

AGENDA

	Item	Purpose / Support
	Agenda	
1.	Convene Closed Session	6:00 p.m.
1.1.	Roll Call	
1.2.	Public Comments prior to Closed Session	Members of the Public may comment on items <i>that are listed on</i> the Closed Session Agenda
2.	Closed Session Items	
2.1.	Certificated/Classified/Management Leaves, Retirements, Resignations & Appointments	Approval
3.	Convene Open Session	6:30 p.m.
3.1.	Welcome and Pledge of Allegiance	
3.2.	Agenda deletions, additions, or changes of sequence	
3.3.	Superintendent's Remarks prior to Public Comments	
3.4.	Introduction of Student Board Representatives	
4.	Public Comments	<p>For presentations of matters <i>not</i> on the Agenda. 3 minutes for individuals; 15 minutes per subject.</p> <p><i>Note to Members of the Public: Thank you for taking the time to attend this meeting. Santa Cruz City School Board Members appreciate your presence and your comments regarding items not on the agenda are valued. Due to the legal constraints of the Brown Act, your Trustees are not allowed to comment on Public Comments during this time.</i></p>
5.	Superintendent's and Student Representatives' Reports	
5.1.	Superintendent's Report	

SANTA CRUZ CITY SCHOOLS DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
WEDNESDAY, SEPTEMBER 14, 2016
OPEN SESSION BEGINS AT 6:30 P.M.
SANTA CRUZ COUNTY OFFICE OF EDUCATION BOARD ROOM
400 ENCINAL STREET, SANTA CRUZ, CA.

DATE:
TIME:
LOCATION:
EMPLOYEE:

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	Item	Purpose / Support
5.2.	Student Representatives' Reports	
6.	Board Members' Reports	
6.1.	Board Members' Reports	
6.2.	Board President's Report	
7.	Approval of Minutes	
7.1.	Minutes of the Regular Meeting of August 31, 2016	
8.	General Public Business	
8.1.	Consent Agenda: These matters may be passed by one roll call motion.	
8.1.1.	Personnel Actions - Certificated	
8.1.2.	Personnel Actions - Classified	
8.1.3.	Purchase Orders, Quotes and Bids	
8.1.4.	Warrant Register	
8.1.5.	Board Policy Updates - Minor Revisions from GAMUT May 2016	
8.1.6.	Santa Cruz HS PE Waiver Request	
8.1.7.	Amended LCAP - New Approval Required	
8.1.8.	Resolution 8-16-17 GANN	
8.1.9.	Certificated Salary Schedules	
8.1.10.	Disposition of Surplus Property	
8.1.11.	Agreements: Educational Services	Curriculum/Assessment/Intervention

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8.1.11.1.	Consultant Service Agreement: Joe Trautwein	Assistance with preparation for the Federal Program Monitoring Audit
8.1.11.2	Consultant Service Agreement: Dientes Community Dental Care	Dental Care for Migrant Education Program students
8.2.	Report of Closed Session Actions	
8.2.1.	Report of Actions Taken in Closed Session	
8.3.	Items to Be Transacted and/or Discussed	
8.3.1.	Staff Report: Summer School	Staff will present a report on the programs that were offered in Summer 2016
8.3.2.	Staff Report: Opening Enrollments	Staff will report the student "head count" on September 2
8.3.3.	New Business: 2015-16 Unaudited Actuals	Recommendation: Approve the 2015-16 Unaudited Actuals
8.3.4.	PUBLIC HEARING: Textbook Sufficiency - Elementary and Secondary Districts	This Public Hearing allows for public comments prior to approval of the resolutions for textbook sufficiency in the elementary and secondary districts
8.3.5.	New Business: Resolutions 6-16-17 Textbook Sufficiency ESD and 7-16-17 Textbook Sufficiency HSD	Recommendation: Approve Resolution 6-16-17 Elementary Textbook Sufficiency and Resolution 7-16-17 Secondary Textbook Sufficiency
9.	Adjournment	
10.	Return to Closed Session (if necessary)	
11.	Closed Session Action Report (if necessary)	
12.	Adjournment	

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The board book for this meeting, including this agenda and back-up materials, may be viewed or downloaded online: <http://www.sccs.santacruz.k12.ca.us/board-of-education/agendas-&-minutes.html> or may be viewed at the District Office, Superintendent's Office, Room 303, 405 Old San Jose Road, Soquel, CA.

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz City Schools Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Nancy Lentz by telephone at (831) 429-3410 extension 220.

Las Solicitudes de Traducción:

Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Nancy Lentz por teléfono al numero (831) 429-3410 x220.

Board Meeting Information

1. The Regular Meeting on September 28, 2016, 6:30 p.m., will be held in The County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
2. The Regular Meeting on October 19, 2016, 6:30 p.m., will be held in The County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
3. The Regular Meeting on October 26, 2016, 6:30 p.m., will be held in The County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
4. The Regular Meeting on November 9, 2016, 6:30 p.m., will be held in The County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
5. The Regular Meeting/Board Study Session on November 16, 2016, 6:30 p.m., will be held in Room 312 of the District Office, 405 Old San Jose Road, Soquel, CA.
6. The Regular Meeting/Board Study Session on December 7, 2016, 6:30 p.m., will be held in Room 312 of the District Office, 405 Old San Jose Road, Soquel, CA.
7. The Regular Meeting on December 14, 2016, 6:30 p.m., will be held in The County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
8. The Regular Meeting on January 18, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
9. The Regular Meeting/Board Study Session on January 25, 2017, 6:30 p.m., will be held in Room 312 of the District Office, 405 Old San Jose Road, Soquel, CA.
10. The Regular Meeting on February 1, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
11. The Regular Meeting on February 15, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
12. The Regular Meeting on March 8, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

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13. The Regular Meeting on March 29, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
14. The Regular Meeting on April 19, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
15. The Regular Meeting/Board Study Session on April 26, 2017, 6:30 p.m., will be held in Room 312 of the District Office, 405 Old San Jose Road, Soquel, CA.
16. The Regular Meeting on May 10, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
17. The Regular Meeting/Governance Session on May 31, 2017, 6:30 p.m., will be held in Room 312 of the District Office, 405 Old San Jose Road, Soquel, CA.
18. The Regular Meeting on June 14, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.
19. The Regular Meeting on June 28, 2017, 6:30 p.m., will be held in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

**MINUTES OF THE REGULAR MEETING
OF THE SANTA CRUZ CITY SCHOOLS BOARD OF EDUCATION
FOR THE ELEMENTARY AND SECONDARY DISTRICTS
August 31, 2016**

Convene Closed Session

Board President Thompson called this Regular Meeting Closed Session to order at 5:31 p.m. in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

Public Comments for Closed Session Agenda Items

SCCCE President Chacanaca expressed concerns from his bargaining unit members regarding district expenditures.

Convene Open Session

Board President Thompson called this Regular Meeting Open Session to order at 6:31 p.m. in the County Office of Education Board Room, 400 Encinal Street, Santa Cruz, CA.

Attendance at Meeting

Sheila Coonerty	Deedee Perez-Granados	Jeremy Shonick	Patricia Threet
Alisun Thompson	Deb Tracy-Proulx	Claudia Vestal	

Kris Munro, Superintendent
Patrick K. Gaffney, Assistant Superintendent, Business Services
Molly Parks, Assistant Superintendent, Human resources
Frank Wells, Assistant Superintendent, Educational Services
Members of the Audience

Welcome and Format

Board President Thompson welcomed those in attendance and explained the format used for this Regular Meeting of the Board of Education.

Public Vote on Interdistrict Transfer Appeals Hearings

Student #1

This hearing was withdrawn; therefore, no vote was required.

Student #2

This hearing was withdrawn; therefore, no vote was required.

Agenda Changes

Board Recording Secretary Lentz noted that the Minutes for August 19 had an incorrect date in the title, which has been corrected. Also, there was a typo on tonight's agenda (Consent Agenda Items 8.1.1. and 8.1.2. were in reversed order) which has been corrected. Superintendent Munro asked for the Trustees to hear Item 8.3.2 New Business: Facilities Master Plan immediately following the Report of Actions Taken in Closed Session, so that the representatives from Teter and Associates could get on the road for the return drive to Fresno as soon as possible. The Board Members consented to the change in the order of the presentation of agenda items.

Superintendent's Remarks Prior to Public Comments

None

PUBLIC COMMENTS

Santa Cruz High School Band Member Parent and Westlake Elementary LMT Kathy Griffith reported that the program has grown to 65 members and seeks funding help from the District. Ms. Griffith asked the Trustees to consider providing assistance with transportation expenses and uniforms. Community Member Dr. Jim Logsdon commended the Board, the Administration and our Teachers for the excellent showing on state standardized test scores for students. Dr. Logsdon feels that academic achievement is the most important result for students.

SUPERINTENDENT'S REPORT

Superintendent Munro reported that many team members are responsible for the wonderful opening of the school year last week: Facilities Staff and Custodians, Office Teams, WEB & LINK Crews, Leadership & Site Staff. Food Services Director Hedrick-Farr and Ms. Lentz ensured a great event for our Employee Welcome Reception. Ms. Parks, Ms. Dominguez and Ms. Kianpour provided an excellent New Teacher Orientation and were pleased to have Board President Thompson and Board Vice President Vestal attend, as well as important participation and collaboration from our GSCFT Leadership. The Superintendent thanked the Trustees for attending the Friday, August 19 Regular Meeting/Study Session to learn more about the District's Facilities Master Plan. Santa Cruz City Schools has tremendous facility needs and we are pleased to bring the final draft of this plan to you tonight for your approval. Superintendent Munro and Mr. Gaffney met with Santa Cruz Chamber Executive Director Tysseling to discuss continued collaboration between the organizations. Mr. Gaffney will serve on the Workforce Housing Committee of the Chamber. The Superintendent attended the California College Promise Conference in Oakland with S4C Steering Committee Representatives and the Cabrillo College President, Trustees and Foundation President. Attendees learned how communities are providing financial support for students to pursue post-secondary college and career goals. Superintendent Munro and Mr. Wells met today with outgoing Santa Cruz Education Foundation President Gray and incoming President Stephanie Pache. Santa Cruz City Schools appreciates the continuing support of this great organization on behalf of our students, teachers, families and community. Santa Cruz High School Athletic Director Redding reported that the field project is running ahead of schedule and the first home game on the new turf is set for September 23.

BOARD MEMBERS' REPORTS

Board Members' Reports

Board Member Coonerty has spent most of her time since the last meeting combing through the Facilities Master Plan. Dr. Coonerty has heard from both parents and teachers about the start of the new school year, and looks forward to continued updates as the year progresses.

Board Member Vestal extended an invitation to Trustees and District Administrators to celebrate at the Schools Plus September Social, September 24, 2016, 3:00 p.m. There will be music, appetizers and the 2015-16 Grant Awardees. Trustee Vestal attended the New Teacher Orientation and participated in an outstanding "Equity Activity". Santa Cruz City Schools has some great new teachers and a wonderful new Assistant Superintendent, Educational Services, Frank Wells.

Board Member Threet participated in the Santa Cruz High School campus beautification on August 28. The Soquel High School Homecoming event will be held on Friday, September 23. Trustee Threet welcomed everyone to the new school year.

Board President's Report

Board President Thompson attended the Santa Cruz City Schools New Teacher Orientation. It was a wonderful event and some of our new teachers were familiar to Dr. Thompson through her association with the New Teacher Center. Dr. Thompson met with Food Services Director Hedrick-Farr today and is excited that the Food Services Department will collaborate with the Harbor High School Booster Club to sponsor a BBQ where all students will have a chance to eat! Dr. Thompson worked at the Harbor High School Library on "Passport Day" – 4,000 textbooks were processed in approximately 4-5 hours. Congratulations to LMT Shannon Greene on a smooth process.

APPROVAL OF MINUTES

1. MSP (Coonerty/Vestal) 7-0, the Board of Education approved the Minutes of the Regular Meeting on August 17, 2016, as submitted.
2. MSP (Tracy-Proulx/Coonerty) 6-0-1, the Board of Education approved the Minutes of the Regular Meeting/Study Session on August 19, 2016 as submitted. Dr. Perez-Granados abstained from this vote.

Consent Agenda

Board Member Shonick had a question regarding Item 8.1.7. Classified Salary Schedules – Corrected Date. SCCCE President Chacanaca posed some questions regarding Item 8.1.11.1.2. Agreement: Illuminate Education, prompting a short discussion of this item prior to a motion on the Consent Agenda. Mr. Gaffney, Ms. Parks and Board Member Tracy-Proulx provided information and a commitment to continued analysis and reporting back to the Board as we move forward with this new system. Ms. Tracy-Proulx moved approval of the Consent Agenda, consisting of: Item 8.1.1. Personnel Actions – *Certificated*; Item 8.1.2. Personnel Actions – *Classified*; Item 8.1.3. Purchase Orders, Quotes and Bids; Item 8.1.4. Warrant Register; Item 8.1.5. Budget Transfers; Item 8.1.6. Credential Waiver Approval; Item 8.1.7. Classified Salary Schedules: Corrected Date; Item 8.1.8. Licensed Professional Salary Schedules: Corrected Date; Item 8.1.9. Confidential Salary Schedules: Corrected Date; Item 8.1.10. Disposition of Surplus Property; Item 8.1.11.1.1. Agreement: State Water Resources Control Board-Drought Response Outreach Program for Schools (DROPS); Item 8.1.11.1.2. Agreement: Illuminate Education, Inc.; Item 8.1.11.1.3. License Agreement: Bridges to Kinder-Westlake; Item 8.1.11.1.4. License Agreement: Campus Kids Connection-Bay View; Item 8.1.11.1.5. License Agreement: Campus Kids Connection-DeLaveaga; Item 8.1.11.1.6. License Agreement: Campus Kids Connection-Gault; Item 8.1.11.1.7. License Agreement: Campus Kids Connection-Westlake; Item 8.1.11.2.1. Agreement: Santa Cruz Commission for the Prevention of Violence against Women; Item 8.1.11.2.2. CSA: Hearing Conservation West, Inc.; Item 8.1.11.2.3. CSA: Margaret Lacey; Item 8.1.11.2.5. CSA: Youth Services of Encompass Community Services. Dr. Coonerty seconded the motion. This motion was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes	Perez-Granados – Yes	Shonick – Yes	Threet – Yes
Thompson – Yes	Tracy-Proulx – Yes	Vestal – Yes	

8.2 Closed Session Actions

8.2.1. Reporting Out on Closed Session Items

1. The Interdistrict Transfer Appeal Hearings for Students 1 & 2 were withdrawn, and no information was presented.
2. The Board took action on Certificated, Classified and Management leaves, retirements, resignations and appointments.

3. Information was provided to the Trustees regarding the Public Employee Discipline/Dismissal/Release/Complaint.

ITEMS of BUSINESS to be TRANSACTED and/or DISCUSSED

8.3.2. New Business: Facilities Master Plan

Mr. Gaffney reported the District Administration is pleased to bring this matter forward for approval. The process leading to this presentation has involved a very significant amount of time, effort and collaboration on the part of a great deal of our school community. Mr. Gaffney acknowledged Superintendent Munro for her depth of knowledge regarding these matters, and thanked the Trustees for their time on August 19 at the Study Session – the input provided by Board Members has been incorporated into the plan presented for approval tonight. Santa Cruz City Schools will seek both State Matching Funds and funds to support Career/Technical Education as we move forward. Following Board discussion, questions, comments and Public Comments, Dr. Coonerty expressed her appreciation for such a clear and concise document – as she read through it, almost all of her questions were addressed. MSP (Threet/Vestal) 7-0, the Board of Education approved the Facilities Master Plan.

8.3.1. Staff Report: LCAP Strategic Initiatives and Instructional Focus

Mr. Wells provided an overview of district goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified and consistent with Education Code Section 52052 (English Learners, Foster Youth, Low-Income). This includes pupils with disabilities for each of the state LCAP priorities and any locally identified priorities. This is the first of several reports that will update and inform the Trustees on program and practices supported by supplemental resources in our Local Control Accountability Plan. This report was informational in nature, and no actions were taken by the Board of Education regarding this matter.

8.3.3. New Business: SCCCE/SCCS Sunshine Agreement

Ms. Parks reported that the Classified Bargaining Unit (SCCCE) wished to submit their entire contract for discussion this year. Although this is not the usual course of action, Ms. Parks looks forward to reviewing the contract and having the opportunity to clear up any obsolete language, etc. Ms. Parks recommended approval of the Sunshine Agreement. MSP (Coonerty/Threet) 7-0, the Board approved the SCCCE/SCCS Sunshine Agreement for 2016-17.

8.3.4. Staff Report: Superintendent's Annual Goals & Objectives

The Superintendent reported on her goals and objectives for the 2016-17 school year. Superintendent Munro detailed both actions that would be taken and the means that would be used to measure outcomes for each of her objectives. The Superintendent will provide an update on our progress in early 2017. Superintendent Munro is committed to an open agenda and communication with Trustees, District Staff and the greater Santa Cruz school community as the district team works diligently to engage students' hearts and minds - every student, every day.

8.3.5. New Business: Resolution 5-16-17 Santa Cruz County College Awareness Week

The Superintendent reported that the month of October is College Awareness Month, and Santa Cruz City Schools College Awareness Week will be observed during the full week prior to Cabrillo College's College & Career Night in November. This annual community wide focus on college and career readiness is sponsored by the Santa Cruz County College Commitment (S4C). The Santa Cruz County College Commitment is composed of all ten of Santa Cruz County's school districts, the County Office of Education, Cabrillo, CSUMB and UCSC. This annual event is part of our collective effort to promote and

support college and career readiness for all TK-12 students in Santa Cruz County. The Superintendent recommended approval of the resolution. Ms. Tracy-Proulx moved approval of the resolution and Dr. Coonerty seconded the motion. Resolution 5-16-17 was approved by roll call vote, as follows:

Roll Call Vote: Coonerty – Yes	Perez-Granados – Yes	Shonick – Yes	Threet – Yes
Thompson – Yes	Tracy-Proulx – Yes	Vestal – Yes	

9. Adjournment of Open Session

There being no further Open Session business to come before the Trustees, Board President Thompson adjourned this Open Session of the Regular Meeting at 8:12 p.m.

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* ***For more details about this meeting, please visit our district website and listen to the meeting recording:***

<http://www.sccs.santacruz.k12.ca.us/about-us/board-of-education/agendas-a-minutes.html>

Respectfully submitted,

Kris Munro, Superintendent
Santa Cruz City Schools

Alisun Thompson, President
Board of Education

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel Actions

DATE: September 14, 2016

FROM: Molly Parks, Assistant Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

We recommend the Board of Trustees approve the certificated personnel actions as submitted.

BACKGROUND:

The attached administrative and certificated personnel actions are submitted in accordance with District policy and the negotiated contract.

2016-2017 APPOINTMENTS:

Certificated:

Donald Morris, 1.0 Math Teacher at Soquel High. Donald's educational background includes a BA in Broadcast and Electronic Communications from San Francisco State University. Donald will hold a Short Term Staff Permit for Multiple Subjects and an English Learners Authorization. Donald's status is Probationary 0.

SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Classified Personnel Actions

MEETING DATE: September 14, 2016

FROM: Molly Parks, Asst. Superintendent, Human Resources

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

To approve the classified personnel actions as submitted.

BACKGROUND:

The attached lists of classified personnel actions are submitted in accordance with the District, SCCCE Agreement and the Merit Rules.

CLASSIFIED EMPLOYEE ACTIONS

Reviewed by Classified Personnel Director: *Kenée Houser 9/7/2016*

•Employment Actions Concerning Regular Assignments•

Probationary (New Hires or Temporary Employees Made Regular):

Carlassare, Catherine, Library Media Services Assistant - SQ, 3.5hrs/9mo, effective 8/29/16

Chavez, Audrey, Instructional Technician Elementary Intervention - 1.5hrs/9mo and Learning Assistant - 1.5hrs/9mo - WL, Effective 9/1/16

Dimarzio, Ruth, Food Service Worker - FS, 3.5hrs/9mo, effective 8/24/16

Haldi, Jacob, Food Service Worker - FSs, 3.5hrs/9mo, effective 8/24/16

Iniguez, Enrique, Custodian - BSS, 3.5hrs/12mo, effective 9/6/16

Kimble, Taylor, Instructional Technician Elementary Intervention - WL, 3hrs/9mo, effective 9/6/16

May, Angela, Library Media Services Asst. - HH, 3.5hrs/9mo, effective 9/8/16

Perry, Theresa, Instructional Technician Elementary Intervention - WL, 3hrs/9mo, effective 8/24/16

Shaffer-Tropeano, Lidia, Instructional Technician/Life Lab - DL, 5hrs/9mo, effective 8/24/16

Sheinbaum, Grainne, Media Textbook Clerk - HH, 3.5hrs/9mo, effective 9/6/16

Wetzel, Dawn, Instructional Technician/PBS - HH, 5.2hrs/9mo, effective 8/30/16

Promotion:

None

Reclassification:

None

Voluntary Demotion:

None

Increase/Reduction in FTE - Months/Hours of Service - Effective 7/1/16:

None

Additional FTE/Position:

Ramirez, Denise, Yard Duty - WL, .6hrs/9mo, effective 8/24/16

Reinstate from Layoff - Promotion:

DeMarco, Roxana, Instructional Technician - WL, 3hrs/9mo, effective 8/24/16

39-Mo Reinstatement:

None

63-Mo Reinstatement:

None

Transfer-Increase FTE:

None

Provisional Assignments (not to exceed 90 working days):

None

Leave of Absence:

None

Separation from Service:

Isonio, Kathleen, Yard Duty - BV, .5hrs/9mo, Resignation, effective 08/23/16

Lopez, Arturo, School Community Coordinator - BV, voluntary reduction of hours from 8hrs/10mo to 6hrs/10mo, effective 8/1/16

Ortiz Rodriguez, Camilo, Instructional Technician - ASES, effective 7/1/16

Vu, Le, Yard Duty - WL, .40hrs/9mo, Resignation, effective 7/1/16

Weckler, Rosario, Clerical Assistant - DL, 2hrs/9mo, Resignation effective 7/1/16

Retirement:

Lightfoot, Martha, Instructional Technician - SQ, 5hrs/9mo, effective 9/15/16

•Limited Term Project (not to exceed 126 days)/Substitutes: •

New EWA/Hourly Employees:

None

Existing EWA/Hourly Employees:

Barrientos, Vickie, Instructional Technician - CP, not to exceed 3.5hrs, 8/12/16

Barrientos, Vickie, Instructional Technician - CP, not to exceed 80hrs, 7/18/16 to 8/15/16

Carreno Contreras, Eunice, Food Service Worker - Summer School - FS, not to exceed 2.25hrs, 7/19/16 to 8/19/16

Gaona, Barreto Jesus, Sub Custodian - CP, not to exceed 30hrs, 7/18/16 to 7/22/16

Gonzales, Elisa, Instructional Technician-Elementary Intervention - CP, not to exceed 76hrs, 7/1/16 to 8/22/16

Hernandez, Victor, Custodian - MO, not to exceed 40hrs, 8/3/16 to 10/15/16

Hernandez, Victor, Custodian - MO, not to exceed 88hrs, 7/5/16 to 8/2/16

Herrera, Edgar, Custodian - HR, not to exceed 168hrs, 7/16/16 to 8/15/16

Ledesma, Shane, Custodian - HR, not to exceed 80hrs, 8/2/16 to 8/15/16

Ledesma, Shane, Custodian - HR, not to exceed 80hrs, 7/21/16
Martinez, Ana, Secretary III - SQ, not to exceed 40hrs, 7/25/16 to 7/29/16
Martinez, Manuel, Warehouse Person - FS, not to exceed 120hrs, 7/1/16 to 6/30/17
McHale, Betsy, Lead Food Service Worker - FS, not to exceed 25hrs, 7/1/16 to 6/30/17
Navaroli, Gina, Central Kitchen Coordinator - FS, not to exceed 30hrs, 7/1/16 to 6/30/17
Netto, John, Delivery Person/Utility Worker - FS, not to exceed 15hrs, 7/1/16 to 6/30/17
Nyland, Barbara, Food Service Worker - FS, not to exceed 20hrs, 7/1/16 to 6/30/17
Nganga-Edelson, Davin - HR, not to exceed 95hrs, 6/12/16 8/15/16
Nganga-Edelson, Davin - HR, not to exceed 25hrs, 8/4/16
Nisewaner, Amanda, Mental Health Specialist - SE, not to exceed 4hrs, 8/15/16
Noguera, Marion, Instructional Tech - CP, not to exceed 60hrs, 7/25/16 to 8/19/16
Page II, James, Instructional Technician/PBS - SE, not to exceed 16hrs, 8/16/16 to 8/19/19
Perez, Ricardo, Custodian - MO, not to exceed 100hrs, 7/6/16 to 6/30/17
Randazzo, Timothy, Custodian - MO, not to exceed 120hrs, 8/27/16 to 12/31/16
Raynal, Vanessa, Food Service Worker, not to exceed 20hrs, 7/1/16 to 6/30/17
Robles Vazquez, Nereyda, Program Assistant - CP, not to exceed 125hrs, 7/1/16 to 8/22/16
Rodriguez, Joleen, Instructional Technician/PBS - SE, not to exceed 16hrs, 8/16/16 to 8/19/16
Salgado De Santos, Maria, Food Service Worker - FS, not to exceed 20hrs, 7/1/16 to 6/30/17
Spencer, Michelle, School Registrar (training) - HR, not to exceed 5hrs, 8/22/16
Stanley, Carol, Senior Food Service Worker - FS, not to exceed 20hrs, 7/1/16 to 6/30/17
Teachout, Jon, Instructional Technician - SE, not to exceed 16hrs, 8/16/16 to 8/19/16
Tuthill-Lewis, Food Service Worker - FS, not to exceed 20hrs, 7/1/16 to 6/30/17
Waier, Rose, Senior Food Service Worker - FS, not to exceed 20hrs, 7/1/16 to 6/30/17
Weckler, Rosario, School Community Coordinator - CP, not to exceed 80hrs, 8/1/16 to 9/1/16

Limited Term Retiree (not to exceed 960 hours per Government Code 21153):

None

Out of Class:

None

Summer School:

Rodriguez, Michael, Food Service Worker - Summer School - FS, not to exceed 22.5hrs, 7/18/16 to 7/19/16

•Employment Actions Concerning Exempt Assignments from the Classified Service•

Enrichment Services:

None

Professional Expert:

None

Playground Recess Coach, Yard Duty, Child Care:

Toledo de Bardales, Natasha, Yard Duty - DL, not to exceed 360hrs, 8/25/16 to 6/8/17

Vanzant, Julie, Yard Duty - DL, not to exceed 300hrs, 8/24/16 to 6/8/17

•Eligibility Lists Established•

Health Clerk 8/24/2016

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Purchase Orders, Quotes and Bids

MEETING DATE: September 14, 2016

FROM: Patrick Gaffney, Asst. Supt., Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

It is recommended that the Board of Education approve the purchase orders, quotes and bids as submitted.

BACKGROUND:

A detailed report is attached, listing purchase orders, quotes and bids that require Board approval prior to release to vendors. The following definitions are provided to clarify the differences between purchase orders, quotes and bids:

- Purchase Orders:** For purchases routine in nature and over \$2,500 but under the amount required for a quote.
- Quotes:** When purchases will be \$6,500 to \$15,000 for contracted work or \$12,000 to \$87,800 for materials/supplies, several vendors are contacted for written quotations. This process, though not as rigorous as a bid, insures that the District has involved more than one vendor and will secure a competitive price.
- Bids:** A formal process including advertising to notify prospective bidders, distribution of written specification regarding the work or materials, and compliance with legal guidelines for bidding, must be followed for contracted work projected to cost \$15,000 and over, or for materials and supplies in the sum of \$87,800 or over. Bids are solicited from a wide pool of prospective vendors, thus assuring that when the award is made to the lowest responsible bidder, the District receives the best price available.

BOARD OF EDUCATION**September 14, 2016****PURCHASE ORDERS OVER \$2500**

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
17-00210	Various	\$3,500.00	Ross Recreation	Open Order to purchase playground parts and benches. Ongoing Maint.
17-00802	Ed Services	\$5,025.00	Document Tracking Services	Confirming for Payment – Production of School Accountability Report Cards. Unrestricted.
17-00809	Soquel High	\$2,639.49	Palace Business	Office furniture. Unrestricted.
17-00834	Harbor High	\$5,490.00	Phase III Electric	Labor to install new Sound System in the gym. Facility Use Fees.
17-00835	Superintendent	\$50,000.00	Lozano Smith	Legal Services. Prepaid for 5% discount. Unrestricted.
17-00853	C.A.I.	\$39,371.00	Joseph Trautwein	CSA for FPM Coordinator. CSA board approval date is 9/14/16. Title I.
17-00854	Santa Cruz High	\$25,850.00	Geo. H. Wilson	Heater installation in Weight Room. Deferred Maint.
17-00902	Finance	\$3,000.00	Schoolworks	Confirming for Payment – Consulting in School Facilities Program. Capital Facilities Fund.
17-00911	Westlake	\$3,400.00	Palace Business	Open Order for Instructional supplies. Unrestricted.
17-00912	Food Services	\$2,500.00	Farmer Bros.	Open Order for beverage supplies. Cafeteria Fund.
17-00920	Mission Hill	\$26,704.85	Calif. Premier Restoration	Confirming for Payment – Repair water damage. Ongoing Maint.

Approved by: _____ Approval Date: _____

BOARD OF EDUCATION

SEPTEMBER 14, 2016

PURCHASE ORDERS OVER \$2500

ADDENDUM

PO/REQ NO.	SITE	DOLLAR AMOUNT	VENDOR	MATERIALS, SERVICES, ETC.
26821	Special Ed.	\$2,691.10	Houghton Mifflin Harcourt	District-Wide Psych Program: Assessment materials for the 2016-17 school year. Special Ed.
26822	Special Ed.	\$23,061.13	Pearson Clinical	District-Wide Psych Program: Assessment materials for the 2016-17 school year. Special Ed.
26823	Special Ed	\$4,464.23	Western Psychological Services	District-Wide Psych Program: Assessment materials for the 2016-17 school year. Special Ed.

Approved by: _____ Approval Date: _____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Warrant Register

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the warrants on the Board Payment Report. The report covers vendor warrants issued from 8/19/16 –9/1/16. Hard copies of the report are available for public review at the Board Meeting.

AGENDA ITEM: 8.1.4

Check Register Report

Closed-SCCS-090116

SCCS

NON - DIRECT DEPOSIT

CHECK #	DATE PAID	PAID TO	AMOUNT
990205	09/01/2016	AMERICAN RED CROSS	\$432.00
990206	09/01/2016	AT&T	\$19,380.11
990207	09/01/2016	BAY PLUMBING SUPPLY	\$457.94
990208	09/01/2016	BRAZOS URETHANE INC	\$144,592.85
990209	09/01/2016	CA DEPT OF HCD	\$30.00
990210	09/01/2016	CALIFORNIA PREMIER RESTORATION	\$7,530.09
990211	09/01/2016	CARTRIDGE WORLD OF WALNUT CRK	\$66.02
990212	09/01/2016	CASTLE REPAIRS & REFRIGERATION	\$300.50
990213	09/01/2016	CENGAGE LEARNING (aka: Nat'l Geographic)	\$1,485.75
990214	09/01/2016	CENTRAL DRUG SYSTEM INC.	\$1,188.00
990215	09/01/2016	CINTAS CORPORATIONS	\$5,037.05
990216	09/01/2016	CIVIC PERMITS INC	\$4,695.00
990217	09/01/2016	COSTCO	\$1,721.60
990218	09/01/2016	CPM EDUCATIONAL PROGRAM	\$7,975.36
990219	09/01/2016	FLYERS ENERGY LLC	\$65.41
990220	09/01/2016	Frances A Juhl	\$74.50
990221	09/01/2016	HART FLOOR CO	\$12,480.00
990222	09/01/2016	INDEPENDENT ELECTRIC SUPPLY IN	\$1,351.78
990223	09/01/2016	INFINITE CAMPUS INC	\$99.00
990224	09/01/2016	JERENE LACEY	\$4,947.75
990225	09/01/2016	Joseph S Trautwein	\$307.09
990226	09/01/2016	Kelly A Paulsen	\$59.40
990227	09/01/2016	KELLY MOORE PAINT CO	\$28.43
990228	09/01/2016	Kristin E Munro	\$49.00
990229	09/01/2016	Lindsay S Pebworth	\$379.83
990230	09/01/2016	Lisa A Storer	\$137.27
990231	09/01/2016	MOBILE MODULAR MGMT CORP	\$73,288.32
990232	09/01/2016	Nancy S Lentz	\$47.52
990233	09/01/2016	PALACE ART & OFFICE SUPPLY	\$1,473.72
990234	09/01/2016	PHIL ALLEGRI ELECTRIC INC	\$670.70
990235	09/01/2016	PREP AND SAVE	\$1,387.00
990236	09/01/2016	PRODUCERS DAIRY FOODS INC	\$307.45
990237	09/01/2016	RAY MORGAN COMPANY	\$220.22
990238	09/01/2016	ROGER'S REFRIGERATION	\$94.78
990239	09/01/2016	Samantha S Jennings	\$406.78
990240	09/01/2016	SAN LORENZO LUMBER & HOME CTR	\$0.52
990241	09/01/2016	SANTA CRUZ COUNTY SHERIFF-CORONER	\$63,574.87

Check Register Report

Closed-SCCS-090116

SCCS

	990242	09/01/2016	SANTA CRUZ FIRE EQUIPMENT	\$1,330.62	
	990243	09/01/2016	SANTA CRUZ MUNICIPAL UTILITIES	\$561.90	
	990244	09/01/2016	SANTA CRUZ MUNICIPAL UTILITIES	\$32,753.39	
	990245	09/01/2016	SANTA CRUZ MUNICIPAL UTILITIES	\$6,544.49	
	990246	09/01/2016	SANTA CRUZ PLUMBING INC	\$317.50	
	990247	09/01/2016	SANTA CRUZ TELEPHONE	\$180.00	
	990248	09/01/2016	SCHOOL DATEBOOKS INC	\$1,131.69	
	990249	09/01/2016	SOLAR CITY BILLING	\$11,181.33	
	990250	09/01/2016	SPORTS DESIGN INC	\$330.60	
	990251	09/01/2016	SUNKIST GROWERS INC	\$823.81	
	990252	09/01/2016	THE CYBER HIGH PROGRAM	\$2,920.00	
	990253	09/01/2016	UNIVERSITY COPY SERVICE	\$129.90	
	990254	09/01/2016	VERDE DESIGN INC	\$10,460.00	
	990255	09/01/2016	VIRCO INC	\$14,803.78	
		COUNT :	51	TOTAL :	\$439,812.62
Fund Type		Amount		GRAND TOTAL :	\$439,812.62
01		\$187,131.53		TOTAL COUNT :	51
11		\$449.51			
13		\$1,556.54			
21		\$149,822.85			
25		\$100,852.19			
	TOTAL:	\$439,812.62			

Check Register Report

Closed-SCCS-082516 LIABILITY 1

SCCS

NON - DIRECT DEPOSIT

	CHECK #	DATE PAID	PAID TO	AMOUNT
	989604	08/25/2016	SO PENINSULA REGION INSURANCE	\$4,500.00
	COUNT :		1	TOTAL :
				\$4,500.00
Fund Type	Amount		GRAND TOTAL :	\$4,500.00
01	\$4,500.00		TOTAL COUNT :	1
TOTAL:	\$4,500.00			

NON - DIRECT DEPOSIT

CHECK #	DATE PAID	PAID TO	AMOUNT
989543	08/25/2016	A-Z BUS SALES INC	\$82.29
989544	08/25/2016	ALPHAGRAPHS PRINTSHOPS	\$149.02
989545	08/25/2016	AMAZON	\$1,815.50
989546	08/25/2016	APPI	\$1,143.88
989547	08/25/2016	ARTS COUNCIL SANTA CRUZ COUNTY	\$1,000.00
989548	08/25/2016	ASSOC OF CALIF SCH ADMIN	\$1,857.40
989549	08/25/2016	AV NOW INC	\$8,162.14
989550	08/25/2016	B & B SMALL ENGINE REPAIR	\$175.90
989551	08/25/2016	Brian K Bettar	\$198.48
989552	08/25/2016	BUSINESS CARD	\$4,755.19
989553	08/25/2016	BUSWEST LLC	\$37.66
989554	08/25/2016	CALIFORNIA DEPT OF JUSTICE	\$866.00
989555	08/25/2016	CARTRIDGE WORLD OF WALNUT CRK	\$1,739.80
989556	08/25/2016	CIF - CCS	\$980.00
989557	08/25/2016	CIF - CCS	\$1,400.00
989558	08/25/2016	CIF STATE OFFICE	\$1,435.48
989559	08/25/2016	CITY OF SANTA CRUZ	\$1,796.82
989560	08/25/2016	CITY OF SANTA CRUZ	\$259.73
989561	08/25/2016	CLARK SECURITY PRODUCTS INC	\$38.25
989562	08/25/2016	CLIFFORD MOSS LLC	\$25,000.00
989563	08/25/2016	COMCAST	\$188.98
989564	08/25/2016	COMMUNITY TREE SERVICE INC	\$1,950.00
989565	08/25/2016	CPM EDUCATIONAL PROGRAM	\$244.69
989566	08/25/2016	DIRECT LINE TELE RESPONSE	\$99.00
989567	08/25/2016	EWING IRRIGATION PRODUCTS	\$517.98
989568	08/25/2016	FLYERS ENERGY LLC	\$68.60
989569	08/25/2016	GREEN LINE	\$1,194.00
989570	08/25/2016	HOME DEPOT INC	\$19.17
989571	08/25/2016	HOUGHTON MIFFLIN CO	\$15,098.87
989572	08/25/2016	INFINITE CAMPUS INC	\$2,500.00
989573	08/25/2016	INLAND LIGHTING SUPPLIES INC	\$1,753.59
989574	08/25/2016	KELLY MOORE PAINT CO	\$1,114.83
989575	08/25/2016	KONE INC	\$3,120.80
989576	08/25/2016	LLOYDS TIRE SERVICE INC	\$61.10
989577	08/25/2016	Loreen M Amaya	\$124.93
989578	08/25/2016	MAGNOLIA SUN LLC	\$6,300.73
989579	08/25/2016	MEDICAL BILLING TECHNOLOGIES	\$4,982.37
989580	08/25/2016	PACIFIC GAS & ELECTRIC CO	\$16,058.71

Check Register Report

Closed-SCCS-082516

SCCS

989581	08/25/2016	PALACE ART & OFFICE SUPPLY	\$6,047.02
989582	08/25/2016	PRODUCERS DAIRY FOODS INC	\$881.40
989583	08/25/2016	PROMOTE MARKETING CONCEPTS INC	\$466.54
989584	08/25/2016	REDWOOD HEALTH SERVICES	\$832.90
989585	08/25/2016	RIVERSIDE LIGHTING	\$173.85
989586	08/25/2016	SAFEWAY STORES INC	\$422.53
989587	08/25/2016	SANTA CRUZ AUTO PARTS INC	\$46.60
989588	08/25/2016	SANTA CRUZ FIRE EQUIPMENT	\$3,803.02
989589	08/25/2016	SANTA CRUZ METRO	\$2,330.00
989590	08/25/2016	SANTA CRUZ PLUMBING INC	\$1,254.63
989591	08/25/2016	SANTA CRUZ RECORDS MANAGEMENT	\$47.43
989592	08/25/2016	SANTA CRUZ TELEPHONE	\$123.33
989593	08/25/2016	SANTA CRUZ TRANSPORTATION LLC	\$61.00
989594	08/25/2016	SCHOLASTIC MAGAZINES INC.	\$219.73
989595	08/25/2016	SCHOOL HEALTH SUPPLY CO	\$2,194.22
989596	08/25/2016	SCHOOL LOOP	\$3,418.80
989597	08/25/2016	SO PENINSULA REGION INSURANCE	\$455,099.00
989598	08/25/2016	STAPLES ADVANTAGE	\$358.50
989599	08/25/2016	SUPERINTENDENT PETTY CASH	\$106.76
989600	08/25/2016	SUPPLYWORKS	\$475.84
989601	08/25/2016	SYSCO FOOD SERVICES OF SF	\$3,071.63
989602	08/25/2016	TROXELL COMMUNICATIONS INC	\$369.16
989603	08/25/2016	VIRCO INC	\$9,883.23
COUNT :		61	TOTAL : \$599,979.01
Fund Type	Amount	GRAND TOTAL :	\$599,979.01
01	\$594,558.12	TOTAL COUNT :	61
11	\$672.41		
13	\$3,953.03		
25	\$795.45		
TOTAL:	\$599,979.01		

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Board Policy Updates

MEETING DATE: September 14, 2016

FROM: Kris Munro, Superintendent

RECOMMENDATION:

Approve the GAMUT Minor Revisions Board Policies as submitted.

