

Introduction:

LEA: Santa Cruz County Office of Education **Contact (Name, Title, Email, Phone Number):** John Armstrong, Director, jarmstrong@santacruz.k12.ca.us, (831) 466-5728 **LCAP Year:** 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Santa Cruz County Office of Education Alternative Programs operates 23 school programs at 19 different sites throughout Santa Cruz County. The mission of our programs is to ensure that every student in our County has access to an educational program that suits the individual's unique needs through a variety of locations, educational models, and programmatic structures. During the course of the school year, we serve anywhere between 600 and 900 students. The vast majority of our students come to us deficient in credits. Typically our students are affected by one or more significant life challenges. These include drug and alcohol abuse, homelessness, criminal activity, truancy, expulsion, poverty, lack of fluency in English, academic failure, and various other trauma.

We provide a number of services for our students intended to ensure that our students can benefit from the academic program. In addition to ensuring that all students have access to courses required for graduation (Ed Code 51220) we provide a variety of programs to meet student needs. These include: counseling, free and reduced meals, special education services, work based learning, and employment counseling.

Our programs include a site at Juvenile Hall, an independent studies center on the local community college campus, two green career center high schools, multiple middle school programs, thematic single classroom programs, conventional community schools, and an all girls program. None of these programs serve more than 75 students at a time.

The majority of our students are continuously enrolled for less than an academic year. High student mobility makes data collection for student outcomes problematic. Suggested metrics that are affected by high student mobility, or other factors, and are not included in this LCAP include: performance on standardized tests (CST's), API scores (no API for current year), traditional measures of College and Career Readiness, AMAO's (we are not a Title Three LEA), AP scores, EAP results, Dropout and Graduation Rates (COE's are assigned the county wide rates), and Expulsion Rates (we typically do not expel students). Beginning in 2016-2017 we intend to drop our EL reclassification rate as a metric (due to high mobility, and the very small number of students who achieve reclassification). The suspension of the CaHSEE severely limited our ability to measure student achievement as the CaHSEE was our primary metric in this area. During the 2016-2017 school year, efforts will be made to increase the validity of our local achievement test results (Star Renaissance), and to investigate the viability of the CAASPP as a primary metric for student achievement will be investigated.

During the 2015-2016 school year, significant compensation increases were granted to the local bargaining units. These increases resulted in increases in the costs of actions involving personnel. This caused the cost of actions budgeted to the supplemental and concentration funding sources significantly exceeded revenue in those areas. As a result, several actions which were originally planned to be funded out of supplemental and concentration funds were funded out of base fund.

During the 2015-2016 fiscal year, personnel costs increased due to pay increases and underestimation of costs. As a result, there were insufficient Supplemental and Concentration funds for some budgeted actions. In these cases, expenditures were moved to the base grant.

Resource codes included in this LCAP refer to the following: 0610 and 0620 include court/community base funds, 0611 refers to supplemental court funds, 0621 refers to supplemental community funds, 0612 refers to concentration court funds.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Parent Involvement</p> <p>On December 1 and December 2, 2015 the LCAP Leadership team met with parents from the School Site Councils, ELAC, DELAC, and the LCAP Parent Advisory to review our implementation of the LCAP and metric results. We solicited ideas for goals, and reported out on actions and expenditures. Flyers in English and Spanish were sent home with students to invite all families. Personal phone calls home were made to invite and encourage families to</p>	<p>Parent input indicated that there is widespread interest in and support for:</p> <ol style="list-style-type: none"> 1. Increased communication. 2. Continued social emotional counseling. 3. Continued implementation of 1:1 devices in classrooms.

attend. Each parent group was informed of our progress in specific goal areas.

Parent surveys were distributed in English and Spanish via email, at parent/teacher conferences, and available at the school sites in paper form.

Regional LCAP parent input meetings took place once again to share the draft and gather further comments March 22 and March 23, 2016 to collect more information from stakeholders.

Staff Involvement

An LCAP informational meeting was held with all staff members on Dec 9, 2015. A staff survey written around the 10 priority areas was distributed and collected.

An additional staff meeting was held on February 11, 2015 to discuss the importance of communication between home and school.

A Staff Survey was distributed and collected in the spring 2016.

A draft of the completed LCAP was shared with the staff on May 11, 2016.

4. Personalized Learning Community classrooms.

Therefore as a result of parent input, we will continue our efforts to improve communication. We will improve our electronic communication with families by using email and text applications. Social emotional counselors will continue to be available at all school sites. The 1:1 implementation will continue for the 16-17 school year and professional development around best practice will be maintained. Our highly successful PLC classrooms will continue in the 16-17 school year, meeting the needs of a diverse group of students through a comprehensive and nurturing approach.

Staff input indicated that there is widespread interest in and support for:

1. A remedial program in both ELA and Math for targeted students.
2. Professional development for the implementation of a CCSS aligned Math curriculum.
3. Maintaining parent teacher conferences.
4. Increased CTE services.
5. Support to provide wholesome food for students, in addition to the school lunch.

Therefore, we will expand our efforts to provide critical remediation for students in the core content areas, provide training for the adoption of a CCSS aligned Math curriculum, support teachers in their efforts to include both students and parents in scheduled conferences including leveraging technology to increase participation, explore other CTE services within the community, and continue to nourish students with wholesome food.

Student Involvement

In order to engage our students, in the spring of 2016 classroom teachers were asked to facilitate class discussions in order to discuss the LCAP priorities.

Over 300 students participated in an online survey administered in the spring of 2016.

In April and May of 2016 student focus groups were conducted at 4 different school sites across the county. 35 students participated in the focus groups. The meetings were led by a Community Organizer from our Student Services department, who is a neutral and unbiased facilitator.

Other Stakeholder Involvement

May 10, 2016 Alternative Education held an LCAP input session(s) and facilitated an input discussion at the Broad-based Apprehension, Suppression, Treatment and Alternatives (BASTA) meeting, which includes members of local school districts, Children’s Mental Health, Youth Services Counseling Agency, and local law enforcement agencies. A survey was distributed, collected, and analyzed in the spring of 2016.

Student input indicated that there is widespread interest in and support for:

1. Increased opportunities to earn credit.
2. Direct assistance in applying to jobs.
3. Direct assistance in developing a post-secondary goal.
4. Increased ROP/CTE courses and opportunities.
5. Pro-social after school activities.

Therefore, we will work with our Alternative Education staff to ensure that students have access to CTE curriculum, opportunities for credit accrual through current and additional relevant ROP courses, and access to and support from Instructional Aides as well as Work Experience Specialists to assist with college and career applications. Additionally, we will explore the possibility of adding after school programming at targeted sites across our program.

Suggestions from BASTA indicated there is widespread interest in and support for:

1. Continued work in the area of alternatives to suspensions as well as support for teachers.
1. Increased opportunities for communication and collaboration between local school districts, Probation and the COE.
2. Maintaining alternatives to Independent Studies such as the PLC model (Personalized Learning Community).

Therefore, we will work closely with our staff around alternatives to

On 2/5/16 Foster Youth Advocates from the FYSCP Executive Advisory Council met with school district representatives, county agencies, non-profits, and community advocates for foster youth.

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suspensions by providing professional development in the areas of restorative practices and positive school climate. We will provide outreach to ensure that community stakeholders are aware of scheduled LCAP Advisory meetings to increase communication. Alternative Education administrators increased contact and collaboration with local school districts in the 15-16 school year. We will continue this important effort to support our students.

Feedback from the Foster Youth Services Advisory Board specific to the Alternative Programs included:

1. Continued professional development around promoting a safe and positive school climate/culture.
2. Supplemental educational support for foster youth (tutoring, Special Education services).
3. Data Tracking for Foster Youth (GoalBook or something similar).
4. A comprehensive listing of contacts and resources for use in serving students in foster care.

Therefore, we intend to continue our professional development efforts around promoting positive school climate, as well as continue to provide specific services for our foster youth students. Data tracking efforts will continue to be a priority to increase communication with Foster Youth Teams. Alternative Education will collaborate with Student Services to create and maintain a current list of county resources and contacts for students in foster care.

Feedback from current and former foster youth included:

1. Ensure the confidentiality of foster youth.
2. Ensure that Foster Youth receive partial credit earned for coursework.
3. Maintaining school placement as much as possible.

Therefore, we intend to ensure that all staff working directly with foster youth are aware of their unique needs and the importance of doing all possible to

<p>In the spring of 2016 Alternative Education administration held a meeting with the leadership of our CTA.</p> <p>On May 12, 2016 consultations with District Superintendents regarding the Foster Youth Plan were conducted and a new MOU for countywide coordination was signed.</p> <p>On June 16, 2016 a public hearing was held and the the LCAP was presented to the governing board.</p> <p>On June 23, 2016 the finalized LCAP was presented to the governing board for approval.</p>	<p>maintain current school placement and awarding partial credit for work completed.</p> <p>Feedback from the bargaining unit leadership included:</p> <ol style="list-style-type: none">1. Support for the actions and services being provided to Alternative Education students. <p>Therefore, we will continue to discuss LCAP metrics, actions, and goals throughout the school year with leadership.</p> <p>Consensus Achieved</p> <p>Public hearing conducted.</p> <p>Board approved.</p>
<p>Annual Update:</p> <p>On December 1 and December 2, 2015 the LCAP Leadership Team met with parents from the School Site Councils, ELAC, DELAC, and the LCAP Parent Advisory to review our implementation of the LCAP and metric results. We solicited ideas for goals, and reported out on actions and expenditures. Flyers in English and Spanish were sent home with students to invite all families. Personal phone calls home were made to invite and encourage families to attend. Each parent group was informed of our progress in specific goal areas.</p>	<p>Annual Update:</p> <p>The LCAP Administrative Team reviewed and discussed the implementation of our LCAP. Each parent group was informed of our progress in specific goal areas. Input indicated that we continue to have needs in closing the achievement gap for EL students. Data from our metrics were shared including: Student to Computer Ratio, Career Tech Course Completion, Chronic Absenteeism, Attendance Rate, Suspension Rate, Parent Survey Results, Student Survey Results, Local Test Results ELA/Math, 11th Grade SBAC results. The data indicates that the majority of our students are achieving at a level below what is typical for statewide peers and thus our primary goal continues to be increasing student achievement. It is important to note that with the suspension of the CAHSEE, the SBAC is now the standardized measure and is only in the second year of administration. We also realize the importance of having the ability to disaggregate data by program, region, and special</p>

February 27, 2016 administrative staff met with the Foster Youth Services Local Advisory Board.

An LCAP informational meeting was held with all staff members on Dec 9, 2015. A staff survey written around the 10 priority areas was distributed and collected. Data was shared with staff members and input was collected.

May 10, 2016 Alternative Education facilitated an update discussion at the Broad-based Apprehension, Suppression, Treatment and Alternatives (BASTA) meeting, which includes members of local school districts, Children’s Mental Health, Youth Services Counseling Agency, and local law enforcement agencies.

April 26, 2016 administrative staff met with the Alternative Education English Learner cohort group.

population in order to target our efforts at continuous improvement.

An analysis of data determined that services are well coordinated for foster youth students throughout the county and there is a need to continue Foster Youth Services.

