier</p> <p>SAIL staff conducts in-home visits with all case-managed families</p> <p>Develop early warning system/update attendance policies & communicate to all families</p> <p>Families receive education & needed resources to remove attendance barriers (lice eradication, illness, etc.)</p>	<p>Average Daily Attendance increases by .05%/year</p> <p>Family engagement increases by 3%/year</p> <p>Student health increases by 3%/year</p> <p>Increased community engagement</p> <p>Increased alternatives to suspension and expulsion</p> <p>2%/year increase in standardized test scores</p>	<p>Recognized as a CA Model SARB</p> <p>Chronic absenteeism decreases by 5%</p> <p>4% decrease in school suspensions (50% decrease for Latinos) per year</p> <p>0.3%/yr decrease in expulsion rate (40% decrease for Latinos)</p> <p>MS dropout rate/yr decreases by 3%/5% for at-risk students</p> <p>HS dropout rate/yr decreases by 1%/3% for at-risk students</p> <p>School climate index increases by 5% every 2 years</p>	<p>Graduation rate increases by 2.5%/year</p> <p>Increased completion of college preparatory courses</p> <p>Increased access to sustainable employment</p> <p>Positive social/relational outcomes</p> <p>Increased positive healthy choices</p> <p>Increased district capacity to meet students' educational needs</p>

Assumptions: Chronic absenteeism is linked to low academic achievement, low career attainment, high dropout rates, poor health, increased poverty & delinquency (Jones & Loverich, 2011); Use of a multi-tiered system of support (MTSS) maximizes students' social, emotional, and behavioral self-management skills (Algozzine, Wang & Violette, 2011); Case-managed family involvement can improve student attendance (Reimer & Dimock, 2005).

External Factors: School staff turnover; Parents' unwillingness to become engaged with their children's schools; Lack of affordable community resources to support students' social-emotional needs; Lack of resources to help parents overcome attendance barriers; School transiency