BACKGROUND:

From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. These revisions are separate from the Technical Revisions that are periodically issued by CSBA based on renumbering of laws, changes in cross-references, or corrections in Notes, legal references, or management resources.

The two policies submitted for your approval have been reviewed by staff.

Attached you will find:
Minor Revisions Guidesheet
Current policies
Minor Revisions Explained

Update Guidesheet

May 2016-Minor Revisions

MINOR REVISIONS

From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited.

BP 4030 - Nondiscrimination in Employment

In 1st paragraph, add prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group with one or more of the listed characteristics, as follows:

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, OR ASSOCIATION WITH A PERSON OR GROUP WITH ONE OR MORE OF THESE ACTUAL OR PERCEIVED CHARACTERISTICS.

BP 4112.21 - Interns

Delete 6th paragraph to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

(An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112))

((cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act))

Santa Cruz City Schools

Board Policy

Nondiscrimination In Employment

BP 4030

Personnel

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

(cf. 4033 - Lactation Accommodation)

Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11019 Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors,

June

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy SANTA CRUZ CITY SCHOOLS

adopted: February 13, 2013 Soquel, California

revised: May 20, 2015

revised: March 23, 2016

Santa Cruz City Schools

Board Policy

Interns

BP 4112.21

Personnel

The district may employ interns as necessary to fulfill the need for sufficient instructional staff and to provide future teachers an opportunity to link teaching theory with practice in order to meet state credentialing requirements. In addition, the district may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

(cf. 4112.2 - Certification)

(cf. 4112.22 - Staff Teaching English Language Learners)

(cf. 4112.23 - Special Education Staff)

The district may enter into partnership agreements with one or more approved teacher preparation programs sponsored by colleges or universities and/or may provide a district intern program with approval of the Commission on Teacher Credentialing (CTC). Any intern program in which the district participates shall be aligned with the preconditions and program standards adopted by the CTC.

The Superintendent or designee shall make reasonable efforts to recruit an intern from an approved program within the region whenever a teacher with a preliminary or clear credential is not available for a position requiring certification. (Education Code 44225.7)

(cf. 4111/4211/4311 - Recruitment and Selection)

The Superintendent or designee shall ensure that any intern employed by the district possesses an appropriate intern credential and is adequately prepared for the responsibilities of the position.

An intern may be assigned to provide the same service as a holder of a regular multiple subject, single subject, or education specialist credential in accordance with the authorizations and grade/age level specified on the intern credential. (Education Code 44454, 44325, 44326, 44830.3)

(cf. 4113 - Assignment)

An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

Terms of employment for interns shall be consistent with law and the district's collective bargaining agreement, as applicable.

(cf. 4116 - Probationary/Permanent Status)
(cf. 4141/4241 - Collective Bargaining Agreement)

Interns shall receive intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee shall ensure that district staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.

(cf. 4131 - Staff Development)
(cf. 4131.1 - Teacher Support and Guidance)

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated in accordance with Board policy and the district's collective bargaining agreement.

(cf. 4115 - Evaluation/Supervision)

Upon receiving notification from the Superintendent or designee that an intern has successfully completed the program, the Governing Board may recommend to the CTC that the intern be awarded a preliminary credential. (Education Code 44328, 44468, 44830.3)

The Board shall regularly evaluate the effectiveness of the intern program(s) to determine whether changes are needed in the support and/or assignment of interns. The Board's evaluation shall be based on a report by the Superintendent or designee, including, but not limited to, data on student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain general education or education specialist credentials.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

300-340 English language education for immigrant children

44225 Credentials, responsibilities of Commission on Teacher Credentialing

44225.7 Priority for hiring fully prepared teacher

44253.3-44253.4 Certificate to provide services to English learners

44253.10 Qualifications to provide specially designed academic instruction in English

44259 Minimum requirements for teaching credential

44314 Diversified or liberal arts program

44321 CTC approval of intern programs
44325-44328 District interns
44339-44341 Teacher fitness
44450-44468 Teacher Education Internship Act of 1967 (university interns)
44830.3 Employing district interns
44885.5 District interns classified as probationary employees
CODE OF REGULATIONS, TITLE 5
6100-6126 No Child Left Behind teacher requirements
80021.1 Provisional internship permit
80033 Intern teaching credential
80055 Intern credential, extension for extenuating circumstances
UNITED STATES CODE, TITLE 20
6319 Highly qualified teachers
7801 Definitions, highly qualified teacher
7801 Note Applicability of federal regulation defining interns as highly qualified teachers
COURT DECISIONS
Renee v. Duncan, 686 F.3d 1002 (2012)

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
CL-840 Early Completion Option
SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014
Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013
Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013
California Standards for the Teaching Profession, October 2009
Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Administrator's Assignment Manual, 2008
Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, Coded Correspondence 08-03, March 3, 2008
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Improving Teacher Quality State Grants, rev. October 5, 2006
WEB SITES
CSBA: <http://www.csba.org>
Commission on Teacher Credentialing, Interns: <http://www.ctc.ca.gov/educator-prep/intern>
U.S. Department of Education: <http://www.ed.gov>

Policy SANTA CRUZ CITY SCHOOLS

adopted: November 12, 2014 Soquel, California

MINOR REVISIONS

May 2016

Page 1 of 1

It is recommended that districts review the revisions and incorporate them in district materials as appropriate. **Although the changes are minor, the district should still use its normal adoption process to adopt the board policies affected by these revisions.**

This document is separate from the Technical Revisions that are periodically issued by CSBA based on renumbering of laws, changes in cross-references, or corrections in Notes, legal references, or management resources.

BP 4030 - Nondiscrimination in Employment

In 1st paragraph, add prohibited discrimination against an employee or job applicant on the basis of his/her association with a person or group with one or more of the listed characteristics, as follows:

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, **or association with a person or group with one or more of these actual or perceived characteristics.**

BP 4112.21 - Interns

Delete 6th paragraph to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95), as follows:

~~An intern may be assigned to teach core academic subjects, as defined in law, if he/she meets the definition of a "highly qualified" teacher adopted by the State Board of Education. (20 USC 6319, 7801; 5 CCR 6100-6112)~~

~~(cf. 4112.24 Teacher Qualifications Under the No Child Left Behind Act)~~

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Physical Education Waiver – Santa Cruz High School

MEETING DATE: September 14, 2016

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the Physical Education Waiver for a Santa Cruz High School student.

BACKGROUND:

The Santa Cruz High School administration is requesting a waiver of 10 units of the District's Physical Education graduation requirement for a student who is working toward meeting his A-G requirements but, due to a serious health condition, is unable to fulfill the P.E. requirement. Education Code 51241 authorizes the governing board of a school district to waive this requirement under certain circumstances, as outlined in the attached request.

The student's name has been redacted to protect his privacy.



Santa Cruz High School

415 Walnut Avenue
Santa Cruz, CA 95060
Phone: (831) 429-3960
Fax: (831) 429-3944

www.santacruzhs.santacruz.k12.ca.us



September 2, 2016

Dear School Board Members:

Santa Cruz High School is requesting that you waive 10 credits of the Physical Education graduation requirement for [REDACTED]. His doctor, Kevin Barrette, MD diagnosed [REDACTED] with severe traumatic injuries due to an accident, which prevents him from actively participating in the physical education program. Dr. Barrette clearly states in his notes that [REDACTED] cannot participate in Physical Education.

[REDACTED] is a 12th grade student with 180 credits and is working toward completing his A-G requirements. Upon graduation, he plans to attend a community or four-year college as his health allows. We are requesting the board to waive 10 credits of physical education based on state Education Code including:

51241.2 (c) The governing board of a school district or the office of the county superintendent of a county may grant permanent exemption from courses in physical education if the pupil complies with any one of the following:

- (1) Is 16 years of age or older and has been enrolled in the grade 10 or higher for one academic year or longer.

51246. The governing board of a school district may exempt any pupil enrolled in his last semester or quarter, as the case may be, of the 12th grade who, pursuant to Section 46145 or 46147, is permitted to attend school less than 240 or 180 minutes per day, from attending courses of physical education; provided, however, that such pupil may not be exempted pursuant to this section from attending courses of physical education if such pupil would, after such exemption, attend school for 240 minutes or more per day.

46145. Commencing with the first semester or quarter that begins after January 1, 1984, pupils in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses per quarter. If any pupil in grade 12 is required by medical prescription to attend school for less than five courses during a semester or the equivalent number of courses during the quarter, the average daily attendance allowed for that pupil's attendance shall bear the same proportion to one day of attendance as the number of courses in which the pupil is enrolled bears to five or the equivalent number for the quarter system.

Thank you,

Michelle Poirier
Assistant Principal

A California Distinguished School

Michelle Poirier
Assistant Principal

Brent Kline
Principal

Steven Kopald
Assistant Principal



August 13, 2016

To Whom It May Concern:

In regards to patient [REDACTED] DOB [REDACTED] admitted to Santa Clara Valley Medical Center 8/10/16 to present, secondary to injuries sustained on 7/23/2016. He is not medically cleared to participate in Physical Education class due to specific physical limitations. We request that he please be excused from PE.

He will be evaluated as an outpatient and will be participating in continuing physical therapies as an outpatient. As he progresses, we will notify you of any change in his physical status and ability to participate in PE.

Thank you for your time and consideration. If you have any questions, please do not hesitate to call.

Sincerely,

Kevin Barrette, MD
Physical Medicine & Rehabilitation
Santa Clara Valley Medical Center

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Amended LCAP 2016-17: New Approval Required

MEETING DATE: September 14, 2016

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the amended LCAP 2016-17.

BACKGROUND:

Staff amended the LCAP to provide a more detailed narrative in the area of services to targeted and non-targeted students with a focus on goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified and consistent with Education Code section 52052 (English Learners, Foster Youth, Low-Income), including pupils with disabilities, for each of the state LCAP priorities and any locally identified priorities.

This work is in direct support of the following goals and their corresponding metrics:

Goal #1: All SCCS students will be prepared to successfully access post-secondary college and career opportunities;

Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community

FISCAL IMPACT: Elementary = \$1,573,942
Secondary = \$2,296,837
Total = \$3,870,779

Introduction:

LEA: Santa Cruz City Schools **Contact (Name, Title, Email, Phone Number):** Angela Meeker, Assistant Superintendent of Educational Services, ameeker@sccs.net, (831) 429-3410 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

During the 2015-16 school year, 6,829 students in kindergarten through 12th grades attended schools in Santa Cruz City Schools District. Of those, 47 (.6%) were Foster Youth (FY), 863 (13%) were English Learners (EL), and 2,833 (41%) were Low Income (LI). Special Education (SpEd) students (N=881 or 12%) and Reclassified Fluent English Proficient (RFEP) students (N=1,044 or 15%) students, while not specified as targeted subgroups for funding purposes, are nevertheless important subgroups that are taken into account. As such, they are included in the “all students” category in the LCAP language.

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
This section provides information about the process of involving stakeholders in developing recommendations for the 2016-17 LCAP. The first section provides an overview of the process including meetings and surveys. The second section provides observations of meeting attendance and efforts to support stronger participation. The final section lists the types of information including qualitative and quantitative that was shared at the stakeholder meetings.	<p>This section begins with information about the process of reviewing stakeholder input. This is followed by a summary of the stakeholder input in the three core areas of the LCAP; conditions for learning, pupil outcomes and parent and student engagement. The last section makes the connection between stakeholder input and the proposed 2016-17 LCAP.</p> <p>1. Process of reviewing stakeholder input: Input from stakeholders was reviewed with the District Advisory Committee,</p>

Overview of Process

1. Stakeholders were involved in reviewing, making recommendations and sharing questions regarding the development and implementation of the LCAP. This involvement was supported through open public meetings, stakeholder input meetings and surveys, both online and through the meeting structures.

a. Open public meetings:

Board of Trustees

Budget Advisory

Community Meeting

b. Stakeholder Input meetings with:

Students

Parents

Staff

Unions

District Advisory Committee

c. Surveys

Electronic and through scheduled meetings

Stakeholders were involved through surveys, meetings and class visits;

a. Surveys to parents, students and staff

Nov-Jan. 2015-16

b. Board Meeting to share survey results

Jan. 13, 2016

c. District English Learner Advisory

Jan. 21, 2016

d. Secondary principal meeting

Jan. 15, 2016

e. Elementary principal meeting

Jan. 21, 2016

f. District Advisory Committee

Jan 25, 2016

g. Budget Advisory Committee

Jan. 26, 2016

g. Board meeting on data

the Budget Advisory Committee, Board of Trustees and leadership team. Each group had an opportunity to read the responses to multiple-choice questions as well as the narrative responses to more open-ended prompts. In addition, leadership and the Budget Advisory committees reviewed the recommendations from the DAC based on survey results.

The surveys and meetings were designed to elicit feedback on the three state priority areas of the LCAP: Conditions for Learning, Pupil Outcomes and Parent/Student Engagement.

2. Summary of input from stakeholders

a. Conditions for Learning: Facilities, credentialing, state standards and course access:

Parents, students and staff communicated the importance of;

Maintaining and improving facilities

Supporting teacher training

Maintaining small class sizes

Increasing access to technology

Supporting curriculum

Increasing the number of students in AP classes (high school)

b. Pupil Outcomes: standardized tests, English Learner Proficiency and reclassification, pass rate on AP, and performance on EAP (Early Assessment Program), graduation rate, and number of students completing A-G classes.

Parent, student and staff survey responses indicated the need to provide academic support outside the day through tutoring and homework clubs as well as during the day through specialized classes and support including tutors. In addition, all stakeholders recommended academic counseling through the school and counseling for college and career.

Students in particular made note of the importance of bilingual support both with instruction and materials. These students shared their concern about access through class meetings and surveys.

Students in the AP and AVID classes reflected on the positive impact of a curriculum that helped them set goals beyond high school.

<p>Feb. 9, 2016</p> <p>i. Newcomer students</p> <p>Feb. 9, 2016</p> <p>j. ELD classes</p> <p>Feb. 9, 2016</p> <p>k. Read 180 classes</p> <p>Feb 16, 2016</p> <p>l. AVID and AP classes</p> <p>Feb. 18, 2016</p> <p>m. Leadership meeting</p> <p>Feb. 25, 2016</p> <p>n. District Advisory Committee</p> <p>Feb. 29, 2016</p> <p>o. Parent Teacher Association Meeting</p> <p>March 4, 2016</p> <p>p. Leadership meeting</p> <p>March 11, 2016</p> <p>q. Leadership meeting</p> <p>March 18, 2016</p> <p>r. District Advisory Committee</p> <p>March 28, 2016</p> <p>s. Community Meeting</p> <p>April 11, 2016</p> <p>t. Secondary principal meeting</p> <p>April 22, 2016</p> <p>u. Budget Advisory Committee</p> <p>April 27, 2016</p> <p>v. Elementary principal meeting</p> <p>May 2, 2016</p> <p>w. District Advisory Committee</p> <p>May 9, 2016</p> <p>x. Board meeting</p> <p>May 11, 2016</p> <p>y. Budget Advisory Committee</p> <p>May 24, 2016</p> <p>z. Board meeting – hearing</p> <p>June 15, 2016</p> <p>Board meeting – approval</p>	<p>c. Student and Parent Engagement: attendance, graduation rate, suspension and expulsion rates, school climate</p> <p>Parents, students and staff reported that school personnel, activities and supports have a positive impact on student engagement. In addition, parents emphasized the importance of social/emotional counseling supports in school and strongly encouraged the ongoing support for social workers and PIP aides along with full time counselors in elementary schools.</p> <p>In addition to these supports, parents, students and staff recommended an increase in activities to connect students with school. In secondary, there were several recommendations to support increased access to activities and athletics outside of school. For high school, there was a recommendation to expand inter mural offerings during the day and increased opportunities to participate on athletic teams for students who are new to a sport. High school principals also recommended extra hourly for an inter mural sports or activity coordinator.</p> <p>Teachers and tutors figured prominently in the narrative about school strengths. Students in ELD shared that this class along with tutors and caring teachers supporting their learning. Another common theme in student response was a reflection on how much their teachers cared about their success.</p> <p>Students had several recommendations for revisions to the plan including greater support for facilities, athletics and equipment, more access to computers, and less homework.</p> <p>The DAC reviewed all input and made note of how the current LCAP is meeting the needs expressed by stakeholders as well as where there are gaps.</p> <p>The following are resources provided through the LCAP that were addressed in surveys;</p> <p>Support with outcomes</p> <ul style="list-style-type: none"> o AVID o Cyber High o ELD and Newcomer sections o Math support – tutors
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June 22, 2016

- o Teacher coaching and support

Support with engagement

- o Technology
- o Homework Support
- o AVID field trips
- o Middle School after school program
- o Inter mural sports

There were also gaps between expressed need and the current plan;

Support with outcomes:

- o Spanish speaking tutors and translation
- o More math support
- o HW support during the day
- o Professional development for teachers on Common Core State Standards and technology integration
- o Support with preparations to go to college - navigating financial aid, enrollment and scheduling as well as writing essays for the application process to college or university

Support with engagement:

- o More technology - computers
- o More help with math
- o More help with homework
- o Concern about racism and discrimination
- o Clubs
- o Enrichment
- o Social Emotional support

2. Observations of meeting attendance and survey response:

The District Advisory Committee (DAC) meetings had attendance between 18-25 participants. This year, the DAC also had a representative from the Foster Youth Collaborative. The DELAC meeting in January had higher attendance – close to 45 participants as we provided a light dinner.

Impact of input on the 2016-17 LCAP

Based on a review of the input the following represents revisions to the plan as well as other funding sources that were established to meet the needs as expressed by stakeholders.

Attendance at leadership and budget advisory committee meetings was very consistent. The leadership team includes both certificated and classified staff and attendance was close to 45 participants at each meeting.

The budget advisory committee includes representatives from parent groups, union, leadership, county office and cabinet. Between 16-25 members attended each meeting.

This was the first year we held a PTA/PTC meeting with parent leaders. Unfortunately, only 8 parents came to this meeting. Plans were made to promote the meeting earlier in the year for 2016-17.

Meetings with students happened during their school day and often as part of a class meeting. As a result we had a greater student response this year than last.

Surveys were designed to elicit feedback on three core areas of the LCAP: conditions for learning, pupil outcomes and parent/student engagement. All surveys were distributed in English and Spanish. In addition, staff at the DELAC meeting transcribed individual responses for parents who were not comfortable writing a response on their own.

Another change to the process with eliciting student input was through combining a class meeting with time to complete the surveys. As a result we increased the number of student surveys from 29 to 119. Two of our high schools surveyed their students as part of the WASC review and we might look to create an aligned survey that serves both purposes next year.

We saw a similar increase in participation with parent surveys through providing alternate means to complete the survey. In 2014-15, 448 parents completed the survey as compared to 786 this year. Of these, 39 surveys were completed at the DELAC meeting and Gault elementary contributed an additional 8 surveys after a parent meeting. We kept the survey window open through March after hearing concerns that there were a disproportionate number of surveys coming from the West side schools.

An analysis of the survey participation showed that at our two largest elementary schools there was gap in parent participation. 14% of DeLaveaga

Foundations for Learning

1. Work on facilities through Long Range Master Facility Planning
Superintendent and Assistant Superintendent of Business established two task forces to assess our facility needs and prepare to go out for a bond this fall.

2. Professional development for teachers

The Educator Effectiveness Funding Grant will provide funds for the next two years to support teacher training in the CCSS and NGSS, technology integration as well as provide coaching support to veteran teachers who may be struggling.

In addition, with a math adoption in high school, the new plan includes a .2 CPM math coach at each school including the alternative high school and release time for math coaching and training in elementary and high school.

3. Course Access

All three high schools are working to increase the number of AP and honors courses at their school and reduce barriers to underrepresented students.

Pupil Outcomes

1. Increase the number of students going on to college

The recommendation to increase the number of students going on to college will be addressed through the Santa Cruz County College Commitment (S4C). The plan includes field trips, counseling, informational events, and university tutors. S4C currently provides two field trips a year to a college campus in 4th and 7th grade.

The Migrant department is establishing a student club that will also take field trips to local universities.

The 2016-17 LCAP includes a recommendation to support the Latino Role Model conference on the campus of Cabrillo.

S4C will also provide high school counselors with some additional tools to better prepare their students to access post college and career opportunities.

The current LCAP provides for bilingual tutors during the day and through

parents responded as compared to 19% of Westlake parents. There were 149 respondents from east side schools (Gault, DeLaveaga and Monarch), as compared to 200 responses from west side schools (Westlake and Bay View).

Similarly, the percentage of participation was slightly lower at the east side middle school, Branciforte (9%) as compared with Mission Hill (20%). At the high schools, the range was 12% at Harbor, 16% at Soquel and 20% at Santa Cruz High. Survey participation in the alternative schools was below 1% with the exception of Monarch (1.68%).

homework club. Our plan is to continue to work with both UCSC and Cabrillo to ensure that our students have access to this support.

2. Math support

Secondary

Provide a Math Plus section at each high school. This will be a flexible intervention period for students who are struggling with both classwork and homework.

We will continue to provide a full time RtI coordinator at each school who helps build the systems for monitoring the progress of students and of the program.

Each high school will maintain a homework club with tutors after school and during the day. Every effort will be made to recruit and retain bilingual tutors.

Middle School

An after school program at both sites will provide math support for an hour four times a week. Funds from LCFF and Measure O will support a coordinator, learning assistants and supplies. An RtI coordinator will also coordinate progress monitoring and services.

Elementary

A full time math coach will coordinate the math training around for the adoption of Eureka Math. In addition, teachers will be provided with ongoing training, release time and coaching support through the Educator Effectiveness Funding Grant.

Student and Parent Engagement

1. Technology

The plan is to increase the number of Chrome books and carts at each school site. In addition, the district has applied for and received a grant from the state – Career Technology Education Incentive Grant (CTEIG) that will provide funding for a computer science pathway beginning in middle school and extending through AP Computer Programming in high school.

The Educator Effectiveness Funding Grant will also provide training for teachers in technology integration in their curriculum.

2. Racism

We will continue our work with Dr. Eddie Fergus to create systems for closing the achievement gap. This work will be funded through the Educator Effectiveness Funding Grant and consist of meeting to review our data with leadership teams.

In the middle and high schools, Enid Lee will provide coaching on anti-racist practices through curriculum and instruction.

The leadership team will monitor the impact of this work through pupil outcomes and surveys.

3. Clubs and Activities

Clubs and their activities are supported by the ASB at each high school. In middle school, the plan is to promote youth development through after school programs and in elementary, a grant from the state provides these programs in two schools. DeLaveaga plans to use their Title I and LCFF supplemental to support an after school homework club, Listos while Westlake's parent community provides several after school learning opportunities. The level of support from the state is dependent upon the number and percentage of students living in poverty. As Westlake has fewer low-income students they receive no Title I support and parent groups fundraise to provide these opportunities.

4. Enrichment

The board voted to increase funding for classroom supplies that led to an increase in funds available through the parent clubs to support enrichment. Prior to this increase, parent clubs were raising funds for each classroom.

5. Social Emotional Support

Teachers at two of our schools were trained by Trauma Informed Schools. This training has lead to significant shifts in classroom practice and a reduction in referrals to the office.

This training has been shared with all schools with the plan of expanding the model over the next three years.

For 2016-17, the LCAP will provide a .8 Positive Behavior and Intervention Coach for elementary schools. This position will help school staff develop systems for supporting students both in and out of the classroom.

Information shared at meetings:

- a. Cost of programs within the eight state priority areas
- b. Data regarding the needs in the eight state priority areas
- c. Allocation of resources (staff, materials, and programs) in the eight state priority areas
- d. Impact of the programs through analysis of student outcomes.

Information was shared with stakeholders in the three state priority areas.

Foundations for learning:

Percentage of certificated and classified staff who meet the criteria for NCLB.

Number of schools who rate “exemplary” on the FIT reports

Percentage of staff who are trained in Common Core State Standards

Percentage of classes that have access to Common Core State Standards’ curriculum

Pupil Outcomes

Data in this section was reported through assessment results in the following areas;

CAASPP for grades 3-8 English Language Arts and Math

CELDT scores for all English Learners

Reading scores in grades 2-9 through Scholastic Reading Inventory

Writing scores on local benchmarks for middle school

Percentage of students who meet the A-G requirements in high school

Number and percentage of students who pass Algebra with a C or above

Number of students who enroll in and pass AP classes with a grade of C or above

Student and Parent Engagement

Data in this section was reported through attendance rates at each grade span, the number of expulsions and parents reporting involvement on district and

schools committees

Annual Update:

This section provides an update on the progress made toward each goal and the effectiveness of actions and services provided through the LCAP. This update makes a connection between observations of the progress and recommendations for revisions to the plan in subsequent years. The following information was shared with stakeholders as part of our Annual Update.

Goal 1:

96.64% of certificated employees in SCCS meet the criteria for NCLB compliance. This data illustrates the effectiveness of our human resource department in both recruiting qualified staff and assisting staff who need additional training. This year, we faced the challenge of filling 10 math positions and 4 special education positions. Given this challenge, we had a few interns who will be completing their credential in the next two years. Our plan for the coming years is to continue to work with teacher credentialing programs to recruit the most qualified candidates for certificated positions. For our current staff, we will use our Title II funds to support their ongoing training and development. With a national and local teacher shortage in the areas of math and special education, our Assistant Superintendent of Human Resources has expanded our participation in recruitment fairs through out California in to Oregon.

Annual Update:

This section will provide information about how stakeholders were involved in updating the LCAP. This is followed by a reflection on the implementation of the 2015-16 LCAP and recommendations from the data.

1. Stakeholders were formally involved in the development of the LCAP update on 26 different occasions in order to promote engagement with the measurable outcome data, actions and services rendered, and budget expenditures. Stakeholders made various suggestions for changes. While parts of those meetings were dedicated to explaining LCFF and LCAP and the LCAP process, most of those meetings were specifically designed to involve the stakeholders in the development of the LCAP update. The stakeholders groups (DAC, Leadership, LCAP Monitoring Team, parents, high school and middle school students, leadership, DELAC, PAC, Foster Youth representatives, principals, Budget Advisory Committee) reviewed measurable outcome data, actions, services, and expenditures. Upon reviewing the data, the stakeholders made suggestions for changes in this year's LCAP.

2. The 2015-16 LCAP supported new positions, training and resources focused on outcomes and engagement for English Learners, Low Income students and foster youth. This section will include information about the process and impact of these new positions.

a. Coaching, monitoring and support:

RtI coordinators at secondary
Curriculum coaches
Walk to Read Coordinators
Learning Assistants

We developed a model for RtI at each secondary that focused on math (Integrated Science and math at Harbor). Coordinators gave assessments and monitored student progress in math. Midway through the year, coordinators

created an intervention plan that allowed students at 4 of the secondary sites to receive additional support as part of their school day. Between 35 and 50 students at each school were supported through this intervention. At Harbor, the RtI coordinator created benchmark assessments to monitor students progress in the new Integrated Science classes for all 9th graders.

Curriculum coaches supported teachers in developing and implementing units for CCSS math, NGSS and ELD. Coaches focused their work on developing understanding of the new standards and next year, we look forward to implementing coaching cycles at each site. In elementary, the Walk to Read program is in its fourth year with significant gains to reading scores in 3rd grade as measured by the SRI. RtI coordinators in elementary regularly look at data and monitor both student progress and the health of the program

In the 2016-17 LCAP, we plan to maintain these positions and develop stronger articulation with the school sites around the role of curriculum coaches.

b. Targeted support for EL, Low Income and Foster Youth

AVID field trips, stipends and training

Read 180 sections

Newcomer sections

School community coordinator

Homework club

After school program

Credit Recovery

Summer School

b. Increasing student engagement

Social workers

Social work interns

PIP aides

Full time counselors

Goal 2:

99% of classified staff meet the criteria for NCLB compliance. The human resources department conducts extensive assessments and review of experience and credentials when hiring classified staff. The plan for coming years is to continue to maintain rigorous protocols that support both the hiring

and retention of highly qualified staff.

Goal 3:

According to our FIT report, 8 of 13 sites rate as "good" and 5 rate as "fair". The facilities department has identified needs that we hope to address in the next three years. The district will continue to support any identified needs that pose a safety threat and is in the process of engaging with an outside firm to conduct an overview of the extensive facility needs due to aging. In addition, the district is creating a long range facilities master plan through a facilities task force and with the support of a consultant. This master plan will guide the next steps toward improving facilities. The district is also in the process of going out for a facilities bond in November.

Goal 4:

100% of students had access to standards-aligned instructional materials in all subjects. Our challenge will be to maintain this access as we adopt new instructional materials in English Language Arts and math for the coming two years as well as materials to support the Next Generation Science Standards. For 2016-17, we are purchasing new math texts for elementary and high school. The new Social Studies framework will be adopted this fall and we anticipate publishers will have materials available for adoption in the 2017-18 school year.

Goal 5:

100% of teachers in core subject areas, (English Language Arts, math, science, social studies, world language) received professional development in implementation of the CCSS within the past two years. This training focused on the instructional shifts and included some opportunities for unit development. There is tremendous need to address ongoing professional development for teachers in the next two years due to the adoption of both CCSS and NGSS. To support teacher learning, the LCAP includes expenditures for teacher coaches in the following areas; elementary math, middle school core, elementary English Language Development, science, secondary English Language Development, secondary math, elementary and secondary Response to Intervention coordinators and a technology coach. Stakeholders and school staff recommended maintaining these positions based on data that showed that our English Learners are not making progress toward proficiency in English, (CELDT AMAO). There is an gap between the performance of English

Learners, RFEP and low-income students in local assessments for math and English as compared to English Only students and those not living in poverty. As the gaps in proficiency reflect inequitable outcomes for student subgroups, we will continue to work with consultants to support culturally relevant pedagogy in the classroom.

Goal 6:

This goal demonstrates our commitment to ensuring all students will meet the A-G requirements by 12th grade.

57% of 12th graders met A-G requirements (goal was 60%) up from 53% in 2014-15

39% of low-income students met those requirements, (goal was 40%) up from 35% in 2014-15

0% of EL's met the requirement (goal was 5%) from 8% in 2014-15

The graduation rate was 91.9% (goal was 90.3%)

We decreased the dropout rate to 4.2% (goal was 4.5%)

Clearly, we have more work to do.

We have directed funds in support for when students fail - through credit recovery - and support for students who are school-dependent. The current plan maintains those expenditures including certificated staff to support the Cyber High credit recovery program. This program enrolls between 160-200 students a year who have previously failed a course. The goal is to maintain student progress toward graduation through providing an online course while students are concurrently enrolled in their high school program.

The data on these courses shows a 97% completion rate. Given the success of this program, we will continue to fund the release time and computer licenses.

To promote a college-going culture and readiness for the A-G, the LCAP provides funds for the Advancement Via Individual Determination, (AVID) program at each secondary school. Funds go to support tutors, field trips and teacher stipends.

Goal 7:

78% of 9th graders passed Algebra 1 with a C- or better on the first try (goal was 60%) and 28% of 11th grade students were considered on track in English Language Arts, 14% in math, to be considered college-ready according to the EAP (goal was 29%).

Our current expenditures support additional, targeted learning for these

subgroups through increased support during the day. Each high school will have a flexible math intervention class where students can receive targeted support. Bilingual math tutors will also provide support both in class and in the intervention period. Student progress will be monitored by teachers with support from the Response to Intervention coordinators at middle and high school. Middle school will offer an after school program with access to math intervention software and support from learning assistants.