The LCAP Administrative Team met with staff to review and discuss the implementation of our LCAP. Staff was informed of our progress in specific goal areas. Data from our metrics were shared including: Student to Computer Ratio, Career Tech Course Completion, Chronic Absenteeism, Attendance Rate, Suspension Rate, Parent Survey Results, Student Survey Results, Local Test Results ELA/Math, 11th Grade SBAC results. Input indicated a need to focus on academic rigor, continued efforts at improving EL achievement, and a continued need to improve and expand our CTE program. There is a need to continue a high level of counseling support for all students.

Goals and actions specific to this stakeholder group were discussed. We reported on progress specifically in regards to reduced suspensions, the addition of 3 Personalized Learning Classrooms, and parent involvement. There is a need to continue efforts to expand alternatives to suspension, to maintain PLC programs, and to continue being communicative and collaborative with partnering agencies.

The cohort was updated on students eligible for reclassification and reviewed CELDT progress. There is a need to continue progress monitoring and expand efforts in the area of reclassification.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL 1:	<p>Increase student achievement for all students, including EL's and Students with Disabilities, as measured by a broad range of measures. This goal will have six areas of emphasis:</p> <ul style="list-style-type: none"> • Increasing student achievement as measured by a broad range of measures. • Implementing the Common Core State Standards. • Increasing student access to 21st century skills. • Ensuring all certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching. • Closing the achievement gap for EL students. • Providing increased opportunities for career exploration and preparation. 	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Analysis of available data indicates that the majority of our students are achieving at a level below what is typical for statewide peers. In a system intended to serve incarcerated, adjudicated, and at risk youth, this is to be expected but not accepted. Our primary goal continues to be increasing student achievement. Over the last twelve months, we have seen the suspension of the CaHSEE and the release of the first round of SBAC/CAASPP results. It has become clear, through staff and parent input, that we are over-reliant on standardized test scores, and that we need to develop a broader group of measures. Further, we need to develop the ability to look at this data by program, region, and special population. To this end, we will be expanding our metrics in the area of Student Achievement as follows:</p> <ul style="list-style-type: none"> • We will continue to use the SBAC to inform progress towards student achievement. With only one data point it is not reasonable to determine a specific level of growth, however growth should be expected. • We will continue to use the Star Renaissance tests as a local measures of achievement. • We will add a metric in the area of Credit Attainment which will measure the numbers of credits earned per period of enrollment. • Because the state's cohort graduation metric is an inadequate measure for our highly mobile population (COE's are assigned the county wide graduation rate) we will develop a local Graduation measure. • We will continue to use the EL Reclassification rate to measure EL progress. • We will add a local assessment tool to measure EL achievement as it relates to our adopted ELD curriculum. • We will continue to use the metric for 100% of teachers properly credentialed and assigned. <p>Actions to include:</p> <ul style="list-style-type: none"> • Implement CCSS • Adopt Math Program • Staff Development in the use of data to inform instruction • Continue 1:1/Tech Integration • Improved capacity for the collection and analysis of data <p>Input from staff indicates that our selected metric for College and Career Readiness/Career Exploration and Preparation is not a sufficient indicator of progress for this priority. Similarly to Student Achievement, we need to collect data on a much broader range of indicators to inform our improvement efforts. To this end, we will attempt to determine a set of indicators that will look at:</p> <ul style="list-style-type: none"> • Community College enrollment (concurrent and post secondary) • Achievement of individually developed post secondary goals. These may include employment, community college enrollment, college acceptance, career training, military service, achievement of other college, career preparation goals. • Achievement of individually developed pre-graduation goals in the area of college and career readiness (these may include, Roadmaps
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	<p>curriculum completion, ROP/CTE course completion, employment, community college concurrent enrollment.)</p> <p>Actions to include:</p> <ul style="list-style-type: none"> • Development of Career Readiness survey • Improved capacity for the collection and analysis of data
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Goal Applies to:	Schools: Both
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase SBAC Achievement scores overall and for each subgroup. • Show growth overall and for each subgroup on the Star Renaissance tests. • Develop metric and set baseline for credit attainment metric. • Develop metric and set baseline for local graduation metric. • We will add a local assessment tool to measure and monitor EL achievement as it relates to our adopted ELD curriculum. Develop local metric and set baseline for EL achievement. • Maintain 100% compliance in the area of teacher assignment and credentialing. • Decrease ratio of student use, functional, internet connected devices to 1:1.5 for classroom based students. 2015/2016 goal = 2:1, 2016-2017 goal =1.5:1. 2017-2018 goal = 1.25:1, 2018-2019 goal 1:1 • Develop metric and set baseline for college and career readiness metric(s)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Designate Educational Aides to serve unduplicated students by providing academic intervention and assistance in individual, small group, and classroom based settings.	Schoolwide (program specific)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.1 Part time Instructional Aides will work 19 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$271,759 1.1.2 Full time Instructional Aides will work 32 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$461,000
1.2 Implement the Common Core State Standards in Mathematics and ELA for all students including EL's, and Students with Disabilities by adopting a curriculum and providing Professional Development for staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.2.1 Purchase instructional materials for CCSS (RES 0610, 0620) 4000-4999: Books And Supplies Base \$150,000 1.2.2 Provide professional development For CCSS. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$57,600

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.2.3 Provide professional development for CCSS (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Base \$5,400 1.2.3 Leadership staff time to plan, create, deliver professional development for CCSS strategies (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$15,000
1.3 Increase access to ROP course offerings by adding sections to South County programs	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$200,000
1.4 Ensure that certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$2,500,000
1.5 Continue to close the achievement gap for English Language Learners. By improving a series of services including; adding staff to support student learning, improved progress monitoring of English Learners, maintaining administrative staff support for MELD (ELD Program) as well as general EL services, continuing with a head teacher for EL students, providing EL students with free or discounted Metro bus passes, and developing curriculum aligned with ELD Standards.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5.1 Staff time for staff development. (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$148,000 1.5.2 Maintain ½ FTE Administrator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000 1.5.3 Certificated Salary to support initiatives (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 1.5.4 Cerificated Salary to support initiatives (develop instructional materials) (RES 0611, 0612, 0622) (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,000 1.5.5 Purchase Metro Bus passes for unduplicated students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000

<p>1.6 Deliver staff development of locally defined indicators for CTE readiness along with survey for measuring student progress towards indicators. PD on CTE readiness, indicators and assessment of progress.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6.1 Staff time to define indicators and create assessment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$4,125</p> <p>1.6.2 Professional Development - Staff time. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$27,750</p> <p>1.6.3 Lead teacher stipend to develop standards and assessment 0001-0999: Unrestricted: Locally Defined LCFF \$11,000</p> <p>1.6.4 Administrative time to develop standards and assessments. 1000-1999: Certificated Personnel Salaries LCFF \$8,000</p>
<p>1.7 Meet with certificated staff leadership and stakeholders to review metrics and progress in order to assess progress towards goals, determine the appropriateness of selected metrics, examine growth and investigate alternative metrics.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.7.1 Staff Time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$8,250</p>
<p>1.8 Identify, purchase, and implement a remediation program for ELA for targeted students. Maintain licenses for Math remediation program.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.8.1 Staff support time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500</p> <p>1.8.2 Purchase materials, curriculum, and or licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000</p>
<p>1.9 Continue to facilitate the implementation of the CCSS by completing the 1:1 initiative. Significantly integrate the use of technology into essentially all student learning activities through staff development, conferences, the purchase of internet connected devices and continuing CCSS/Technology Coordinator to support teachers in the use of technology.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.9.1 CCSS/Technology Coordinator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500</p> <p>1.9.2 Purchase internet connected devices for student use (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$10,000</p> <p>1.9.3 Travel and Conference (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures</p>

			<p>Base \$15,000</p> <p>1.9.4 Staff Development (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000</p> <p>1.9.5 Maintain and repair IT equipment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$110,000</p>
1.10 Staff time to utilize Goal Book or similar program to support Foster Youth.	LEA-Wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1.10.1 Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250
1.11 Continue to offer extended day supplemental educational services (after school tutoring)	LEA-wide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1.11.1 Contract with vendor 5800: Professional/Consulting Services And Operating Expenditures Other \$10,500
1.12 Provide access to county Metro transportation	Schoolwide	<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	1.12.1 Provide access to county Metro transportation for unduplicated students.(RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000
1.13 Continue Santa Cruz Writes in selected programs to provide one on one writing coaching toward publishing a school-wide document.	LEA Wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent</p>	1.13.1 Contract for Services (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$38,000

		English proficient _ Other Subgroups: (Specify)	
1.14 Continue implementation and training on student achievement data system.	LEA Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14.1 Licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000 1.14.2 PD Certificated Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250
1.15 Administer the CELDT, train staff members to administer the test to their own students, analyze results, and use results in the development of student individual learning plans.	LEA Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.15.1 Staff Time for certificated PD (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250 1.15.2 Staff time to coordinate CELDT (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase SBAC Achievement scores overall and for each subgroup. • Show growth overall and for each subgroup on the Star Renaissance tests. • Increase credit attainment metric. • Increase local graduation metric. • Increase metric for EL achievement. • Maintain 100% compliance in the area of teacher assignment and credentialing. • Decrease ratio of student use, functional, internet connected devices to 1:1.5 for classroom based students. 2015/2016 goal = 2:1, 2016-2017 goal =1.5:1, 2017-2018 goal = 1.25:1, 2018-2019 goal = 1:1 • Increase metric for college and career readiness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Designate Educational Aides to serve unduplicated students by providing academic intervention and assistance in individual, small group, and classroom based settings.	Schoolwide (program specific)	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	1.1.1 Part time Instructional Aides will work 19 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$271,759

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.2 Full time Instructional Aides will work 32 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$461,000
1.2 Implement the Common Core State Standards in Mathematics and ELA for all students including EL's, and Students with Disabilities by adopting a curriculum and providing Professional Development for staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2.1 Purchase instructional materials for CCSS (RES 0610, 0620) 4000-4999: Books And Supplies Base \$150,000 1.2.2 Provide professional development For CCSS. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$57,600 1.2.3 Provide professional development for CCSS (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Base \$5,400 1.2.3 Leadership staff time to plan, create, deliver professional development for CCSS strategies (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$15,000
1.3 Increase access to ROP course offerings by adding sections to South County programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$200,000
1.4 Ensure that certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$2,500,000
1.5 Continue to close the achievement gap for English Language Learners. By improving a series of services including; adding staff to support student learning, improved progress monitoring of English Learners, maintaining administrative staff support for MELD (ELD Program) as well as general EL services, continuing with	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1.5.1 Staff time for staff development. (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$148,000 1.5.2 Maintain ½ FTE Administrator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and