Goal 8:

80% of 6th-8th grade students were reading at grade level as determined by the Scholastic Reading Inventory (SRI) (goal was 78) and 73% of elementary RFEP students and 75% of secondary RFEP students were reading at grade level on the SRI (goal was 58%). To better support English Learners, RFEP and low-income students, we have allocated funds to provide a section of Read 180 at each middle school and two high schools. The LCAP provides funds for the section, workbooks and training. Observations and data analysis show that this program is very effective for middle school students. In the coming year, we will be targeting additional professional training for our high school staff and there is less evidence of growth within their classes. The director of curriculum and assessment worked this spring with each high school assistant principal and counselor to review data and make recommendations for student placement and teacher support.

Goal 9:

The CAHSEE was suspended by California Legislature effective January 2016. Since 2006, the high school exit exam highlighted the inequitable outcomes for English Learners as they were primarily the students affected by this assessment. With the suspension of CAHSEE, our district will use the state assessment given in 3rd-8th grade and again in 11th grade to monitor student proficiency. In addition, we will review reading proficiency through the Scholastic Reading Inventory, given to 2nd through 9th graders and every year for English Learners. To better support all students, the LCAP provides an after school coordinator who would assist with using data to identify the students who would most benefit from additional support and connect with their families.

With both middle school and high school programs, we will be working to identify students within the first 6 weeks of school, hold parent meetings and create a plan for their support outside of the school day.

Goal 10:

52% of elementary English Learners made one year of growth as measured by the CELDT, (goal was 60%)

and 53% of secondary English Learners made one year of growth (goal was 60%). As the needs of secondary are very different from elementary students, the current LCAP provides an additional English Learner Instructional Resource Teacher to differentiate between the two groups. The LCAP also provides sections for a Newcomer Academy and community coordinator. The data we will gather will include local assessments and CELDT. The goal of the academy is to provide newcomer students with access to both language development and content they need to graduate. Tutorials will continue to be supported by bilingual staff and college students who can provide a bridge between content instruction and language acquisition.

Goal 11:

This goal addresses the number of low income students who pass AP classes with a C or higher, the standard universities require when evaluating transcripts. The total number of students meeting this criteria was 158 (goal was 190). To increase the number of students enrolling in and successfully completing an AP class, the LCAP provides for four-year planning workshops facilitated by counselors. The current LCAP will maintain this expenditure and consider how to increase the number of students who enroll in AP through these conversations.

Goal 12:

Each of the schools receiving LCFF supplemental funds reported an increase in the opportunities for students to participate in interventions. In elementary, each school created smaller sections for reading intervention after identifying students who were not reading at grade level. In the middle school, both sites provided an additional section of Read 180 to reduce class size and provide more targeted support. The high schools also reduced class size for the AVID classes and provided tutoring support in the core content areas.

Each school monitors their intervention program and makes adjustments to better support student sub groups toward the goal of access to college and career.

Goal 13:

The LCAP provides two full time social workers who coordinate services for students identified through the site teams as needing this support. This year, secondary schools met monthly to review students of concern with our director of student services and social workers. These monthly meetings allowed for early intervention when students were struggling. In elementary, the LCAP supports full time counselors, again with the goal of providing additional support for students and their families. Our counselors also connect with social workers to determine what resources are available for students and their families.

Progress toward this goal is monitored through the number of expulsions, suspensions and the percentage of students with chronic absence. As of May 7th, the total number of expulsions for 2015-16 was 13 which is down from 20 in 2014-15. There is the possibility that this number will increase over the next five weeks of school, however we are hopeful that this downward trend will continue.

Chronic absence as defined as missing 10% or more of the school year. The following are estimates based on the information available as of May 2016. The percentage of students with chronic absence ranges from 12% at Westlake to a high of 37% at Costanoa.

Total for High Schools 20%

Total for Middle Schools 18%

Total for Elementary Schools 16%

The 2015-16 school year is a baseline year for the work of our school social workers. They began their work in November of 2015. To date they have served 76 students in the six secondary schools. Students are referred for a variety of reasons including attendance (17), family concerns (11), foster placement concerns (5), mental health (6), safety (8), housing, food and homelessness (4).

The social workers have established relationships with community based programs and resources to serve our students in need. These agencies include Children's Mental Health, Alternative Education, Family and Children's Services, CPS, Substance use, abuse and treatment programs, FosterEd, CASA, Second Harvest Food Bank, Homeless Shelter Services, Encompass Community

Services, Family Services and the Community Resource Center. They serve on the Foster Youth Advisory Committee of the County Office of Education. The social workers have established relationships with each of the school sites they serve. They are developing a process by which they can work with the counseling team at each site to monitor student attendance, behavior and grades and intervene with those students in need. They will also begin serving on the Goal Book team for each foster youth at the sites they serve. We will use the Social Emotional Health Survey for the students they have served as a data point for the effectiveness of their work as well as attendance, grades and behavior data.

In addition to social workers we have seven MFT and MSW trainees assigned to eight of our sites. The trainees provide Tier 3 services, one on one counseling to our most needy students. As of April 1, the trainees have provided 2199 direct service hours to our students.

	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Interns							

Students Served	104	129	127	115	115	126	133
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Sessions Provided	256	397	275	226	288	352	405
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The Primary Prevention Program serves 108 students in grades K-3. Foster and homeless youth receive priority enrollment in the program. In the school adjustment scale completed by the classroom teacher, 86% of students show improvement during the program.

Goal 14:

We have surveyed parents using an online and paper survey to determine the percentage who participate in district level committees. 23.1% of respondents participated in 2015-16 which exceeds our goal of 15%. Our LCAP recommends that we increase parent engagement through translation, childcare and food for evening meetings.

The LCAP continues to support this recommendation and will monitor the participation of parents of English Learners in district committees.

Goal 15

SCCS supports foster youth through collaboration with Foster Youth Services at the county office. The needs of foster youth are addressed through assistant principal and counselor meetings. Key personnel dedicated to supporting foster youth include our director of student services, social workers and

counselors. SCCS has 47 students identified as foster youth, we track their progress and maintain connection with services provided through the county and the foster youth liaison.

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:	We will recruit and retain fully credentialed teachers in all content areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>	
	Identified Need : Highly Qualified Teachers 99% (440/441) of certificated employees are NCLB compliant as of 6/3/15. With a statewide teacher shortage, we are facing some difficulty with hiring for positions in math and special education			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	100% of certificated employees will be fully credentialed			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire only Highly Qualified Teachers (B/CLAD required) 0001-0999: Unrestricted: Locally Defined Base \$0 New Teacher Project coaching for beginning teachers 5800: Professional/Consulting Services And Operating Expenditures Title II \$80,000	
	District-wide	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Other	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes: 100% of certificated employees will be fully credentialed

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.	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)	Hire only Highly Qualified Teachers (B/CLAD required) 0001-0999: Unrestricted: Locally Defined Base \$0 New Teacher Project coaching for beginning teachers 5800: Professional/Consulting Services And Operating Expenditures Title II \$80,000
		<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)	1000-1999: Certificated Personnel Salaries Supplemental

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes: 100% of certificated employees will be fully credentialed

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.	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	Hire only High Qualified Teachers (B/CLAD required) 1100 CERT TEACHERS' SALARIES-REG. Base 0 New Teacher Project coaching for beginning teachers 5800 OTHER SVCS & OPER EXPENDITURES Title II \$80,000

		English proficient _ 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.

GOAL 2:	We will develop a highly collaborative, professional culture focused on supporting effective teaching.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>
	100% of classified staff will meet all requirements for their position.		
Identified Need :	Highly Qualified Staff		
	99% (121/122) of classified instructional employees meet the requirements for their position as of 05/15		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	100% of classified instructional employees will meet the requirements for their position.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire only fully certified classified instructional staff	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire only fully certified classified instructional staff. 0001-0999: Unrestricted: Locally Defined Base \$0
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	100% of classified instructional employees will meet the requirements for their position.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire only fully certified instructional staff.	LEA-wide	<input checked="" type="checkbox"/> All _ _ _ _ _	Hire only fully certified classified instructional staff. 0001-

		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0999: Unrestricted: Locally Defined Base \$0
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	100% of classified instructional employees will meet the requirements for their position.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire only fully certified classified instructional staff	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Hire only fully certified classified instructional staff. 2000 >CLASS PERSONNEL SALARIES Base 0

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

GOAL 3:	Facilities will be modernized and conducive to learning, earning a rating of exemplary at each school site on our FIT report.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>District Goal #5</u>	
Identified Need :	13/13 sites rate "good" (90%) or better on the Facility Inspection Tool (FIT), but only 8/13 sites rated "exemplary" (100%). SCCS would like all facilities to be in "exemplary" condition as measured by the FIT.			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	10/13 sites rate "exemplary" on FIT report			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.		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)	On-going maintenance at all facilities. (Resource 8150) 7000-7439: Other Outgo Base \$1,933,270
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:	11 out of 13 sites rate "exemplary" on FIT report			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	On-going maintenance at all facilities. (Resource 8150) 7000-7439: Other Outgo Base \$1,933,270

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	12 out of 13 sites rate "exemplary" on Facility Inspection Tool (FIT)		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	On-going maintenance at all facilities. 7439 OTHER DEBT SERVICE - PRINCIPAL Base \$1,933,270

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

GOAL 4:	All students will be prepared to successfully access post-secondary college and career opportunities. 100% of students will have access to standards-aligned instructional materials in all subjects		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>
Identified Need :	Beginning in 2016-17, we will start a cycle of adopting CCSS aligned textbooks, beginning with math and continuing with Social Studies/History in 17-18 and NGSS in 18-19. Textbooks and instructional materials in core subjects need to be Williams compliant and aligned with CCSS, CA ELD standards, and NGSS. Many textbooks, while compliant with Williams' requirements, were purchased before the new standards were adopted.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	<u>All</u>	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned instructional materials in mathematics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional materials.	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)	Purchase instructional materials for math adoption in elementary and high school (\$125,000 Elementary & \$146,000 for secondary). 0000: Unrestricted Base \$271,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned instructional materials in social studies/history.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional materials.	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)	Purchase instructional materials for social studies/history aligned with the CCSS (\$100,000 Elementary & \$100,000 for secondary). 0000: Unrestricted Base \$200,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned instructional materials in NGSS>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase instructional materials	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)	Purchase instructional materials for NGSS adoption in elementary and secondary 4300 MATERIALS & SUPPLIES Base \$100,000

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

GOAL 5:	We will develop a highly collaborative, professional culture focused on supporting effective teaching. 100% of teachers in core subject areas will participate in professional development in implementing CCSS, CA ELD Standards, and NGSS. Teachers participate in a minimum of 8 professional development sessions throughout the year. In addition, elementary teachers will be released every six weeks to participate in CCSS math training. Secondary math teachers will have monthly training and support from coaches in addition to the professional development. Secondary science teachers will receive monthly coaching and support from the NGSS coach.			Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>
Identified Need :	Implement Standards SCCS needs to implement the Common Core State Standards (CCSS) and teachers need to be trained in CCSS.			
Goal Applies to:	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups:	<input checked="" type="checkbox"/> All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	100% of teachers in core subject areas will participate in professional development in implementing CCSS, CA ELD Standards, and NGSS.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Hire 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS. Although the coaching will provide training to all teachers, they will provide a focus on English Language learners.	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)	1.0 FTE Elementary Math Coach 1000-1999: Certificated Personnel Salaries Supplemental \$95,974 1.0 FTE Elementary Math Coach 3000-3999: Employee Benefits Supplemental \$26,083 .73 FTE Secondary Math CPM Coaches through EEFG 1000-1999: Certificated Personnel Salaries Other \$56,730 .73FTE Secondary Math Coaches through EEFG 3000-3999: Employee Benefits Other \$13,127 5800: Professional/Consulting Services And Operating Expenditures Supplemental	
Maintain positions for 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.	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 checked="" type="checkbox"/> Redesignated fluent English proficient	1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Supplemental \$111,400 1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 3000-3999: Employee Benefits Supplemental \$33,671	

		_ Other Subgroups: (Specify)	.3899 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Title I \$26,977 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 3000-3999: Employee Benefits Title I \$8,154
Contract with Core Collaborative to support Professional Learning Community work at secondary schools and support math adoption with elementary teams	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	6 days @ \$5,000 per day for secondary 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000 elementary 6 days @ \$5,000 per day for elementary 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$30,000
Maintain 1.0 FTE Education Technology Coach	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE Education Technology Coach 1000-1999: Certificated Personnel Salaries Supplemental \$90,048 1.0 FTE Education Technology Coach 3000-3999: Employee Benefits Supplemental \$22,296
Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.	Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.4 FTE Middle School Core (ELA & Social Studies) 1000-1999: Certificated Personnel Salaries Supplemental \$26,755 .4 FTE Middle School Core (ELA & Social Studies) 3000-3999: Employee Benefits Supplemental \$6,844 2000-2999: Classified Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	1.0 FTE Science Coach 1000-1999: Certificated Personnel Salaries Supplemental \$96, 825 1.0 FTE Science Coach 3000-3999: Employee Benefits Supplemental \$19,610

		_ Other Subgroups: (Specify)	
Technology to support student learning. Chrome books, carts and projection.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology to support student learning elementary 4300 MATERIALS & SUPPLIES Supplemental \$111,058 Technology to support student learning secondary 4300 MATERIALS & SUPPLIES Supplemental \$162,845
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	100% of teachers in core subject areas will participate in professional development in implementing CCSS, CA ELD Standards, and NGSS.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE Elementary Math Coach 1000-1999: Certificated Personnel Salaries Base \$95,974 1.0 FTE Elementary Math Coach 3000-3999: Employee Benefits Base \$26,083 .73 FTE Secondary Math CPM Coaches through EEFG 1000-1999: Certificated Personnel Salaries Other \$56,730 .73 FTE Secondary Math CPM Coaches through EEFG 3000-3999: Employee Benefits Other \$13,127 5800: Professional/Consulting Services And Operating Expenditures Supplemental
Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Supplemental \$111,400 1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 3000-3999: Employee Benefits Supplemental \$33,671 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Title I \$26,977 .3899 FTE English Learner Instructional Resource Teacher

			(ELIRT) 3000-3999: Employee Benefits Title I \$8,154
Contract with Core Collaborative to support Professional Learning Community work at secondary schools and to support math adoption at elementary schools	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)	6 days @ \$5,000 per day 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$30,000 6 days @ \$5,000 per day 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$30,000
Maintain 1.0 FTE Education Technology Coach	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)	1.0 FTE Education Technology Coach 1000-1999: Certificated Personnel Salaries Supplemental \$90,046 1.0 FTE Education Technology Coach 3000-3999: Employee Benefits Supplemental \$22,296
Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.	Middle School	<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)	.4 FTE Middle School Core (ELA & Social Studies) 2000-2999: Classified Personnel Salaries Supplemental \$26,755 .4 FTE Middle School Core (ELA & Social Studies) 3000-3999: Employee Benefits Supplemental \$6,844 1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).	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)	1.0 FTE Science Coach 1000-1999: Certificated Personnel Salaries Supplemental \$96,825 1.0 FTE Science Coach 3000-3999: Employee Benefits Supplemental \$19,610

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	100% of teachers in core subject areas will participate in professional development in implementing CCSS, CA ELD Standards, and NGSS
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain a 1.6 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways by sharing effective strategies, using a formal coaching cycle, providing feedback and facilitating professional development sessions regarding CCSS.	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)	1.0 FTE Elementary Math Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$95,974 1.0 FTE Elementary Math Coach 3000 EMPLOYEE BENEFITS Supplemental \$26,083 .6 FTE Secondary Math CPM Coaches through EEFG 1100 CERT TEACHERS' SALARIES-REG. Other \$.6 FTE Secondary Math CPM Coaches through EEFG 1100 CERT TEACHERS' SALARIES-REG. Other \$
Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, provide feedback and facilitate professional development sessions regarding CCSS.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$111,400 1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 3000 EMPLOYEE BENEFITS Supplemental \$33,671 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 1100 CERT TEACHERS' SALARIES-REG. Title I \$26,977 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 3000 EMPLOYEE BENEFITS Title I \$8,154
Contract with Core Collaborative to support Professional Learning Community work at secondary schools and work with elementary schools on math adoption	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)	6 days @ \$5,000 per day 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$30,000 6 days @ \$5,000 per day 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$30,000
Maintain 1.0 FTE Education Technology Coach	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	1.0 FTE Education Technology Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$90,048 1.0 FTE Education Technology Coach 3000 EMPLOYEE

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	BENEFITS Supplemental \$22,296
Maintain .4 TOSAs to support implementation of CCSS ELA in middle schools	Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.4 FTE Middle School Core (ELA and Social Studies) TOSA 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$26,755 .4 FTE Middle School Core (ELA and Social Studies) TOSA 3000 EMPLOYEE BENEFITS Supplemental \$6,844
Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE Science Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$96,825 1.0 FTE Science Coach 3000 EMPLOYEE BENEFITS Supplemental \$19,610
Technology to support student learning. Chrome books, carts and projection	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Technology to support student learning elementary 4300 MATERIALS & SUPPLIES Supplemental \$111,058 Technology to support student learning secondary 4300 MATERIALS & SUPPLIES Supplemental \$162,845

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

GOAL 6:	All students will be prepared to successfully access post-secondary college and career opportunities as demonstrated through meeting the A-G requirements and increased graduation rate and lowered drop out rate.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>
Identified Need :	College and Career Ready 2014-15 53% of all 12th-grade students meet A-G requirements. 35% of LI 12th-grade meet A-G requirements. 8% of EL 12th-grade meet A-G requirements. 2013-14 Cohort graduation rate for 2013-14 = 89.8% High School dropout rate for 2013-14 = 4.7%		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	80% of all 12th meet A-G requirements. 62% of LI 12th meet A-G requirements. 35% of EL 12th meet A-G requirements. Increase graduation rate by .5% to 90.2% in 2016-17 Decrease high school dropout rate by .2 to 3.7% in 2016-17 Maintain middle school dropout rate of 0% in 2016-17		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G	High school	<input checked="" type="checkbox"/> All OR: _____	.6 FTE Credit Recovery @ Ark 1000-1999: Certificated

requirements.		<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)	Personnel Salaries Supplemental \$49,292 .6 FTE Credit Recovery @ Ark 3000-3999: Employee Benefits Supplemental \$11,935 Credit Recovery materials @ Ark 4000-4999: Books And Supplies Supplemental \$4,100 Credit Recovery contract with Cyber High 4000-4999: Books And Supplies Supplemental \$11,070
AVID classes at middle schools and comprehensive high schools.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID Tutors & Field Trips 2000-2999: Classified Personnel Salaries Supplemental \$40,000 AVID Tutors & Field Trips 5200 MILEAGE, TRAVEL & CONFERENCES Supplemental \$10,000 AVID stipends. 1000-1999: Certificated Personnel Salaries Supplemental \$2,830

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	85% of all 12th meet A-G requirements. 67% of LI 12th meet A-G requirements. 40% of EL 12th meet A-G requirements. Increase graduation rate by .5% from 90.7% in 2016-17 to 91.2% in 2017-18 Decrease dropout rate by .2 from 3.5% to 3.3% in 2017-18. Maintain middle school dropout rate of 0% in 2017-18		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.	High school	<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:	.6 FTE Credit Recovery @ Ark 1000-1999: Certificated Personnel Salaries Supplemental \$49,292 .6 FTE Credit Recovery @ Ark 3000-3999: Employee Benefits Supplemental \$11,935 Credit Recovery materials @ Ark 4000-4999: Books And Supplies Supplemental \$4,100 Credit Recovery contract with Cyber High 4000-4999: Books

		(Specify)	And Supplies Supplemental \$11,070
AVID classes at middle schools and comprehensive high schools.	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 checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$40,000 AVID Tutors and Field trips 5200 MILEAGE, TRAVEL & CONFERENCES Supplemental \$10,000 AVID stipends. 1000-1999: Certificated Personnel Salaries Supplemental \$2,830
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	90% of all 12th meet A-G requirements. 72% of LI 12th meet A-G requirements. 45% of EL 12th meet A-G requirements. Increase graduation rate by .5% from 91.2% in 2017-18 to 91.7 in 2018-19 Decrease dropout rate by .2 from 3.3% to 3.1% in 2018-19. Maintain middle school dropout rate of 0% in 2018-19		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements	High School	<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)	.6 FTE Credit Recovery at the Ark 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$49,292 .6 FTE Credit Recovery at the Ark 3000 EMPLOYEE BENEFITS Supplemental \$11,935 Credit Recovery materials at the Ark 4300 MATERIALS & SUPPLIES Supplemental \$4,100 Credit recovery contract with Cyber High 4300 MATERIALS & SUPPLIES Supplemental \$11,070
AVID classes at middle schools and comprehensive high schools	Secondary	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	AVID Tutors 2000 >CLASS PERSONNEL SALARIES Supplemental \$40,000 AVID stipends 1160 TEACHER SALARIES-STIPEND

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$2,830 AVID field trips 5200 MILEAGE, TRAVEL & CONFERENCES Supplemental \$10,000
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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 7:	We will eliminate achievement gaps that currently exist between demographic groups within the Santa Cruz City Schools' community. Teachers will be prepared and have adequate materials to teach Common Core State Standards (CCSS) to students that struggle. Students that struggle will have various opportunities to master CCSS.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Identified Need :	Mathematics/English Language Arts 75% of 9th-graders passed Algebra 1 with a C- or better on the first attempt. 35% of 11th-grade students are on track to be college ready in ELA, as measured by 2013 Early Assessment Program (EAP). 17% of 11th-grade students are on track to be college ready in math, as measured by 2013 Early Assessment Program (EAP). 58% of RFEP 5th grade students met math standards on CAASP. 36% of RFEP 11th grade students met math standards on CAASP. 58% of RFEP 5th grade students met ELA standards on CAASP. 50% of RFEP 11th grade students met ELA standards on CAASP. 5% of 5th grade English Learners met math standards on CAASP. 4% of 5th grade English Learners met ELA standards on CAASP. 30% of 5th grade Low Income students met math standards on CAASP.		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The rate of 9th-graders passing Algebra 1 with a C- or better on the first try will increase by 5% from 75% to 80%. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 35% to 40% in ELA. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 17% to 22% in mathematics. The rate of RFEP 5th grade students will increase by 3% or more, from 58% to 61% on CAASP Math. The rate of RFEP 11th grade students will increase by 7% or more, from 36% to 43% on CAASP Math. The rate of Low Income students will increase by 8% or more, from 30% to 38% on CAASP Math.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners _ Foster Youth	Elementary Summer School 1000-1999: Certificated Personnel Salaries Title I \$28,856 Elementary Summer School 2000-2999: Classified Personnel Salaries Title I \$5,208

<p>struggling students</p> <p>Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs</p> <p>Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching</p> <p>Create more time for teachers and staff to review, examine data and determine next steps</p> <p>Summer School with a focus on mathematics and reading in elementary schools</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Elementary Summer School 3000-3999: Employee Benefits Title I \$5,256</p> <p>Elementary Summer School 4000-4999: Books And Supplies Title I \$4,000</p> <p>Secondary Summer School 1000-1999: Certificated Personnel Salaries Title I \$71,911</p> <p>Secondary Summer School 2000-2999: Classified Personnel Salaries Title I \$6,227</p> <p>Secondary Summer School 3000-3999: Employee Benefits Title I \$11,596</p> <p>Secondary Summer School 4000-4999: Books And Supplies Title I \$7,500</p>
<p>5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.</p>	<p>Secondary</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>5.0 FTE RTI Coordinators 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$345,940</p> <p>5.0 FTE RTI Coordinators 3000-3999: Employee Benefits Supplemental \$110,960</p>
<p>Math tutors to assist students in becoming proficient in CCSS mathematics.</p>	<p>High School</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>Math tutors to assist students in becoming proficient in CCSS mathematics. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$41,074</p>

		(Specify)	
.2 FTE at each comprehensive high school to provide a flexible math intervention period - .33 at SCHS (Math Plus)	High School	<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)	.73 Math Plus FTE (.2 for each comprehensive high school and .33 at SCHS) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$56,730 .73 Math Plus FTE (.2 for each comprehensive high school 3000 EMPLOYEE BENEFITS Supplemental \$13,127
Homework Clubs at each of the three comprehensive high schools	High School	<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)	HW Club extra hourly for certificated staff 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$25,866 HW Club benefits for certificated staff 3000 EMPLOYEE BENEFITS Supplemental \$4,134
1.0 FTE to coordinate after school support programs at both middle schools	Middle School	<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)	1.0 FTE for After School Coordinator (.5 at each middle school) 2000 >CLASS PERSONNEL SALARIES Supplemental \$32,600 1.0 FTE for After School Coordinator (.5 at each middle school) 3000 EMPLOYEE BENEFITS Supplemental \$7,658
4 Instructional Techs to support middle school After School Program	Middle School	<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)	4 Instructional Techs to support middle school After School Program 2900 OTHER CLASS SALARIES-REGULAR O Supplemental \$50,358 4 Instructional Techs to support middle school After School Program 3000 EMPLOYEE BENEFITS Supplemental \$9,578

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	The rate of 5th-graders Economically Disadvantaged meeting standards in math will increase by 5 percentage points from 19% to 24%. The rate of 5th-graders Economically Disadvantaged meeting standards in ELA will increase by 5 percentage points from 30% to 35%. The rate of 5th-graders English Learners meeting standards in math will increase by 7 percentage points from 5% to 12%. The rate of 5th-graders English Learners meeting standards in ELA will increase by 8 percentage points from 4% to 12%. The rate of 9th-graders passing Algebra 1 with a C- or better on the first try will increase by 5% from 85% to 90%. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 45% to 50% in ELA. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 27% to 32% in mathematics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>For elementary and secondary schools, we will engage in:</p> <p>Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students</p> <p>Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs</p> <p>Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching</p> <p>Create more time for teachers and staff to review, examine data and determine next steps</p> <p>Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.</p>	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 English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Elementary Summer School 1000-1999: Certificated Personnel Salaries Title I \$28,856</p> <p>Elementary Summer School 2000-2999: Classified Personnel Salaries Title I \$5,208</p> <p>Elementary Summer School 3000-3999: Employee Benefits Title I \$5,256</p> <p>Elementary Summer School 4000-4999: Books And Supplies Title I \$4,000</p> <p>Secondary Summer School 1000-1999: Certificated Personnel Salaries Title I \$71,911</p> <p>Secondary Summer School 2000-2999: Classified Personnel Salaries Title I \$6,227</p> <p>Secondary Summer School 3000-3999: Employee Benefits Title I \$11,596</p> <p>Secondary Summer School 4000-4999: Books And Supplies Title I \$7,500</p>
5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.	Secondary	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	5.0 FTE RTI Coordinators 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$345,940

		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	5.0 FTE RTI Coordinators 3000-3999: Employee Benefits Supplemental \$110,960
Math tutors to assist students in becoming proficient in CCSS mathematics.	High School	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Math tutors to assist students in becoming proficient in CCSS mathematics. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$41,074

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The rate of 5th-graders Economically Disadvantaged meeting standards in math will increase by 5 percentage points from 24% to 29%. The rate of 5th-graders Economically Disadvantaged meeting standards in ELA will increase by 5 percentage points from 35% to 40%. The rate of 5th-graders English Learners meeting standards in math will increase by 5 percentage points from 12% to 17%. The rate of 5th-graders English Learners meeting standards in ELA will increase by 5 percentage points from 12% to 17%. The rate of 9th-graders passing Algebra 1 with a C- or better on the first try will increase by 2% from 90% to 92%. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 50% to 55% in ELA. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 32% to 37% in mathematics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs	LEA-Wide	<u>X</u> All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Elementary Summer School 1100 CERT TEACHERS' SALARIES-REG. Title I \$28,856 Elementary Summer School 2000 >CLASS PERSONNEL SALARIES Title I \$5,208 Elementary Summer School 3000 EMPLOYEE BENEFITS Title I \$5,256 Elementary Summer School 4300 MATERIALS & SUPPLIES Title I \$4,000 Secondary Summer School 1100 CERT TEACHERS' SALARIES-REG. Title I \$71,911

<p>Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching</p> <p>Create more time for teachers and staff to review, examine data and determine next steps</p> <p>Summer School with a focus on mathematics and reading in elementary schools</p>			<p>Secondary Summer School 2000 >CLASS PERSONNEL SALARIES Title I \$6,227</p> <p>Secondary Summer School 3000 EMPLOYEE BENEFITS Title I \$11,596</p>
5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools	Secondary	<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>5.0 FTE RTI Coordinators 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$345,940</p> <p>5.0 FTE RTI Coordinators 3000 EMPLOYEE BENEFITS Supplemental \$110,960</p>
math tutors to assist students in becoming proficient in CCSS mathematics	High school	<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>math tutors to assist students in becoming proficient in CCSS mathematics. 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$41,074</p>
.2 FTE at each comprehensive high school (.33 at SCHS) to provide a flexible math intervention period (Math Plus)	High School	<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>.73 Math Plus FTE (.2 at each comprehensive high school and .33 at Santa Cruz High) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$56,730</p> <p>.73 Math Plus FTE (.2 at each comprehensive high school</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	and .33 at Santa Cruz High) 3000 EMPLOYEE BENEFITS Supplemental \$13,127
Homework clubs at each of the three comprehensive high schools	High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	HW Club extra hourly for certificated staff 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$25,866 HW Club extra hourly for certificated staff 3000 EMPLOYEE BENEFITS Supplemental \$4,134
1.0 FTE to coordinate after school support programs at both middle schools	Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 For After School Coordinator (.5 at each middle school) 2000 >CLASS PERSONNEL SALARIES Supplemental \$32,600 1.0 For After School Coordinator (.5 at each middle school) 3000 EMPLOYEE BENEFITS Supplemental \$7,658
4 Instructional techs to support middle school After School Program	Middle School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4 Instructional techs to support middle school After School Program 2000 >CLASS PERSONNEL SALARIES Supplemental \$50,358 4 Instructional techs to support middle school After School Program 3000 EMPLOYEE BENEFITS Supplemental \$9,578

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

GOAL 8:	We will eliminate achievement gaps that currently exist between demographic groups in Language Arts within the SCCS school community. 90% of 6th-9th-grade students will read at or above grade level.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>
Identified Need :	Language Arts 79% of 6th-8th-grade students are reading at or above grade level, as determined by the SRI. 68% of 6th-8th-grade Reclassified Fluent English Proficient (RFEP) students are reading at or above grade level, as determined by the SRI. 65% of 9th-grade students are reading at or above grade level, as determined by the SRI.		
Goal Applies to:	Schools: <u>All secondary schools</u> Applicable Pupil Subgroups: <u>RFEP, EL, and Hispanic</u>		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The rate of 6th-8th-grade students reading at or above grade level will increase 5% from 84% to 89% as determined by the SRI. The rate of 6th-8th grade Reclassified Fluent English Proficient (RFEP) students reading at or above grade level will increase 5% from 73% to 78% as determined by the SRI. The rate of 9th-grade students reading at or above grade level will increase 5% from 75% in 2015-16 to 80% in 2016-17 as determined by the SRI.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in reading Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons	Secondary	<u>All</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Hispanic</u>	.8 FTE Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$ 63,480 .8 FTE Read 180 3000-3999: Employee Benefits Supplemental \$19,240 Read 180 training, workbooks, licenses 4000-4999: Books And Supplies Supplemental \$45,000

<p>collaboratively based on needs</p> <p>Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching</p> <p>Create more time for teachers and staff to review, examine data and determine next steps</p>			
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<p>The rate of 6th-8th-grade students reading at or above grade level will increase 5% from 89% to 94% as determined by the SRI.</p> <p>The rate of 6th-8th grade Reclassified Fluent English Proficient (RFEP) students reading at or above grade level will increase 5% from 78% to 83% as determined by the SRI.</p> <p>The rate of 9th-grade students reading at or above grade level will increase 5% from 80% in 2016-17 to 85% in 2017-18 as determined by the SRI.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in reading</p> <p>Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students</p> <p>Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs</p> <p>Ongoing professional development for teachers on how to develop collaboratively to assist in meeting</p>	Secondary	<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>.8 FTE Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$63,480</p> <p>.8 FTE Read 180 3000-3999: Employee Benefits Supplemental \$19,240</p> <p>Read 180 training, workbooks, licenses 4000-4999: Books And Supplies Supplemental \$45,000</p>

individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	The rate of 6th-8th-grade students reading at or above grade level will increase 5% from 94% to 99% as determined by the SRI. The rate of 6th-8th grade Reclassified Fluent English Proficient (RFEP) students reading at or above grade level will increase 5% from 83% to 88% as determined by the SRI. The rate of 9th-grade students reading at or above grade level will increase 5% from 85% to 90% as determined by the SRI.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in reading Teachers continue to receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Continue with ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Continue to provide training and establish practices and protocols for Responding to Intervention	Secondary	<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)	.8 FTE Read 180 Sections 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$63,480 .8 FTE Read 180 Sections 3000 EMPLOYEE BENEFITS Supplemental \$19,240 Read 180 workbooks 4300 MATERIALS & SUPPLIES Supplemental \$45,000

Continue with on going coaching for teachers to continue to improve their craft and art of teaching			
Continue to provide time for teachers and staff to review, examine data and determine next steps			

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

GOAL 9:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community. The % of English Learners meeting Annual Measurable Achievement Objective #1 (AMAO1) will increase until 100% meet the target. Programs, services and interventions will address language development. Our TOSA's in NGSS and Math will work with COE and ELIRT's to provide training in integrated ELD.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal 3</u>	
Identified Need :	English Language Development The percent of elementary ELs making one year's growth in English = 52% in 2015-16 (AMAO #1). The percent of secondary ELs making one year's growth in English = 53% in 2015-16 (AMAO #1).		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners (ELs)		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The percent of elementary ELs making one year's growth in English will increase by 5% from 52% in 2015-16 to 57% in 2016-17. The percent of secondary ELs making one year's growth in English will increase by 5% from 53% in 2015-16 to 58% in 2016-17.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendations Create a new EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners	LEA-wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant and Immigrant students</u>	.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$12,338 .12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000-3999: Employee Benefits Supplemental \$3,915 .68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999: Certificated Personnel Salaries Base \$69,911 .68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000-3999: Employee Benefits Base \$22,181 .2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999:

<p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners</p> <p>Create more time for teachers and staff to review, examine data and determine next steps</p> <p>Create more collaboration time for lesson planning and data review</p> <p>Summer School with a focus on mathematics and reading in elementary schools</p>			<p>Certificated Personnel Salaries Title I \$20,562</p> <p>.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000-3999: Employee Benefits Title I \$6,524</p>
<p>Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.</p>	Middle Schools	<p>All -----</p> <p>OR:</p> <p><input checked="" 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>.4 FTE Newcomer tutorials .2 FTE @ each middle school 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>.4 FTE Newcomer tutorials .2 FTE @ each middle school 3000-3999: Employee Benefits Supplemental \$10,000</p>
<p>Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.</p>	High School	<p>All -----</p> <p>OR:</p> <p><input checked="" 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>.2 FTE Newcomer Tutorial @ HH 1000-1999: Certificated Personnel Salaries Supplemental \$12,580</p> <p>.2 FTE Newcomer Tutorial @ HH 3000-3999: Employee Benefits Supplemental \$4,880</p> <p>. 2 FTE Newcomer ELD Support 1000-1999: Certificated Personnel Salaries Supplemental \$12,580</p> <p>. 2 FTE Newcomer ELD Support 1000-1999: Certificated Personnel Salaries Supplemental \$4,880</p> <p>. 2 FTE Newcomer Academy Math 1000-1999: Certificated Personnel Salaries Supplemental \$14,273</p> <p>. 2 FTE Newcomer Academy Math 3000-3999: Employee Benefits Supplemental \$4,590</p> <p>. 2 FTE Newcomer Academy Science 1000-1999: Certificated Personnel Salaries Supplemental \$12,580</p>

			. 2 FTE Newcomer Academy Science 3000-3999: Employee Benefits Supplemental \$4,880
Support for EL's and their parents at middle and high school. (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz	High School	<input type="checkbox"/> All OR: <input checked="" 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)	2.5 FTE School Community Coordinator at middle school and comprehensive high schools 2000-2999: Classified Personnel Salaries Supplemental \$77,630 .5 FTE School Community Coordinator 3000-3999: Employee Benefits Supplemental \$88,510
Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Immigrants & Migrants</u>	Administrative Secretary 2000-2999: Classified Personnel Salaries Supplemental \$41,033 Administrative Secretary 3000-3999: Employee Benefits Supplemental \$20,455 Site Program Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$20,488 Site Program Coordinator 3000-3999: Employee Benefits Supplemental \$11,475 Site Program Coordinator 2000-2999: Classified Personnel Salaries Title I \$39,419 Site Program Coordinator 3000-3999: Employee Benefits Title I \$22,078
Professional Development for elementary teachers to meet needs of ELs.	Elementary	<input type="checkbox"/> All OR: <input checked="" 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)	Teacher stipends to attend EL PLC 1000-1999: Certificated Personnel Salaries Title III \$5,000 Teacher stipends to attend EL Progress Monitoring Group 1000-1999: Certificated Personnel Salaries Title III \$5,000
Supplies to support parent engagement in District Advisory Committee	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	EWA's, translation and meeting supplies 4300 MATERIALS & SUPPLIES Supplemental \$3,500

		Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	<p>The percent of elementary ELs making one year's growth in English will increase by 5% to 62% in 2017-2018.</p> <p>The percent of secondary ELs making one year's growth in English will increase by 5% to 63% in 2017-2018.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following:</p> <p>Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations</p> <p>Continue with the EL position to focus on coordination of services and implementation of EL plan</p> <p>Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students</p> <p>Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners</p> <p>Continue providing time for teachers and staff to review, examine data and determine next steps</p> <p>Continue with Summer School with a focus on</p>	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 type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant and Immigrant students</u></p>	<p>.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999: Certificated Personnel Salaries Supplemental \$12,338</p> <p>.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000-3999: Employee Benefits Supplemental \$3,915</p> <p>.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999: Certificated Personnel Salaries Base \$69,911</p> <p>.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000-3999: Employee Benefits Base \$22,181</p> <p>.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1000-1999: Certificated Personnel Salaries Title I \$20,562</p> <p>.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000-3999: Employee Benefits Title I \$6,524</p>

mathematics and reading in elementary schools			
Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.	Middle Schools	<input type="checkbox"/> All OR: <input checked="" 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)	.4 FTE Newcomer tutorials .2 FTE @ each middle school 1000-1999: Certificated Personnel Salaries Supplemental \$30,000 .4 FTE Newcomer tutorials .2 FTE @ each middle school 3000-3999: Employee Benefits Supplemental \$10,000
Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.	High Schools	<input type="checkbox"/> All OR: <input checked="" 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)	.2 FTE Newcomer Tutorial @ HH 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 .2 FTE Newcomer Tutorial @ HH 3000-3999: Employee Benefits Supplemental \$4,880 .2 FTE Newcomer ELD Support 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 .2 FTE Newcomer ELD Support 1000-1999: Certificated Personnel Salaries Supplemental \$4,880 .2 FTE Newcomer Academy Math 1000-1999: Certificated Personnel Salaries Supplemental \$14,273 .2 FTE Newcomer Academy Math 3000-3999: Employee Benefits Supplemental \$4,590 .2 FTE Newcomer Academy Science 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 .2 FTE Newcomer Academy Science 3000-3999: Employee Benefits Supplemental \$4,880
Support for EL's and their parents at middle and high school (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz)	Secondary	<input type="checkbox"/> All OR: <input checked="" 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)	2.5 FTE School Community Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$77,630 .5 FTE School Community Coordinator 3000-3999: Employee Benefits Supplemental \$88,510

Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.	District-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Immigrants & Migrant students</u>	Adminstrative Secretary 2000-2999: Classified Personnel Salaries Supplemental \$41,033 Adminstrative Secretary 3000-3999: Employee Benefits Supplemental \$20,455 Site Program Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$20,488 Site Program Coordinator 3000-3999: Employee Benefits Supplemental \$11,475 Site Program Coordinator 2000-2999: Classified Personnel Salaries Title I \$39,419 Site Program Coordinator 3000-3999: Employee Benefits Title I \$22,078
Professional Development for elementary teachers to meet needs of ELs.	Elementary	<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)	Teacher stipends to attend EL PLC 1000-1999: Certificated Personnel Salaries Title III \$5,000 Teacher stipends to attend EL Progress Monitoring Group 1000-1999: Certificated Personnel Salaries Title III \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	The percent of elementary ELs making one year's growth in English will increase by 5% to 67% in 2018-2019. The percent of secondary ELs making one year's growth in English will increase by 5% to 68% in 2018-2019.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan	LEA-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrant and Immigrant students</u>	.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,338 .12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000 EMPLOYEE BENEFITS Supplemental \$3,915 .68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1100 CERT TEACHERS' SALARIES-REG. Base \$69,911 .68 FTE Co-Directors of Elementary and Secondary

<p>Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students</p> <p>Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners</p> <p>Provide training and establish practices and protocols for Responding to Intervention</p> <p>On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners</p> <p>Continue providing time for teachers and staff to review, examine data and determine next steps</p> <p>Continue with Summer School with a focus on mathematics and reading in elementary schools</p>			<p>Curriculum, Assessment and Intervention 3000 EMPLOYEE BENEFITS Base \$22,181</p> <p>.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 1100 CERT TEACHERS' SALARIES-REG. Title I \$20,562</p> <p>.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention 3000 EMPLOYEE BENEFITS Title I \$6,524</p>
<p>Newcomer support sections at the middle schools to increase opportunities for newly arrived English Learners</p>	Middle Schools	<p><input type="checkbox"/> All OR: <input checked="" 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>.4 FTE Newcomer tutorials (.2 FTE at each middle school) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$30,000</p> <p>.4 FTE Newcomer tutorials (.2 FTE at each middle school) 3000 EMPLOYEE BENEFITS Supplemental \$10,000</p>
<p>Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners</p>	High School	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>.2 FTE Newcomer Tutorial at Harbor High 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580</p> <p>.2 FTE Newcomer Tutorial at Harbor High 3000 EMPLOYEE BENEFITS Supplemental \$4,880</p> <p>.2 FTE Newcomer ELD support at Harbor High 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580</p>

		<input type="checkbox"/> Other Subgroups: (Specify)	.2 FTE Newcomer ELD Support at Harbor High 3000 EMPLOYEE BENEFITS Supplemental \$4,880 .2 FTE Newcomer Math at Harbor High 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580 .2 FTE Newcomer Math at Harbor High 3000 EMPLOYEE BENEFITS Supplemental \$4,880 .2 FTE Newcomer Science at Harbor High 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580 .2 FTE Newcomer Tutorial at Harbor High 3000 EMPLOYEE BENEFITS Supplemental \$4,880
Support for EL's and their parents at middle and high school	Secondary	<input type="checkbox"/> All OR: <input checked="" 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)	2.5 FTE School Community Coordinator at middle school and comprehensive high schools 2000 >CLASS PERSONNEL SALARIES Supplemental 77,630 2.5 FTE School Community Coordinator at middle school and comprehensive high schools 3000 EMPLOYEE BENEFITS Supplemental \$88,510
Curriculum, Assessment and Intervention staff to support EL's, RFEPs, Migrants, and Low Income students.	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Immigrants and Migrant students</u>	Administrative Secretary 2000 >CLASS PERSONNEL SALARIES Supplemental \$41,033 Administrative Secretary 3000 EMPLOYEE BENEFITS Supplemental \$20,455 Site Program Coordinator 2000 >CLASS PERSONNEL SALARIES Supplemental \$20,488 Site Program Coordinator 3000 EMPLOYEE BENEFITS Supplemental \$11,475 Site Program Coordinator 2000 >CLASS PERSONNEL SALARIES Title I \$39,419 Site Program Coordinator 3000 EMPLOYEE BENEFITS Title I \$22,078
Professional Development for elementary teachers to meet needs of ELs	elementary	<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:	Teacher stipends to attend EL PLC 1160 TEACHER SALARIES-STIPEND Title III \$5,000 Teacher stipends to attend EL Progress Monitoring Group 1160 TEACHER SALARIES-STIPEND Title III \$5,000

		(Specify)	
Supplies to support parent engagement in District Advisory Committee	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)	EWA's translation and meeting supplies 4300 MATERIALS & SUPPLIES Supplemental \$3,500

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

GOAL 10:	All students will be prepared to successfully access post-secondary college and career opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal 3</u>
	The percent of students that pass a Career Technical Education (CTE) class with a grade of C or higher will increase by 1% each year.		
Identified Need :	91% of CTE students passed their CTE course with a C or higher in 2014-15.		
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	92% if CTE students will pass their CTE course with a C or higher.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide increased advisement time for students on CTE options and more time for students to complete CTE projects when needed Increase CTE pathways Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers Early College Outreach Parent Program	High School	<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 Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers Provide increased advisement time for students on CTE options and more time for students to complete CTE projects when needed	High School	<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:	Provide sufficient resources to CTE course. 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$63,890 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$9,645 Stipends and hourly pay for CTE teachers to lead student

Increase CTE pathways Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers		(Specify)	groups and coordinate with advisory committees. 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education \$2,658
Early College Outreach Parent Program	K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Migrant parent education 5800: Professional/Consulting Services And Operating Expenditures Title III \$5,000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	The number of LI students that pass CTE course will increase from 91% to 92%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide increased advisement time for students on CTE options and more time for students to complete CTE projects when needed Early College Outreach Parent Program Increase CTE pathways Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers	High School	<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 Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental 3000-3999: Employee Benefits Supplemental
Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.	High School	<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	Provide sufficient resources to CTE course. 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$63,890 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 2000-2999: Classified Personnel Salaries Carl D. Perkins Career and Technical Education \$9,645

		<input type="checkbox"/> Other Subgroups: (Specify)	Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education \$2,658
Early College Outreach Parent Program	K-12	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Migrant parent education 5800: Professional/Consulting Services And Operating Expenditures Title III \$5,000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	92% of CTE students will pass their CTE course with a C or higher.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Offer a variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE college and career Provide increased advisement time for students on CTE options and more time for students to complete CTE projects when needed Increase CTE pathways Early College Outreach Parent Program	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Provide sufficient resources to CTE courses 4300 MATERIALS & SUPPLIES Carl D. Perkins Career and Technical Education \$63,890 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees 1100 CERT TEACHERS' SALARIES-REG. Carl D. Perkins Career and Technical Education \$9,645 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees 3000 EMPLOYEE BENEFITS Carl D. Perkins Career and Technical Education \$2,658
Early College Outreach Parent Program	K-12	<input type="checkbox"/> All OR: <input checked="" 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)	Migrant parent education 5800 OTHER SVCS & OPER EXPENDITURES Title III \$5,000

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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 11:	We will close achievement gaps that currently exist between demographic groups within the SCCS school community through targeted reading interventions during the day and monitoring student achievement every six weeks.	Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>
Identified Need :	<p>The current data and other input was used to identify needs:</p> <ul style="list-style-type: none"> 35% of 11th-grade students are on track to be college ready in ELA, as measured by 2013 Early Assessment Program (EAP). 58% of RFEP 5th grade students met ELA standards on CAASP. 50% of RFEP 11th grade students met ELA standards on CAASP. 4% of 5th grade English Learners met ELA standards on CAASP. 24% of 3rd grade Economic Disadvantage students met ELA standards on CAASP. 24% of 4th grade Economic Disadvantage students met ELA standards on CAASP. 30% of 5th grade Economic Disadvantage students met ELA standards on CAASP. 22% of 3rd grade Hispanic students met ELA standards on CAASP. 29% of 4th grade Hispanic students met ELA standards on CAASP. 33% of 5th grade Hispanic students met ELA standards on CAASP. 33% of 6th grade Economically Disadvantage students met ELA standards on CAASP. 35% of 7th grade Economically Disadvantage students met ELA standards on CAASP. 42% of 8th grade Economically Disadvantage students met ELA standards on CAASP. 46% of 11th grade Economically Disadvantage students met ELA standards on CAASP. 31% of 6th grade Hispanic students met ELA standards on CAASP. 31% of 7th grade Hispanic students met ELA standards on CAASP. 38% of 8th grade Hispanic students met ELA standards on CAASP. 47% of 11th grade Hispanic students met ELA standards on CAASP. 5% of 3rd grade English Learners students met ELA standards on CAASP. 19% of 4th grade English Learners students met ELA standards on CAASP. 35% of 5th grade English Learners students met ELA standards on CAASP. 9% of 6th grade English Learners students met ELA standards on CAASP. 31% of 7th grade English Learners students met ELA standards on CAASP. 41% of 8th grade English Learners students met ELA standards on CAASP. 35% of 11th grade English Learners students met ELA standards on CAASP. <p>In keeping with the concept of local control, and since each school has unique needs for their target populations, a portion of LCFF Supplemental funds is passed on to school sites in order to meet the needs of the target populations specific to each site. Examples of site program expenditures include Response to Intervention Coordinators and Learning Assistants for Walk-to-Read in the elementary schools and reduced class size in the secondary classes with a concentration of target populations. I.E., English Language Learners, Economically Disadvantaged, and Hispanic students.</p>	

Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups:	English Language Learners, Economically Disadvantaged, and Hispanic students	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	The percentage of EL, RFEP, FY and LI students that score At or Exceeds Standard in ELA and math will increase 5% each year		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Establish an EL Task Force	LEA-wide	X All	Elementary site-based interventions: Walk to Read Coordinator at four elementary schools 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$320,565
Create an EL position to focus and coordinate services for English Language Learners		OR:	Elementary site-based interventions: Walk to Read Coordinator at four elementary schools 3000 EMPLOYEE BENEFITS Supplemental \$89,717
Accept recommendations from EL Task Force/Think Tank		_ Low Income pupils	Elementary site-based interventions: 8 Walk to Read Instructional Techs 2000 >CLASS PERSONNEL SALARIES Supplemental \$122,800
Provide EL coaching and support to teachers		_ English Learners	Elementary site-based interventions: 8 Walk to Read Instructional Techs 3000 EMPLOYEE BENEFITS Supplemental \$11,788
Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, math		_ Foster Youth	Elementary site-based interventions: Learning assistant at Monarch 2000 >CLASS PERSONNEL SALARIES Supplemental \$11,489
Students assessed every six weeks		_ Redesignated fluent English proficient	Elementary site-based interventions: Learning assistant at Monarch 3000-3999: Employee Benefits Supplemental \$1,103
Teachers and administrators examine data to chart course of action(s), adjust as necessary		_ Other Subgroups: (Specify)	Elementary site-based interventions 4000-4999: Books And Supplies Supplemental \$173,909
Time provided for teachers to plan collaboratively			Secondary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$253,693
Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...			
Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...			

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	We will close achievement gaps that currently exist between demographic groups within the SCCS school community through targeted reading interventions during the day and monitoring student achievement every six weeks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue with EL Task Force/Think Tank	LEA-wide	<input checked="" type="checkbox"/> All	Elementary site-based interventions: Walk to Read Coordinator at four elementary schools 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$320,565
Accept recommendations from EL Task Force/Think Tank		OR: <input checked="" type="checkbox"/> Low Income pupils	Elementary site-based interventions: Walk to Read Coordinator at four elementary schools 3000 EMPLOYEE BENEFITS Supplemental \$89,679
Continue with position to focus and coordinate services for English Language Learners		<input checked="" type="checkbox"/> English Learners	Elementary site-based interventions: Learning Assistant at Monarch 2000 >CLASS PERSONNEL SALARIES Supplemental \$11,489
Continue with position to focus and coordinate services for English Language Learners		<input checked="" type="checkbox"/> Foster Youth	Elementary site-based interventions: Learning Assistant at Monarch 3000 EMPLOYEE BENEFITS Supplemental \$1,103
Consider EL positions, one for elementary and one for secondary		<input checked="" type="checkbox"/> Redesignated fluent English proficient	Elementary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$173,909
Continue to provide EL coaching and support to teachers		<input checked="" type="checkbox"/> Other Subgroups: (Specify)	Secondary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$253,693
Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writing		<u>Hispanic</u>	Elementary site-based interventions: 8 Instructional techs for Walk to Read at four elementary schools 2000 >CLASS PERSONNEL SALARIES Supplemental 122,800
Continue to assess students on a regular basis			Elementary site-based interventions: 8 instructional techs for Walk to Read at four elementary schools 3000 EMPLOYEE BENEFITS Supplemental \$11,788
Teachers and administrators continue to examine data to chart course of action(s), adjust as necessary			
Continue to provide time for teachers to plan collaboratively			
Continue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...			
Continue the site-based interventions at each school site for students in need of more time for increasing a			

specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...			
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	We will close achievement gaps that currently exist between demographic groups within the SCCS school community through targeted reading interventions during the day and monitoring student achievement every six weeks.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue with EL Task Force/Think Tank</p> <p>Accept recommendations from EL Task Force/Think Tank</p> <p>Continue with position to focus and coordinate services for English Language Learners</p> <p>Consider EL positions, one for elementary and one for secondary</p> <p>Continue to provide EL coaching and support to teachers</p> <p>Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writing</p> <p>Continue to assess students on a regular basis</p> <p>Teachers and administrators continue to examine data to chart course of action(s), adjust as necessary</p> <p>Continue to provide time for teachers to plan collaboratively</p> <p>Continue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next</p>	LEA-wide	<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p>Low Income pupils</p> <p>— English Learners</p> <p>— Foster Youth</p> <p>— Redesignated fluent English proficient</p> <p>— Other Subgroups: (Specify)</p>	<p>Elementary Site-based interventions: Walk to Read Coordinator at four elementary schools 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$320,565</p> <p>Elementary Site-based interventions: Walk to Read Coordinator at four elementary schools 3000 EMPLOYEE BENEFITS Supplemental \$89,717</p> <p>Elementary Site-based interventions: Learning Assistant at Monarch elementary 2000 >CLASS PERSONNEL SALARIES Supplemental 11,489</p> <p>Elementary Site-based interventions: Learning Assistant at Monarch elementary 3000 EMPLOYEE BENEFITS Supplemental \$1,103</p> <p>Elementary site-based intervention: 8 instructional techs for Walk to Read at elementary schools 2000 >CLASS PERSONNEL SALARIES Supplemental \$122,800</p> <p>Elementary site-based intervention: 8 instructional techs for Walk to Read at elementary schools 3000 EMPLOYEE BENEFITS Supplemental \$11,788</p> <p>Elementary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$173,909</p> <p>Secondary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$253,693</p>

<p>strategic steps...</p> <p>Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...</p> <p>Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...</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 12:	All SCCS will be motivated learners who leave our system as well-rounded citizens with a broad spectrum of interests and abilities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>District Goal #2</u>
Identified Need :	Culture and Climate Coordination of student services for Foster Youth, homeless students, and other students in order to create a supportive atmosphere in which students feel safe, important, known, and valued.		
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups:	<u>All</u>	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Suspensions will decrease by 10 from 210 to 200 in 2016-2017. Expulsions will decrease by 2 from 19 in 2015-16 to 17 in 2016-17. Elementary chronic absenteeism rate will decrease by .5% from 9.5% in 2015-16 to 9% in 2016-17. Middle school chronic absenteeism rate will decrease by .5% from 10.5% in 2015-16 to 10% in 2016-17. High school chronic absenteeism rate will decrease by .5% from 16.5% in 2015-16 to 16% in 2016-17. Elementary attendance rate increase by .5% from 95% in 2014-15 to 95.5% in 2015-16. Secondary attendance rate increase by .5% from 94.5% in 2014-15 to 95% in 2015-16.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Social Work Interns 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$24,500

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
PIP Aides to serve Foster and/or homeless primary students and help them adjust to school	Elementary	<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>homeless</u>	1.5 FTE Primary Intervention Project (PIP) Aides 2000-2999: Classified Personnel Salaries Supplemental \$53,445 1.5 FTE Primary Intervention Project (PIP) Aides 3000-3999: Employee Benefits Supplemental \$5,166
2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at comprehensive elementary schools and .2 at Monarch)	Elementary	<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 FTE Elementary Counselors (.5 at comprehensive elementary schools and .2 at Monarch 1000-1999: Certificated Personnel Salaries Supplemental \$158,081 2.2 FTE Elementary Counselors 3000-3999: Employee Benefits Supplemental \$45,067
Social workers	Secondary	<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)	2.0 FTE Social workers 1000-1999: Certificated Personnel Salaries Supplemental \$141,00 2.0 FTE Social workers 3000-3999: Employee Benefits Supplemental \$50,790 Student Services supplies 4300 MATERIALS & SUPPLIES Supplemental \$1,000 Student Services mileage 5200 MILEAGE, TRAVEL & CONFERENCES Supplemental \$1,000
.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools	Elementary	<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:	.8 FTE PBIS Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental 60,082 .8 FTE PBIS Coach 3000 EMPLOYEE BENEFITS Supplemental \$20,341

		(Specify)	
.6 FTE Counselor (.2 at each comprehensive high school)	High School	<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)	.6 FTE counselor (.2 at each comprehensive high school) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$45,183 .6 FTE counselor (.2 at each comprehensive high school) 3000 EMPLOYEE BENEFITS Supplemental \$13,338
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	Suspensions will decrease by 10 from 200 to 190 in 2017-2018. Expulsions will decrease by 2 from 17 to 15 in 2017-18. Elementary chronic absenteeism rate will decrease by .5% to 8.5% in 2017-2018. Middle school chronic absenteeism rate will decrease by .5% to 9.5% in 2017-2018. High school chronic absenteeism rate will decrease by 5% to 15.5% in 2017-2018. Elementary attendance rate increase by .5% to 95.5% in 2017-18. Secondary attendance rate increase by .5% to 95.5% in 2017-2018.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.	K-12	<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)	Social Work Interns 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$24,500
PIP Aides to serve Foster and/or homeless primary students and help them adjust to school	Elementary	<input checked="" type="checkbox"/> All OR:	1.5 FTE Primary Intervention Project (PIP) Aides 2000-2999: Classified Personnel Salaries Supplemental \$53,445

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.5 FTE Primary Intervention Project (PIP) Aides 3000-3999: Employee Benefits Supplemental \$5,166
2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at each elementary and .2 at Monarch)	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.2 FTE Elementary Counselors (.5 at each elementary and .2 at Monarch) 1000-1999: Certificated Personnel Salaries Supplemental \$177,101 2.2 FTE Elementary Counselors 3000-3999: Employee Benefits Supplemental \$83,189
Social workers	Secondary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2.0 FTE Social workers 1000-1999: Certificated Personnel Salaries Supplemental \$141,00 2.0 FTE Social workers 3000-3999: Employee Benefits Supplemental \$50,790
.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools	Elementary	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.8 FTE PBIS Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$60,082 .8 FTE PBIS Coach 3000 EMPLOYEE BENEFITS Supplemental \$20,341
.6 FTE Counselor at each comprehensive high school (.2 at each)	High School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	.6 FTE Counselor at each comprehensive high school (.2 at each) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$45,183 .6 FTE Counselor at each comprehensive high school (.2 at

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	each) 3000 EMPLOYEE BENEFITS Supplemental \$13,388
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<p>Suspensions will decrease by 10 from 190 to 180 in 2018-2019.</p> <p>Expulsions will decrease by 2 from 15 to 13 in 2018-19.</p> <p>Elementary chronic absenteeism rate will decrease by .5% to 8% 2018-2019.</p> <p>Middle school chronic absenteeism rate will decrease by .5% to 9% in 2018-2019.</p> <p>High school chronic absenteeism rate will decrease by 5% to 15% in 2018-2019.</p> <p>Elementary attendance rate increase by .5% to 96% in 2018-19.</p> <p>Secondary attendance rate increase by .5% to 96% in 2018-2019.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students	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)	Social Work Interns 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$24,500
PIP Aides to serve Foster and/or homeless primary students and help them adjust to school	Elementary	<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)	1.5 FTE Primary Intervention Project (PIP) Aides 2000 >CLASS PERSONNEL SALARIES Supplemental \$53,445 1.5 FTE Primary Intervention Project (PIP) Aides 3000 EMPLOYEE BENEFITS Supplemental \$5,166

2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch)	Elementary	<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 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$158,081 2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch) 3000 EMPLOYEE BENEFITS Supplemental \$45,067
Social Workers	Secondary	<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)	2.0 FTE Social Workers 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$141,00 2.0 FTE Social Workers 3000 EMPLOYEE BENEFITS Supplemental \$50,790 2.0 FTE Social Workers 4300 MATERIALS & SUPPLIES Supplemental \$1,000 2.0 FTE Social Workers 5200 MILEAGE, TRAVEL & CONFERENCES Supplemental \$1,000
.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools	Elementary	<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)	.8 FTE PBIS Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$60,082 .8 FTE PBIS Coach 3000 EMPLOYEE BENEFITS Supplemental \$20,341
.6 FTE Counselor at each comprehensive high school	High School	<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)	.6 FTE Counselor at each comprehensive high school (.2 at each high school) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$45,183 .6 FTE Counselor at each comprehensive high school (.2 at each high school) 3000 EMPLOYEE BENEFITS Supplemental \$13,338

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

GOAL 13:	SCCS will maintain strong communication and partnerships with its diverse parent community. Rate of parents reporting involvement in schools will increase by 3% per year.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 6 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #6</u>
Identified Need :	Parent Involvement Participate in district-level committees at least occasionally = 17.5% Participate in parent education offerings at least occasionally = 38% Participate in official parent organizations at least occasionally = 40%		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	English Learners (EL) Reclassified Fluent English Proficient (RFEP)	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Participation in district-level committees at least occasionally will increase by 5% from 17% to 23%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aide and application processes	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Latino Role Model Events 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$5,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Participation in district-level committees at least occasionally will increase by 5% from 28% to 33%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aid and application process	LEA-wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Latino Role Model Event 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$5,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Participation in district-level committees at least occasionally will increase by 5% from 33% to 38%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aid and application processes.	LEA-Wide	All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Latino Role Model Event 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$5,000

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

GOAL 14:	We will eliminate the achievement gaps that currently exist between demographic groups within our SCCS school community. Collaborate and coordinate with SCCOE Foster Youth Services		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 2 & 6</u>
Identified Need :	Support for Foster Youth: maintenance and support countywide Foster Ed MOU		
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	Foster Youth	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Collaborate and coordinate with Foster Youth Services to implement, on a countywide basis, services and programs for Foster Youth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Participate in the development and implementation of an educational plan for Foster Youth	LEA-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 1000-1999: Certificated Personnel Salaries Base \$8,736 Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 3000-3999: Employee Benefits Base \$1,240
Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team	LEA-wide	_ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.1 FTE Director of Student Services serves as the district liaison for Foster Youth 1000-1999: Certificated Personnel Salaries Base \$10,118 .1 FTE Director of Student Services serves as the district liaison for Foster Youth 3000-3999: Employee Benefits Base \$3,349

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Collaborate and coordinate with Foster Youth Services to implement, on a countywide basis, services and programs for Foster Youth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Participate in the development and implementation of an educational plan for 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 English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 1000-1999: Certificated Personnel Salaries Base \$8,736</p> <p>Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 3000-3999: Employee Benefits Base \$1,240</p>
Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team	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 English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>.1 FTE Director of Student Services serves as the district liaison for Foster Youth 1000-1999: Certificated Personnel Salaries Base \$10,118</p> <p>.1 FTE Director of Student Services serves as the district liaison for Foster Youth 3000-3999: Employee Benefits Base \$3,349</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Collaborate and coordinate with Foster Youth Services to implement on a countywide basis, services and programs for Foster Youth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Participate in the development and implementation of an educational plan for 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 English proficient	<p>Existing personnel (approximately 2 days/year for secondary assistant principals (\$7,121) and elementary counselors (\$2,855) at each site to serve as Foster Youth Liaison. 1100 CERT TEACHERS' SALARIES-REG. Base \$8,736</p> <p>Existing personnel (approximately 2 days/year for secondary assistant principals (\$7,121) and elementary counselors (\$2,855) at each site to serve as Foster Youth Liaison. 3000</p>

		_ Other Subgroups: (Specify)	EMPLOYEE BENEFITS Base \$1,240
Utilize Foster Youth Goal book Information system for regular communication with Foster Youth Education Team	LEA-wide	_ All OR: _____ _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.1 FTE Director of Student Services serves as the district liaison for Foster Youth 1100 CERT TEACHERS' SALARIES-REG. Base \$10,118 .1 FTE Director of Student Services serves as the district liaison for Foster Youth 3000 EMPLOYEE BENEFITS Base \$3,349

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

GOAL 15:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
	Identified Need :			
	Goal Applies to:	Schools:		
		Applicable Pupil Subgroups:		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 2: 2017-18				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
LCAP Year 3: 2018-19				
Expected Annual Measurable Outcomes:				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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:	We will develop a highly collaborative, professional culture focused on supporting effective teaching. 100% of certificated staff will be NCLB compliant.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of certificated employees will be NCLB compliant		Actual Annual Measurable Outcomes:	96.64% of certificated employees are NCLB compliant
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire only Highly Qualified Teachers. Avoid assigning teachers outside of their credentialed subjects whenever feasible.	Hire only Highly Qualified Teachers (B/CLAD required) 0001-0999: Unrestricted: Locally Defined Base \$0 New Teacher Project coaching for beginning teachers 5800: Professional/Consulting Services And Operating Expenditures Title II \$80,000	All newly hired teachers working on their clear credential had a mentor through the New Teacher Project through two years. This past year, we struggled to fill positions in math and special education which lead to filling a few positions with teachers on an intern credential. These teachers had support from coaches in our district and should be on track to earn their credential in two years.	Hire only Highly Qualified Teachers (B/CLAD required) 1100 CERT TEACHERS' SALARIES-REG. Base \$0 New Teacher Project coaching for beginning teachers 5800 OTHER SVCS & OPER EXPENDITURES Title II \$80,000	
Scope of Service	LEA-wide	Scope of Service		
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
	7439 OTHER DEBT SERVICE - PRINCIPAL Supplemental		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our district will continue to provide new teachers with access to clearing their credential through mentoring and support with the New Teacher Project. In addition, we will use a portion of the Educator Effectiveness Grant to provide coaching for more experienced teachers who are experiencing some struggles with classroom instruction. We didn't meet our goal as we created 8 positions for math teachers this year and found this was a hard to fill position with recruitment. As a result we had to hire a few interns.		

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:	We will develop a highly collaborative, professional culture focused on supporting effective teaching. 100% of classified staff will be NCLB compliant.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of classified instructional employees will be NCLB compliant		Actual Annual Measurable Outcomes:	100% of classified instructional employees are NCLB compliant
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire only NCLB-certified classified instructional staff	Hire only NCLB-certified classified instructional staff. 0001-0999: Unrestricted: Locally Defined Base \$0	Our classified personnel staff screen in applicants who meet the criteria for positions. In addition, applicants go through testing and interviews which ensure that they have the skills and knowledge required for their positions.	Hire only NCLB-certified classified instructional staff. 1100 CERT TEACHERS' SALARIES-REG. Base \$0	
Scope of Service	LEA-wide	Scope of Service	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)		<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	We do not anticipate any changes in actions, services and expenditures as we are currently meeting our goal that 100% of classified staff meet the requirements to be NCLB compliant. We will continue to work with our personnel commission and			

made as a result of reviewing
past progress and/or changes to
goals?

classified director to ensure that the appropriate protocols for screening and assessment are use in candidate selection.