<p>a head teacher for EL students, providing EL students with free or discounted Metro bus passes, and developing curriculum aligned with ELD Standards.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Concentration \$80,000 1.5.3 Certificated Salary to support initiatives (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 1.5.4 Certificated Salary to support initiatives (develop instructional materials) (RES 0611, 0612, 0622) (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,000 1.5.5 Purchase Metro Bus passes for unduplicated students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>
<p>1.6 Continue staff development of locally defined indicators for CTE readiness along with survey for measuring student progress towards indicators. PD on CTE readiness, indicators and assessment of progress.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.6.1 Staff time to define indicators and create assessment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$4,125 1.6.2 Professional Development - Staff time. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$27,750 1.6.3 Lead teacher stipend to develop standards and assessment 0001-0999: Unrestricted: Locally Defined LCFF \$11,000 1.6.4 Administrative time to develop standards and assessments. 1000-1999: Certificated Personnel Salaries LCFF \$8,000</p>
<p>1.7 Continue to meet with certificated staff leadership and stakeholders to review metrics and progress in order to assess progress towards goals, determine the appropriateness of selected metrics, examine growth and investigate alternative metrics.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.7.1 Staff Time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$8,250</p>
<p>1.8 Maintain a remediation program for ELA for targeted students. Maintain licenses for Math remediation program.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>1.8.1 Staff support time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500</p>

		_ Other Subgroups: (Specify)	1.8.2 Purchase materials, curriculum, and or maintain licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000
1.9 Continue to facilitate the implementation of the CCSS by completing the 1:1 initiative. Significantly integrate the use of technology into essentially all student learning activities through staff development, conferences, the purchase of internet connected devices and continuing CCSS/Technology Coordinator to support teachers in the use of technology.	LEA-Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.9.1 CCSS/Technology Coordinator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500 1.9.2 Purchase internet connected devices for student use (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$10,000 1.9.3 Travel and Conference (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 1.9.4 Staff Development (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000 1.9.5 Maintain and repair IT equipment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$110,000
1.10 Staff time to utilize Goal Book or similar program to support Foster Youth.	LEA-Wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.10.1 Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250 3000-3999: Employee Benefits
1.11 Continue to offer extended day supplemental educational services (after school tutoring)	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.11.1 Contract with vendor 5800: Professional/Consulting Services And Operating Expenditures Other \$10,500
1.12 Provide access to county Metro transportation	Schoolwide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils	1.12.1 Provide access to county Metro transportation for unduplicated students.(RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental

		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	and Concentration \$30,000
1.13 Continue Santa Cruz Writes in selected programs to provide one on one writing coaching toward publishing a school-wide document.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.13.1 Contract for Services (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$38,000
1.14 Continue implementation and training on student achievement data system.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.14.1 Licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000 1.14.2 PD Certificated Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250
1.15 Continue to administer the CELDT, train staff members to administer the test to their own students, analyze results, and use results in the development of student individual learning plans.	LEA Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.15.1 Staff Time for certificated PD (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250 1.15.2 Staff time to coordinate CELDT (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase SBAC Achievement scores overall and for each subgroup. • Show growth overall and for each subgroup on the Star Renaissance tests. • Increase metric for credit attainment metric. • Increase metric for local graduation metric. • Increase local metric for EL achievement. • Maintain 100% compliance in the area of teacher assignment and credentialing. • Decrease ratio of student use, functional, internet connected devices to 1:1.5 for classroom based students. 2015-2016 goal = 2:1, 2016-2017 goal =1.5:1. 2017-2018 goal = 1.25:1 2018-2019 goal 1:1 • Increase metric for college and career readiness.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Designate Educational Aides to serve unduplicated students by providing academic intervention and assistance in individual, small group, and classroom based settings.	Schoolwide (program specific)	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.1.1 Part time Instructional Aides will work 19 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$271,759 1.1.2 Full time Instructional Aides will work 32 hours weekly in specific classrooms to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$461,000
1.2 Implement the Common Core State Standards in Mathematics and ELA for all students including EL's, and Students with Disabilities by adopting a curriculum and providing Professional Development for staff.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.2.1 Purchase instructional materials for CCSS (RES 0610, 0620) 4000-4999: Books And Supplies Base \$150,000 1.2.2 Provide professional development For CCSS. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$57,600 1.2.3 Provide professional development for CCSS (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Base \$5,400 1.2.3 Leadership staff time to plan, create, deliver professional development for CCSS strategies (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$15,000
1.3 Maintain access to ROP course offerings by adding sections to South County programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$200,000

		_ Other Subgroups: (Specify)	
1.4 Ensure that certificated teachers are appropriately assigned and fully credentialed in the subject areas for pupils they are teaching.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$2,500,000
1.5 Continue to close the achievement gap for English Language Learners. By improving a series of services including; adding staff to support student learning, improved progress monitoring of English Learners, maintaining administrative staff support for MELD (ELD Program) as well as general EL services, continuing with a head teacher for EL students, providing EL students with free or discounted Metro bus passes, and developing curriculum aligned with ELD Standards.	LEA-wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5.1 Staff time for staff development. (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$148,000 1.5.2 Maintain ½ FTE Administrator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,000 1.5.3 Certificated Salary to support initiatives (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 1.5.4 Certificated Salary to support initiatives (develop instructional materials) (RES 0611, 0612, 0622) (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7,000 1.5.5 Purchase Metro Bus passes for unduplicated students 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000
1.6 Continue to deliver staff development of locally defined indicators for CTE readiness along with survey for measuring student progress towards indicators. PD on CTE readiness, indicators and assessment of progress.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6.1 Staff time to define indicators and create assessment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$4,125 1.6.2 Professional Development - Staff time. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries LCFF \$27,750 1.6.3 Lead teacher stipend to maintain standards and assessment 0001-0999: Unrestricted: Locally Defined LCFF \$11,000 1.6.4 Administrative time to maintain standards and assessments. 1000-1999: Certificated Personnel Salaries

			LCFF \$8,000
1.7 Continue to meet with certificated staff leadership and stakeholders to review metrics and progress in order to assess progress towards goals, determine the appropriateness of selected metrics, examine growth and investigate alternative metrics.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.7.1 Staff Time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$8,250
1.8 Maintain a remediation program for ELA for targeted students. Maintain licenses for Math remediation program.	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.8.1 Staff support time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500 1.8.2 Purchase materials, curriculum, and or licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000
1.9 Continue to facilitate the implementation of the CCSS by completing the 1:1 initiative. Significantly integrate the use of technology into essentially all student learning activities through staff development, conferences, the purchase of internet connected devices and continuing CCSS/Technology Coordinator to support teachers in the use of technology.	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.9.1 CCSS/Technology Coordinator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$52,500 1.9.2 Purchase internet connected devices for student use (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$10,000 1.9.3 Travel and Conference (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000 1.9.4 Staff Development (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$37,000 1.9.5 Maintain and repair IT equipment (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$110,000
1.10 Staff time to utilize Goal Book or similar program to support Foster Youth.	LEA-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	1.10.1 Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250

		English proficient _ Other Subgroups: (Specify)	
1.11 Continue to offer extended day supplemental educational services (after school tutoring)	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.11.1 Contract with vendor 5800: Professional/Consulting Services And Operating Expenditures Other \$10,500
1.12 Provide access to county Metro transportation	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.12.1 Provide access to county Metro transportation for unduplicated students.(RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000
1.13 Continue Santa Cruz Writes in selected programs to provide one on one writing coaching toward publishing a school-wide document.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.13.1 Contract for Services (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$38,000
1.14 Continue implementation and training on student achievement data system.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.14.1 Licenses (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,000 1.14.2 PD Certificated Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250

<p>1.15 Administer the CELDT, train staff members to administer the test to their own students, analyze results, and use results in the development of student individual learning plans.</p>	<p>LEA Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1.15.1 Staff Time for certificated PD (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,250</p> <p>1.15.2 Staff time to coordinate CELDT (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$15,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

<p>GOAL 2:</p>	<p>Provide supportive environments that support student well-being. This goal will have four areas of focus:</p> <ul style="list-style-type: none"> • Improve positive and supportive relationships between staff and students. • Provide social emotional counseling for all students, including EL's and Students with Disabilities. • Ensure that all students continue to attend school in facilities that are in good repair and promote learning. • Ensure that all students have the opportunity to learn in a safe environment. <p>Progress towards meeting this goal will be measured by: Chronic Absenteeism Rate, School Attendance Rate, Staff Surveys, Student Surveys, Percent of facilities in good repair, Suspension Rate</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Identified Need :</p>	<p>Input from staff, parents, and students all indicate that this is an area of relative strength. All metric goals were achieved in this area. In the process of collecting and analyzing data, we learned that survey data can be extremely helpful in our efforts towards continuous improvement. Our analysis indicates efforts in this area be reduced, and more resources should be allocated toward the student achievement goal. The process of collecting and analyzing the survey data was instructive. Actions should be taken to expand the use of survey data.</p> <p>There is a need to ensure that students are and feel safe, are engaged in school and are ready to learn while at school. Data collected from families and staff indicate that our students often experience trauma at home and in the community. It is not uncommon for our students to have been the victims of crime or abuse, lack sufficient nutrition, or suffer from anxiety and or depression. We need to ensure that students' physical and mental health needs are met to a degree appropriate for a public school.</p> <p>Baseline for selected metrics;</p> <ul style="list-style-type: none"> • Chronic Absenteeism rate (2014-2015) = 19.6 • School Attendance Rate = 90% • Student Surveys = 87% of students reported that staff is "caring and supportive" • Percent of facilities in good repair = 100% • Suspension Rate = 8.8% • Percent of parents that state they feel "informed about students progress" in annual survey = 76% 	
<p>Goal Applies to:</p>	<p>Schools: Both</p> <p>Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percentage of students that report that staff is "caring and supportive" to 90% and maintain at that level in the future. • Reduce Chronic Absenteeism by 1%. • Maintain attendance rate. • Maintain 100% of facilities in good repair. • Decrease suspension rate by .5%. • Increase/maintain percent of parents that state they feel "informed about student's progress" in annual survey by 2%. Multi-year target = 90%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2 Provide social emotional counseling for all students, including EL's and Students with Disabilities	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2.1 Maintain Youth Services Counseling Contract (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$287,000
2.3 Direct transfer to M and O for building maintenance and repair	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3.1 Transfer to Maintenance costs (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs Base \$175,000
2.4 Continue PD for procedures regarding the suspension process, including alternatives and data collection	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4.1 Staff Development time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$12,000

2.5 Provide food for students in need throughout the day.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.5.1 Provide Food (RES 0610, 0620) 4000-4999: Books And Supplies Supplemental and Concentration \$30,000
2.6 Provide dress code compliant clothing	LEA - Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.6.1 Purchase Clothing (RES 0611, 0612, 0621) 4000-4999: Books And Supplies Supplemental and Concentration \$20,000
2.7 Continue efforts in the area of conflict resolution/restorative practices and building a positive school community	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.7.1 Develop cadre of trained staff to provide resources for conflict resolution restorative practices (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,500 2.7.2 Contract to provide training to site leadership at new building around equity, school culture, and developing a school community (RES 0611, 0612, 0621) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000 2.7.3 Certificated Staff time to participate in follow up training (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,250
2.8 Streamline and increase the accuracy of data gathering processes.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,500