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 3 from prior year LCAP:	Students will learn in facilities that are conducive to learning. 13/13 (100%) of school facilities will rate "exemplary" (100%) on the FIT report.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify <u>District Goal #5</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	10/13 sites rate "exemplary" on FIT report		Actual Annual Measurable Outcomes:	8/13 sites rate "exemplary" on the FIT report
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.	On-going maintenance at all facilities. (Resource 8150) 7000-7439: Other Outgo Base \$1,933,270	Repairs were made for any conditions rated as poor or good. Our district is conducting a long term facilities' master plan to determine next steps in improving the condition of facilities.	On-going maintenance at all facilities. 7439 OTHER DEBT SERVICE - PRINCIPAL Base \$\$1,933,270	
Scope of Service	LEA-wide	Scope of Service	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)		<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	While we anticipate that expenditures will remain the same, our board is investigating the potential for a bond to provide the needed support as we address issues of aging with most of our facilities.			

past progress and/or changes to goals?	
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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:	All students will be prepared to successfully access post-secondary college and career opportunities. 100% of students will have access to standards-aligned instructional materials in all subjects		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of students will have access to standards-aligned instructional materials in all subjects		Actual Annual Measurable Outcomes:	100% of students have access to standards-aligned instructional materials in all subjects
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Purchase instructional materials.	Purchase instructional materials for mathematics aligned with the CCSS (\$200,000 Elementary & \$200,000 for secondary). 0000: Unrestricted Base \$400,000	We delayed the purchase of instructional materials for mathematics pending the elementary adoption and high school pilot in 2016-17	Delayed purchase of instructional materials for mathematics aligned with the CCSS for 2016-17 Base \$0	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
X All		X All		
OR:		OR:		
_ Low Income pupils		_ Low Income pupils		
_ English Learners		_ English Learners		
_ Foster Youth		_ Foster Youth		
_ Redesignated fluent English proficient		_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing	We will be purchasing math textbooks for elementary and high school in 2016-17 as part of the pilot in high school and a result of the pilot in elementary school. These purchases were delayed in 2015-16 as we had not yet completed the pilot process. We met the standards for Williams' compliance and look forward to purchasing new texts.			

past progress and/or changes to goals?	
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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 5 from prior year LCAP:	We will develop a highly collaborative, professional culture focused on supporting effective teaching. 100% of teachers in core subject areas will participate in professional development in implementing CCSS, CA ELD Standards, and NGSS.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #4</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of teachers in core subject areas will participate in professional development in implementing CCSS.		Actual Annual Measurable Outcomes:	100% of teachers in core subject areas will participate in professional development in implementing CCSS.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire 1.3 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.	1.0 FTE Elementary Math Coach 1000-1999: Certificated Personnel Salaries Supplemental \$78,129	The elementary math coach supported teachers with developing their understanding of CCSS math in the first half of the year. The second half of the year was devoted to a pilot of two different curricula. The secondary math coach provided support to 10 new math teachers.	1.0 FTE Elementary Math Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$78,129	
	1.0 FTE Elementary Math Coach 3000-3999: Employee Benefits Supplemental \$29,660		1.0 FTE Elementary Math Coach 3000 EMPLOYEE BENEFITS Supplemental \$29,660	
	.3 FTE Secondary Math Coach 1000-1999: Certificated Personnel Salaries Supplemental \$23,624		.3 FTE Secondary Math Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$23,624	
	.3 FTE Secondary Math Coach 3000-3999: Employee Benefits Supplemental \$7,761		.3 FTE Secondary Math Coach 3000 EMPLOYEE BENEFITS Supplemental \$7,761	
	5800: Professional/Consulting Services And Operating Expenditures Supplemental			
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All		

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.		1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Supplemental \$111,400 1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 3000-3999: Employee Benefits Supplemental \$33,671 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 1000-1999: Certificated Personnel Salaries Title I \$26,977 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 3000-3999: Employee Benefits Title I \$8,154	This was the first year we had this position at both elementary and secondary grade spans. The elementary coach provided support to ELD teachers using Systematic ELD and professional development with the new assessment tools. The secondary coach supported teachers in the Newcomer program at Harbor High and provided professional development for staff at the middle schools.	1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$111,400 1.6101 FTE English Learner Instructional Resource Teacher (ELIRT) 3000 EMPLOYEE BENEFITS Supplemental \$33,671 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 1100 CERT TEACHERS' SALARIES-REG. Title I \$26,977 .3899 FTE English Learner Instructional Resource Teacher (ELIRT) 3000 EMPLOYEE BENEFITS Title I \$8,154
Scope of Service	LEA-wide		Scope of Service	LEA-wide
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Contract with Enid Lee to coach teachers in effective use of instructional strategies that promote equitable outcomes for all students.		12 days @ \$2,000/day Consultation with Enid Lee 5000-5999: Services And Other Operating Expenditures Supplemental \$24,000	This consultant conducted work with all secondary schools, Monarch elementary and Costanoa High School. She coaches teams at each school around equity practices and developed	12 days @ \$2,000/day Consultation with Enid Lee 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$24,000

		an observation protocol for teachers and administrators to monitor their work.	
<div> <div>Scope of Service</div> <div>Secondary</div> </div>		<div> <div>Scope of Service</div> <div>Secondary</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Hire 1.0 FTE Education Technology Coach to assist teachers in integrating technology into their lessons in order to improve instruction in their content area and to teach technology standards to their students.	<div>1.0 FTE Education Technology Coach 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</div> <div>1.0 FTE Education Technology Coach 3000-3999: Employee Benefits Supplemental \$29,242</div>	The Education Technology coach assisted with our first year of a new data system. He provided individual and district level training on this system including building reports, scheduling assessments and analyzing the data.	<div>1.0 FTE Education Technology Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$65,000</div> <div>1.0 FTE Education Technology Coach 3000 EMPLOYEE BENEFITS Supplemental \$29,242</div>
<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>		<div> <div>Scope of Service</div> <div>LEA-wide</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>_ Low Income pupils</div> <div>_ English Learners</div> <div>_ Foster Youth</div> <div>_ Redesignated fluent English proficient</div> <div>_ Other Subgroups: (Specify)</div> </div> </div>	
Hire 1.4 FTE TOSAs to support implementation of CCSS ELA in Elementary and Middle schools.	<div>.4 FTE Middle School Core (ELA & Social Studies) 1000-1999: Certificated Personnel Salaries Supplemental \$25,919</div> <div>.4 FTE Middle School Core (ELA & Social Studies) 3000-3999: Employee Benefits Supplemental</div>	These coaches focused on CCSS English Language Arts instruction in elementary and middle schools. The elementary academic coach supported development of systems for targeted reading intervention. The middle school coaches provided professional development on CCSS writing.	<div>.4 FTE Middle School Core (ELA & Social Studies) 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$25,919</div> <div>.4 FTE Middle School Core (ELA & Social Studies) 3000 EMPLOYEE BENEFITS Supplemental \$12,000</div>

		\$12,000 1.0 Elementary Academic Coach 1000-1999: Certificated Personnel Salaries Supplemental \$60,687 1.0 Elementary Academic Coach 3000-3999: Employee Benefits Supplemental \$28,630		1.0 Elementary Academic Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$60,687 1.0 Elementary Academic Coach 3000 EMPLOYEE BENEFITS Supplemental \$28,630
Scope of Service	LEA-wide		Scope of Service	LEA-wide
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).		1.0 FTE Science Coach 1000-1999: Certificated Personnel Salaries Supplemental \$65,000 1.0 FTE Science Coach 3000-3999: Employee Benefits Supplemental \$29,242	The science coach supported the Integrated Science program at one high school and the articulation around this pathway beginning in middle school.	1.0 FTE Science Coach 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$65,000 1.0 FTE Science Coach 3000 EMPLOYEE BENEFITS Supplemental \$29,242
Scope of Service	Secondary		Scope of Service	Secondary
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	Our data shows that are English Learners are not making progress in English Language Development (CELDT AMAO 1 & 2) nor in Science and math. In our first year with additional Teachers on Special Assignment, we focused on developing their knowledge of content, data cycles and strategies to best support students. As we move in to 2016-17, our plan is for the			

past progress and/or changes to goals?	content area coaches to work directly on implementing the ELA/ELD standards through Integrated ELD. We are maintaining these positions, however the math coach will be funded through Educator Effectiveness Grant. In addition, we will continue to work on systems for equitable outcomes with Enid Lee, funded through the Educator Effectiveness Grant.
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Original GOAL 6 from prior year LCAP:	All students will be prepared to successfully access post-secondary college and career opportunities. 80% of all 12th-grade students meet A-G requirements. 80% of LI 12th-grade students meet A-G requirements. 80% of EL 12th-grade students meet A-G requirements. Increase graduation rate to 100%. Decrease high school dropout rate to 0%. Decrease middle school dropout rate to 0%.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 _ 7 <u>X</u> 8 COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	60% of all 12th meet A-G requirements. 40% of LI 12th meet A-G requirements. 15% of EL 12th meet A-G requirements. Increase graduation rate by .5% from 89.8% in 2013-14 to 90.3% in 2014-15. Decrease high school dropout rate by .5 from 4.7% in 2013-14 to 4.2% in 2014-15. Maintain middle school dropout rate of 0% in 2013-14 at 0% in 2014-15.		Actual Annual Measurable Outcomes:	57% of all 12th grade students met the requirements for A-G in 2014-15 39% of Low Income 12th grade students met the requirements for A-G in 2014-15 0% of English Learners met the requirements for A-G in 2014-15 The graduation rate increased from 89.8% in 2013-14 to 91.9% in 2014-15 The drop out rate decreased .5% from 4.7% in 2013-14 to 4.2% in 2014-15
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.	.6 FTE Credit Recovery @ Ark 1000-1999: Certificated Personnel Salaries Supplemental \$40,650 .6 FTE Credit Recovery @ Ark	Credit recovery through Cyber High was offered students at all three comprehensive high schools and Costanoa and the Ark.		.6 FTE Credit Recovery @ Ark 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$40,650 .6 FTE Credit Recovery @ Ark 3000

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		3000-3999: Employee Benefits Supplemental \$13,193 Credit Recovery materials @ Ark 4000-4999: Books And Supplies Supplemental \$4,100 Credit Recovery contract with Cyber High 4000-4999: Books And Supplies Supplemental \$11,070			EMPLOYEE BENEFITS Supplemental \$13,193 Credit Recovery materials @ Ark 4300 MATERIALS & SUPPLIES Supplemental \$4,100 Credit Recovery materials @ Ark 4300 MATERIALS & SUPPLIES Supplemental \$11,070
Scope of Service	High school		Scope of Service	High School	
<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)		
AVID classes at middle schools and comprehensive high schools.		AVID Tutors 2000-2999: Classified Personnel Salaries Supplemental \$18,000 AVID Tutors 3000-3999: Employee Benefits Supplemental \$2,555 AVID stipends. 1000-1999: Certificated Personnel Salaries Supplemental \$2,863 AVID Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000	AVID classes at middle schools and comprehensive high schools.		AVID Tutors 2000 >CLASS PERSONNEL SALARIES Supplemental \$18,000 AVID Tutors 3000 EMPLOYEE BENEFITS Supplemental \$2,555 AVID stipends. 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$2,863 AVID Field Trips 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$10,000
Scope of Service	Secondary		Scope of Service	Secondary	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		

<div><div>_ Redesignated fluent English proficient</div><div>_ Other Subgroups: (Specify)</div></div>		<div><div>_ Redesignated fluent English proficient</div><div>_ Other Subgroups: (Specify)</div></div>	
<div>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</div>	<div>We plan to maintain the actions, services and expenditures in this goal after reviewing the data. We increased the graduation rate and decreased the drop out rate district wide. At our high school with the greatest number of students living in poverty, 100% of AVID students were accepted in to 4 year college or university. Our completion rate for students enrolled in Cyber High is 96%. % of English Learners accessing A-G illustrates that we are presenting more barriers than facilitators. We will work with our TOSA's to address this need in the coming year.</div>		

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 7 from prior year LCAP:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community. Teachers will be prepared and have adequate materials to teach Common Core State Standards (CCSS) to students that struggle. Students that struggle will have various opportunities to master CCSS.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The rate of 9th-graders passing Algebra 1 with a C- or better on the first try will increase by 5% from 75% to 80%. The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 35% to 40% in ELA The rate of 11th-grade students considered track to be college ready by the EAP will increase by 5% from 17% to 22% in mathematics.		Actual Annual Measurable Outcomes:	78% of 9th graders passed Algebra 1 with a C- or better on the first try in 2014-15 28% of 11th grade students were considered on track to be college ready by the EAP in English Language Arts 14% of 11th grade students were considered on track to be college ready by the EAP in mathematics
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.	Elementary Summer School 1000-1999: Certificated Personnel Salaries Supplemental \$28,856	Elementary summer school served incoming 2nd-4th grade students who were struggling with number sense. The middle school program provided targeted assistance to incoming 6th-8th grade students. The high school program supported credit recovery and a bridge to the Algebra standards	Elementary Summer School 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$28,856	
	Elementary Summer School 2000-2999: Classified Personnel Salaries Supplemental \$5,208		Elementary Summer School 2000 >CLASS PERSONNEL SALARIES Supplemental \$5,208	
	Elementary Summer School 3000-3999: Employee Benefits Supplemental \$5,256		Elementary Summer School 3000 EMPLOYEE BENEFITS Supplemental \$5,256	
	Elementary Summer School 4000-4999: Books And Supplies Supplemental \$4,000		Elementary Summer School 4300 MATERIALS & SUPPLIES Supplemental \$4,000	
	Secondary Summer School 1000-		Secondary Summer School 1100	

	1999: Certificated Personnel Salaries Supplemental \$71,911 Secondary Summer School 2000-2999: Classified Personnel Salaries Supplemental \$6,227 Secondary Summer School 3000-3999: Employee Benefits Supplemental \$11,596 Secondary Summer School 4000-4999: Books And Supplies Supplemental \$7,500		CERT TEACHERS' SALARIES-REG. Supplemental \$71,911 Secondary Summer School 2000 >CLASS PERSONNEL SALARIES Supplemental \$6,227 Secondary Summer School 3000 EMPLOYEE BENEFITS Supplemental \$11,596 Secondary Summer School 4300 MATERIALS & SUPPLIES Supplemental \$7,500
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Hire 5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.	5.0 FTE RTI Coordinators 1000-1999: Certificated Personnel Salaries Supplemental \$345,940 5.0 FTE RTI Coordinators 3000-3999: Employee Benefits Supplemental \$110,960	Each middle and high school RtI coordinator created progress monitoring systems in math and/or science that allowed teachers to identify struggling students early on and provide targeted support.	5.0 FTE RTI Coordinators 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$345,940 5.0 FTE RTI Coordinators 3000 EMPLOYEE BENEFITS Supplemental \$110,960
Scope of Service Secondary		Scope of Service Secondary	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Hire math tutors to assist students in becoming proficient in CCSS mathematics.		Hire math tutors to assist students in becoming proficient in CCSS mathematics. 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$41,074		Schools were able to hire math tutors mid way through the school year. The tutors provided support during the day and at homework club after school.		Hire math tutors to assist students in becoming proficient in CCSS mathematics. 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$41,074	
Scope of Service	High School			Scope of Service	High School		
<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?		We will continue to provide summer school, however we will be funding this through Title I as we plan to target only students who are scoring below proficient, living in poverty and learning English as a second language. The data from summer school in 2015 showed that 96% of high school students participating in credit recovery were successful. In middle school, 6th graders made 23% growth on their post test, 7th graders made 13% growth, and 8th graders showed a 17% increase in their understanding. In Elementary, the focus was on fluency and accuracy. Student scores on their post test for accuracy showed an increase of 30%. On the post test for fluency, twice as many students met the standard. New to our LCAP this year was the inclusion of five Response to Intervention Coordinators in the high school. The data from their intervention work shows that between 65 to 70% of students who participated were able to increase their grade and level of proficiency on benchmark assessments. We will maintain this expenditure in the coming year. The final expense in this goal was to provide math tutors in our high schools and at the continuation high school. We struggled to hire tutors as the university schedule starts later than our schools. In addition, it was a challenge for tutors to get transportation to all of our schools. For the coming year, we will try to connect with Cabrillo to increase the number of tutors who may work with our students					

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Original GOAL 8 from prior year LCAP:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community. 90% of 6th-8th-grade students will read at or above grade level.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>The rate of 6th-8th-grade students reading at or above grade level will increase 5% from 79% to 84% as determined by the SRI.</p> <p>The rate of 6th-8th grade Reclassified Fluent English Proficient (RFEP) students reading at or above grade level will increase 5% from 68% to 73% as determined by the SRI.</p> <p>The rate of 9th-grade students reading at or above grade level will increase 6% from 69% in 2014-15 to 75% in 2015-16 as determined by the SRI.</p> <p>The rate of Latino students in 7th grade meeting standards will increase by 7%, from 32 to 39%.</p> <p>The rate of Latino students in 11th grade meeting standards will increase by 5%, from 47% to 52%.</p> <p>The rate of EL students in 5th grade will increase by 7%, from 4% to 11%.</p>		Actual Annual Measurable Outcomes:	<p>79% of 6th-8th grade students were reading at or above grade level as measured by the SRI.</p> <p>73% of elementary RFEP students and 75% of secondary RFEP students were reading at or above grade level as measured by the SRI.</p> <p>The percentage of 9th grade students reading at or above grade level was not available at the time of publication.</p> <p>39% or more of Latino 7th grade students will meet standards on the annual CAAASP.</p> <p>52% or more of Latino 11th grade students will meet standards on the annual CAAASP.</p> <p>11% or more of the 5th grade EL students will meet standard on the annual CAAASP.</p>
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Read 180 sections at each of the middle schools and comprehensive high schools to boost achievement in	1.13 FTE Read 180 1000-1999: Certificated Personnel Salaries Supplemental \$63,855	Read 180 classes at the secondary schools provided year long support in reading comprehension for students	1.13 FTE Read 180 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$63,855	

reading.		1.13 FTE Read 180 3000-3999: Employee Benefits Supplemental \$27,700 Read 180 training, workbooks, licenses 4000-4999: Books And Supplies Supplemental \$45,000	whose scores indicate they read below grade level.	1.13 FTE Read 180 3000 EMPLOYEE BENEFITS Supplemental \$27,700 Read 180 training, workbooks, licenses 4300 MATERIALS & SUPPLIES Supplemental \$45,000
Scope of Service	Secondary		Scope of Service	Secondary
<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?		We will maintain this expenditure in two of our comprehensive schools and both middle schools in the coming year. Our data for middle and high school illustrates the impact of this course on increasing reading comprehension for targeted student groups. In middle school, the number of students scoring proficient on the SRI has grown to 75% and overall 79% of 6th through 9th grade students are at proficient. We will discontinue the class at Santa Cruz High as the data from their feeder schools indicates that there is not a need for this intervention. The resource teachers at Santa Cruz High, Harbor and Soquel will continue to provide this intervention to their students through their tutorial.		

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Original GOAL 9 from prior year LCAP:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community. 65% of ELs will pass CAHSEE ELA in 10th-grade. 75% of ELs will pass CAHSEE Math in 10th-grade.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify <u>District Goals 1 & 3</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English Learners (ELs) & Reclassified Fluent English Proficient (RFEP)		
Expected Annual Measurable Outcomes:	The rate of ELs passing the CAHSEE ELA in 10th grade will increase by 6% from 19% to 25%. The rate of ELs will pass CAHSEE Math in 10th grade will increase by 6% from 44% to 50%		Actual Annual Measurable Outcomes:	The CAHSEE was suspended by the California Legislature in January 2016. The expenditures in this goal will be added to goal 8 for 2016-17
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Homework Clubs at comprehensive high schools.	High School Homework Clubs 1000-1999: Certificated Personnel Salaries Supplemental \$26,856 High School Homework Clubs 3000-3999: Employee Benefits Supplemental \$3,813	All three comprehensive high schools provided after school support for students with credentialed teachers and tutors.	High School Homework Clubs 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$26,856 High School Homework Clubs 3000 EMPLOYEE BENEFITS Supplemental \$3,813	
Scope of Service	High School	Scope of Service		
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		

1.0 FTE after-school support programs in the middle schools.		. 5 FTE Coordinator of after-school program at each middle school 2000-2999: Classified Personnel Salaries Supplemental \$42,154		1.0 FTE after-school support programs in the middle schools.		. 5 FTE Coordinator of after-school program at each middle school 2000 >CLASS PERSONNEL SALARIES Supplemental \$42,154	
Scope of Service	Middle schools			Scope of Service	Middle Schools		
_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)				_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ 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?				While the CAHSEE was suspended in January 2016, our Early Assessment Program information provides good data on the impact of our programs on supporting college access for English learners and Low Income students. The middle school after school program has just completed the first year and there is only participation data. In the coming year, the coordinator will be working with administration and staff to monitor the impact of this program on students' assessed math proficiency through I-Ready, grades and homework completion. We plan to maintain these services in the coming year.			

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 10 from prior year LCAP:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community. The % of English Learners meeting Annual Measurable Achievement Objective #1 (AMAO1) will increase until 100% meet the target.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <u>X</u> 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal 3</u>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: English Learners (ELs)		
Expected Annual Measurable Outcomes:	The percent of elementary ELs making one year's growth in English will increase by 5% from 55% in 2014-15 to 60% in 2015-16. The percent of secondary ELs making one year's growth in English will increase by 5% from 58% in 2014-15 to 63% in 2015-16.		Actual Annual Measurable Outcomes:	The percent of elementary ELs making one year's growth in English decreased from 55% in 2014-15 to 52% in 2015-16 The percent of secondary ELs making one year's growth in English decreased from 58% in 2014-15 to 53% in 2015-16
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.	.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1000-1999: Certificated Personnel Salaries Supplemental \$12,338	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.	.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,338	
	.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000-3999: Employee Benefits Supplemental \$3,915		.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000 EMPLOYEE BENEFITS Supplemental \$3,915	
	.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1000-1999: Certificated Personnel Salaries		.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1100 CERT TEACHERS' SALARIES-REG. Base \$69,911	

		<p>Base \$69,911</p> <p>.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000-3999: Employee Benefits Base \$22,181</p> <p>.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1000-1999: Certificated Personnel Salaries Title I \$20,562</p> <p>.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000-3999: Employee Benefits Title I \$6,524</p>			<p>.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000 EMPLOYEE BENEFITS Base \$22,181</p> <p>.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 1100 CERT TEACHERS' SALARIES-REG. Title I \$20,562</p> <p>.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students 3000 EMPLOYEE BENEFITS Title I \$6,524</p>
Scope of Service	LEA-wide		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 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><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 type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		
Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.		<p>.4 FTE Newcomer tutorials .2 FTE @ each middle school 1000-1999: Certificated Personnel Salaries Supplemental \$30,000</p> <p>.4 FTE Newcomer tutorials .2 FTE @ each middle school 3000-3999: Employee Benefits Supplemental \$10,607</p>	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.		<p>.4 FTE Newcomer tutorials .2 FTE @ each middle school 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$30,000</p> <p>.4 FTE Newcomer tutorials .2 FTE @ each middle school 3000 EMPLOYEE BENEFITS Supplemental \$10,607</p>
Scope of Service	Secondary		Scope of Service	Secondary	
<input type="checkbox"/> All			<input type="checkbox"/> All		

OR: <input checked="" 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)		OR: <input checked="" 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)	
Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.	.2 FTE Newcomer Tutorial @ HH 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 .2 FTE Newcomer Tutorial @ HH 3000-3999: Employee Benefits Supplemental \$4,880 . 2 FTE Newcomer ELD Support 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 . 2 FTE Newcomer ELD Support 3000 EMPLOYEE BENEFITS Supplemental \$4,880 . 2 FTE Newcomer Academy Math 1000-1999: Certificated Personnel Salaries Supplemental \$14,273 . 2 FTE Newcomer Academy Math 3000-3999: Employee Benefits Supplemental \$4,590 . 2 FTE Newcomer Academy Science 1000-1999: Certificated Personnel Salaries Supplemental \$12,580 . 2 FTE Newcomer Academy Science 3000-3999: Employee Benefits Supplemental \$4,880	Newcomer sections provided access to core curriculum and English Language Development for new arrivals to our high school.	.2 FTE Newcomer Tutorial @ HH 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580 .2 FTE Newcomer Tutorial @ HH 3000 EMPLOYEE BENEFITS Supplemental \$4,880 . 2 FTE Newcomer ELD Support 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580 . 2 FTE Newcomer ELD Support 3000 EMPLOYEE BENEFITS Supplemental \$4,880 . 2 FTE Newcomer Academy Math 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$14,273 . 2 FTE Newcomer Academy Math 3000 EMPLOYEE BENEFITS Supplemental \$4,590 . 2 FTE Newcomer Academy Science 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$12,580 . 2 FTE Newcomer Academy Science 3000 EMPLOYEE BENEFITS Supplemental \$4,880
<div>Scope of Service</div> <div>High School</div> <div> <input type="checkbox"/> All </div> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<div>Scope of Service</div> <div>High School</div> <div> <input type="checkbox"/> All </div> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Newcomer and EL support at the high school to increase opportunities for success to recently arrived English learners.	.5 FTE School Community Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$14,522 .5 FTE School Community Coordinator 3000-3999: Employee Benefits Supplemental \$23,024	The community coordinator provided support to newcomers and their families at Harbor High. This staff member also worked closely with the social workers to ensure students and families were connected with resources in the community.	.5 FTE School Community Coordinator 2000 >CLASS PERSONNEL SALARIES Supplemental \$14,522 .5 FTE School Community Coordinator 3000 EMPLOYEE BENEFITS Supplemental \$23,024
Scope of Service: High School _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: High School _ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.	Administrative Secretary 2000-2999: Classified Personnel Salaries Supplemental \$41,033 Administrative Secretary 3000-3999: Employee Benefits Supplemental \$20,455 Site Program Coordinator 2000-2999: Classified Personnel Salaries Supplemental \$20,488 Site Program Coordinator 3000-3999: Employee Benefits Supplemental \$11,475 Site Program Coordinator 2000-2999: Classified Personnel Salaries Title I \$39,419 Site Program Coordinator 3000-3999: Employee Benefits Title I \$22,078	The administrative secretary and site program coordinators complete the administrative tasks related to program monitoring and compliance in accordance with the guidelines for LCFF and Title I expenditures.	Administrative Secretary 2000 >CLASS PERSONNEL SALARIES Supplemental \$41,033 Administrative Secretary 3000 EMPLOYEE BENEFITS Supplemental \$20,455 Site Program Coordinator 2000 >CLASS PERSONNEL SALARIES Supplemental \$20,488 Site Program Coordinator 3000 EMPLOYEE BENEFITS Supplemental \$11,475 Site Program Coordinator 2000 >CLASS PERSONNEL SALARIES Title I \$39,419 Site Program Coordinator 3000 EMPLOYEE BENEFITS Title I \$22,078

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Migrants & Immigrants</u>			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)		
Professional Development for elementary teachers to meet needs of ELs.		Teacher stipends to attend EL PLC 1000-1999: Certificated Personnel Salaries Title III \$5,000 Teacher stipends to attend EL Progress Monitoring Group 1000-1999: Certificated Personnel Salaries Title III \$5,000	Teachers participating in these groups received a stipend. The groups met monthly to revise the assessment tools and monitor English Learner progress.		Teacher stipends to attend EL PLC 1100 CERT TEACHERS' SALARIES-REG. Title III \$5,000 Teacher stipends to attend EL Progress Monitoring Group 1100 CERT TEACHERS' SALARIES-REG. Title III \$5,000
Scope of Service	LEA-wide		Scope of Service	LEA-wide	
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ 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?		We plan to maintain the actions, services and expenditures in this goal as we target services to our English Learners and Low Income students. The data from our AMAO's shows a decrease in the number of students demonstrating proficiency on the CELDT and the focus of the Newcomer sections, ELPLC and administrative staff will be on targeted support through integrated and designated ELD in 2016-17.			

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 11 from prior year LCAP:	All students will be prepared to successfully access post-secondary college and career opportunities.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal 3</u>	
	The number of Low Income (LI) students that pass Advanced Placement classes with a grade of C or higher will increase by 10 each year.			
	The percent of students that pass a Career Technical Education (CTE) class with a grade of C or higher will increase by 1% each year.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Low-Income (LI)		
Expected Annual Measurable Outcomes:	The number of LI students that pass an AP exam with a score of C or higher will increase by 10 from 140 to 150.		Actual Annual Measurable Outcomes:	The number of Low Income students who passed an AP exam with a score of C or higher was 158 in 2014-15. The data for 2015-16 will be available by the end of June 2016 We are in the process of revising the course sequence and descriptions for CTE courses. Once completed we will be able to report the number of students taking and passing a CTE course with a grade of C- or higher.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
4-year Planning Workshops	Increase enrollment of Low-Income students in AP classes through 4-year planning workshops. 1000-1999: Certificated Personnel Salaries Supplemental \$4,476 Increase enrollment of Low-Income students in AP classes through 4-year planning workshops. 3000-3999: Employee Benefits Supplemental \$635	4-year Planning Workshops		Increase enrollment of Low-Income students in AP classes through 4-year planning workshops. 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$4,476 Increase enrollment of Low-Income students in AP classes through 4-year planning workshops. 3000 EMPLOYEE BENEFITS Supplemental \$635
Scope of Service	High School	Scope of Service	High School	
_ All		_ All		

OR: <input checked="" 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)		OR: <input checked="" 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)	
Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.	Provide sufficient resources to CTE course. 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$63,890 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 1000-1999: Certificated Personnel Salaries Carl D. Perkins Career and Technical Education \$9,645 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 3000-3999: Employee Benefits Carl D. Perkins Career and Technical Education \$2,658	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.	Provide sufficient resources to CTE course. 4300 MATERIALS & SUPPLIES Carl D. Perkins Career and Technical Education \$63,890 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 1100 CERT TEACHERS' SALARIES-REG. Carl D. Perkins Career and Technical Education \$9,645 Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees. 3000 EMPLOYEE BENEFITS Carl D. Perkins Career and Technical Education \$2,658
Scope of Service High School <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) Migrant		Scope of Service High School <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) Migrant	
Early College Outreach Parent Program	Migrant parent education 5800: Professional/Consulting Services And Operating Expenditures Title I \$5,000	Early College Outreach Parent Program	Migrant parent education 5800 OTHER SVCS & OPER EXPENDITURES Title I \$5,000

Scope of Service	LEA-wide		Scope of Service	LEA-wide	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant			<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Migrant		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our schools have taken on the four year planning workshops as part of their counseling responsibilities, which means that we no longer need to fund this through LCFF. The impact of these four year planning workshops can be measured in the increase in the number of LI students who take an AP class and earn a C or above. Unfortunately, this data is not available until the middle of July. We will continue to provide CTE classes through the support of the Perkins grant and will work on systems for monitoring the impact of these classes on our subgroups in the coming year.				

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 12 from prior year LCAP:	We will eliminate achievement gaps that currently exist between demographic groups within the SCCS school community.		Related State and/or Local Priorities: 1 _ 2 <u>X</u> 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u>	
	The percent of elementary students that score 3 or higher on SBAC ELA will increase 1%.		COE only: 9 _ 10 _	
	The percent of elementary students that score 3 or higher on SBAC Mathematics will increase 1%.		Local : Specify <u>District Goals 1 & 3</u>	
	The percent of middle school students that score 3 or higher on SBAC ELA will increase 1%.			
	The percent of middle school students that score 3 or higher on SBAC Mathematics will increase 1%.			
	The percent of 11th-grade students that score 3 or higher on SBAC ELA will increase 1%.			
The percent of 11th-grade students that score 3 or higher on SBAC Mathematics will increase 1%.				
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The percent of elementary, middle, and 11th grade students that score 3 or higher on SBAC ELA and mathematics will increase 1%.		Actual Annual Measurable Outcomes:	For the 2014-15 CAASPP assessment, 50% of elementary students scored a 3 or higher on the English Language Arts assessment and 52% scored a 3 or higher on the math assessments. 62% of secondary students scored a 3 or higher on the English Language Arts assessment and 43.9% scored a 3 or higher on the math assessment.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Site-based interventions at each school site.	Elementary site-based interventions 1000-1999: Certificated Personnel Salaries Supplemental \$40,596	Each school identified supplemental services to support English Learners, Low Income students, Foster Youth and students with an IEP. These services included reading instruction, learning assistants to provide small group support, additional technology and release time for teachers to monitor their students' progress and share best practices.	Elementary site-based interventions 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$40,596	
	Elementary site-based interventions 2000-2999: Classified Personnel Salaries Supplemental \$189,679		Elementary site-based interventions 2000 >CLASS PERSONNEL SALARIES Supplemental \$189,679	
	Elementary site-based interventions 3000-3999: Employee Benefits Supplemental \$42,077		Elementary site-based interventions 3000 EMPLOYEE BENEFITS Supplemental \$42,077	

	Elementary site-based interventions 4000-4999: Books And Supplies Supplemental \$88,136 Secondary site-based interventions 1000-1999: Certificated Personnel Salaries Supplemental \$105,585 Secondary site-based interventions 3000-3999: Employee Benefits Supplemental \$42,906 Secondary site-based interventions 4000-4999: Books And Supplies Supplemental \$135,592		Elementary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$88,136 Secondary site-based interventions 1100 CERT TEACHERS' SALARIES- REG. Supplemental \$105,585 Secondary site-based interventions 3000 EMPLOYEE BENEFITS Supplemental \$42,906 Secondary site-based interventions 4300 MATERIALS & SUPPLIES Supplemental \$135,592
Scope of Service LEA-wide		Scope of Service LEA-wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	We will contain to provide LCFF supplemental funds to each school site based on the unduplicated number of Low Income and or English Learner students at their site to support site based interventions. We will monitor the impact of these interventions through the CAASPP results at the end of each year. This year's CAASPP results from 14-15 provided the starting point. Each school will review their results in August and make determinations as to how best to direct these funds to support significant student subgroups.		

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 13 from prior year LCAP:	All SCCS will be motivated learners who leave our system as well-rounded citizens with a broad spectrum of interests and abilities. Reduce suspensions by 10 per year until rate = 0% Reduce expulsions 2 per year until rate = 0% Reduce chronic absenteeism rate by .5% per year in elementary school Reduce chronic absenteeism rate by .5% per year in middle school Reduce chronic absenteeism rate by .5% per year in high school Increase attendance rate to 100%	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #2</u>	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Suspensions will decrease by 11 from 221 in 2013-14 to 210 in 2014-15. Expulsions will decrease by 2 from 21 in 2014-15 to 19 in 2015-16. Elementary chronic absenteeism rate will decrease by .5% from 10% in 2014-15 to 9.5% in 2015-16. Middle school chronic absenteeism rate will decrease by .5% from 11% in 2014-15 to 10.5% in 2015-16. High school chronic absenteeism rate will decrease by .5% from 17% in 2014-15 to 16.5% in 2015-16. Elementary attendance rate increase by .56% from 94.44% in 2013-14 to 95% in 2014-15. Secondary attendance rate increase by .59% from 93.91% in 2013-14 to 94.5% in 2014-15.	Actual Annual Measurable Outcomes:	There were 150 out of school suspensions for 2015-16 as of May 2016. This is down from 221 in 2014-15 The number of expulsions in 2015-16 decreased from 20 to 14 The chronic absenteeism rate as at 16% in elementary, 18% in middle school and 20% in high school. The overall attendance rate for 2015-16 was not available at the time of publishing this report.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.	Social Work Interns 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$24,500	Social work interns were supervised by counselors in the elementary schools and district social workers in secondary. They provided support to students identified through their school Coordination of Services Team.	Social Work Interns 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$24,500
<div>Scope of Service</div> <div>LEA-wide</div>		<div>Scope of Service</div> <div>LEA-wide</div>	
<div>X All</div> <div>OR:</div> <div> <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) </div>		<div>X All</div> <div>OR:</div> <div> <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) </div>	
PIP Aides to serve Foster and/or homeless primary students and help them adjust to school	1.5 FTE Primary Intervention Project (PIP) Aides 2000-2999: Classified Personnel Salaries Supplemental \$53,445 1.5 FTE Primary Intervention Project (PIP) Aides 3000-3999: Employee Benefits Supplemental \$5,166	PIP aides provided early intervention for primary students identified through a screening tool and recommendation from classroom teacher	1.5 FTE Primary Intervention Project (PIP) Aides 2000 >CLASS PERSONNEL SALARIES Supplemental \$53,445 1.5 FTE Primary Intervention Project (PIP) Aides 3000 EMPLOYEE BENEFITS Supplemental \$5,166
<div>Scope of Service</div> <div>Elementary</div>		<div>Scope of Service</div> <div>Elementary</div>	
<div>X All</div> <div>OR:</div> <div> <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) </div>		<div>X All</div> <div>OR:</div> <div> <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) </div>	

2.4 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school.		2.4 FTE Elementary Counselors 1000-1999: Certificated Personnel Salaries Supplemental \$177,101	Full time counselors at our elementary schools support the climate and culture work at each site.	2.4 FTE Elementary Counselors 1100 CERT TEACHERS' SALARIES-REG. Supplemental \$177,101
		2.4 FTE Elementary Counselors 3000-3999: Employee Benefits Supplemental \$83,189		2.4 FTE Elementary Counselors 3000 EMPLOYEE BENEFITS Supplemental \$83,189
Scope of Service	Elementary		Scope of Service	
<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.0 FTE Social workers to support students and families.			2.0 FTE Social workers 1000-1999: Certificated Personnel Salaries Supplemental \$141,00	
		2.0 FTE Social workers 3000-3999: Employee Benefits Supplemental \$50,790		2.0 FTE Social workers 3000 EMPLOYEE BENEFITS Supplemental \$50,790
Scope of Service	Secondary		Scope of Service	
<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?			We will maintain the actions, services and expenditures for this goal based on the data that illustrates a decrease in out of school suspensions and expulsions. The addition of social workers provided more support for students and families at our middle and high school. Social workers will address chronic absenteeism in the coming year with a goal of reducing the number of days students are out of school.	

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 14 from prior year LCAP:	SCCS will maintain strong communication and partnerships with its diverse parent community. Rate of parents reporting involvement in schools will increase by 3% per year.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goal #6</u>	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups:	English Learners (EL) Reclassified Fluent English Proficient (RFEP)		
Expected Annual Measurable Outcomes:	Participation in district-level committees at least occasionally will increase by 2.5% from 17.5% to 20%. Participation in parent education offerings at least occasionally will increase by 1.7% 38.3% to 40%. Participation in official parent organizations at least occasionally will increase by 2.2% from 47.8% to 50%.		Actual Annual Measurable Outcomes:	23.1% of parents who participated in the district LCAP survey indicated that they participate in district level committees, parent education and parent organizations.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
English tutoring to parents of ELs to enable them to support their children in school.	Community Based English Tutoring (CBET) @ Adult Education 5700-5799: Transfers Of Direct Costs Supplemental \$8,276	English tutors were provided through Adult Education to parents of our English Learners.		Community Based English Tutoring (CBET) @ Adult Education 5800 OTHER SVCS & OPER EXPENDITURES Supplemental \$8,276
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
_ All OR: _ Low Income pupils <u>X</u> English Learners _ Foster Youth <u>X</u> Redesignated fluent English		_ All OR: _ Low Income pupils <u>X</u> English Learners _ Foster Youth <u>X</u> Redesignated fluent English		

proficient _ Other Subgroups: (Specify)		proficient _ 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?	While our data shows an increase in the percentage of parents reporting that they participate in district level committees, this program does not connect with that data. While adult education will continue to provide tutoring to parents of our English Learners, the plan in the coming year, is to increase opportunities for parents to engage with school through the Latino Role Model conference and ongoing participation in the District English Learner Advisory Committee. Expenditures in the 2016-17 LCAP show an increase in expenditures for food, child care and translation to support all parents with district level meetings.		

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 15 from prior year LCAP:	We will eliminate the achievement gaps that currently exist between demographic groups within our SCCS school community. Collaborate and coordinate with SCCOE Foster Youth Services		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify <u>District Goals 2 & 6</u>	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	Foster Youth		
Expected Annual Measurable Outcomes:	Collaborate and coordinate with Foster Youth Services to implement, on a countywide basis, services and programs for Foster Youth		Actual Annual Measurable Outcomes:	Our director of student services participation with Foster Youth Services to support the implementation of a countywide program.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Participate in the development and implementation of an educational plan for Foster Youth	Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 1000-1999: Certificated Personnel Salaries Base \$8,736	The Director of Student Services worked with the county to implement an aligned Foster Youth program to support students in our schools.	Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 1100 CERT TEACHERS' SALARIES-REG. Base \$8,736	
	Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 3000-3999: Employee Benefits Base \$1,240		Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison. 3000 EMPLOYEE BENEFITS Base \$1,240	
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
_ All OR: _ Low Income pupils _ English Learners		_ All OR: _ Low Income pupils _ English Learners		

<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team	.1 FTE Director of Student Services serves as the district liaison for Foster Youth 1000-1999: Certificated Personnel Salaries Base \$10,118 .1 FTE Director of Student Services serves as the district liaison for Foster Youth 3000-3999: Employee Benefits Base \$3,349	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team	.1 FTE Director of Student Services serves as the district liaison for Foster Youth 1100 CERT TEACHERS' SALARIES-REG. Base \$10,118 .1 FTE Director of Student Services serves as the district liaison for Foster Youth 3000 EMPLOYEE BENEFITS Base #3,349
Scope of Service <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)		Scope of Service <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue to provide targeted assistance to our foster youth through the support of our Director of Student Services who participates in the Foster Youth Initiative at the county. In addition, social workers were able to work directly with the Foster Youth Liaison to support students at elementary and secondary schools.		

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:	\$3,870,779
<p>\$1,573,942 Elementary \$2,296,837 Secondary \$3,870,779 Total SCCS</p> <p>Based upon FCMAT's Local Control Funding Formula Calculator, SCCS estimates that in the 2016-17 LCAP year it will receive \$1,573,942 in Supplemental funding and \$0 in Concentration funding for the elementary district, and \$2,296,837 in Supplemental funding and \$0 in Concentration funding for the secondary district, for a grand total of \$3,870,779 in Supplemental and Concentration Grant funding. The percentage by which services for unduplicated pupils (English Learners, Foster Youth, & Low-income Students) must be increased or improved over services for all students is 8.29% for the elementary district and 6.86% for the secondary district, or 7.58% for the entire K-12th district. The goals enumerated above are designed to serve that purpose. Some goals specifically target English Learners (e.g. English Learner Instructional Resource Teacher and Newcomer Program). Other goals specifically target Foster Youth (e.g. collaborate with Foster Ed & implement Goal Book). Many goals are designed to provide assistance precisely in those areas where low-income students are more likely to struggle (e.g. summer school, Read 180, AVID, Homework Support, Credit Recovery, PIP, Counselors, Social Work Interns). Of course, the term "unduplicated pupils" masks the reality that many students belong to more than one category. English Learners, Low Income students and Foster Youth are served through the base program with targeted support both during the day and outside of the day. Teachers on special assignment for content area instruction are trained in best strategies for students who are learning English as a second language or who are school dependent. For these reasons, many programs are designed to improve services for students that struggle, regardless of the reasons for their difficulties or the demographic categories they may or may not belong to. An example of this is the site discretionary funding that will enable schools to control the ways in which they can best meet the needs of their students. All of these programs are above and beyond the core educational program provided to all students in the district.</p>	

- 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.

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7.58	%
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Unduplicated Pupils

The percentage by which services for all unduplicated pupils (English Learners, Foster Youth, & Low-income Students) must be increased or improved over services for all students is 8.29% for the elementary district and 6.86% for the secondary district, or 7.58% for the entire K-12 district. The increase and/or improved services to each of the three targeted populations is enumerated below.

Foster Youth

Supporting the Foster Ed Initiative, even assuming there were additional dollars granted for them specifically (as opposed to FY automatically being included in the LI count), represents the single greatest proportional investment for a sub-population. This is justified because of the significant achievement gap demonstrated between students in foster care and all of other students, including subpopulations such as those in special education, low-income or English language learners. Therefore the proportionality, both in terms of quantitative expenditures and qualitative time and effort, will be greater than their small enrollment number (N=47 or .6%). Collaborating with other LEAs in SC County in the Foster Ed initiative led by the COE, and implementing the MOU will be an improvement in services that exceeds the required 3.8% increase.

English Learners

At 13% (N=863) of enrollment, English Learners represent a significant minority of SCCS students. In terms of the achievement gap, their demonstrated need is much greater than their numbers. In addition to the challenge of learning a second language while learning the rigorous content curriculum, ELs may also confront cultural differences that can impede success. English learners in SCCS are usually also low-income students, and as such often struggle with economic barriers. For these reasons, an increase in services that exceeds the 3.8% target is justified. There is additional support with the teacher coaches, providing targeted English Language Support.

Low-Income Students

A large minority (N=2,833 or 41%) of SCCS students qualifies for free/reduced meals. These students, on average, achieve well below their peers who are not challenged by poverty, necessitating an investment in programs that address their needs. AVID, Read 180, Summer School, PIP, Social Work Interns, and site-based programs are designed to address the types of challenges that LI's frequently encounter in an academic setting. As mentioned above, LI students frequently also belong to other subgroups. All FY and migrant students are automatically part of the LI subgroup. There is also a large overlap with the EL and immigrant subgroups. Especially considering the compounded challenges, an increase in services that exceeds the 3.8% increase is justified.

The 2015-16 LCAP allocation was \$3,318,150 (\$1,200,701 for elementary and \$2,117,449 for secondary), while the 2016-17 LCAP allocation is \$3,870,779 (\$573,942 for elementary and \$2,296,837 for secondary), for an overall increase of \$552,629). As seen in the attached spreadsheet showing the 2016-17 LCAP budget detail, there are several expenditures that are new in this year's LCAP as compared to last year's LCAP. Column K on that spreadsheet indicates which positions and other expenditures are new, and therefore represent how services in the new LCAP year for unduplicated students provide increased or improved services in proportion to the increase in funding provided for such pupils in the LCAP year. Those services include: a .4 PBIS coach for elementary and Math Plus intervention sections at the high schools. All of these services are new in the coming LCAP year and constitute a proportional increase in services for the targeted populations.

The teacher coaches are providing increased and improved services via ongoing professional development, focusing on targeted support to our Foster Youth, English Learners, and Low Income students.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	5,643,363.00	3,306,744.00	6,389,423.00	6,022,946.00	6,266,488.00	18,678,857.00
Base	2,448,805.00	112,186.00	2,319,805.00	2,370,862.00	2,148,805.00	6,839,472.00
Carl D. Perkins Career and Technical Education	76,193.00	76,193.00	76,193.00	76,193.00	76,193.00	228,579.00
Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	69,857.00	69,857.00	0.00	139,714.00
Supplemental	2,899,651.00	2,899,651.00	3,564,300.00	3,146,766.00	3,689,722.00	10,400,788.00
Title I	128,714.00	128,714.00	264,268.00	264,268.00	256,768.00	785,304.00
Title II	80,000.00	80,000.00	80,000.00	80,000.00	80,000.00	240,000.00
Title III	10,000.00	10,000.00	15,000.00	15,000.00	15,000.00	45,000.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	5,643,363.00	3,306,744.00	6,389,423.00	6,022,946.00	6,266,488.00	18,678,857.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	400,000.00	0.00	271,000.00	200,000.00	0.00	471,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,602,848.00	0.00	1,024,637.00	1,104,080.00	0.00	2,128,717.00
1100 CERT TEACHERS' SALARIES-REG.	0.00	1,602,848.00	854,366.00	771,770.00	1,899,695.00	3,525,831.00
1160 TEACHER SALARIES-STIPEND	0.00	0.00	0.00	0.00	12,830.00	12,830.00
2000 >CLASS PERSONNEL SALARIES	0.00	430,175.00	166,889.00	134,289.00	500,697.00	801,875.00
2000-2999: Classified Personnel Salaries	430,175.00	0.00	283,450.00	319,850.00	0.00	603,300.00
2900 OTHER CLASS SALARIES-REGULAR O	0.00	0.00	50,358.00	0.00	0.00	50,358.00
3000 EMPLOYEE BENEFITS	4,880.00	721,583.00	169,681.00	136,299.00	759,357.00	1,065,337.00
3000-3999: Employee Benefits	720,052.00	0.00	597,633.00	634,652.00	0.00	1,232,285.00
4000-4999: Books And Supplies	359,288.00	0.00	309,469.00	135,560.00	0.00	445,029.00
4300 MATERIALS & SUPPLIES	0.00	359,288.00	532,096.00	427,602.00	934,065.00	1,893,763.00
5000-5999: Services And Other Operating Expenditures	24,000.00	0.00	0.00	0.00	0.00	0.00
5200 MILEAGE, TRAVEL & CONFERENCES	0.00	0.00	11,000.00	10,000.00	11,000.00	32,000.00
5700-5799: Transfers Of Direct Costs	8,276.00	0.00	0.00	0.00	0.00	0.00
5800 OTHER SVCS & OPER EXPENDITURES	0.00	192,850.00	35,000.00	35,000.00	215,574.00	285,574.00
5800: Professional/Consulting Services And Operating Expenditures	160,574.00	0.00	150,574.00	180,574.00	0.00	331,148.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	1,933,270.00	0.00	1,933,270.00	1,933,270.00	0.00	3,866,540.00
7439 OTHER DEBT SERVICE - PRINCIPAL	0.00	0.00	0.00	0.00	1,933,270.00	1,933,270.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	5,643,363.00	3,306,744.00	6,389,423.00	6,022,946.00	6,266,488.00	18,678,857.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	400,000.00	0.00	271,000.00	200,000.00	0.00	471,000.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	88,765.00	0.00	88,765.00	184,739.00	0.00	273,504.00
1000-1999: Certificated Personnel Salaries	Carl D. Perkins Career and Technical Education	9,645.00	0.00	9,645.00	0.00	0.00	9,645.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	56,730.00	56,730.00	0.00	113,460.00
1000-1999: Certificated Personnel Salaries	Supplemental	1,446,899.00	0.00	711,191.00	704,305.00	0.00	1,415,496.00
1000-1999: Certificated Personnel Salaries	Title I	47,539.00	0.00	148,306.00	148,306.00	0.00	296,612.00
1000-1999: Certificated Personnel Salaries	Title III	10,000.00	0.00	10,000.00	10,000.00	0.00	20,000.00
1100 CERT TEACHERS' SALARIES-REG.	Base	0.00	88,765.00	0.00	0.00	88,765.00	88,765.00
1100 CERT TEACHERS' SALARIES-REG.	Carl D. Perkins Career and Technical Education	0.00	9,645.00	0.00	0.00	9,645.00	9,645.00
1100 CERT TEACHERS' SALARIES-REG.	Other	0.00	0.00	0.00	0.00	0.00	0.00
1100 CERT TEACHERS' SALARIES-REG.	Supplemental	0.00	1,446,899.00	854,366.00	771,770.00	1,652,979.00	3,279,115.00
1100 CERT TEACHERS' SALARIES-REG.	Title I	0.00	47,539.00	0.00	0.00	148,306.00	148,306.00
1100 CERT TEACHERS' SALARIES-REG.	Title III	0.00	10,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
1160 TEACHER SALARIES-STIPEND	Supplemental	0.00	0.00	0.00	0.00	2,830.00	2,830.00
1160 TEACHER SALARIES-STIPEND	Title III	0.00	0.00	0.00	0.00	10,000.00	10,000.00
2000 >CLASS PERSONNEL SALARIES	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000 >CLASS PERSONNEL SALARIES	Supplemental	0.00	390,756.00	166,889.00	134,289.00	449,843.00	751,021.00
2000 >CLASS PERSONNEL SALARIES	Title I	0.00	39,419.00	0.00	0.00	50,854.00	50,854.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	9,645.00	0.00	9,645.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	390,756.00	0.00	232,596.00	259,351.00	0.00	491,947.00
2000-2999: Classified Personnel Salaries	Title I	39,419.00	0.00	50,854.00	50,854.00	0.00	101,708.00
2900 OTHER CLASS SALARIES-REGULAR O	Supplemental	0.00	0.00	50,358.00	0.00	0.00	50,358.00
3000 EMPLOYEE BENEFITS	Base	0.00	23,421.00	0.00	0.00	26,770.00	26,770.00
3000 EMPLOYEE BENEFITS	Carl D. Perkins Career and Technical Education	0.00	2,658.00	0.00	0.00	2,658.00	2,658.00
3000 EMPLOYEE BENEFITS	Supplemental	4,880.00	658,748.00	169,681.00	136,299.00	676,321.00	982,301.00
3000 EMPLOYEE BENEFITS	Title I	0.00	36,756.00	0.00	0.00	53,608.00	53,608.00
3000-3999: Employee Benefits	Base	26,770.00	0.00	26,770.00	52,853.00	0.00	79,623.00
3000-3999: Employee Benefits	Carl D. Perkins Career and Technical Education	2,658.00	0.00	2,658.00	2,658.00	0.00	5,316.00
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	0.00	0.00	13,127.00	13,127.00	0.00	26,254.00
3000-3999: Employee Benefits	Supplemental	653,868.00	0.00	501,470.00	512,406.00	0.00	1,013,876.00
3000-3999: Employee Benefits	Title I	36,756.00	0.00	53,608.00	53,608.00	0.00	107,216.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	63,890.00	0.00	63,890.00	63,890.00	0.00	127,780.00
4000-4999: Books And Supplies	Supplemental	295,398.00	0.00	234,079.00	60,170.00	0.00	294,249.00
4000-4999: Books And Supplies	Title I	0.00	0.00	11,500.00	11,500.00	0.00	23,000.00
4300 MATERIALS & SUPPLIES	Base	0.00	0.00	0.00	0.00	100,000.00	100,000.00
4300 MATERIALS & SUPPLIES	Carl D. Perkins Career and Technical Education	0.00	63,890.00	0.00	0.00	63,890.00	63,890.00
4300 MATERIALS & SUPPLIES	Supplemental	0.00	295,398.00	532,096.00	427,602.00	766,175.00	1,725,873.00
4300 MATERIALS & SUPPLIES	Title I	0.00	0.00	0.00	0.00	4,000.00	4,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	24,000.00	0.00	0.00	0.00	0.00	0.00
5200 MILEAGE, TRAVEL & CONFERENCES	Supplemental	0.00	0.00	11,000.00	10,000.00	11,000.00	32,000.00
5700-5799: Transfers Of Direct Costs	Supplemental	8,276.00	0.00	0.00	0.00	0.00	0.00
5800 OTHER SVCS & OPER EXPENDITURES	Supplemental	0.00	107,850.00	35,000.00	35,000.00	130,574.00	200,574.00

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).

01-13-15 [California Department of Education]

District LCAP Expenditures By Funding Source

Santa Cruz City Schools

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Hire only Highly Qualified Teachers (B/CLAD required)	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only Highly Qualified Teachers.Avoid assigning teachers outside of their credentialed subjects whenever feasible.
Hire only NCLB-certified classified instructional staff.	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only NCLB-certified classified instructional staff
On-going maintenance at all facilities. (Resource 8150)	7000-7439: Other Outgo	\$1,933,270.00	Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.
Purchase instructional materials for mathematics aligned with the CCSS (\$200,000 Elementary & \$200,000 for secondary).	0000: Unrestricted	\$400,000.00	Purchase instructional materials.
.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	1000-1999: Certificated Personnel Salaries	\$69,911.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.68 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	3000-3999: Employee Benefits	\$22,181.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	3000-3999: Employee Benefits	\$1,240.00	Participate in the development and implementation of an educational plan for Foster Youth
Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	1000-1999: Certificated Personnel Salaries	\$8,736.00	Participate in the development and implementation of an educational plan for Foster Youth
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	1000-1999: Certificated Personnel Salaries	\$10,118.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	3000-3999: Employee Benefits	\$3,349.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team

Santa Cruz City Schools

Hire only Highly Qualified Teachers (B/CLAD required)	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.
Hire only fully certified classified instructional staff.	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only fully certified classified instructional staff
On-going maintenance at all facilities. (Resource 8150)	7000-7439: Other Outgo	\$1,933,270.00	Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.
Purchase instructional materials for math adoption in elementary and high school (\$125,000 Elementary & \$146,000 for secondary).	0000: Unrestricted	\$271,000.00	Purchase instructional materials.
.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000-3999: Employee Benefits	\$22,181.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendationsCreate a new EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersCreate more time for teachers and staff to review, examine data and determine next stepsCreate more collaboration time for lesson planning and data reviewSummer School with a focus on mathematics and reading in elementary schools
.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$69,911.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendationsCreate a new EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersCreate more time for teachers and staff to review, examine data and determine next stepsCreate more collaboration time for lesson planning and data reviewSummer School with a focus on mathematics and reading in elementary schools
Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	1000-1999: Certificated Personnel Salaries	\$8,736.00	Participate in the development and implementation of an educational plan for Foster Youth

Santa Cruz City Schools

Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	3000-3999: Employee Benefits	\$1,240.00	Participate in the development and implementation of an educational plan for Foster Youth
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	3000-3999: Employee Benefits	\$3,349.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	1000-1999: Certificated Personnel Salaries	\$10,118.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team
Hire only Highly Qualified Teachers (B/CLAD required)	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.
Hire only fully certified classified instructional staff.	0001-0999: Unrestricted: Locally Defined	\$0.00	Hire only fully certified instructional staff.
On-going maintenance at all facilities. (Resource 8150)	7000-7439: Other Outgo	\$1,933,270.00	Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report.
Purchase instructional materials for social studies/history aligned with the CCSS (\$100,000 Elementary & \$100,000 for secondary).	0000: Unrestricted	\$200,000.00	Purchase instructional materials.
1.0 FTE Elementary Math Coach	3000-3999: Employee Benefits	\$26,083.00	Maintain 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.0 FTE Elementary Math Coach	1000-1999: Certificated Personnel Salaries	\$95,974.00	Maintain 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.

Santa Cruz City Schools

.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$69,911.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000-3999: Employee Benefits	\$22,181.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	1000-1999: Certificated Personnel Salaries	\$8,736.00	Participate in the development and implementation of an educational plan for Foster Youth
Existing personnel [approximately 2 days/year for secondary Assistant Principals (\$7,121) and elementary counselors (\$2,855)] at each site serve as FY site liaison.	3000-3999: Employee Benefits	\$1,240.00	Participate in the development and implementation of an educational plan for Foster Youth
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	3000-3999: Employee Benefits	\$3,349.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team

Santa Cruz City Schools

.1 FTE Director of Student Services serves as the district liaison for Foster Youth	1000-1999: Certificated Personnel Salaries	\$10,118.00	Utilize Foster Youth Goal Book Information system for regular communication with Foster Youth Education Team
Hire only High Qualified Teachers (B/CLAD required)	1100 CERT TEACHERS' SALARIES-REG.	\$0.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.
Hire only fully certified classified instructional staff.	2000 >CLASS PERSONNEL SALARIES	\$0.00	Hire only fully certified classified instructional staff
On-going maintenance at all facilities.	7439 OTHER DEBT SERVICE - PRINCIPAL	\$1,933,270.00	Repair all conditions identified as "poor" or "good" until all facilities rate "exemplary" on FIT report
Purchase instructional materials for NGSS adoption in elementary and secondary	4300 MATERIALS & SUPPLIES	\$100,000.00	Purchase instructional materials
.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1100 CERT TEACHERS' SALARIES-REG.	\$69,911.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following:Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendationsContinue with the EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersContinue providing time for teachers and staff to review, examine data and determine next stepsContinue with Summer School with a focus on mathematics and reading in elementary schools
.68 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000 EMPLOYEE BENEFITS	\$22,181.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following:Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendationsContinue with the EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersContinue providing time for teachers and staff to review, examine data and determine next stepsContinue with Summer School with a focus on mathematics and reading in elementary schools

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Existing personnel (approximately 2 days/year for secondary assistant principals (\$7,121) and elementary counselors (\$2,855) at each site to serve as Foster Youth Liaison.	3000 EMPLOYEE BENEFITS	\$1,240.00	Participate in the development and implementation of an educational plan for Foster Youth
Existing personnel (approximately 2 days/year for secondary assistant principals (\$7,121) and elementary counselors (\$2,855) at each site to serve as Foster Youth Liaison.	1100 CERT TEACHERS' SALARIES-REG.	\$8,736.00	Participate in the development and implementation of an educational plan for Foster Youth
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	1100 CERT TEACHERS' SALARIES-REG.	\$10,118.00	Utilize Foster Youth Goal book Information system for regular communication with Foster Youth Education Team
.1 FTE Director of Student Services serves as the district liaison for Foster Youth	3000 EMPLOYEE BENEFITS	\$3,349.00	Utilize Foster Youth Goal book Information system for regular communication with Foster Youth Education Team

Base Total Expenditures: \$9,288,277.00

Funding Source: Carl D. Perkins Career and Technical Education

Proposed Expenditure	Object Code	Amount	Action
Provide sufficient resources to CTE course.	4000-4999: Books And Supplies	\$63,890.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	1000-1999: Certificated Personnel Salaries	\$9,645.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	3000-3999: Employee Benefits	\$2,658.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	3000-3999: Employee Benefits	\$2,658.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careersProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysOffer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers

Santa Cruz City Schools

Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	1000-1999: Certificated Personnel Salaries	\$9,645.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careersProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysOffer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers
Provide sufficient resources to CTE course.	4000-4999: Books And Supplies	\$63,890.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careersProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysOffer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	2000-2999: Classified Personnel Salaries	\$9,645.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Provide sufficient resources to CTE course.	4000-4999: Books And Supplies	\$63,890.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees.	3000-3999: Employee Benefits	\$2,658.00	Offer variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE careers.
Provide sufficient resources to CTE courses	4300 MATERIALS & SUPPLIES	\$63,890.00	Offer a variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE college and careerProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysEarly College Outreach Parent Program
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees	3000 EMPLOYEE BENEFITS	\$2,658.00	Offer a variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE college and careerProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysEarly College Outreach Parent Program
Stipends and hourly pay for CTE teachers to lead student groups and coordinate with advisory committees	1100 CERT TEACHERS' SALARIES-REG.	\$9,645.00	Offer a variety of CTE courses with adequate equipment and supplies to offer appealing course options that lead to CTE college and careerProvide increased advisement time for students on CTE options and more time for students to complete CTE projects when neededIncrease CTE pathwaysEarly College Outreach Parent Program

Carl D. Perkins Career and Technical Education Total Expenditures: \$304,772.00

Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
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Santa Cruz City Schools

.73 FTE Secondary Math CPM Coaches through EEFG	1000-1999: Certificated Personnel Salaries	\$56,730.00	Hire 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS. Although the coaching will provide training to all teachers, they will provide a focus on English Language learners.
.73FTE Secondary Math Coaches through EEFG	3000-3999: Employee Benefits	\$13,127.00	Hire 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS. Although the coaching will provide training to all teachers, they will provide a focus on English Language learners.
.73 FTE Secondary Math CPM Coaches through EEFG	1000-1999: Certificated Personnel Salaries	\$56,730.00	Maintain 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.73 FTE Secondary Math CPM Coaches through EEFG	3000-3999: Employee Benefits	\$13,127.00	Maintain 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.6 FTE Secondary Math CPM Coaches through EEFG	1100 CERT TEACHERS' SALARIES-REG.	\$0.00	Maintain a 1.6 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways by sharing effective strategies, using a formal coaching cycle, providing feedback and facilitating professional development sessions regarding CCSS.
.6 FTE Secondary Math CPM Coaches through EEFG	1100 CERT TEACHERS' SALARIES-REG.	\$0.00	Maintain a 1.6 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways by sharing effective strategies, using a formal coaching cycle, providing feedback and facilitating professional development sessions regarding CCSS.
Other Total Expenditures:		\$139,714.00	

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
1.0 FTE Elementary Math Coach	3000-3999: Employee Benefits	\$29,660.00	Hire 1.3 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.0 FTE Elementary Math Coach	1000-1999: Certificated Personnel Salaries	\$78,129.00	Hire 1.3 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.

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.3 FTE Secondary Math Coach	3000-3999: Employee Benefits	\$7,761.00	Hire 1.3 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.3 FTE Secondary Math Coach	1000-1999: Certificated Personnel Salaries	\$23,624.00	Hire 1.3 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$111,400.00	Hire 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$33,671.00	Hire 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
12 days @ \$2,000/day Consultation with Enid Lee	5000-5999: Services And Other Operating Expenditures	\$24,000.00	Contract with Enid Lee to coach teachers in effective use of instructional strategies that promote equitable outcomes for all students.
1.0 FTE Education Technology Coach	1000-1999: Certificated Personnel Salaries	\$65,000.00	Hire 1.0 FTE Education Technology Coach to assist teachers in integrating technology into their lessons in order to improve instruction in their content area and to teach technology standards to their students.
1.0 FTE Education Technology Coach	3000-3999: Employee Benefits	\$29,242.00	Hire 1.0 FTE Education Technology Coach to assist teachers in integrating technology into their lessons in order to improve instruction in their content area and to teach technology standards to their students.
.4 FTE Middle School Core (ELA & Social Studies)	3000-3999: Employee Benefits	\$12,000.00	Hire 1.4 FTE TOSAs to support implementation of CCSS ELA in Elementary and Middle schools.
.4 FTE Middle School Core (ELA & Social Studies)	1000-1999: Certificated Personnel Salaries	\$25,919.00	Hire 1.4 FTE TOSAs to support implementation of CCSS ELA in Elementary and Middle schools.
1.0 Elementary Academic Coach	3000-3999: Employee Benefits	\$28,630.00	Hire 1.4 FTE TOSAs to support implementation of CCSS ELA in Elementary and Middle schools.
1.0 Elementary Academic Coach	1000-1999: Certificated Personnel Salaries	\$60,687.00	Hire 1.4 FTE TOSAs to support implementation of CCSS ELA in Elementary and Middle schools.
1.0 FTE Science Coach	1000-1999: Certificated Personnel Salaries	\$65,000.00	Hire 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).
1.0 FTE Science Coach	3000-3999: Employee Benefits	\$29,242.00	Hire 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).

Santa Cruz City Schools

.6 FTE Credit Recovery @ Ark	3000-3999: Employee Benefits	\$13,193.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
.6 FTE Credit Recovery @ Ark	1000-1999: Certificated Personnel Salaries	\$40,650.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery contract with Cyber High	4000-4999: Books And Supplies	\$11,070.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery materials @ Ark	4000-4999: Books And Supplies	\$4,100.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
AVID stipends.	1000-1999: Certificated Personnel Salaries	\$2,863.00	AVID classes at middle schools and comprehensive high schools.
AVID Tutors	2000-2999: Classified Personnel Salaries	\$18,000.00	AVID classes at middle schools and comprehensive high schools.
AVID Field Trips	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	AVID classes at middle schools and comprehensive high schools.
AVID Tutors	3000-3999: Employee Benefits	\$2,555.00	AVID classes at middle schools and comprehensive high schools.
Secondary Summer School	4000-4999: Books And Supplies	\$7,500.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	3000-3999: Employee Benefits	\$5,256.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Secondary Summer School	2000-2999: Classified Personnel Salaries	\$6,227.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	2000-2999: Classified Personnel Salaries	\$5,208.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Secondary Summer School	1000-1999: Certificated Personnel Salaries	\$71,911.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	1000-1999: Certificated Personnel Salaries	\$28,856.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.

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Elementary Summer School	4000-4999: Books And Supplies	\$4,000.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Secondary Summer School	3000-3999: Employee Benefits	\$11,596.00	Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
5.0 FTE RTI Coordinators	1000-1999: Certificated Personnel Salaries	\$345,940.00	Hire 5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
5.0 FTE RTI Coordinators	3000-3999: Employee Benefits	\$110,960.00	Hire 5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
Hire math tutors to assist students in becoming proficient in CCSS mathematics.	5800: Professional/Consulting Services And Operating Expenditures	\$41,074.00	Hire math tutors to assist students in becoming proficient in CCSS mathematics.
1.13 FTE Read 180	3000-3999: Employee Benefits	\$27,700.00	Read 180 sections at each of the middle schools and comprehensive high schools to boost achievement in reading.
1.13 FTE Read 180	1000-1999: Certificated Personnel Salaries	\$63,855.00	Read 180 sections at each of the middle schools and comprehensive high schools to boost achievement in reading.
Read 180 training, workbooks, licenses	4000-4999: Books And Supplies	\$45,000.00	Read 180 sections at each of the middle schools and comprehensive high schools to boost achievement in reading.
High School Homework Clubs	1000-1999: Certificated Personnel Salaries	\$26,856.00	Homework Clubs at comprehensive high schools.
High School Homework Clubs	3000-3999: Employee Benefits	\$3,813.00	Homework Clubs at comprehensive high schools.
. 5 FTE Coordinator of after-school program at each middle school	2000-2999: Classified Personnel Salaries	\$42,154.00	1.0 FTE after-school support programs in the middle schools.
.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	3000-3999: Employee Benefits	\$3,915.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	1000-1999: Certificated Personnel Salaries	\$12,338.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.4 FTE Newcomer tutorials .2 FTE @ each middle school	1000-1999: Certificated Personnel Salaries	\$30,000.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.

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.4 FTE Newcomer tutorials .2 FTE @ each middle school	3000-3999: Employee Benefits	\$10,607.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.
.2 FTE Newcomer Tutorial @ HH	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	1000-1999: Certificated Personnel Salaries	\$14,273.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Science	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.2 FTE Newcomer Tutorial @ HH	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	3000 EMPLOYEE BENEFITS	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Science	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	3000-3999: Employee Benefits	\$4,590.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.5 FTE School Community Coordinator	2000-2999: Classified Personnel Salaries	\$14,522.00	Newcomer and EL support at the high school to increase opportunities for success to recently arrived English learners.
.5 FTE School Community Coordinator	3000-3999: Employee Benefits	\$23,024.00	Newcomer and EL support at the high school to increase opportunities for success to recently arrived English learners.
Adminstrative Secretary	3000-3999: Employee Benefits	\$20,455.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Adminstrative Secretary	2000-2999: Classified Personnel Salaries	\$41,033.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	3000-3999: Employee Benefits	\$11,475.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.

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Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$20,488.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Increase enrollment of Low-Income students in AP classes through 4-year planning workshops.	3000-3999: Employee Benefits	\$635.00	4-year Planning Workshops
Increase enrollment of Low-Income students in AP classes through 4-year planning workshops.	1000-1999: Certificated Personnel Salaries	\$4,476.00	4-year Planning Workshops
Secondary site-based interventions	4000-4999: Books And Supplies	\$135,592.00	Site-based interventions at each school site.
Elementary site-based interventions	3000-3999: Employee Benefits	\$42,077.00	Site-based interventions at each school site.
Secondary site-based interventions	3000-3999: Employee Benefits	\$42,906.00	Site-based interventions at each school site.
Elementary site-based interventions	1000-1999: Certificated Personnel Salaries	\$40,596.00	Site-based interventions at each school site.
Elementary site-based interventions	4000-4999: Books And Supplies	\$88,136.00	Site-based interventions at each school site.
Elementary site-based interventions	2000-2999: Classified Personnel Salaries	\$189,679.00	Site-based interventions at each school site.
Secondary site-based interventions	1000-1999: Certificated Personnel Salaries	\$105,585.00	Site-based interventions at each school site.
Social Work Interns	5800: Professional/Consulting Services And Operating Expenditures	\$24,500.00	Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.
1.5 FTE Primary Intervention Project (PIP) Aides	2000-2999: Classified Personnel Salaries	\$53,445.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
1.5 FTE Primary Intervention Project (PIP) Aides	3000-3999: Employee Benefits	\$5,166.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
2.4 FTE Elementary Counselors	3000-3999: Employee Benefits	\$83,189.00	2.4 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school.

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2.4 FTE Elementary Counselors	1000-1999: Certificated Personnel Salaries	\$177,101.00	2.4 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school.
2.0 FTE Social workers	1000-1999: Certificated Personnel Salaries	\$14,100.00	2.0 FTE Social workers to support students and families.
2.0 FTE Social workers	3000-3999: Employee Benefits	\$50,790.00	2.0 FTE Social workers to support students and families.
Community Based English Tutoring (CBET) @ Adult Education	5700-5799: Transfers Of Direct Costs	\$8,276.00	English tutoring to parents of ELs to enable them to support their children in school.
1.0 FTE Elementary Math Coach	3000-3999: Employee Benefits	\$26,083.00	Hire 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS. Although the coaching will provide training to all teachers, they will provide a focus on English Language learners.
1.0 FTE Elementary Math Coach	1000-1999: Certificated Personnel Salaries	\$95,974.00	Hire 1.73 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS. Although the coaching will provide training to all teachers, they will provide a focus on English Language learners.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$33,671.00	Maintain positions for 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$111,400.00	Maintain positions for 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.0 FTE Education Technology Coach	3000-3999: Employee Benefits	\$22,296.00	Maintain 1.0 FTE Education Technology Coach
1.0 FTE Education Technology Coach	1000-1999: Certificated Personnel Salaries	\$90,048.00	Maintain 1.0 FTE Education Technology Coach
.4 FTE Middle School Core (ELA & Social Studies)	1000-1999: Certificated Personnel Salaries	\$26,755.00	Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.
.4 FTE Middle School Core (ELA & Social Studies)	3000-3999: Employee Benefits	\$6,844.00	Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.

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1.0 FTE Science Coach	3000-3999: Employee Benefits	\$19,610.00	Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).
.6 FTE Credit Recovery @ Ark	1000-1999: Certificated Personnel Salaries	\$49,292.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery contract with Cyber High	4000-4999: Books And Supplies	\$11,070.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
.6 FTE Credit Recovery @ Ark	3000-3999: Employee Benefits	\$11,935.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery materials @ Ark	4000-4999: Books And Supplies	\$4,100.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
AVID stipends.	1000-1999: Certificated Personnel Salaries	\$2,830.00	AVID classes at middle schools and comprehensive high schools.
AVID Tutors & Field Trips	5200 MILEAGE, TRAVEL & CONFERENCES	\$10,000.00	AVID classes at middle schools and comprehensive high schools.
AVID Tutors & Field Trips	2000-2999: Classified Personnel Salaries	\$40,000.00	AVID classes at middle schools and comprehensive high schools.
5.0 FTE RTI Coordinators	1100 CERT TEACHERS' SALARIES-REG.	\$345,940.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
5.0 FTE RTI Coordinators	3000-3999: Employee Benefits	\$110,960.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
Math tutors to assist students in becoming proficient in CCSS mathematics.	5800: Professional/Consulting Services And Operating Expenditures	\$41,074.00	Math tutors to assist students in becoming proficient in CCSS mathematics.

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.8 FTE Read 180	3000-3999: Employee Benefits	\$19,240.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps
.8 FTE Read 180	1000-1999: Certificated Personnel Salaries	\$63,480.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps
Read 180 training, workbooks, licenses	4000-4999: Books And Supplies	\$45,000.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps

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.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$12,338.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendationsCreate a new EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersCreate more time for teachers and staff to review, examine data and determine next stepsCreate more collaboration time for lesson planning and data reviewSummer School with a focus on mathematics and reading in elementary schools
.12 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	3000-3999: Employee Benefits	\$3,915.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendationsCreate a new EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersCreate more time for teachers and staff to review, examine data and determine next stepsCreate more collaboration time for lesson planning and data reviewSummer School with a focus on mathematics and reading in elementary schools
.4 FTE Newcomer tutorials .2 FTE @ each middle school	3000-3999: Employee Benefits	\$10,000.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.
.4 FTE Newcomer tutorials .2 FTE @ each middle school	1000-1999: Certificated Personnel Salaries	\$30,000.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.
.2 FTE Newcomer Tutorial @ HH	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	1000-1999: Certificated Personnel Salaries	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.2 FTE Newcomer Tutorial @ HH	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	1000-1999: Certificated Personnel Salaries	\$14,273.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.

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. 2 FTE Newcomer Academy Science	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Science	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	3000-3999: Employee Benefits	\$4,590.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.5 FTE School Community Coordinator	3000-3999: Employee Benefits	\$88,510.00	Support for EL's and their parents at middle and high school. (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz
2.5 FTE School Community Coordinator at middle school and comprehensive high schools	2000-2999: Classified Personnel Salaries	\$77,630.00	Support for EL's and their parents at middle and high school. (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz
Administrative Secretary	2000-2999: Classified Personnel Salaries	\$41,033.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	3000-3999: Employee Benefits	\$11,475.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Administrative Secretary	3000-3999: Employee Benefits	\$20,455.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$20,488.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Elementary site-based interventions: 8 Walk to Read Instructional Techs	3000 EMPLOYEE BENEFITS	\$11,788.00	Establish an EL Task ForceCreate an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think TankProvide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, mathStudents assessed every six weeksTeachers and administrators examine data to chart course of action(s), adjust as necessaryTime provided for teachers to plan collaborativelyResponse to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...