<p>2.9 Implement after school programming for targeted students at specific sites</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.9.1 Contact with outside agency to provide services specifically around Visual and Performing Arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>2.9.2 Classified personnel time to manage above services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,000</p>
<p>2.10 Create and implement systems for tracking exiting students, identifying chronically absent students, and directing services to above.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.10.1 Classified salaries to implement systems. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p>
<p>2.11 Provide training to select staff on conflict resolution process</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.11.1 Staff time of provide training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,500</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain percentage (90%) of students that report that staff is "caring and supportive." • Reduce Chronic Absenteeism by 1%. • Maintain attendance rate. • Maintain 100% of facilities in good repair. • Decrease suspension rate by .5%. • Increase/maintain percent of parents that state they feel "informed about student's progress" in annual survey by 2%. Multi-year target = 90%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2 Provide social emotional counseling for all students, including EL's and Students with Disabilities	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2.1 Maintain Youth Services Counseling Contract (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$287,000
2.3 Direct transfer to M and O for building maintenance and repair	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3.1 Transfer to Maintenance costs (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs Base \$175,000 Staff Development time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$6,000
2.4 Continue PD for procedures regarding the suspension process, including alternatives and data collection	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4.1 Staff Development time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$12,000

<p>2.5 Provide food for students in need throughout the day.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.5.1 Provide Food (RES 0610, 0620) 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>
<p>2.6 Provide dress code compliant clothing</p>	<p>LEA - Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.6.1 Purchase Clothing (RES 0611, 0612, 0621) 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p> <p>Certificated Staff time to participate in follow up training (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$38,400</p> <p>Classroom based classified staff time to participate in training (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$4,500</p> <p>Benefits for above ((RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$14,000</p>
<p>2.7 Continue efforts in the area of conflict resolution/restorative practices and building a positive school community.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7.1 Develop cadre of trained staff to provide resources for conflict resolution restorative practices (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,500</p> <p>2.7.2 Contract to provide training to site leadership at new building around equity, school culture, and developing a school community (RES 0611, 0612, 0621) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000</p> <p>2.7.3 Certificated Staff time to participate in follow up training (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,250</p>
<p>2.8 Streamline and increase the accuracy of data gathering processes.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Staff time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,500</p>

		(Specify)	
2.9 Continue after school programming for targeted students at specific sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.9.1 Contact with outside agency to provide services specifically around Visual and Performing Arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000 2.9.2 Classified personnel time to manage above services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,000
2.10 Maintain or improve systems for tracking exiting students, identifying chronically absent students, and directing services to above.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.10.1 Classified salaries to implement systems. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000
2.11 Provide training to select staff on conflict resolution process	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.11.1 Staff time of provide training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain percentage (90%) of students that report that staff is "caring and supportive." • Reduce Chronic Absenteeism by 1%. • Maintain attendance rate. • Maintain 100% of facilities in good repair. • Decrease suspension rate by .5%. • Increase/maintain percent of parents that state they feel "informed about student's progress" in annual survey by 2%. Multi-year target = 90%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.2 Provide social emotional counseling for all students, including EL's and Students with Disabilities	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.2.1 Maintain Youth Services Counseling Contract (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$287,000
2.3 Direct transfer to M and O for building maintenance and repair	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.3.1 Transfer to Maintenance costs (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs Base \$175,000
2.4 Continue PD for procedures regarding the suspension process, including alternatives and data collection	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2.4.1 Staff Development time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$12,000

<p>2.5 Provide food for students in need throughout the day.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.5.1 Provide Food (RES 0610, 0620) 4000-4999: Books And Supplies Supplemental and Concentration \$30,000</p>
<p>2.6 Provide dress code compliant clothing</p>	<p>LEA - Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.6.1 Purchase Clothing (RES 0611, 0612, 0621) 4000-4999: Books And Supplies Supplemental and Concentration \$20,000</p>
<p>2.7 Continue efforts in the area of conflict resolution/restorative practices and building a positive school culture</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.7.1 Develop cadre of trained staff to provide resources for conflict resolution restorative practices (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,500 2.7.2 Contract to provide training to site leadership at new building around equity, school culture, and developing a school community (RES 0611, 0612, 0621) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000 2.7.3 Certificated Staff time to participate in follow up training (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,250</p>
<p>2.8 Streamline and increase the accuracy of data gathering processes.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Staff time 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,500</p>

<p>2.9 Maintain after school programming for targeted students at specific sites.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.9.1 Contact with outside agency to provide services specifically around Visual and Performing Arts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$10,000 2.9.2 Classified personnel time to manage above services 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$4,000</p>
<p>2.10 Maintain or improve systems for tracking exiting students, identifying chronically absent students, and directing services to above.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.10.1 Classified salaries to implement systems. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$10,000</p>
<p>2.11 Provide training to select staff on conflict resolution process</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.11.1 Staff time of provide training. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$9,500</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	<ul style="list-style-type: none"> • Increase parent access to information regarding student progress and continue efforts to include parent input and participation. This goal will have two areas of emphasis: • Increase parent participation on advisory committees • Increase parent opportunities to participate in their child's education 	Related State and/or Local Priorities: 1 _ 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify
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Identified Need :	There is a need to ensure that parents are informed of student achievement, and progress towards graduation. An analysis of student achievement and progress indicates that many of our students are deficient in credits. Research indicates that involved parents and guardians improve academic success. In order to facilitate this, the alternative programs need to ensure that parents are informed of student progress so that they may encourage student achievement. There is also a need to promote participation in programs designed to give parents opportunities to participate in their child's education. Baselines: <ul style="list-style-type: none"> • 2015-2016 Baseline 11 out of 23 sites held regular parent conferences. • 2015 75.7% of parents surveyed indicated that they felt "informed about student progress." • 2015 50.0 % of parents indicated that they feel have opportunities to participate in their child's education.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the number of sites that conduct regular parent conferences. • Increase percent of parents that state they feel "informed about students progress" in annual survey by 2%. • Increase percent of parents that indicate that they feel they have opportunities to participate in their child's education by 2%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Conduct quarterly scheduled LCAP and SSC Parent Advisory Committees	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1.1 Staff time to prepare and facilitate LCAP, SSC meetings (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
3.2 Staff time to conduct parent teacher conferences for	LEA-wide	<input checked="" type="checkbox"/> All	3.2.1 Staff time to conduct parent teacher conferences for all

<p>all programs.</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>programs. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,000</p>
<p>3.3 Continue to partner with Youth Services to offer parenting classes</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.3 Staff time (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000</p>
<p>3.4 Conduct quarterly scheduled ELAC and DELAC Parent Advisory Committees</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.4.1 Staff time to prepare and facilitate ELAC and DELAC meetings (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000</p>
<p>3.5 Continue to provide parent contact materials in English and Spanish</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.5.1 Bilingual Student Data Specialist (translator) (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$37,500</p>
<p>3.6 Continue Responsibility Stipend for Lead RSP teacher in order to monitor the participation of special needs parents.</p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>3.6.1 Stipend (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$13,000</p>

		<ul style="list-style-type: none"> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
3.7 Provide outreach to families of unduplicated students to improve participation and input at scheduled parent meetings (LCAP Advisory, SSC, ELAC/DELAC)	LEA-wide	<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	3.7.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,000
		<ul style="list-style-type: none"> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
3.8 Develop technological resources available to incorporate online communication with families and facilitate their use with families	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	3.8.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,900
3.9 Conduct outreach to families of unduplicated students to collect data for facilitation of LCAP process meetings.	LEA-Wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	3.9.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,000

		_ Other Subgroups: (Specify)	
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the number of sites that conduct regular parent conferences. • Increase percent of parents that state they feel "informed about students progress" in annual survey by 2%. • Increase percent of parents that indicate that they feel they have opportunities to participate in their child's education by 2%. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Conduct quarterly scheduled LCAP and SSC Parent Advisory Committees	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.1.1 Staff time to prepare and facilitate LCAP, SSC meetings (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
3.2 Staff time to conduct parent teacher conferences for all programs.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.2.1 Staff time to conduct parent teacher conferences for all programs. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,000
3.3 Continue to partner with Youth Services to offer parenting classes	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3 Staff time (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000

3.4 Conduct quarterly scheduled ELAC and DELAC Parent Advisory Committees	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.4.1 Staff time to prepare and facilitate ELAC and DELAC meetings (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
3.5 Continue to provide parent contact materials in English and Spanish	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.5.1 Bilingual Student Data Specialist (translator) (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$37,500
3.6 Continue Responsibility Stipend for Lead RSP teacher in order to monitor the participation of special needs parents.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.6.1 Stipend (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$13,000
3.7 Provide outreach to families of unduplicated students to improve participation and input at scheduled parent meetings (LCAP Advisory, SSC, ELAC/DELAC)	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.7.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,000
3.8 Maintain technological resources available to incorporate online communication with families and facilitate their use with families	LEA-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	3.8.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,900
3.9 Conduct outreach to families of unduplicated students to collect data for facilitation of LCAP process meetings.	LEA-Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.9.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase the number of sites that conduct regular parent conferences. • Increase percent of parents that state they feel "informed about students progress" in annual survey by 1%. • Increase percent of parents that indicate that they feel they have opportunities to participate in their child's education by 1%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Conduct quarterly scheduled LCAP and SSC Parent Advisory Committees	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3.1.1 Staff time to prepare and facilitate LCAP, SSC meetings (RES 0610, 0620) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
3.2 Staff time to conduct parent teacher conferences for all programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	3.2.1 Staff time to conduct parent teacher conferences for all programs. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$74,000

		_ Other Subgroups: (Specify)	
3.3 Continue to partner with Youth Services to offer parenting classes	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.3 Staff time (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$5,000
3.4 Conduct quarterly scheduled ELAC and DELAC Parent Advisory Committees	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.4.1 Staff time to prepare and facilitate ELAC and DELAC meetings (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$2,000
3.5 Continue to provide parent contact materials in English and Spanish	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.5.1 Bilingual Student Data Specialist (translator) (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$37,500
3.6 Continue Responsibility Stipend for Lead RSP teacher in order to monitor the participation of special needs parents.	LEA Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	3.6.1 Stipend (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$13,000

<p>3.7 Provide outreach to families of unduplicated students to improve participation and input at scheduled parent meetings (LCAP Advisory, SSC, ELAC/DELAC)</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.7.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,000</p>
<p>3.8 Maintain technological resources available to incorporate online communication with families and facilitate their use with families</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.8.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,900</p>
<p>3.9 Conduct outreach to families of unduplicated students to collect data for facilitation of LCAP process meetings.</p>	<p>LEA-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>3.9.1 Personnel Costs (RES 0611, 0612, 0621) Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,000</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Collaborate and coordinate Countywide Plan for Expelled Youth with all districts to serve expelled youth.	Related State and/or Local Priorities: 1 2 _ 3 _ 4 5 6 _ 7 8 _ COE only: 9 <input checked="" type="checkbox"/> 10 _ Local : Specify
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Identified Need : There is an ongoing need to ensure that expelled students receive appropriate instruction, and for districts county-wide to collaborate to identify gaps in service for expelled youth, and to find ways to ensure that all expelled youth receive an appropriate education. The plan was updated in 2014-2015 and needs to continue to be implemented in 2016-2017.
Baseline: In 2015-2016 regular (at least quarterly) meetings were conducted with the two largest districts to case manage expelled students and to facilitate placement in appropriate settings.

Goal Applies to:	Schools: All	-----
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular (at least quarterly) meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. And, conduct such meeting with the smaller districts in the event of an expulsion from one of those districts.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Staff time to conduct regular meetings with districts to coordinate placements of expelled students with special needs.	County-wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	4.1.1 Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,250 4.1.2 Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000
4.2 Meet individually with families of expelled students to create place students and create an educational plan for each student.	County-wide	_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Cerificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,250 Cerificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000

		<input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u>	Classified staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,000
4.3 Conduct intakes and enroll expelled youth	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u>	4.3.1 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 4.3.2 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,250 4.3.3 Classified staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. We will conduct such meetings with the smaller districts in the event of an expulsion from one of those districts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Facilitate the implementation of plan	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u>	4.1.1 Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,000
4.2 Staff time to conduct regular meetings with districts to coordinate placements of expelled students with special needs.	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:	Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,250

		(Specify) Expelled Youth	
4.3 Conduct intakes and enroll expelled youth	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	4.3.1 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000 4.3.2 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,250 4.3.3 Classified staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Continue to communicate and coordinate with local districts to facilitate services for expelled youth by holding regular meetings with PVUSD and SCCS staff in order to ensure that expelled students are placed in appropriate programs. We will conduct such meetings with the smaller districts in the event of an expulsion from one of those districts.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Facilitate the implementation of plan	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	4.1.1 Staff time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$9,000
4.2 Staff time to conduct regular meetings with districts to coordinate placements of expelled students with special needs.	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$16,250

<p>4.3 Conduct intakes and enroll expelled youth</p>	<p>County-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Expelled Youth</u></p>	<p>4.3.1 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,000</p> <hr/> <p>4.3.2 Certificated staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$8,250</p> <hr/> <p>4.3.3 Classified staff time to conduct intake and enroll expelled youth (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,000</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	<p>Ensure that the COE and the districts effectively collaborate with Foster Youth Services Coordinating Program to provide services for students in foster care by working with districts and county agencies (Children's Mental Health, Family Services, Social Services, the courts etc.) in order to:</p> <ul style="list-style-type: none"> • minimize changes in school placement. • ensure all agencies have needed information including education status and progress. • facilitate the transfer of records. • ensure the coordination and delivery of educational services. • create a team of advocates, set goals and communicate regularly regarding academic and social-emotional progress. <p>Foster Youth Services Coordinating Program is an inter-agency cooperative operated under a state grant with support from local districts, the Child Welfare Department and Federal Title IV-E funds to ensure academic success for students in foster care under the direction of AB854.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 _ 6 _ 7 _ 8</p> <p>COE only: 9 _ 10 <u>X</u></p> <p>Local : Specify</p>
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Identified Need :	There is a need to ensure that foster youth receive appropriate services county-wide. Baseline: The county-wide plan was signed by all districts spring 2014.
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Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: Foster Youth

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	100% of county LEAs will annually sign the Foster Youth Services MOU.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Collaborate and coordinate county wide on behalf of Foster Youth (Foster Youth Services Coordinating Program) in order to implement a new data collection system, expand services to our students placed in other counties, and provide technical assistance and training in Foster Ed law and meeting the needs of foster youth.	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1.1 Personnel costs to update and support plan and liaison with foster youth advocates. (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000
5.2 Oversee the participation of staff in the development and implementation of an educational plan for each foster youth	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	5.2.1 Personnel costs to oversee staff participation (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000

		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5.3 Contribute to the Foster Youth Services Coordinating Program	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.3.1 Transfer of Fund to FYS Coordinating Program to support program. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	100% of county LEAs will annually sign the Foster Youth Services MOU.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Collaborate and coordinate county-wide on behalf of Foster Youth (Foster Youth Services Coordinating Program) in order to provide technical assistance to districts and training in meeting the needs of foster youth.	County-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.1.1 Personnel costs to update and support plan and liaison with foster youth advocates. (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000
5.2 Oversee the participation of staff in the development and implementation of an educational plan for each foster youth	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5.2.1 Personnel costs to oversee staff participation (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000 <hr/> Teacher Salaries (RES 0611, 0612, 0621) \$14,000 <hr/> Benefits for above personnel costs (RES 0611, 0612, 0621) \$4,500

<p>5.3 Contribute to the Foster Youth Services Coordinating Program</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.3.1 Transfer of Fund to FYS Coordinating Program to support program. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500</p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of county LEAs will annually sign the Foster Youth Services MOU.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>5.1 Collaborate and coordinate county wide on behalf of Foster Youth (Foster Youth Services Coordinating Program) in order to provide technical assistance to districts and training in meeting the needs of foster youth.</p>	<p>Countywide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.1.1 Personnel costs to update and support plan and liaison with foster youth advocates. (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000</p>
<p>5.2 Oversee the participation of staff in the development and implementation of an educational plan for each foster youth</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5.2.1 Personnel costs to oversee staff participation (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$18,000</p>
<p>5.3 Contribute to the Foster Youth Services Coordinating Program</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>5.3.1 Transfer of Fund to FYS Coordinating Program to support program. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,500</p>

		English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Increase student achievement for all students, including EL's and Students with Disabilities, as measured by standardized tests. This goal will have six areas of emphasis: <ul style="list-style-type: none"> Increasing student achievement as measured by standardized testing Implementing the Common Core State Standards Increasing student access to 21st century skills Ensuring all certificated teachers are appropriately assigned and fully credential in the subject areas for pupils they are teaching. Closing the achievement gap for EL students. Provide increased opportunities for career exploration and preparation. 	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: <input type="checkbox"/> Both <input type="checkbox"/> Applicable Pupil Subgroups: <input type="checkbox"/> All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase SBAC Achievement scores overall and for each subgroup by 2% over previous year. Increase percent of students completing Roadmaps (Roadmaps is state career technical educational standards aligned curriculum) curriculum by each year for the next three years by 10%. Increase percent of EL's (5 students in 14-15) re-designated by 2% over previous year. Maintain 100% compliance in the area of teacher assignment and credentialing. Decrease ratio of student use, functional, internet connected devices to 1:1 for classroom based students. 2015/2016 goal = 2:1, 2016-2017 goal =1.5:1. 2017-2018 goal = 1.25:1 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> SBAC baseline scores set. Community ELA 22% met or exceeded standards Math 5% (our 6th, 7th, 8th grade, and Court SBAC results represent fewer than 30 students each, and are not considered valid measures.) Due to the suspension of the CaHSEE, comparative data is not available, and the CaHSEE must be dropped as an LCAP Metric. Road maps completion data - N=70 for 2014-2015. 2015-2016 data not available at this time. 7 EL students identified for Redesignation to RFEP in 15-16 Maintained 100% compliance in the area of teacher assignment and credentialing. Decreased ratio of student use, functional, internet connected devices to one device for every 2 students. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
Designate Educational Aides to serve unduplicated students by providing academic intervention and assistance in individual, small group, and classroom based settings. 15 aides at \$16,000 = \$240,000	Budgeted Expenditures	Designated Educational Aides to serve unduplicated students by providing academic intervention and assistance in individual, small group, and classroom based settings. These aides were placed at sites with the largest proportion of EL, low SES, and Foster	Estimated Actual Annual Expenditures
	Designate (15) 19 Hour Educational Aides to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$240,000 Benefits for above personnel costs		Classified Salaries 2000-2999: Classified Personnel Salaries Concentration 239,730 Classified Salaries 2000-2999: Classified Personnel Salaries Concentration 404,113

	<p>(RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$80,000</p> <p>Designate (8) 32 Hour Educational Aides to serve unduplicated students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$224,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$70,000</p>	<p>Youth. The effect of this action on outcomes (metrics) is difficult to determine. We were able to locate a larger number of aids than anticipated in classroom with higher concentrations of unduplicated and high needs students. Thus expenditures were higher than anticipated. For most metrics, we only have two data points, and our ability to disaggregate data is still limited. Historically we have relied heavily on the CaHSEE as an indicator of the effectiveness of our academic programs. The loss of this test will require us to relook at how we gauge student academic growth.</p>					
<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Schoolwide (program specific)</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Schoolwide (program specific)		<table border="1"> <tr> <td style="width: 15%;">Scope of Service</td> <td>Schoolwide (program specific)</td> </tr> </table> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	Schoolwide (program specific)	
Scope of Service	Schoolwide (program specific)						
Scope of Service	Schoolwide (program specific)						
<p>Implement the Common Core State Standards for all students including EL's, and Students with Disabilities</p>	<p>Purchase instructional materials for CCSS (RES 0610, 0620) 4000-4999: Books And Supplies \$150,000</p> <p>Provide professional development for CCSS. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$57,600</p> <p>Provide professional development for CCSS. (RES 0610, 0620) 2000-2999: Classified Personnel Salaries \$5,400</p> <p>Leadership staff time to plan, create, deliver professional development for</p>	<p>Efforts to implement the CCSS have centered around the procurement of CCSS aligned materials, and providing staff development in the implementation of CCSS standards (particularly around technology integration). For reasons stated previously, it is difficult to determine the effect of these actions. Anecdotally, teachers report increased engagement in classrooms where the technology is being fully implemented. Administrators have observed increased use of classroom strategies that result in the use of higher order thinking skills, and collaboration.</p>	<p>Purchase instructional materials for CCSS (RES 0610, 0620) 4000-4999: Books And Supplies Base 150,000</p> <p>Provide professional development for CCSS. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$57,600</p> <p>Provide professional development for CCSS. (RES 0610, 0620) 2000-2999: Classified Personnel Salaries \$5,400</p> <p>Leadership staff time to plan, create, deliver professional development for CCSS strategies (RES 0610, 0620) 1000-1999: Certificated Personnel</p>				

	CCSS strategies (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$2,100		Salaries \$2,100				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Maintain access to ROP course offerings and investigate the reallocation of services	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$200,000	ROP courses continue to provide students with opportunities that are engaging and connected to students career readiness needs. We have only one current career readiness metric. Participating in ROP courses is the prime way to be exposed to the curriculum which constitutes our metric. Input from staff around this metric has caused us to look for ways to make our metric in this area a better indicator of career readiness.	Certificated (ROP) salaries 1000-1999: Certificated Personnel Salaries \$200,000				
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA-wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
Ensure that certificated teachers are appropriately assigned and fully credentialed in the subject areas for	Teacher Salaries (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$2,500,000	All certificated teachers continue to be appropriately assigned and fully credentialed.	Certificated Salaries 1000-1999: Certificated Personnel Salaries \$2,500,000				