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Elementary site-based interventions	4000-4999: Books And Supplies	\$173,909.00	Establish an EL Task ForceCreate an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think TankProvide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, mathStudents assessed every six weeksTeachers and administrators examine data to chart course of action(s), adjust as necessaryTime provided for teachers to plan collaborativelyResponse to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: 8 Walk to Read Instructional Techs	2000 >CLASS PERSONNEL SALARIES	\$122,800.00	Establish an EL Task ForceCreate an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think TankProvide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, mathStudents assessed every six weeksTeachers and administrators examine data to chart course of action(s), adjust as necessaryTime provided for teachers to plan collaborativelyResponse to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Learning assistant at Monarch	3000-3999: Employee Benefits	\$1,103.00	Establish an EL Task ForceCreate an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think TankProvide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, mathStudents assessed every six weeksTeachers and administrators examine data to chart course of action(s), adjust as necessaryTime provided for teachers to plan collaborativelyResponse to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...

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Elementary site-based interventions: Walk to Read Coordinator at four elementary schools	1100 CERT TEACHERS' SALARIES-REG.	\$320,565.00	Establish an EL Task Force Create an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think Tank Provide EL coaching and support to teachers Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, math Students assessed every six weeks Teachers and administrators examine data to chart course of action(s), adjust as necessary Time provided for teachers to plan collaboratively Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps... Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Walk to Read Coordinator at four elementary schools	3000 EMPLOYEE BENEFITS	\$89,717.00	Establish an EL Task Force Create an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think Tank Provide EL coaching and support to teachers Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, math Students assessed every six weeks Teachers and administrators examine data to chart course of action(s), adjust as necessary Time provided for teachers to plan collaboratively Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps... Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Learning assistant at Monarch	2000 >CLASS PERSONNEL SALARIES	\$11,489.00	Establish an EL Task Force Create an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think Tank Provide EL coaching and support to teachers Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, math Students assessed every six weeks Teachers and administrators examine data to chart course of action(s), adjust as necessary Time provided for teachers to plan collaboratively Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps... Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Social Work Interns	5800: Professional/Consulting Services And Operating Expenditures	\$24,500.00	Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.
1.5 FTE Primary Intervention Project (PIP) Aides	2000-2999: Classified Personnel Salaries	\$53,445.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school

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1.5 FTE Primary Intervention Project (PIP) Aides	3000-3999: Employee Benefits	\$5,166.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
2.2 FTE Elementary Counselors	3000-3999: Employee Benefits	\$45,067.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at comprehensive elementary schools and .2 at Monarch)
2.2 FTE Elementary Counselors (.5 at comprehensive elementary schools and .2 at Monarch)	1000-1999: Certificated Personnel Salaries	\$158,081.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at comprehensive elementary schools and .2 at Monarch)
2.0 FTE Social workers	1000-1999: Certificated Personnel Salaries	\$14,100.00	Social workers
2.0 FTE Social workers	3000-3999: Employee Benefits	\$50,790.00	Social workers
Latino Role Model Events	5800 OTHER SVCS & OPER EXPENDITURES	\$5,000.00	Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aide and application processes
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$111,400.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$33,671.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
6 days @ \$5,000 per day	5800: Professional/Consulting Services And Operating Expenditures	\$30,000.00	Contract with Core Collaborative to support Professional Learning Community work at secondary schools and to support math adoption at elementary schools
1.0 FTE Education Technology Coach	3000-3999: Employee Benefits	\$22,296.00	Maintain 1.0 FTE Education Technology Coach
1.0 FTE Education Technology Coach	1000-1999: Certificated Personnel Salaries	\$90,046.00	Maintain 1.0 FTE Education Technology Coach
.4 FTE Middle School Core (ELA & Social Studies)	3000-3999: Employee Benefits	\$6,844.00	Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.
.4 FTE Middle School Core (ELA & Social Studies)	2000-2999: Classified Personnel Salaries	\$26,755.00	Maintain .4 FTE TOSAs to support implementation of CCSS ELA in Middle schools.

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1.0 FTE Science Coach	1000-1999: Certificated Personnel Salaries	\$96,825.00	Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).
1.0 FTE Science Coach	3000-3999: Employee Benefits	\$19,610.00	Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS).
.6 FTE Credit Recovery @ Ark	1000-1999: Certificated Personnel Salaries	\$49,292.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery contract with Cyber High	4000-4999: Books And Supplies	\$11,070.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
.6 FTE Credit Recovery @ Ark	3000-3999: Employee Benefits	\$11,935.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
Credit Recovery materials @ Ark	4000-4999: Books And Supplies	\$4,100.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements.
AVID Tutors	2000-2999: Classified Personnel Salaries	\$40,000.00	AVID classes at middle schools and comprehensive high schools.
AVID Tutors and Field trips	5200 MILEAGE, TRAVEL & CONFERENCES	\$10,000.00	AVID classes at middle schools and comprehensive high schools.
AVID stipends.	1000-1999: Certificated Personnel Salaries	\$2,830.00	AVID classes at middle schools and comprehensive high schools.
5.0 FTE RTI Coordinators	1100 CERT TEACHERS' SALARIES-REG.	\$345,940.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
5.0 FTE RTI Coordinators	3000-3999: Employee Benefits	\$110,960.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools.
Math tutors to assist students in becoming proficient in CCSS mathematics.	5800: Professional/Consulting Services And Operating Expenditures	\$41,074.00	Math tutors to assist students in becoming proficient in CCSS mathematics.

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.8 FTE Read 180	1000-1999: Certificated Personnel Salaries	\$63,480.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps
Read 180 training, workbooks, licenses	4000-4999: Books And Supplies	\$45,000.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps
.8 FTE Read 180	3000-3999: Employee Benefits	\$19,240.00	Establish and adjust Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next steps

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.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$12,338.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000-3999: Employee Benefits	\$3,915.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.4 FTE Newcomer tutorials .2 FTE @ each middle school	1000-1999: Certificated Personnel Salaries	\$30,000.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.
.4 FTE Newcomer tutorials .2 FTE @ each middle school	3000-3999: Employee Benefits	\$10,000.00	Newcomer support sections at the middle schools to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Science	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	3000-3999: Employee Benefits	\$4,590.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.

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.2 FTE Newcomer Tutorial @ HH	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Math	1000-1999: Certificated Personnel Salaries	\$14,273.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.2 FTE Newcomer Tutorial @ HH	1000-1999: Certificated Personnel Salaries	\$12,580.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer ELD Support	1000-1999: Certificated Personnel Salaries	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
. 2 FTE Newcomer Academy Science	3000-3999: Employee Benefits	\$4,880.00	Newcomer support sections at the high school to increase opportunities for success to recently arrived English learners.
.5 FTE School Community Coordinator	3000-3999: Employee Benefits	\$88,510.00	Support for EL's and their parents at middle and high school (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz)
2.5 FTE School Community Coordinator	2000-2999: Classified Personnel Salaries	\$77,630.00	Support for EL's and their parents at middle and high school (.5 at Branciforte Middle, Mission Hill Middle, Harbor, Soquel and Santa Cruz)
Adminstrative Secretary	3000-3999: Employee Benefits	\$20,455.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Adminstrative Secretary	2000-2999: Classified Personnel Salaries	\$41,033.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	3000-3999: Employee Benefits	\$11,475.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$20,488.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.

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Elementary site-based interventions: Learning Assistant at Monarch	2000 >CLASS PERSONNEL SALARIES	\$11,489.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Secondary site-based interventions	4300 MATERIALS & SUPPLIES	\$253,693.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Learning Assistant at Monarch	3000 EMPLOYEE BENEFITS	\$1,103.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...

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Elementary site-based interventions: 8 Instructional techs for Walk to Read at four elementary schools	2000 >CLASS PERSONNEL SALARIES	\$122,800.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Walk to Read Coordinator at four elementary schools	1100 CERT TEACHERS' SALARIES-REG.	\$320,565.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Elementary site-based interventions: Walk to Read Coordinator at four elementary schools	3000 EMPLOYEE BENEFITS	\$89,679.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...

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Elementary site-based interventions	4300 MATERIALS & SUPPLIES	\$173,909.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Social Work Interns	5800: Professional/Consulting Services And Operating Expenditures	\$24,500.00	Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students.
1.5 FTE Primary Intervention Project (PIP) Aides	3000-3999: Employee Benefits	\$5,166.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
1.5 FTE Primary Intervention Project (PIP) Aides	2000-2999: Classified Personnel Salaries	\$53,445.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
2.2 FTE Elementary Counselors	3000-3999: Employee Benefits	\$83,189.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at each elementary and .2 at Monarch)
2.2 FTE Elementary Counselors (.5 at each elementary and .2 at Monarch)	1000-1999: Certificated Personnel Salaries	\$177,101.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school. (.5 at each elementary and .2 at Monarch)
2.0 FTE Social workers	3000-3999: Employee Benefits	\$50,790.00	Social workers
2.0 FTE Social workers	1000-1999: Certificated Personnel Salaries	\$14,100.00	Social workers
Latino Role Model Event	5800 OTHER SVCS & OPER EXPENDITURES	\$5,000.00	Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aid and application process
Supplemental Total Expenditures:		\$8,527,844.00	

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Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
6 days @ \$5,000 per day for elementary	5800 OTHER SVCS & OPER EXPENDITURES	\$30,000.00	Contract with Core Collaborative to support Professional Learning Community work at secondary schools and support math adoption with elementary teams
Technology to support student learning secondary	4300 MATERIALS & SUPPLIES	\$162,845.00	Technology to support student learning. Chrome books, carts and projection.
Technology to support student learning elementary	4300 MATERIALS & SUPPLIES	\$111,058.00	Technology to support student learning. Chrome books, carts and projection.
.73 Math Plus FTE (.2 for each comprehensive high school and .33 at SCHS)	1100 CERT TEACHERS' SALARIES-REG.	\$56,730.00	.2 FTE at each comprehensive high school to provide a flexible math intervention period - .33 at SCHS (Math Plus)
.73 Math Plus FTE (.2 for each comprehensive high school)	3000 EMPLOYEE BENEFITS	\$13,127.00	.2 FTE at each comprehensive high school to provide a flexible math intervention period - .33 at SCHS (Math Plus)
HW Club extra hourly for certificated staff	1100 CERT TEACHERS' SALARIES-REG.	\$25,866.00	Homework Clubs at each of the three comprehensive high schools
HW Club benefits for certificated staff	3000 EMPLOYEE BENEFITS	\$4,134.00	Homework Clubs at each of the three comprehensive high schools
1.0 FTE for After School Coordinator (.5 at each middle school)	3000 EMPLOYEE BENEFITS	\$7,658.00	1.0 FTE to coordinate after school support programs at both middle schools
1.0 FTE for After School Coordinator (.5 at each middle school)	2000 >CLASS PERSONNEL SALARIES	\$32,600.00	1.0 FTE to coordinate after school support programs at both middle schools
4 Instructional Techs to support middle school After School Program	2900 OTHER CLASS SALARIES-REGULAR O	\$50,358.00	4 Instructional Techs to support middle school After School Program
4 Instructional Techs to support middle school After School Program	3000 EMPLOYEE BENEFITS	\$9,578.00	4 Instructional Techs to support middle school After School Program
EWA's, translation and meeting supplies	4300 MATERIALS & SUPPLIES	\$3,500.00	Supplies to support parent engagement in District Advisory Committee

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Secondary site-based interventions	4300 MATERIALS & SUPPLIES	\$253,693.00	Establish an EL Task Force Create an EL position to focus and coordinate services for English Language Learners Accept recommendations from EL Task Force/Think Tank Provide EL coaching and support to teachers Consider creating an EL Summer Academy for teachers on how best to assist English Learners in reading, writing, math Students assessed every six weeks Teachers and administrators examine data to chart course of action(s), adjust as necessary Time provided for teachers to plan collaboratively Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps... Site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
Student Services mileage	5200 MILEAGE, TRAVEL & CONFERENCES	\$1,000.00	Social workers
Student Services supplies	4300 MATERIALS & SUPPLIES	\$1,000.00	Social workers
.8 FTE PBIS Coach	3000 EMPLOYEE BENEFITS	\$20,341.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.8 FTE PBIS Coach	1100 CERT TEACHERS' SALARIES-REG.	\$60,082.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.6 FTE counselor (.2 at each comprehensive high school)	1100 CERT TEACHERS' SALARIES-REG.	\$45,183.00	.6 FTE Counselor (.2 at each comprehensive high school)
.6 FTE counselor (.2 at each comprehensive high school)	3000 EMPLOYEE BENEFITS	\$13,338.00	.6 FTE Counselor (.2 at each comprehensive high school)
6 days @ \$5,000 per day	5800 OTHER SVCS & OPER EXPENDITURES	\$30,000.00	Contract with Core Collaborative to support Professional Learning Community work at secondary schools and to support math adoption at elementary schools

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Elementary site-based interventions: 8 instructional techs for Walk to Read at four elementary schools	3000 EMPLOYEE BENEFITS	\$11,788.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue to focus on Response to Intervention coordinators, assisting in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue the site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...
.8 FTE PBIS Coach	3000 EMPLOYEE BENEFITS	\$20,341.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.8 FTE PBIS Coach	1100 CERT TEACHERS' SALARIES-REG.	\$60,082.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.6 FTE Counselor at each comprehensive high school (.2 at each)	3000 EMPLOYEE BENEFITS	\$13,388.00	.6 FTE Counselor at each comprehensive high school (.2 at each)
.6 FTE Counselor at each comprehensive high school (.2 at each)	1100 CERT TEACHERS' SALARIES-REG.	\$45,183.00	.6 FTE Counselor at each comprehensive high school (.2 at each)
1.0 FTE Elementary Math Coach	3000 EMPLOYEE BENEFITS	\$26,083.00	Maintain a 1.6 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways by sharing effective strategies, using a formal coaching cycle, providing feedback and facilitating professional development sessions regarding CCSS.
1.0 FTE Elementary Math Coach	1100 CERT TEACHERS' SALARIES-REG.	\$95,974.00	Maintain a 1.6 FTE TOSAs to coach teachers on implementing CCSS mathematics standards. These TOSAs will support teachers in various ways by sharing effective strategies, using a formal coaching cycle, providing feedback and facilitating professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	3000 EMPLOYEE BENEFITS	\$33,671.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, provide feedback and facilitate professional development sessions regarding CCSS.
1.6101 FTE English Learner Instructional Resource Teacher (ELIRT)	1100 CERT TEACHERS' SALARIES-REG.	\$111,400.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, provide feedback and facilitate professional development sessions regarding CCSS.

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6 days @ \$5,000 per day	5800 OTHER SVCS & OPER EXPENDITURES	\$30,000.00	Contract with Core Collaborative to support Professional Learning Community work at secondary schools and work with elementary schools on math adoption
6 days @ \$5,000 per day	5800 OTHER SVCS & OPER EXPENDITURES	\$30,000.00	Contract with Core Collaborative to support Professional Learning Community work at secondary schools and work with elementary schools on math adoption
1.0 FTE Education Technology Coach	3000 EMPLOYEE BENEFITS	\$22,296.00	Maintain 1.0 FTE Education Technology Coach
1.0 FTE Education Technology Coach	1100 CERT TEACHERS' SALARIES-REG.	\$90,048.00	Maintain 1.0 FTE Education Technology Coach
.4 FTE Middle School Core (ELA and Social Studies) TOSA	1100 CERT TEACHERS' SALARIES-REG.	\$26,755.00	Maintain .4 TOSAs to support implementation of CCSS ELA in middle schools
.4 FTE Middle School Core (ELA and Social Studies) TOSA	3000 EMPLOYEE BENEFITS	\$6,844.00	Maintain .4 TOSAs to support implementation of CCSS ELA in middle schools
1.0 FTE Science Coach	1100 CERT TEACHERS' SALARIES-REG.	\$96,825.00	Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS)
1.0 FTE Science Coach	3000 EMPLOYEE BENEFITS	\$19,610.00	Maintain 1.0 FTE Science Coach to assist teachers in implementing the Next Generation Science Standards (NGSS)
Technology to support student learning secondary	4300 MATERIALS & SUPPLIES	\$162,845.00	Technology to support student learning. Chrome books, carts and projection
Technology to support student learning elementary	4300 MATERIALS & SUPPLIES	\$111,058.00	Technology to support student learning. Chrome books, carts and projection
.6 FTE Credit Recovery at the Ark	1100 CERT TEACHERS' SALARIES-REG.	\$49,292.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements
Credit recovery contract with Cyber High	4300 MATERIALS & SUPPLIES	\$11,070.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements
Credit Recovery materials at the Ark	4300 MATERIALS & SUPPLIES	\$4,100.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements
.6 FTE Credit Recovery at the Ark	3000 EMPLOYEE BENEFITS	\$11,935.00	Credit Recovery program for students who are credit deficient to help them graduate and/or meet A-G requirements

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AVID stipends	1160 TEACHER SALARIES-STIPEND	\$2,830.00	AVID classes at middle schools and comprehensive high schools
AVID field trips	5200 MILEAGE, TRAVEL & CONFERENCES	\$10,000.00	AVID classes at middle schools and comprehensive high schools
AVID Tutors	2000 >CLASS PERSONNEL SALARIES	\$40,000.00	AVID classes at middle schools and comprehensive high schools
5.0 FTE RTI Coordinators	1100 CERT TEACHERS' SALARIES-REG.	\$345,940.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools
5.0 FTE RTI Coordinators	3000 EMPLOYEE BENEFITS	\$110,960.00	5.0 FTE TOSAs to coordinate Response to Intervention at each of the secondary schools
math tutors to assist students in becoming proficient in CCSS mathematics.	5800 OTHER SVCS & OPER EXPENDITURES	\$41,074.00	math tutors to assist students in becoming proficient in CCSS mathematics
.73 Math Plus FTE (.2 at each comprehensive high school and .33 at Santa Cruz High)	1100 CERT TEACHERS' SALARIES-REG.	\$56,730.00	.2 FTE at each comprehensive high school (.33 at SCHS) to provide a flexible math intervention period (Math Plus)
.73 Math Plus FTE (.2 at each comprehensive high school and .33 at Santa Cruz High)	3000 EMPLOYEE BENEFITS	\$13,127.00	.2 FTE at each comprehensive high school (.33 at SCHS) to provide a flexible math intervention period (Math Plus)
HW Club extra hourly for certificated staff	1100 CERT TEACHERS' SALARIES-REG.	\$25,866.00	Homework clubs at each of the three comprehensive high schools
HW Club extra hourly for certificated staff	3000 EMPLOYEE BENEFITS	\$4,134.00	Homework clubs at each of the three comprehensive high schools
1.0 For After School Coordinator (.5 at each middle school)	3000 EMPLOYEE BENEFITS	\$7,658.00	1.0 FTE to coordinate after school support programs at both middle schools
1.0 For After School Coordinator (.5 at each middle school)	2000 >CLASS PERSONNEL SALARIES	\$32,600.00	1.0 FTE to coordinate after school support programs at both middle schools
4 Instructional techs to support middle school After School Program	2000 >CLASS PERSONNEL SALARIES	\$50,358.00	4 Instructional techs to support middle school After School Program
4 Instructional techs to support middle school After School Program	3000 EMPLOYEE BENEFITS	\$9,578.00	4 Instructional techs to support middle school After School Program

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.8 FTE Read 180 Sections	3000 EMPLOYEE BENEFITS	\$19,240.00	Continue with Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers continue to receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsContinue with ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsContinue to provide training and establish practices and protocols for Responding to InterventionContinue with on going coaching for teachers to continue to improve their craft and art of teachingContinue to provide time for teachers and staff to review, examine data and determine next steps
Read 180 workbooks	4300 MATERIALS & SUPPLIES	\$45,000.00	Continue with Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers continue to receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsContinue with ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsContinue to provide training and establish practices and protocols for Responding to InterventionContinue with on going coaching for teachers to continue to improve their craft and art of teachingContinue to provide time for teachers and staff to review, examine data and determine next steps
.8 FTE Read 180 Sections	1100 CERT TEACHERS' SALARIES-REG.	\$63,480.00	Continue with Read 180 sections at each of the middle schools and two of the three comprehensive high schools to boost achievement in readingTeachers continue to receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsContinue with ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsContinue to provide training and establish practices and protocols for Responding to InterventionContinue with on going coaching for teachers to continue to improve their craft and art of teachingContinue to provide time for teachers and staff to review, examine data and determine next steps

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.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1100 CERT TEACHERS' SALARIES-REG.	\$12,338.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.12 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000 EMPLOYEE BENEFITS	\$3,915.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.4 FTE Newcomer tutorials (.2 FTE at each middle school)	3000 EMPLOYEE BENEFITS	\$10,000.00	Newcomer support sections at the middle schools to increase opportunities for newly arrived English Learners
.4 FTE Newcomer tutorials (.2 FTE at each middle school)	1100 CERT TEACHERS' SALARIES-REG.	\$30,000.00	Newcomer support sections at the middle schools to increase opportunities for newly arrived English Learners
.2 FTE Newcomer Tutorial at Harbor High	1100 CERT TEACHERS' SALARIES-REG.	\$12,580.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer ELD Support at Harbor High	3000 EMPLOYEE BENEFITS	\$4,880.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer Tutorial at Harbor High	3000 EMPLOYEE BENEFITS	\$4,880.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners

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.2 FTE Newcomer Math at Harbor High	1100 CERT TEACHERS' SALARIES-REG.	\$12,580.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer Tutorial at Harbor High	3000 EMPLOYEE BENEFITS	\$4,880.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer ELD support at Harbor High	1100 CERT TEACHERS' SALARIES-REG.	\$12,580.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer Math at Harbor High	3000 EMPLOYEE BENEFITS	\$4,880.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
.2 FTE Newcomer Science at Harbor High	1100 CERT TEACHERS' SALARIES-REG.	\$12,580.00	Newcomer support sections at the high school increase opportunity for success to recently arrived English Learners
2.5 FTE School Community Coordinator at middle school and comprehensive high schools	3000 EMPLOYEE BENEFITS	\$88,510.00	Support for EL's and their parents at middle and high school
2.5 FTE School Community Coordinator at middle school and comprehensive high schools	2000 >CLASS PERSONNEL SALARIES	\$77,630.00	Support for EL's and their parents at middle and high school
Administrative Secretary	2000 >CLASS PERSONNEL SALARIES	\$41,033.00	Curriculum, Assessment and Intervention staff to support EL's, RFEPs, Migrants, and Low Income students.
Site Program Coordinator	3000 EMPLOYEE BENEFITS	\$11,475.00	Curriculum, Assessment and Intervention staff to support EL's, RFEPs, Migrants, and Low Income students.
Site Program Coordinator	2000 >CLASS PERSONNEL SALARIES	\$20,488.00	Curriculum, Assessment and Intervention staff to support EL's, RFEPs, Migrants, and Low Income students.
Administrative Secretary	3000 EMPLOYEE BENEFITS	\$20,455.00	Curriculum, Assessment and Intervention staff to support EL's, RFEPs, Migrants, and Low Income students.
EWA's translation and meeting supplies	4300 MATERIALS & SUPPLIES	\$3,500.00	Supplies to support parent engagement in District Advisory Committee

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Elementary Site-based interventions: Walk to Read Coordinator at four elementary schools	3000 EMPLOYEE BENEFITS	\$89,717.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...
Elementary site-based intervention: 8 instructional techs for Walk to Read at elementary schools	2000 >CLASS PERSONNEL SALARIES	\$122,800.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...

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Secondary site-based interventions	4300 MATERIALS & SUPPLIES	\$253,693.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...
Elementary Site-based interventions: Learning Assistant at Monarch elementary	3000 EMPLOYEE BENEFITS	\$1,103.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...

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Elementary site-based interventions	4300 MATERIALS & SUPPLIES	\$173,909.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...
Elementary Site-based interventions: Walk to Read Coordinator at four elementary schools	1100 CERT TEACHERS' SALARIES-REG.	\$320,565.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...

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Elementary Site-based interventions: Learning Assistant at Monarch elementary	2000 >CLASS PERSONNEL SALARIES	\$11,489.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...
Elementary site-based intervention: 8 instructional techs for Walk to Read at elementary schools	3000 EMPLOYEE BENEFITS	\$11,788.00	Continue with EL Task Force/Think TankAccept recommendations from EL Task Force/Think TankContinue with position to focus and coordinate services for English Language LearnersConsider EL positions, one for elementary and one for secondaryContinue to provide EL coaching and support to teachersConsider creating an EL Summer Academy for teachers on how best to assist English Learners in reading and writingContinue to assess students on a regular basisTeachers and administrators continue to examine data to chart course of action(s), adjust as necessaryContinue to provide time for teachers to plan collaborativelyContinue the Response to Intervention coordinators assist in leading discussions on student progress monitoring through Professional Learning Communities with a focus on our targeted populations and next strategic steps...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set as determined by a site based leadership process consistent with an engagement and inclusive process...Continue with site-based interventions at each school site for students in need of more time for increasing a specific skill set...
Social Work Interns	5800 OTHER SVCS & OPER EXPENDITURES	\$24,500.00	Contract with SCCCS Youth Services for Social Work Interns to ensure academic success by meeting basic mental health needs of students
1.5 FTE Primary Intervention Project (PIP) Aides	2000 >CLASS PERSONNEL SALARIES	\$53,445.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school
1.5 FTE Primary Intervention Project (PIP) Aides	3000 EMPLOYEE BENEFITS	\$5,166.00	PIP Aides to serve Foster and/or homeless primary students and help them adjust to school

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2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch)	3000 EMPLOYEE BENEFITS	\$45,067.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch)
2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch)	1100 CERT TEACHERS' SALARIES-REG.	\$158,081.00	2.2 FTE Elementary Counselors to help students develop social-emotional skills to succeed in school (.5 at each comprehensive elementary school and .2 at Monarch)
2.0 FTE Social Workers	1100 CERT TEACHERS' SALARIES-REG.	\$14,100.00	Social Workers
2.0 FTE Social Workers	5200 MILEAGE, TRAVEL & CONFERENCES	\$1,000.00	Social Workers
2.0 FTE Social Workers	3000 EMPLOYEE BENEFITS	\$50,790.00	Social Workers
2.0 FTE Social Workers	4300 MATERIALS & SUPPLIES	\$1,000.00	Social Workers
.8 FTE PBIS Coach	3000 EMPLOYEE BENEFITS	\$20,341.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.8 FTE PBIS Coach	1100 CERT TEACHERS' SALARIES-REG.	\$60,082.00	.8 FTE PBIS Coach to support the implementation of Positive Behavior Intervention and Support programs at all four elementary schools
.6 FTE Counselor at each comprehensive high school (.2 at each high school)	1100 CERT TEACHERS' SALARIES-REG.	\$45,183.00	.6 FTE Counselor at each comprehensive high school
.6 FTE Counselor at each comprehensive high school (.2 at each high school)	3000 EMPLOYEE BENEFITS	\$13,338.00	.6 FTE Counselor at each comprehensive high school
Latino Role Model Event	5800 OTHER SVCS & OPER EXPENDITURES	\$5,000.00	Provide parent education through Latino Role Model conference to include information fairs on A-G, college admissions, financial aid and application processes.

Supplemental Total Expenditures: \$4,772,595.00

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Funding Source: Title I

Proposed Expenditure	Object Code	Amount	Action
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$26,977.00	Hire 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$8,154.00	Hire 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	1000-1999: Certificated Personnel Salaries	\$20,562.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.2 FTE Director of Academic Equity & Categorical Programs for English Learners, Low-income students, Migrant students	3000-3999: Employee Benefits	\$6,524.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	3000-3999: Employee Benefits	\$22,078.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$39,419.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Migrant parent education	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Early College Outreach Parent Program
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$26,977.00	Maintain positions for 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$8,154.00	Maintain positions for 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.

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Elementary Summer School	3000-3999: Employee Benefits	\$5,256.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	2000-2999: Classified Personnel Salaries	\$6,227.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Elementary Summer School	2000-2999: Classified Personnel Salaries	\$5,208.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools

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Secondary Summer School	1000-1999: Certificated Personnel Salaries	\$71,911.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	4000-4999: Books And Supplies	\$7,500.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Elementary Summer School	1000-1999: Certificated Personnel Salaries	\$28,856.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools

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Elementary Summer School	4000-4999: Books And Supplies	\$4,000.00	For elementary and secondary schools, we will engage in:Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next stepsSummer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	3000-3999: Employee Benefits	\$11,596.00	For elementary and secondary schools, we will engage in:Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next stepsSummer School with a focus on mathematics and reading in elementary schools
.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000-3999: Employee Benefits	\$6,524.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendationsCreate a new EL position to focus on coordination of services and implementation of EL planTeachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language LearnersProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teaching with a focus on English LearnersCreate more time for teachers and staff to review, examine data and determine next stepsCreate more collaboration time for lesson planning and data reviewSummer School with a focus on mathematics and reading in elementary schools

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.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$20,562.00	Establish an EL Task Force to address the achievement gap crisis and provide aggressive recommendations Create a new EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Create more time for teachers and staff to review, examine data and determine next steps Create more collaboration time for lesson planning and data review Summer School with a focus on mathematics and reading in elementary schools
Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$39,419.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
Site Program Coordinator	3000-3999: Employee Benefits	\$22,078.00	Curriculum, Assessment and Intervention staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	1000-1999: Certificated Personnel Salaries	\$26,977.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	3000-3999: Employee Benefits	\$8,154.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, including feedback, and facilitate professional development sessions regarding CCSS.
Secondary Summer School	1000-1999: Certificated Personnel Salaries	\$71,911.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.

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Secondary Summer School	4000-4999: Books And Supplies	\$7,500.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	1000-1999: Certificated Personnel Salaries	\$28,856.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	4000-4999: Books And Supplies	\$4,000.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.

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Secondary Summer School	3000-3999: Employee Benefits	\$11,596.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	3000-3999: Employee Benefits	\$5,256.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
Elementary Summer School	2000-2999: Classified Personnel Salaries	\$5,208.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.

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Secondary Summer School	2000-2999: Classified Personnel Salaries	\$6,227.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary, and mathematics in secondary.
.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1000-1999: Certificated Personnel Salaries	\$20,562.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000-3999: Employee Benefits	\$6,524.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
Site Program Coordinator	2000-2999: Classified Personnel Salaries	\$39,419.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.

Santa Cruz City Schools

Site Program Coordinator	3000-3999: Employee Benefits	\$22,078.00	Department of Academic Equity & Categorical Programs staff to support ELs, RFEPs, Immigrants, Migrants, and Low Income students.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	3000 EMPLOYEE BENEFITS	\$8,154.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, provide feedback and facilitate professional development sessions regarding CCSS.
.3899 FTE English Learner Instructional Resource Teacher (ELIRT)	1100 CERT TEACHERS' SALARIES-REG.	\$26,977.00	Maintain 2.0 FTE TOSAs to coach teachers on implementing CA ELD standards. These TOSAs will support teachers in various ways: share effective strategies, use a formal coaching cycle, provide feedback and facilitate professional development sessions regarding CCSS.
Elementary Summer School	4300 MATERIALS & SUPPLIES	\$4,000.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	3000 EMPLOYEE BENEFITS	\$11,596.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools

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Elementary Summer School	1100 CERT TEACHERS' SALARIES-REG.	\$28,856.00	For elementary and secondary schools, we will engage in:Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next stepsSummer School with a focus on mathematics and reading in elementary schools
Elementary Summer School	2000 >CLASS PERSONNEL SALARIES	\$5,208.00	For elementary and secondary schools, we will engage in:Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next stepsSummer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	1100 CERT TEACHERS' SALARIES-REG.	\$71,911.00	For elementary and secondary schools, we will engage in:Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling studentsProfessional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needsOngoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needsProvide training and establish practices and protocols for Responding to InterventionOn going coaching for teachers to continue to improve their craft and art of teachingCreate more time for teachers and staff to review, examine data and determine next stepsSummer School with a focus on mathematics and reading in elementary schools

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Elementary Summer School	3000 EMPLOYEE BENEFITS	\$5,256.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
Secondary Summer School	2000 >CLASS PERSONNEL SALARIES	\$6,227.00	For elementary and secondary schools, we will engage in: Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs Ongoing professional development for teachers on how to develop collaboratively to assist in meeting individualized students' needs Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching Create more time for teachers and staff to review, examine data and determine next steps Summer School with a focus on mathematics and reading in elementary schools
.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	1100 CERT TEACHERS' SALARIES-REG.	\$20,562.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools

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.2 FTE Co-Directors of Elementary and Secondary Curriculum, Assessment and Intervention	3000 EMPLOYEE BENEFITS	\$6,524.00	Department of Curriculum and Instruction staff to support ELs, Migrants, and Low Income students through the facilitation of the following: Consider continuing with the EL Task Force to address the achievement gap crisis and provide aggressive recommendations Continue with the EL position to focus on coordination of services and implementation of EL plan Teachers receive training and materials in Common Core State Standards with an emphasis on how to assist struggling students Professional Learning Communities (PLCs) at school sites with a continual focus on current academic data, determining next steps, and planning lessons collaboratively based on needs for English Language Learners Provide training and establish practices and protocols for Responding to Intervention On going coaching for teachers to continue to improve their craft and art of teaching with a focus on English Learners Continue providing time for teachers and staff to review, examine data and determine next steps Continue with Summer School with a focus on mathematics and reading in elementary schools
Site Program Coordinator	3000 EMPLOYEE BENEFITS	\$22,078.00	Curriculum, Assessment and Intervention staff to support EI's, RFEPs, Migrants, and Low Income students.
Site Program Coordinator	2000 >CLASS PERSONNEL SALARIES	\$39,419.00	Curriculum, Assessment and Intervention staff to support EI's, RFEPs, Migrants, and Low Income students.
Title I Total Expenditures:		\$914,018.00	

Funding Source: Title II

Proposed Expenditure	Object Code	Amount	Action
New Teacher Project coaching for beginning teachers	5800: Professional/Consulting Services And Operating Expenditures	\$80,000.00	Hire only Highly Qualified Teachers. Avoid assigning teachers outside of their credentialed subjects whenever feasible.
New Teacher Project coaching for beginning teachers	5800: Professional/Consulting Services And Operating Expenditures	\$80,000.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.
New Teacher Project coaching for beginning teachers	5800: Professional/Consulting Services And Operating Expenditures	\$80,000.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.
New Teacher Project coaching for beginning teachers	5800 OTHER SVCS & OPER EXPENDITURES	\$80,000.00	Hire only fully credentialed teachers. Provide support for new teachers to clear their credential and for interns to earn their preliminary credential.

Title II Total Expenditures: \$320,000.00

Funding Source: Title III

Proposed Expenditure	Object Code	Amount	Action
Teacher stipends to attend EL Progress Monitoring Group	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Teacher stipends to attend EL PLC	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Teacher stipends to attend EL Progress Monitoring Group	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Teacher stipends to attend EL PLC	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Migrant parent education	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Early College Outreach Parent Program
Teacher stipends to attend EL PLC	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Teacher stipends to attend EL Progress Monitoring Group	1000-1999: Certificated Personnel Salaries	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs.
Migrant parent education	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Early College Outreach Parent Program
Teacher stipends to attend EL PLC	1160 TEACHER SALARIES-STIPEND	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs
Teacher stipends to attend EL Progress Monitoring Group	1160 TEACHER SALARIES-STIPEND	\$5,000.00	Professional Development for elementary teachers to meet needs of ELs
Migrant parent education	5800 OTHER SVCS & OPER EXPENDITURES	\$5,000.00	Early College Outreach Parent Program

Title III Total Expenditures: \$55,000.00

Santa Cruz City Schools Total Expenditures: \$24,322,220.00

SANTA CRUZ CITY SCHOOLS DISTRICT

AGENDA ITEM: Resolution # 8-16-17: Approval of Gann Limit Calculations for 2015-16 and 2016-17

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Resolution # 8-16-17, adopting the recalculated Gann Limit for fiscal year 2015-16 and the Gann Limit calculation for 2016-17.

BACKGROUND:

In November 1979, the California electorate passed Proposition 4, commonly referred to as the "Gann Amendment," to the California Constitution. The Gann Amendment requires each government agency and school district in California to adopt an expenditure limitation based upon its appropriations in 1978-79, adjusted by the annual changes in the consumer price index and annual changes in population. This is a routine resolution presented to the Board annually since the passage of Proposition 4. When the State Legislature enacted Senate Bill 98 and Assembly Bill 198 in 1989 to implement Proposition 98, the legislation also amended the statutes governing how to calculate appropriations limits and the State aid subject to those limits.