<p>pupils they are teaching.</p>							
<table border="1"> <tr> <td data-bbox="100 232 243 297">Scope of Service</td> <td data-bbox="243 232 569 297">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide		<table border="1"> <tr> <td data-bbox="1031 232 1182 297">Scope of Service</td> <td data-bbox="1182 232 1514 297">LEA-wide</td> </tr> </table> <p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	Scope of Service	LEA-wide	
Scope of Service	LEA-wide						
Scope of Service	LEA-wide						
<p>Close the achievement gap for English language learners by improving a series of services including, adding staff to support student learning, improved progress monitoring of English Learners, maintaining administrative staff support for MELD as well as general EL services, revising the EL Master Plan, providing EL students with free or discounted Metro bus passes, and developing CBL units aligned with ELD Standards.</p>	<p>Staff time for staff development. (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$39,600</p> <p>Staff time for staff development. (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$3,600</p> <p>Maintain ½ FTE Administrator (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$65,000</p> <p>Staff time to revise ELD Master Plan (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$2,700</p> <p>Staff time to develop ELD aligned Character Based Literacy (CBL) (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$10,000</p> <p>Hire a Teacher on Special Assignment (TOSA) to coordinate services for English Learners (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$100,000</p>	<p>Significant staff development was conducted. The EL Master Plan was revised. The EL administrative position was maintained. As described above, impact on our student achievement metrics is yet to be determined. Interviews were conducted to hire a EL coach, but we were unable to attract a suitable candidate. Parent input indicates that transportation continues to be a prime concern. Parents continue to view discounted bus passes as an important element in getting students to school. Character Based Learning continues to be the center of our ELA program. Staff reports that efforts to develop units and align them with the CCSS continue to be valued.</p>	<p>Staff time for staff development. (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Concentration 55,648</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Concentration 4,806</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Concentration 79131</p> <p>Certificated Salaries 0001-0999: Unrestricted: Locally Defined Concentration 3,794</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Concentration 14,052</p>				

	Benefits for above personnel costs (RES 0611, 0612, 0622) (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$32,000		
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Develop and deliver staff development for CTE standards and the Roadmaps CTE curriculum. Roadmaps is state career technical educational standards aligned curriculum.</p>	<p>Leadership staff time to plan, create, deliver, professional development (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$6,000</p> <p>Professional Development - Staff time. (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$40,000</p> <p>Professional Development (RES 0610, 0620) 2000-2999: Classified Personnel Salaries \$3,600</p>	<p>Some growth was observed for this metric. Staff development for the Roadmaps Curriculum was delivered. As PD in this area was conducted, it became evident that faculty believes that a broader approach to addressing the College and Career Readiness component of State Priority 4 is needed. It became apparent that our metric for this area is too narrow.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 6,000</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base 40,000</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Base 2,500</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Meet with certificated staff leadership</p>	<p>Staff Time (RES 0610, 0620) 1000-</p>	<p>Through meetings with staff, site</p>	<p>Certificated Salaries 1000-1999:</p>

<p>and stakeholders to review metrics and progress in order to assess progress towards goals, determine the appropriateness of selected metrics, examine growth and investigate alternative metrics.</p>	<p>1999: Certificated Personnel Salaries \$8,000</p>	<p>leaders, and parents, significant input was garnered around the appropriateness of our metrics. The areas of greatest need appears to be the career readiness metric and our student achievement metrics, as well as improving our ability to look at specific student groups progress toward metrics.</p>	<p>Certificated Personnel Salaries Base 8,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Identify, purchase, and implement remediation program in ELA and Math for targeted students</p>	<p>Purchase materials, curriculum, and or licenses (RES 0611, 0612, 0621) 4000-4999: Books And Supplies \$80,000</p>	<p>The Accelerated Math program was purchased and implemented. Reports from teachers indicated that while it was suitable for some students in some settings, it was not widely well received. It is anticipated that next year, we will adopt a new Mathematics program that leverages our investments in technology. For reasons stated above, the affect of this action on metrics is difficult to determine. As stated in the introduction, due to excess costs of staff salaries, funding for this action was shifted to the base.</p>	<p>Identify, purchase, and implement remediation program in ELA and Math for targeted students 4000-4999: Books And Supplies Base 80,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p>	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Implement 1:1 initiative. Significantly integrate the use of technology into essentially all student learning activities through staff development, conferences, the purchase of internet connected devices, and adding CCSS/Technology Coordinator to support teachers in the use of technology.	CCSS/Technology Coordinator (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$125,000 Purchase internet connected devices for student use (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures \$165,000 Increase bandwidth, and add updated wireless access points (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures \$25,000 Maintain and repair IT equipment (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs \$110,000 Travel and Conference (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures \$7,500 Travel and Conference (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures \$15,000 Staff Development (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$50,000	Two new cohorts were added to the 1:1 initiative bringing the number of classrooms from 4 to 13. This was accomplished by adding a technology coach to provide staff training and coaching, and purchasing additional chrome books. Anecdotally, it has been reported that the use of technology has improved student engagement, collaboration, and behavior. Administrators report an increase in teaching strategies requiring higher level thinking skills. For reasons stated above there is insufficient data to determine any affect on metrics.	CCSS/Technology Coordinator (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries Base \$125,000 Purchase internet connected devices for student use (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$165,000 Increase bandwidth, and add updated wireless access points (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures Base \$25,000 Maintain and repair IT equipment (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs \$110,000 Travel and Conference (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures Base \$7,500 Travel and Conference (RES 0610, 0620) 5000-5999: Services And Other Operating Expenditures \$15,000 Staff Development (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$50,000
Scope of Service LEA Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		Scope of Service LEA Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Utilize Foster Youth Goalbook information system for regular communication regarding educational status and progress information with the Foster Youth Educational Team	Personnel Costs (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$15,000 Benenfits for above(RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$5,000	Discussion with foster youth advocates point to improvements in attendance, engagement, and learning for foster youth served through the Foster Youth Educational Team. As indicated above it is difficult to determine the effect of this action on student achievement metrics. Additionally the low number of foster youth enrolled in our programs make it unlikely that we will be able to identify objective and valid data in the future.	Personnel Costs (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries Concentration 22,004
Scope of Service LEA-wide <hr/> _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue to offer extended day supplemental educational services (after school tutoring)	Contract with vendor (RES 3010) 5800: Professional/Consulting Services And Operating Expenditures \$20,000	Significant attempts were made to ensure eligible pupils and their families were made aware of Supplemental Educational Services. In spite of efforts very few (none) students took advantage of the option.	Contract with vendor (RES 3010) 5800: Professional/Consulting Services And Operating Expenditures \$20,000
Scope of Service LEA-wide <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English		Scope of Service LEA-wide <hr/> _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Provide access to county Metro transportation</p>	<p>Provide access to county Metro transportation for unduplicated students.(RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures \$30,000</p>	<p>Funds were used to provide bus passes to Low Income Pupils. Feedback from parents, staff, and students indicate that this action is highly valued and effective in getting students to school. As stated in the introduction, due to excess costs of staff salaries, funding for this action was shifted to the base.</p>	<p>Provide access to county Metro transportation for unduplicated students.(RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures Concentration 30,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Implement Santa Cruz Writes in selected programs. To provide one on one writing coaching toward publishing a school-wide document.</p>	<p>Contract for Services (RES 0611, 0612, 0621) 5800: Professional/Consulting Services And Operating Expenditures \$38,000</p>	<p>The Santa Cruz Writes program was implemented in 3 sites. Faculty reports it was well received by students, particularly at the Juvenile Hall. For the reasons stated above, it is difficulty to determine the affect of this action on achievement metrics. As stated in the introduction, due to excess costs of staff salaries, funding for this action was shifted to the base.</p>	<p>Contract for Services 5000-5999: Services And Other Operating Expenditures Base 38,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Purchase a student achievement data system and begin training in its use.</p>	<p>Purchase Illuminate or similar (RES 0611, 0612, 0621) 5000-5999: Services And Other Operating Expenditures \$10,000 Staff time for training and implementation (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$20,000 Staff time for training and implementation (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$4,000</p>	<p>The Illuminate student achievement data system was purchased, and implementation of the system was begun in the winter. It is anticipated that system will be functioning sometime in late spring or early summer. At that point the system will be used to increase the sophistication of our achievement data analysis, and to develop new tools/metrics for evaluating program (Career Readiness Instrument, EL's Progress Instrument). As stated in the introduction, due to excess costs of staff salaries, funding for this action was shifted to the base.</p>	<p>Purchase Illuminate or similar 5000-5999: Services And Other Operating Expenditures Base 8177 Staff time for training and implementation (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries 28,105 Staff time for training and implementation (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries 5,340</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Administer the CELDT, analyze results, and use results in the development of student individual learning plans.</p>	<p>Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$40,000 Benefits for above (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$13,000</p>	<p>The CELDT test was administered and staff continues to use results to aid in the placement of students as well as targeting specific student needs. We anticipate developing the capacity to look at subgroup progress with the implementation of the Illuminate system.</p>	<p>Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries Concentration 56,210</p>
<p>Scope of Service LEA Wide</p> <hr/> <p>_ All</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>_ All</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Feedback from our stakeholders (particularly parents) indicated that we need to use a broader set of metrics to indicate student achievement. Parents reported to us that standardized tests scores are far too limited a measure indicative of their child's success. Going forward (summer, fall 2017), we intend to add metrics around credit attainment, graduation, and progress toward individually determined goals. Due to high mobility and many challenges facing our LTEL's, the EL Redesignation rate is a challenge for us. While we will continue to monitor EL progress and identify students eligible for redesignation, we have identified the need to find a more incremental measure of progress for our EL Achievement. We also have identified the need to improve our ability to analyze and disaggregate data. Efforts are underway to implement a software solution (Illuminate) to our data analysis needs. The loss of the CaHSEE has significantly complicated our efforts to use achievement data to inform instruction and improve student achievement. To address this need we will increase staff development and monitoring around the administration of our local tests (Star Renaissance) and the use of resulting reports to improve student learning. The implementation of the 1:1 initiative will continue until all classrooms have an internet connected device for each student, and all teachers have fully integrated technology into their classrooms. Input from staff indicates that our career readiness metric is should be reexamined, and that we should augment our ability to assess the way we are addressing this state priority. The above mentioned software solution will be leveraged to create a system for tracking student attainment of key career readiness standards. Faculty and administration are in agreement that a new mathematics curriculum needs to be adopted and implemented.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	<p>Provide supportive environments that support student well-being. This goal will have four areas of focus:</p> <ul style="list-style-type: none"> • Improve positive and supportive relationships between staff and students. • Provide social emotional counseling for all students, including EL's and Students with Disabilities • Ensure that all students continue to attend school in facilities that are in good repair and promote learning. • Ensure that all students have the opportunity to learn in a safe environment <p>Progress towards meeting this goal will be measured by: Chronic Absenteeism rate, School Attendance Rate, Staff, Student Surveys, Percent of facilities in good repair, Suspension Rate</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	<p>Schools: Both</p> <hr/> <p>Applicable Pupil Subgroups: All</p>		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percentage of students that report that staff is "caring and supportive" by 2%. • Decrease percentage of chronically absent students by 1%. • Maintain attendance rate. • Maintain 100% of facilities in good repair. • Decrease suspension rate by .5%. • Increase/maintain percent of parents that state they feel "informed about students progress" in annual survey by 2%. 	<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> • Increased percentage of students that report that staff is "caring and supportive" by 2%. • Decrease in percentage of chronically absent students from 22.8% in 2013-2014 to 19.6% in 2014-2015. • Maintained attendance rate. • Maintained 100% of facilities in good repair. • Decreased suspension rate by .8%. • Increased percent of parents that state they feel "informed about students progress" in annual survey by 5.5%. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide professional development In Conflict Resolution or similar program.	<p>Contract for training in Conflict Resolution (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures \$10,000</p> <p>Certificated Staff time to participate in training (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$30,000</p> <p>Classroom based classified staff time to participate in training (RES 0610, 0620) 2000-2999: Classified Personnel Salaries LCFF \$2,700</p>	<p>2.1 Contracted with outside agency to provide 6 hours training in conflict resolution for all instructional staff. The intent of the action was to reduce suspensions, increase student engagement, and to improve student sense of well being. Since several actions were taken to address these areas, it is very difficult to determine the affect that any one action had on our metrics. We can anecdotally report that in instances in which the principles taught in the program were implemented, student conflicts were resolved and students that may have</p>	<p>Contracted services for Conflict Resolution Center 5800: Professional/Consulting Services And Operating Expenditures Base \$4,500</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$54,287</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,008</p> <p>Contracted Service for Trauma</p>

		<p>been otherwise moved to different programs (to ensure student safety) were able to remain in current placements. Expense for this item have been combined with item 2.9 and also appear under that action.</p>	<p>Informed Care (New Teacher Center) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide social emotional counseling for all students, including EL's and Students with Disabilities</p>	<p>Maintain Youth Services Counseling Contract (RES 0610, 0620) 5800: Professional/Consulting Services And Operating Expenditures \$200,000</p> <p>Provide socioemotional counseling as IEP service. (RES 6512)</p> <p>5800: Professional/Consulting Services And Operating Expenditures \$87,000</p>	<p>2.2 Expanded socio emotional counseling services continued to be offered. While improvements in most of the associated metrics were observed, it is difficult to determine the effect of any one action. Reports from parents, students, and staff indicate that the increased services are extremely valued, and that all stakeholders have a profound interest in continuing these services.</p>	<p>Contract With Encompass for counseling services . 5800: Professional/Consulting Services And Operating Expenditures Base 127,800</p> <p>IEP counseling services (6512) Contract with Encompass 5800: Professional/Consulting Services And Operating Expenditures Base 90,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Direct transfer to M and O for building maintenance and repair</p>	<p>Transfer to Maintenance costs (RES 0610, 0620) 5700-5799: Transfers Of Direct Costs \$175,000</p>	<p>2.3 The transfer of funds to M and O continued, and the associated metric goal continued to be met. (100% of Facilities in good repair.)</p>	<p>Transfer of funds to M and O 5000-5999: Services And Other Operating Expenditures Base 162,561</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue revision of suspension process and alternatives to suspension.</p>	<p>Leadership staff time to plan, create, deliver professional development revision of suspension process (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$6,000</p> <p>Staff Development time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$6,000</p>	<p>2.4 Development and implementation of the suspension process was completed, and faculty received training on skills and tactics to employ when engaging with "escalated" youth. The suspension metric and the student engagement showed improvement. Reports from staff indicate that more support around alternatives to suspension are warranted.</p>	<p>Certificated Salaries For program development 1000-1999: Certificated Personnel Salaries Base 6,000</p> <p>Certificated Salaries for professional development 1000-1999: Certificated Personnel Salaries Concentration 6,000</p>
<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-Wide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide food for students in need throughout the day.</p>	<p>Provide Food (RES 0610, 0620) 4000-4999: Books And Supplies \$30,000</p>	<p>2.5 It has been reported by parents, students and teachers that providing food is an extremely important action in the maintenance of a strong and</p>	<p>Safeway, Costco Expenditures change wording 4000-4999: Books And Supplies Base 90,000</p>

		cohesive school community. Indicators in this area showed improvement, although, as stated above, it is difficult to determine the role of any one action in the noted improvements.					
<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>LEA Wide</td> </tr> </table>	Scope of Service	LEA Wide	
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Scope of Service	LEA Wide						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Provide dress code compliant clothing	Purchase Clothing (RES 0611, 0612, 0621) 4000-4999: Books And Supplies \$25,000	2.6 Staff continues to communicate that ensuring that all students have dress code compliant clothing helps to ensure a safe environment for our students by reducing the influence of gang culture on our campuses. Parents reported similar sentiments during parent feedback meetings. As stated in the introduction, due to excess costs of staff salaries, funding for this action was shifted to the base.	Purchases of dress code compliant clothing with COE logo. Sports Design 4000-4999: Books And Supplies Supplemental and Concentration 12,189				
<table border="1"> <tr> <td>Scope of Service</td> <td>Program Wide - Site Specific</td> </tr> </table>	Scope of Service	Program Wide - Site Specific		<table border="1"> <tr> <td>Scope of Service</td> <td>Program Wide - Site Specific</td> </tr> </table>	Scope of Service	Program Wide - Site Specific	
Scope of Service	Program Wide - Site Specific						
Scope of Service	Program Wide - Site Specific						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Conduct Staff Development on the unique needs of Foster Youth	4 Hours of staff development time (RES 0611, 0612, 0621) 1000-1999:	2.7 Conducted Staff Development on the unique needs of Foster Youth	Certificated Salaries 1000-1999: Certificated Personnel Salaries				

<p>including emphasis on confidentiality</p>	<p>Certificated Personnel Salaries \$14,000 Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$4,500</p>	<p>including emphasis on confidentiality. Input from staff indicates that they feel well informed about the needs of foster youth in general, and the future actions should focus on individual case management.</p>	<p>Supplemental and Concentration 19,673</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Participate in the development and implementation of an educational plan for each foster youth</p>	<p>15% of FYS Services Coordinator Salary (0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$15,000 Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$5,000</p>	<p>2.8 The FYS services coordinator along with the FYS team intervened on behalf of foster youth at intake meetings, parent conferences, and IEP meetings when appropriate. The number of foster youth served is very small making the aggregation of any data invalid. However, efforts to advocate on their behalf are widely believed to be beneficially, and future actions supporting case management activities should be continued.</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,064</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Continue to provide professional development around trauma informed schools and positive school climate</p>	<p>Contract for training (RES 0611, 0612, 0621) 5800: Professional/Consulting Services And Operating Expenditures \$10,000</p> <p>Certificated Staff time to participate in training (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$38,400</p> <p>Classroom based classified staff time to participate in training (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$4,500</p> <p>Benefits for above (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$14,000</p>	<p>2.9 Professional development in the area of Trauma Informed Care was shifted towards the next step, Conflict Resolution Training. Staff surveys indicate that the training was effective. Administration reports that CR has been used to reduce the length of suspensions and to decrease the quantity of site changes. As stated in the introduction, due to excess costs of staff salaries, funding for the the contracted services portion of this action was shifted to the base. Expense for this item have been combined with item 2.1 and also appear under that action.</p>	<p>Contracted services for Conflict Resolution Center 5800: Professional/Consulting Services And Operating Expenditures Base \$4,500</p> <p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$54,287</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$6,008</p> <p>Contracted Service for Trauma Informed Care (New Teacher Center) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Dedicate 10% of Guidance Counselor to contacting chronically absent students.</p>	<p>Personal costs (Res 0610. 0620) 2000-2999: Classified Personnel Salaries \$5,000</p>	<p>2.10 The responsibilities of the Guidance counselor were amended in order to ensure she had sufficient time to track all with draws and ensure exiting students re-enrolled in a school. Significant data is being collected, and future analysis of this data will help to shape future actions around facilitating student transfers, and reducing dropouts.</p>	<p>Certificated Salaries 2000-2999: Classified Personnel Salaries Base 10,458</p>
<p>Scope of Service LEA-wide</p>		<p>Scope of Service LEA-wide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Results in the areas of student perceptions of appropriately credentialed staff, attendance rate, facilities, parent communication, and suspension rates were all within targets. Initial results for Chronically Absent Students showed astronomical growth from 2013-14 to 2014-15 and was of significant concern. The results casts doubts on our calculations of the metric. In the course of preparing this plan, the metric was recalculated for both years. The new data sets the baseline at 22.8% for 2013-14 and 19.6% for the subsequent year. While a decrease in this indicator is welcome, it is difficult to draw valid conclusions from two data points. While we will continue our efforts to improve school climate, we will look forward to the refinement of this metric as it the state provides more guidance. Through the process of evaluating and sharing the data on student and parent perceptions we learned that survey data is a very valuable measure of our programs. The survey and absenteeism data point to the need to increase our capacity to collect and analyze data. We will be adding actions in this area. Through working with stakeholders we learned that while we should continue to support staff in alternatives to suspension, and conflict resolution, with an emphasis on conflict resolution however in light of limited staff development time, these areas should be de-emphasized and more time should be dedicated to improving student achievement.</p> <p>Actions around providing counseling, nourishment, clothing and maintaining facilities shall remain in place. Efforts to support Foster Youth should shift away from staff wide presentations and focus more on meet the individual needs of our few foster youth. Improvements in the collection of and followup on exit data need to be analyzed to inform future processes for ensuring students stay enrolled. Actions will be developed in the subsequent LCAP cycle.</p>		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 3 from prior year LCAP:	Increase parent access to information regarding student progress and continue efforts to include parent input and participation. This goal will have two areas of emphasis: <ul style="list-style-type: none"> • Increase parent participation on advisory committees • Increase parent opportunities to participate in their child's education 	Related State and/or Local Priorities: 1 _ 2 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percent of parents that state they feel "informed about students progress" in annual survey by 2%. • Increase percent of parents that indicate that they feel they have opportunities to participate in their child's education by 4%. 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> • Increase in the percentage of parents that feel "informed about student progress" by 10% • NEED DATA on percent of parents that indicate that they feel they have opportunities to participate in their child's education. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Conduct quarterly scheduled LCAP and SSC Parent Advisory Committees	Staff time to prepare and facilitate LCAP, SSC meetings (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$3,000 Staff time to prepare and facilitate LCAP, SSC meetings (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$2,000	3.1 Regular LCAP, and SSC meetings were conducted. Feedback from the meetings is incorporated throughout this document.	Certificated Staff Time 1000-1999: Certificated Personnel Salaries Base \$8,431 Classified staff time. 2000-2999: Classified Personnel Salaries Base \$2,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Increase parent participation at scheduled parent teacher conferences	Staff time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$5,000	3.2 The practice of holding regular parent meetings was extended to a total of 11 number of sites this year. Feedback at Parent LCAP meetings indicated that this is a desired practice, and that it should be extended to more sites.	Classified personnel salaries 1000-1999: Certificated Personnel Salaries Base \$5,000
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue to partner with Youth Services to offer parenting classes	Staff time (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$5,000	3.3 This action was continued. Staff report the program is effective for the few parents that participate. Despite significant efforts to collect parent input program wide, no input directly relevant to this program was obtained.	Certificated salaries 1000-1999: Certificated Personnel Salaries Base \$5,000
Scope of Service LEA-wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service LEA-wide <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Conduct quarterly scheduled ELAC and DELAC Parent Advisory Committees	Staff time to prepare and facilitate ELAC and DELAC meetings (RES 0611, 0612, 0621) 1000-1999:	3.4 Regular ELAC and DLAC meetings were conducted. The ELAC and DLAC parents expressed gratitude for our	Certificated salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration

	<p>Certificated Personnel Salaries \$6,000</p> <p>Staff time to prepare and facilitate ELAC and DELAC meetings (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$4,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$3,500</p>	<p>programs in general, and they did not express any concerns regarding the program.</p>	<p>\$8,431</p> <p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,430</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue to provide parent contact materials in English and Spanish</p>	<p>Bilingual Student Data Specialist (translator) (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$30,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$9,000</p>	<p>3.5 The Bilingual Pupil Data Specialists translated all necessary documents into Spanish. Thought our efforts to generate input, not concerns were expressed around this action. This continues to be a vital action.</p>	<p>Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 54,309</p>
<p>Scope of Service LEA-wide</p> <hr/> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p>All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Continue Responsibility Stipend for Lead RSP teacher in order to monitor the participation of special needs parents.</p>	<p>Stipend (RES 0610, 0620) 1000-1999: Certificated Personnel Salaries \$7,500</p>	<p>3.6 The Lead RSP teacher plays a vital role in ensuring that the Special Education Staff communicates regularly with parents. Throughout our efforts to generate parent input, no concerns were addressed in this ares.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Base \$7,500</p>
<p>Scope of Service LEA Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide outreach to families of unduplicated students to improve participation and input at scheduled parent meetings (LCAP Advisory, SSC, ELAC/DELAC)</p>	<p>Personnel Costs (RES 0611, 0612, 0621) Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries \$4,000</p> <p>Personnel Costs (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$4,000</p> <p>Benefits for above (0611, 0612, 0621) 3000-3999: Employee Benefits \$2,500</p>	<p>3.7 In spite of extensive efforts in this area, actual attendance at parent LCAP meetings remains less than desired. Further actions should be considered. Action(s) around increased parent participation in the annual survey should be considered as well as more creative options for generating parent input.</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,621</p> <p>Classified salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$5,340</p>
<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service LEA-wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Feedback at Parent LCAP meetings indicated that conducting regular parent conferences is a desired practice, and that it should be extended to more sites. Existing metrics for this goal are within the target range. In the process of collecting and analyzing data, we have become more proficient in collecting and analyzing data. Going forward, we need to work to continue high levels of parent satisfaction, and refine our metrics and goal subareas. The actions around conducting LCAP, SSC, ELAC, and DLAC meetings should continue. Translation services continue to be vital. The parenting class, and the Lead RSP actions should be continued. The actions around generating greater participation at LCAP parent meetings should be reconsidered due to a limited attendance. An action to increase the number of parents participating in the annual survey should be considered.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Collaborate and coordinate Countywide Plan for Expelled Youth with all districts to serve expelled youth.		Related State and/or Local Priorities: 1 2 _ 3 _ 4 5 6 _ 7 8 _ COE only: 9 X 10 _ Local : Specify	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All districts participated in the review of and signed the County Wide Plan for Expelled Youth		Actual Annual Measurable Outcomes:	The county wide plan for Expelled Pupils was signed by all districts within the county.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Conduct intakes and enroll expelled youth	Enroll expelled students (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$20,000 Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$6,000 Enroll expelled students (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$15,000 Benefits for above personnel costs (RES 0611, 0612 0621) 3000-3999: Employee Benefits \$4,500	4.1 All expelled youth were met by COE staff and enrolled in appropriate programs. Significant information was collected about each student and individualized plans were initiated. As stated in the introduction, due to excess costs of staff salaries portion for this action was shifted to the base.	Certificated Salaries (Armstrong) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 13,685 Certificated Salaries (Sanson) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 13,685 Classified Salaries (Pitman) 2000-2999: Classified Personnel Salaries Supplemental and Concentration 24,891	
Scope of Service	Countywide	Scope of Service	Countywide	
OR:	-----	OR:	-----	
	_ All _ Low Income pupils _ English Learners _ Foster Youth		_ All _ Low Income pupils _ English Learners _ Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	
Communicate and coordinate with local districts to facilitate services for expelled youth	Staff Time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$2,000	4.2 Regular meetings have been initiated with the Student Services Departments and or Special Education departments of each of the larger districts. Meetings with Student Services Departments and or Special Education departments of the smaller districts are conducted as needed to facilitate the needs of expelled youth.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,934
Scope of Service: Countywide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Expelled Youth		Scope of Service: Countywide <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Expelled Youth	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A review of student enrollments indicates that all expelled students were placed in appropriate settings. Due to the small size of Santa Cruz County, it is not possible to offer programs that match to setting of every potentially expelled student. Efforts in this area need to focus on ensuring that the COE facilitate a process in which stakeholders can cooperate to amend existing programs in order to ensure that each expelled student will be well served. The practice of meeting with Student Services and Special Education administration from the districts organically evolved out of the need to ensure the Special Education students were properly served upon enrollment in COE alternative programs. Going forward, this practice will become an action in the LCAP plan.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	<p>Ensure that the COE and the districts effectively collaborate with Foster Youth Services to provide services for Foster Youth. Foster Youth Services Coordinating Program collaborates with districts and county agencies (Children's Mental Health, Family Services, Social Services, the courts etc.) in order to:</p> <ul style="list-style-type: none"> • minimize changes in school placement • ensure all agencies have needed information including education status and progress • facilitate the transfer of records • ensure the coordination and delivery of educational services. <p>Foster Youth Services is an inter-agency cooperative operated under a state grant with support from local districts to coordinate services for foster youth.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 5 _ 6 _ 7 _ 8 COE only: 9 _ 10 <u>X</u> Local : Specify</p>	
Goal Applies to:	<p>Schools: All Applicable Pupil Subgroups: Foster Youth</p>		
Expected Annual Measurable Outcomes:	100% of county LEAs annually sign and support the Foster Youth Services MOU.	Actual Annual Measurable Outcomes:	100% of districts signed and supported the Foster Youth Services MOU.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Collaborate and coordinate with Foster Youth Services	<p>Personnel costs to maintain and support plan and liaison with foster youth advocates. (RES 0611, 0612, 0621) \$2,700</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$900</p> <p>15% of FYS Services Coordinator Salary (RES 0611, 0612, 0621) 2000-2999: Classified Personnel Salaries \$15,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$5,000</p>	5.1 The Foster Youth Coordinator facilitated the continue support of the Foster Youth Services Coordinating Program MOU, as well as worked with advocates and other parties to ensure adequate and appropriate services.	Classified Salaries 2000-2999: Classified Personnel Salaries Supplemental 25,965
Scope of Service	Countywide	Scope of Service	

<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Conduct staff development on the needs of Foster Youth</p>	<p>4 Hours of staff development time (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$14,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$4,500</p> <p>Teacher Salaries (RES 0611, 0612, 0621) 1000-1999: Certificated Personnel Salaries \$14,000</p> <p>Benefits for above personnel costs (RES 0611, 0612, 0621) 3000-3999: Employee Benefits \$4,500</p>	<p>5.2 Foster Youth Services Coordinating Program coordinator meet with teaching staff to support them in meeting the needs of foster youth. Staff input indicates that efforts in this area should shift way from professional development and towards supporting case management. Expenses for this action are included in action 2.7 above.</p>	
<p>Scope of Service LEA- Wide</p>		<p>Scope of Service LEA- Wide</p>	
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of reviewing past progress, and through anecdotal data gathered from the districts, it has been determined that the SCCOE should improve the coordination of services for foster youth by:</p> <ol style="list-style-type: none"> 1 - implementing a new data collection and monitoring system for foster youth county wide. 2 - develop the capacity to case manage Santa Cruz County foster youth placed in other counties, 3 - Provide technical assistance and training to districts in the area of Trauma Informed Care, foster ed law, and meeting the needs of foster youth. 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,641,034.03</u>
<p>The Santa Cruz County Office of Education calculates that it will receive \$1,641,034.03 Supplemental and Concentration funding under the Local Control Funding Formula. The details of the expenditure of these funds are itemized in section Goals 1 through 3 of this plan and include:</p> <ul style="list-style-type: none"> • Individual instruction for unduplicated students provided by instructional aides • Staff development for ELD instruction • Administrative support and supervision for ELD instruction • Revision of the EL Master Plan • Align the ELA curriculum with EL standards • Hire a teacher on special assignment for ELD • Acquire a math and ELA remediation programs for unduplicated students • Participate in individualized plans for foster youth (Goalbook) • Provide transportation for unduplicated students • Implement Santa Cruz Writes • Purchase and implement a student achievement data system to track the academic progress of unduplicated students • Implement individual learning plans for EL students • Provide for the basic needs of Low SES students (food and clothing) • Conduct staff development on meeting the needs of Foster Youth • Provide professional development on positive school climate • Conduct regular meetings with parent advisory groups (ELAC, DLAC) • Provide materials in Spanish • Provide translation for non-English speaking families • Provide outreach to non-English speaking families in order to increase participation in advisory groups (ELAC, DLAC, LCAP, SSC) • Enroll expelled students • Communicate and coordinate with local districts to facilitate services for expelled youth • Work with Foster Youth Services to ensure that foster youth are served and supported county wide 	

Because all of our sites serve each category of unduplicated students and because the needs of all of our court and community school students parallel the needs of our unduplicated students, it is the most efficient use of our resources to provide many of these activities on a LEA Wide Basis. These include:

- Individual instruction for unduplicated students provided by instructional aides
- Staff development for ELD instruction
- Administrative support and supervision for ELD instruction
- Revision of the EL Master Plan
- Align the ELA curriculum with EL standards
- Hire a teacher on special assignment for ELD
- Acquire a math and ELA remediation programs for unduplicated students
- Participate in individualized plans for foster youth (Goalbook)
- Provide transportation for unduplicated students
- Implement Santa Cruz Writes
- Purchase and implement a student achievement data system to track the academic progress of unduplicated students
- Implement individual learning plans for EL students
- Provide for the basic needs of Low SES students
- Conduct staff development on meeting the needs of Foster Youth
- Provide professional development on positive school climate
- Conduct regular meetings with parent advisory groups (ELAC, DLAC)
- Provide materials in Spanish
- Provide translation for non-English speaking families
- Provide outreach to non-English speaking families in order to increase participation in advisory groups (ELAC, DLAC, LCAP, SSC)
- Enroll expelled students (County-Wide)
- Communicate and coordinate with local districts to facilitate services for expelled youth (County-Wide)
- Work with Foster Youth Services to ensure that foster youth are served and supported county wide (County-Wide)

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

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

8.72	%
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The Santa Cruz County Office of Education has demonstrated that it has met the proportionality percentage by expending Supplemental and Concentration funds on actions and services which significantly benefit unduplicated students providing increased and improved services in excess of the required 8.72%. These services include:

- Individual instruction for unduplicated students provided by instructional aides
- Administrative support and supervision for ELD instruction
- Revision of the EL Master Plan
- Align the ELA curriculum with EL standards
- Hire a teacher on special assignment for ELD
- Acquire a math and ELA remediation programs for unduplicated students
- Participate in individualized plans for foster youth (Goalbook)
- Provide extended day supplemental educational services
- Provide transportation for unduplicated students
- Implement individual learning plans for EL students
- Provide for the basic needs of Low SES students
- Conduct staff development on meeting the needs of Foster Youth
- Conduct regular meetings with parent advisory groups (ELAC, DLAC)
- Provide materials in Spanish
- Provide outreach to non-English speaking families in order to increase participation in advisory groups (ELAC, DLAC, LCAP, SSC)
- Enroll expelled students (County-Wide)
- Communicate and coordinate with local districts to facilitate services for expelled youth (County-Wide)
- Work with Foster Youth Services to ensure that foster youth are served and supported across the county (County-Wide)

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).