The worksheet recalculates the prior year (2015-16) Gann Limit based on actual ADA and revenues, and calculates the current year 2016-17 Gann Limit based on projected ADA and budgeted revenues.

	<u>2015-16</u>	<u>2016-17</u>
Gann Appropriations Limit	\$49,688,716	\$52,110,922
Appropriations Subject to Gann Limit	\$49,688,716	

**A RESOLUTION OF THE GOVERNING BOARD OF THE
SANTA CRUZ CITY SCHOOLS
RESOLUTION # 8-16-17
RESOLUTION ADOPTING THE GANN LIMIT AND
APPROVING GANN LIMIT RECALCULATIONS FOR 2015-16
AND CALCULATIONS FOR 2016-17
FOR THE SANTA CRUZ CITY SCHOOL DISTRICT**

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2015-16 fiscal year and a projected Gann limit for the 2016-17 fiscal year for the Santa Cruz City School District in accordance with the provisions of Article XIII-B and applicable statutory law; and

WHEREAS, Government Code Section 7902.1 provides that school districts may increase their Gann Limits under specified circumstances;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2015-16 and 2016-17 fiscal years for the Santa Cruz City Elementary School District are made in accordance with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2015-16 and 2016-17 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of the Santa Cruz City School District.

ADOPTED this 14th day of September, 2016, by the Board of Education of Santa Cruz City Schools by the following roll call vote:

AYES:

NOES:

ABSENT OR NOT VOTING:

President of the Governing Board of Santa Cruz City Schools

Attested to:

Secretary of the Governing Board of Santa Cruz City Schools

AGENDA ITEM: 8.1.8

	2015-16 Calculations			2016-17 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2014-15 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2014-15 Actual			2015-16 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	49,782,033.17		49,782,033.17			49,688,715.75
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	6,677.55		6,677.55			6,419.65
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2014-15			Adjustments to 2015-16		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2015-16 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2015-16 P2 Report			2016-17 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	6,419.65		6,419.65	6,389.58		6,389.58
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			6,419.65			6,389.58
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2015-16 Actual			2016-17 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	284,483.55		284,483.55	290,174.00		290,174.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	39,329,926.76		39,329,926.76	40,117,770.00		40,117,770.00
5. Unsecured Roll Taxes (Object 8042)	786,268.54		786,268.54	795,874.00		795,874.00
6. Prior Years' Taxes (Object 8043)	124,547.63		124,547.63	109,590.00		109,590.00
7. Supplemental Taxes (Object 8044)	650,643.68		650,643.68	567,779.00		567,779.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	771,717.00		771,717.00	569,223.00		569,223.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	44,851.41		44,851.41	36,657.00		36,657.00
10. Other In-Lieu Taxes (Object 8082)	16,466.07		16,466.07	12,387.00		12,387.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	4,311,399.64		4,311,399.64	2,677,647.00		2,677,647.00
12. Parcel Taxes (Object 8621)	4,328,660.99		4,328,660.99	6,756,094.00		6,756,094.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	(3,105,932.00)		(3,105,932.00)	(3,080,740.00)		(3,080,740.00)
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	47,543,033.27	0.00	47,543,033.27	48,852,455.00	0.00	48,852,455.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	47,543,033.27	0.00	47,543,033.27	48,852,455.00	0.00	48,852,455.00

	2015-16 Calculations			2016-17 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			595,959.31			668,885.48
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			595,959.31			668,885.48
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	13,797,033.00		13,797,033.00	16,349,589.00		16,349,589.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	860,771.00		860,771.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	14,657,804.00	0.00	14,657,804.00	16,349,589.00	0.00	16,349,589.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	75,160,486.99		75,160,486.99	73,270,143.00		73,270,143.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	76,258.71		76,258.71	29,769.00		29,769.00
APPROPRIATIONS LIMIT CALCULATIONS	2015-16 Actual			2016-17 Budget		
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			49,782,033.17			49,688,715.75
2. Inflation Adjustment			1.0382			1.0537
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9614			0.9953
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			49,688,715.75			52,110,921.89
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			47,543,033.27			48,852,455.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			770,358.00			766,749.60
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			2,741,641.79			3,927,352.37
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			2,741,641.79			3,927,352.37
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			51,071.24			21,452.68
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			47,594,104.51			48,873,907.68
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			2,690,570.55			3,905,899.69
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			47,594,104.51			
b. State Subventions (Line D8)			2,690,570.55			
c. Less: Excluded Appropriations (Line C23)			595,959.31			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			49,688,715.75			

[illegible]

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Revised Certificated Salary Schedules

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve the revised Certificated Salary Schedules.

BACKGROUND:

On June 24, 2016, the Board approved the collective bargaining agreement between the District and the Greater Santa Cruz Federation of Teachers (GSCFT) for K-12 certificated staff for 2015-16.

One of the negotiated items provided for a split of the savings realized by the migration of certificated staff to less costly health benefits plans. Savings were calculated at the end of the fiscal year and have been applied to the certificated salary schedules as a .5% increase, effective 7/1/16.

**Santa Cruz City Schools
2016-2017 Certificated Salary Schedule
Effective July 1, 2016**

Fully-Credentialed Teachers (187 Days)

Column	A	B BA + 45	C BA + 60	D BA + 75
Step				
1	49,644	49,837	50,031	51,618
2	49,837	50,031	51,503	53,929
3	50,031	51,378	53,789	56,207
4	51,368	53,674	56,085	58,504
5	53,561	55,968	58,393	60,802
6	56,408	58,268	60,690	63,102
7	58,153	60,560	62,987	65,387
8	60,446	62,863	65,278	67,682
9	62,740	65,155	67,568	69,983
10	65,032	67,457	69,862	71,918
11	-	70,143	72,165	74,585
12	-	-	74,463	76,874
13	-	-	-	79,168
17	Plus 16 year career increment of 2297.00			81,465
20	Plus 19 year career increment of 2297.00			83,762
23	Plus 22 year career increment of 2297.00			86,059
26	Plus 25 year career increment of 2297.00			88,356
29	Plus 28 year career increment of 2297.00			90,653
32	Plus 31 year career increment of 2297.00			92,950

- Per retirement incentive side letter agreement, five (5) years service credit effective July 1, 2010 until otherwise negotiated, except by mutual agreement. There will not be any "retro catch up" on the salary schedule unless renegotiated as such.
- Career Increment of \$2297.00 upon completion of Step 16 and each 3 years thereafter until year 32.
- Masters Stipend: \$1,088.00 for each Masters Degree held.
- Doctorate Stipend: \$1,209.00
- BCC/BCLAD Stipend: \$605.00
- High School Athletic Director Stipend: 20% of Column A, Step 10 at the 15/16 salary schedule.

Board Approved: September 14, 2016

.5% (one half percent) increase for HW Migration

Kris Munro, Superintendent

Santa Cruz City Schools
2016-2017 Certificated Salary Schedule
Effective July 1, 2016

Non-Credentialed Teachers (187 Days)

Column	A	B BA + 45	C BA + 60	D BA + 75
Step				
1	44,375	46,785	49,206	51,618
2	46,670	49,081	51,503	53,929
3	48,965	51,378	53,789	56,207
4	51,368	53,674	56,085	58,504
5	53,561	55,968	58,393	60,802
6	55,858	58,268	60,690	63,102
7	58,153	60,560	62,987	65,387
8	60,446	62,863	65,278	67,682
9	62,740	65,155	67,568	69,983
10	63,138	67,457	69,862	71,918
11	-	70,143	72,165	74,585
12	-	-	74,463	76,874
13	-	-	-	79,168
17	Plus 16 year career increment of 2297.00			81,465
20	Plus 19 year career increment of 2297.00			83,762
23	Plus 22 year career increment of 2297.00			86,059
26	Plus 25 year career increment of 2297.00			88,356
29	Plus 28 year career increment of 2297.00			90,653
32	Plus 31 year career increment of 2297.00			92,950

- Per retirement incentive side letter agreement, five (5) years service credit effective July 1, 2010 until otherwise negotiated, except by mutual agreement. There will not be any "retro catch up" on the salary schedule unless renegotiated as such.
- Career Increment of \$2297.00 upon completion of Step 16 and each 3 years thereafter until year 32.
- Masters Stipend: \$1,088.00 for each Masters Degree held.
- Doctorate Stipend: \$1,209.00
- BCC/BCLAD Stipend: \$605.00
- High School Athletic Director Stipend: 20% of Column A, Step 10 at the 15/16 salary schedule.

Board Approved: September 14, 2016

.5% (one half percent) increase for HW Migration

Kris Munro, Superintendent

**Santa Cruz City Schools
2016-2017 Certificated Salary Schedule
Effective July 1, 2016**

Librarians (192 Days)

Column	A	B	C	D
		BA + 45	BA + 60	BA + 75
Step				
1	50,972	51,172	51,369	53,000
2	51,172	51,369	52,883	55,368
3	51,369	52,753	55,225	57,710
4	52,741	55,108	57,587	60,067
5	54,991	57,466	59,953	62,428
6	57,917	59,827	62,310	64,789
7	59,705	62,177	64,673	67,134
8	62,061	64,543	67,026	69,493
9	64,416	66,897	69,376	71,852
10	66,772	69,261	71,728	73,842
11	-	72,020	74,094	76,579
12	-	-	76,455	78,928
13	-	-	-	81,286
17	Plus 16 year career increment of 2359.00			83,645
20	Plus 19 year career increment of 2359.00			86,004
23	Plus 22 year career increment of 2359.00			88,363
26	Plus 25 year career increment of 2359.00			90,722
29	Plus 28 year career increment of 2359.00			93,081
32	Plus 31 year career increment of 2359.00			95,440

- Per retirement incentive side letter agreement, five (5) years service credit effective July 1, 2010 until otherwise negotiated, except by mutual agreement. There will not be any "retro catch up" on the salary schedule unless renegotiated as such.
- Career Increment of \$2,359 upon completion of Step 16 and each 3 years thereafter until year 32.
- Masters Stipend: \$1,088.00 for each Masters Degree held.
- Doctorate Stipend: \$1,209.00
- BCC/BCLAD Stipend: \$605.00

Board Approved: September 14, 2016

.5% (one half percent) increase for HW Migration

Kris Munro, Superintendent

Santa Cruz City Schools
2016-2017 Certificated Salary Schedule
Effective July 1, 2016

Counselors (202 Days)

Column	A	B BA + 45	C BA + 60	D BA + 75
Step				
1	53,626	53,835	54,044	55,762
2	53,835	54,044	55,638	58,252
3	54,044	55,501	58,103	60,715
4	55,488	57,980	60,588	63,198
5	57,856	60,459	63,075	65,681
6	60,932	62,942	65,556	68,164
7	62,816	65,416	68,041	70,631
8	65,292	67,903	70,515	73,112
9	67,772	70,382	72,988	75,598
10	70,250	72,869	75,466	77,688
11	-	75,770	77,954	80,569
12	-	-	80,438	83,041
13	-	-	-	85,516
17	Plus 16 year career increment of 2482.00			87,998
20	Plus 19 year career increment of 2482.00			90,480
23	Plus 22 year career increment of 2482.00			92,962
26	Plus 25 year career increment of 2482.00			95,444
29	Plus 28 year career increment of 2482.00			97,926
32	Plus 31 year career increment of 2482.00			100,408

- Per retirement incentive side letter agreement, five (5) years service credit effective July 1, 2010 until otherwise negotiated, except by mutual agreement. There will not be any "retro catch up" on the salary schedule unless renegotiated as such.
- Career Increment of \$2,482.00 upon completion of Step 16 and each 3 years thereafter until year 32.
- Masters Stipend: \$1,088.00 for each Masters Degree held.
- Doctorate Stipend: \$1,209.00
- BCC/BCLAD Stipend: \$605.00

Board Approved: September 14, 2016

.5% (one half percent) increase for HW Migration

Kris Munro, Superintendent

Santa Cruz City Schools
2016-2017 Specialist Personnel Salary Schedule
Effective July 1, 2016

Title	Psychologist (202 days)					
	A	B	C	D	E	F
School Psychologist	70,463	74,180	77,888	81,604	85,302	89,014
Speech Language Pathologist	70,463	74,180	77,888	81,604	85,302	89,014

Per retirement incentive side letter agreement, five (5) years service credit effective July 1, 2010 until otherwise negotiated, except by mutual agreement. There will not be any "retro catch up" on the salary schedule unless renegotiated as such.

- Career Increment of \$2,482.00 upon completion of Step 16 and each 3 years thereafter until year 32.
- Masters Stipend: \$1,088.00 for each Masters Degree held.
- Doctorate Stipend: \$1,209.00
- BCC/BCCLAD Stipend: \$605.00

Board Approved: September 14, 2016

.5% (one half percent) increase for HW Migration

Kris Munro, Superintendent

SANTA CRUZ CITY SCHOOLS

AGENDA ITEM: Disposition of Surplus Property

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property on the attached list(s) in accordance with Board Policy 3270 and Administrative Regulation 3270A.

BACKGROUND:

Education Code Section 17545(a) provides that the Board of Education may sell for cash any personal property belonging to the District if the property is not required for school purposes, or if it should be disposed of for the purpose of replacement, or if it is unsatisfactory or not suitable for school use. (b) The governing board may choose to conduct any sale of personal property authorized under this section by means of a public auction conducted by employees of the district or other public agencies, or by contract with a private auction firm. The board may delegate to the district employee responsible for conducting the auction the authority to transfer the personal property to the highest responsible bidder upon completion of the auction and after payment has been received by the district.

Section 17546(a) If the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), it may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board. (b) Any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, may be sold at private sale without advertising by any employee of the district empowered for that purpose by the board. (c) If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board.

Per Ed Code 60530(b), instructional materials may be destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

SCCS BOARD OF EDUCATION

MEETING OF SEPTEMBER 14, 2016

SURPLUS PROPERTY LIST

SITE: BRANCIFORTE SMALL SCHOOLS

<u>Property Description</u>	<u>Asset #</u>	<u>Year/Age</u>	<u>Condition</u>	<u>Value</u>
1. Four metal TV Carts	N/A	Old	Poor	\$0
2. Microsoft Keyboard	N/A	Old	Poor	\$0
3. HP Keyboard	N/A	Old	Poor	\$0
4. HP Monitor	N/A	10 yrs	Poor	\$0
5. Dell Monitor	N/A	10 yrs	Poor	\$0
6. Keyboard & Mouse	N/A	Old	Poor	\$0
7. HP Monitor	N/A	10 yrs	Poor	\$0
8. HP Tower	13381	15 yrs	Poor	\$0
9. Seventeen ASUS Notebooks	N/A	10 yrs	Poor	\$0
10. Dell Server	23732	15 yrs	Obsolete	\$0
Total				\$0

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ **Approved By:** _____

SCCS BOARD OF EDUCATION**MEETING OF SEPTEMBER 14, 2016****SURPLUS PROPERTY LIST****SITE: HARBOR HIGH**

<u>Property Description</u>	<u>Asset #</u>	<u>Year/Age</u>	<u>Condition</u>	<u>Value</u>
1. Photo Products	401172	Very Old	Poor	\$0
2. Mini-Fridge – Magic Chef	N/A	Unknown	Non-functional	\$0
3. Microwave – Model 40702241	N/A	Unknown	Non-functional	\$0
4. Twenty-five office desk chairs, blue, Model 4500-7F3	N/A	Various	Broken	\$0
5. Wall shelves – white	N/A	Unknown	Broken	\$0
6. Patio table – green glass	N/A	Unknown	Broken	\$0
7. Small file cabinet –black	N/A	Unknown	Broken	\$0
8. Art Dept. wood board	N/A	Unknown	Pieces	\$0
9. Three plastic chairs – blue	N/A	Unknown	Broken	\$0
10. Red foam chair	N/A	Unknown	Broken	\$0
11. Three wood pallets	N/A	Unknown	Broken	\$0
12. Kyocera Scanner/Printer, Model #FSC2126M	Unknown	18 yrs old	Broken	\$0
13. Folding table with clear cover	N/A	Unknown	Broken	\$0
14. VCR-RCA	N/A	14 yrs	Obsolete	\$0
15. Typewriter – IBM	18752	25 yrs	Broken	\$0
16. Projector – 3M 434906, 2100JCT	Unknown	Obsolete	Broken	\$0
17. Kenmore Microwave, 9V224736	N/A	Unknown	Broken	\$0
18. Suntower Film Dryer (converted refrigerator)	25080	Unknown	Broken	\$0
19. Eight wooden mirrors	N/A	Unknown	Broken	\$0
20. Two Schwab fire proof file cabinets	N/A	Unknown	Fair	\$20 ea
Total				\$40

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ Approved By: _____

SCCS BOARD OF EDUCATION

MEETING OF SEPTEMBER 14, 2016

SURPLUS PROPERTY LIST

SITE: MISSION HILL MIDDLE SCHOOL

	<u>Property Description</u>	<u>Asset #</u>	<u>Year/Age</u>	<u>Condition</u>	<u>Value</u>
1.	Green Disk Sander 30A 330A110	10122	Old	Works	\$20
2.	Shaper 586383	22918	Old	Works	\$20
3.	Twelve rectangular tables	N/A	10 yrs	Broken	\$0
4.	Six triangular tables	N/A	15 yrs	Broken	\$0
				Total	\$40

It is recommended that the Board of Education authorize the Assistant Superintendent, Business Services, or his designee, to sell or dispose of the surplus property in accordance with Board Policy 3270 and Administrative Regulation 3270A.

Approval Date: _____ **Approved By:** _____

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Contracts and Consultant Services Agreement

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Assistant Superintendent, Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Ratify contracts and consultant services agreements executed pursuant to Board Policy 3300.

BACKGROUND:

On February 23, 2011, the Board of Education delegated authority to enter into contracts on behalf of Santa Cruz City Schools and to purchase supplies, materials, apparatus, equipment and services up to the amounts specified in Public Contract Code 20111 and Education Code Section 17605 to the Superintendent of Schools or designees, and required that the Board of Trustees ratify contracts within sixty (60) days of incurring the expense.

The following contract is presented for ratification:

1. Consultant Services Agreement - Educational Services/Curriculum, Assessment & Intervention
 1. Joe Trautwein – Assistance with preparation for Federal Program Monitoring.
 2. Dientes Community Dental Care – Dental care for Migrant Education Program students.

Santa Cruz City Schools
405 Old San Jose Road
Soquel, CA 95073

REQUISITION #: 26497

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: Curriculum Assessment & Intervention Principal/Director: Ann Mekis

Describe Work to be Performed and District and Site Goals Supported:

Federal Program Monitoring Audit point person. Perform all work necessary to organize district programs and staff to Complete audit free finding.

Qualifications of Consultant: Experience with FPM & District Director with 30 years' experience.

Name of Consultant: Joe Trautwein

Tax I.D. or SSN: _____

(Vendor Data form to Purchasing)

Address: _____

Telephone #: 831 _____

City/State/Zip: Santa Cruz, CA 95060

Email: joe.trautwein@gmail.com

Date(s) of Service: August 2016 to June 2017

Time: TBD

Number of Hours per day: 8 x number of days 72 = 576 total hours.

Hourly/Daily Rate (specify): \$546.82 per day

Meals: N/A

Lodging: N/A

Transportation: N/A

TOTAL FEE TO BE PAID: \$39,371.00 **Account #:** 01-3010-0-0000-2110-5800-430-0000

Write out meaning of account number: Title I Secondary (Joe will Invoice us monthly)

Approval of Business Services verifying account: _____

Date: _____

Authorized Signature of Consultant: _____

Date: 8-1-2016

(NOTE: Consultant must submit invoice for payment upon completion of work)

Signature of Administrator Requesting Service _____

Approval of Assistant Superintendent _____

Date: 8/29/16

Date: 8/29/16

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

☐ Consultants **will be** on campus on a regular basis (more than once) while students are present

☐ Consultant **will not** be on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: _____

Approval of Human Resources: _____

PAYMENT AUTHORIZATION

(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment _____

Date _____

Approval of Assistant Superintendent _____

Date _____

Board of Education Approval: _____
(Required if over \$2500)

7/14/2016

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).

Mr. Trautwein will assist the District in preparing for a Federal Program Monitoring Audit in 2016-17.

He will assist in organizing and implementing systems that fulfill audit requirements.

Goal: To have the district meet the FPM criteria.

2. State efforts made to identify qualified staff available within the district to carry out the requested services.

The District has experienced a significant turn-over in district office staff, including those members who were familiar and experienced in this particular process. Mr. Trautwein possesses the school district experience needed to ensure the FPM audit is completed properly and meets criteria and timelines.

3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.

Following their participation with Mr. Trautwein in completing the audit this year, our new district team members will be prepared to conduct this business in the future. These are one-time services.

4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).

1. Complete FPM Audit

2. Align programs to state expectations

3. Discover program strengths and needs as the audit process is conducted.

5. Evaluation Process - How will you know the goal/outcomes have been met?

The goals/outcomes will be demonstrated by: 1) State approved FPM Audit; 2) Audit is free of findings.

Santa Cruz City Schools
405 Old San Jose Road
Soquel, CA 95073

REQUISITION #: 26577

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Submit to the responsible Assistant Superintendent at least two weeks before the Board meeting and prior to the Consultant beginning work.

Site: Curriculum, Interventions & Assessments _____ Principal/Director: Jennifer Wildman

Describe Work to be Performed and District and Site Goals Supported:

District Goals #2.1, #2.7 & #3

Qualifications of Consultant: Fully Credentialed Dental Professionals

Name of Consultant: Dientes Community Dental Care

Tax I.D.# or SSN: _____
(Vendor Data form to Purchasing)

Address: 1830 Commercial Way

Telephone #: (831) 464-5413

City/State/Zip: Santa Cruz CA, 95065

Email: Suzanne@dientes.org

Date(s) of Service: 8/26/2016-6/30/2017

Time: Varies

Number of Hours: Varies hours per day X varies days = varies total hours.

Hourly/Daily Rate (specify): Varies Meals: NA

Lodging: NA Transportation: NA

TOTAL FEE TO BE PAID: \$2,000

Account #: 01-3060-7-7110-3140-5800-430-0000 50%

Write out meaning of account number: Migrant Ed. 01-3060-7-7110-3140-5800-420-0000 50%

Approval of Business Services verifying account: _____ Date: _____

Authorized Signature of Consultant: [Signature] Date: 8/29/16

(NOTE: Consultant must submit invoice for payment upon completion of work)

[Signature]
Signature of Administrator Requesting Service

[Signature]
Approval of Assistant Superintendent

Date: 8/30/16

Date: _____

AB 1610, 1612, and 2102 COMPLIANCE (consultants having more than limited contact with students require fingerprinting)

☐ Consultants **will be** on campus on a regular basis (more than once) while students are present

☐ Consultant **will not** be on campus on a regular basis while students are present (fingerprints not required).

Fingerprint Clearance date: _____ Approval of Human Resources: _____

PAYMENT AUTHORIZATION

(Submit for payment after Consultant completes work)

I hereby certify that the consultant has satisfactorily completed the services in accordance with the above Agreement and that payment is in order.

Signature of Administrator Requesting Payment

Date

Approval of Assistant Superintendent

Date

Board of Education Approval:
(Required if over \$2500)

REQUEST FOR CONSULTANT SERVICES AGREEMENT

Review guidelines of Board Policy - Consultant Services Agreements.

1. Statement of specific need and the goal of the Consultant's work (Refer to district/site goals and plans, unique needs of school, program or office which necessitates the services of a consultant).
 - a. District Goals #2.1 (attendance), #2.7 (Healthy Kids Survey), & #3 (Eliminate Achievement Gap) speak to the District's desire to improve the health of students in order to remove barriers to academic success.
 - b. Migrant Education Program's Health Component states, in part: "We strongly believe that healthy students are most likely to reach their fullest educational potential, and that healthy students are better learners. MEP regulations refer to this as the "academically relates" health needs for students. The health of most migrant children reflects the nature of their mobile lifestyle. Most medical problems relates to deficiencies in diet, dental hygiene, and regular physicals.
 - c. More than 40 MEP students required-and were provided dental services on 15-16 school year.
2. State efforts made to identify qualified staff available within the district to carry out the requested services.
 - a. Staff in the district's MEP can and will identify qualified MEP students that are in need of dental care, as well as assist them in receiving dental care. SSCS, however, does not employ qualified professionals that could treat the student's dental needs.
3. If this agreement is for staff development or for one-time services, state the site's plan to reduce or eliminate the need for this consultant's services in the future.
 - a. There is no district plan to hire dental professionals.
4. Statement of expected outcomes (Include specific student outcomes desired, benefits to district students and/or staff).
 - a. We have a goal of serving 100% MEP students that have been identified as having dental needs
5. Evaluation Process - How will you know the goal/outcomes have been met?
 - a. We will record each MEP student that has been identified as having a dental need, and then track whether that student was served or not.

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Summer School Programs

MEETING DATE: September 14, 2016

FROM: Frank Wells, Assistant Superintendent of Education Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

Each summer, Santa Cruz City Schools offers a variety of educational programs between the end of one school year and the beginning of the next. The type, scope, and purpose of these programs varies from summer to summer depending on factors such as the availability of funding and the needs of the students we serve. This report will update the board on the programs that were offered this summer.

This work is in direct support of the following District goals and their corresponding metrics.

Goal #1: All Santa Cruz City Schools students will be **prepared** to successfully access **post-secondary college and career opportunities**

Goal #3: We will **eliminate the achievement gaps** that currently exist between demographic groups within the SCCS student community.

Fiscal Impact:

Elementary Summer School - \$27,969 - LCFF Supplemental
Secondary Summer School - \$71,141 – Title 1

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Opening School Enrollment / Attendance Report – 9/2/16

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Asst. Supt., Business Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

The attached report shows attendance by site on ***September 2nd***, the 6th day of the school year. The 2016-17 numbers represent the “head count” on that day. The table compares the 9/2/2016 attendance to the projected enrollment and to October 2015 CBEDS enrollment from last year.

Elementary Schools	80 under projection / 109 under 2015 CBEDS
Middle Schools	19 under projection / 51 under 2015 CBEDS
High Schools	60 over projection / 16 over 2015 CBEDS
Small Schools	23 under projection / 47 over 2015 CBEDS
Total	62 under projection / 97 under 2015 CBEDS

Santa Cruz City Schools
Opening Enrollments - Includes SDC
2016-17
9/2/2016

	Elementary								Secondary								2015-16 CBEDS	Difference 2015-16 CBEDS	Projected 2016-17 Totals	Difference from Projections
	TK/K	1	2	3	4	5	6	District	7	8	9	10	11	12	District	TOTALS				
Bay View	87	67	98	80	73	112		517								517	551	-34	555	-38
Delaveaga	114	96	111	91	89	107		608								608	637	-29	631	-23
Gault	61	76	53	62	72	60		384								384	408	-24	411	-27
Westlake	95	78	94	89	105	101		562								562	584	-22	554	8
Elem Total	357	317	356	322	339	380		2,071								2,071	2,180	-109	2,151	-80
Branciforte Middle							169	169	167	174					341	510	519	-9	521	-11
Mission Hill Middle							186	186	221	187					408	594	636	-42	602	-8
MS Total							355	355	388	361					749	1,104	1,155	-51	1,123	-19
Harbor High											232	214	243	216	905	905	983	-78	910	-5
Santa Cruz High											298	274	257	218	1,047	1,047	996	51	1,010	37
Soquel High											310	341	262	258	1,171	1,171	1,128	43	1,143	28
HS Total											840	829	762	692	3,123	3,123	3,107	16	3,063	60
											204									
Costanoa											1	2	18	39	60	60	62	-2	85	-25
Ark IS											2	12	13	30	57	57	39	18	51	6
AFE	2	2	14	2	7	8	13	48	13	17	21	19	17	17	104	152	142	10	165	-13
Monarch	23	19	22	20	22	15		121								121	100	21	112	9
BSSC Total	25	21	36	22	29	23	13	169	13	17	24	33	48	86	221	390	343	47	413	-23
District Total	382	338	392	344	368	403	368	2,595	401	378	864	862	810	778	4,093	6,688	6,785	-97	6,750	-62

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Certify 2015-16 Unaudited Actuals, and Approve 2016-17 Revised Budget

MEETING DATE: September 14, 2016

FROM: Patrick K. Gaffney, Asst. Supt., Business Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Certify 2015-16 Unaudited Actuals and approve 2016-17 Revised Budget.

BACKGROUND:

General Fund (01):

The Unaudited Actuals represent the final fiscal year-end report for 2015-16. The General Fund was projected to end the fiscal year with an unrestricted ending balance of \$6.4 million, and the unaudited actual ending balance is \$9.6 million. The increase is primarily attributable to RDA revenue that we were notified of in June 2016.

Key Highlights of Fiscal Year End:

- ⊕ Actual salaries and benefits represented 85% of the total General Fund expenditures.
- ⊕ We now have the addition of GASB 68 (accounting for retirement unfunded liabilities) which increases the budget by \$2.0 million.

2016-17 Revised Budget:

- ⊕ The Adopted Budget projected a 6.18% unrestricted reserve level and has increased to 10.51% with the Revised Budget mainly due to ending 2015-16 with a higher reserve level associated with the increase in RDA funds in June. *(Our multi-year projection reflects a decrease in this reserve to 3% by the end of 18-19).*

Adult Education Fund (11):

The estimated ending balance for Adult Ed was \$12,166. The actual ending balance was \$75,973. The higher ending balance will mitigate reductions in funding sources for the current and subsequent year.

Cafeteria (13):

The Cafeteria Fund ended fiscal year 2015-16 with a \$59,177 fund balance. The balance is inclusive of the \$150,000 contribution from the General Fund. This is noted as a 'transfer in' of the funds from the General Fund.

Deferred Maintenance (14):

The projected ending balance for Deferred Maintenance was \$179,567. The actual ending fund balance is \$98,296. These funds will be utilized for HVAC replacements & repairs, furnace replacements, roofing, and other building related emergencies.

Special Reserve Fund Postemployment (20):

No change was made to this fund since the Adopted Budget as a result of year-end closing. The designated ending fund balance in the fund remains \$9k.

Building Fund (21):

The Building Fund is used to account for the AB 1290 pass through funds from the Successor Agency of the City of Santa Cruz (formerly known as Redevelopment Agencies), Qualified School Construction Bonds (QSCB) and Proceeds from 2931 Mission Street. These funds are restricted to capital improvements. The actual ending balance for 2015-16 is \$5.6 million. The increase is associated with higher than anticipated increases in RDA funds.

Bond Funds (22, 23):

These funds are used to account for Measure E and H bond funds. It is anticipated that these funds will be fully expended as projects are identified and parlayed with deferred maintenance funds to address both short term and long term capital needs. The Revised Budget shows combined \$0 expenditures, with an ending balance of \$197K. Funds are restricted for capital improvements, and to the elementary/secondary as accounted for by Measure E and H.

Capital Facilities Fund (25):

This fund is used to account for funds received from fees levied on both commercial and residential developers (Developer Fees). The revised budget includes an estimate of the total expenditures for the fund at \$358,208. The estimated revenue is \$228,700, and is re-evaluated as revenue is received during the current year. Expenditures in Fund 25, Capital Facilities Fund, are restricted to the purposes specified in Government Code sections 65970–65981 or to the items specified in agreements with the developer (Government Code Section 66006).

Foundation Trust Fund (73):

The Trust Fund incorporates several different student scholarship accounts for different schools. The District holds these funds in trust for the schools. There was no significant change made to this fund in the Revised Budget.

Multi-Year Projection (MYP)

The MYP provided to the Board of Trustees is inclusive of the adopted budget for 16-17 with one change to reflect the increase in funding for our high school enrollment in 16-17. The increase is enrollment yields an estimated increase of \$267,000. Furthermore, the MYP for 17-18 and 18-19 is the elimination of the anticipated savings associated with SCCS taking back the post-secondary program from the SCCOE. Our previous multi- year reflected a savings of \$1 million per year beginning in 2017-18. Due to the concerns that have been voiced to date regarding our retrieval of this program, we have reversed these savings for now.

Multi Year Projection
2015/2016 Unaudited Actuals Report

	2015/16 Unaudited Actuals			2016/17 Adopted Budget			2017/18 Projected			2018/19 Projected		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenue												
LCFF Sources	57,888,925	0	57,888,925	58,445,950	0	58,445,950	59,410,291	0	59,410,291	60,542,707	0	60,542,707
Growth in Sec of 41 students				287,000		287,000						
Federal Revenue	0	3,221,210	3,221,210	0	3,499,075	3,499,075	0	3,499,075	3,499,075	0	3,499,075	3,499,075
State Revenue	4,747,986	3,903,179	8,651,164	2,783,982	1,040,339	3,824,321	1,248,679	1,046,209	2,294,888	1,248,679	1,059,149	2,307,828
Local Revenue	4,654,592	2,915,086	7,569,678	6,790,931	709,866	7,500,797	6,757,302	917,007	7,674,309	6,723,848	924,363	7,648,211
	67,291,503	10,039,474	77,330,977	68,307,863	5,249,280	73,557,143	67,416,272	5,462,291	72,878,563	68,515,234	5,482,587	73,997,821
Expenditures												
Certificated	27,582,380	6,306,449	33,888,829	27,885,617	6,222,902	34,108,519	27,816,172	6,317,278	34,133,450	28,227,623	6,409,471	34,637,094
Classified	7,444,497	3,367,138	10,811,635	7,821,249	2,991,689	10,812,938	7,748,174	3,051,523	10,799,697	7,903,138	3,112,554	11,015,692
Benefits	12,217,964	5,559,364	17,777,328	13,458,449	3,986,649	17,445,098	14,408,946	4,234,704	18,643,650	15,628,417	4,577,455	20,205,872
Books & Supplies	703,643	1,296,361	2,000,004	1,956,195	1,356,996	3,313,191	1,883,190	3,793,390	5,676,580	1,855,947	487,473	2,343,420
Services, Other Ops	4,189,139	4,182,460	8,371,599	4,043,306	4,756,262	8,799,568	4,110,290	4,756,262	8,866,552	4,179,698	4,756,262	8,935,960
Capital Outlay	11,181	144,318	155,500	0	110,986	110,986	0	110,986	110,986	0	110,986	110,986
Other Outgo	15,170	0	15,170	29,093	0	29,093	29,093	0	29,093	29,093	0	29,093
Direct/Indirect Support	(811,844)	664,559	(147,285)	(1,018,312)	921,528	(96,784)	(1,018,312)	921,528	(96,784)	(1,018,312)	921,528	(96,784)
	51,352,129	21,520,650	72,872,779	54,175,598	20,347,012	74,522,610	54,977,553	23,185,671	78,163,224	56,805,604	20,375,729	77,181,333
Excess/Deficiency	15,939,374	(11,481,176)	4,458,198	14,132,265	(15,097,732)	(965,467)	12,438,719	(17,723,380)	(5,284,661)	11,709,630	(14,893,142)	(3,183,512)
Other Financing												
Transfers In	150,000		150,000	0		0	0		0	0		0
Transfers Out	300,176	0	300,176	250,000	0	250,000	250,000	0	250,000	250,000	0	250,000
Other Uses			0			0			0			0
Contributions To Restr.	(12,395,637)	12,395,637	0	(15,128,555)	15,128,555	0	(14,255,565)	14,255,565	0	(14,893,142)	14,893,142	0
	(12,545,814)	12,395,637	(150,176)	(15,378,555)	15,128,555	(250,000)	(14,505,565)	14,255,565	(250,000)	(15,143,142)	14,893,142	(250,000)
Net Inc/Dcr to Fund Balance	3,393,560	914,462	4,308,022	(1,246,290)	30,823	(1,215,467)	(2,066,846)	(3,467,815)	(5,534,661)	(3,433,512)	0	(3,433,512)
Beg Fund Balance	6,192,239	2,522,530	8,714,769	9,585,799	3,436,992	13,022,791	8,339,509	3,467,815	11,807,324	6,272,663	(0)	6,272,663
Audit Adjustments			0			0			0			0
Ending Fund Balance	9,585,799	3,436,992	13,022,791	8,339,509	3,467,815	11,807,324	6,272,663	(0)	6,272,663	2,839,151	(0)	2,839,151
Components of End Balance												
Restricted/Designated												
Revolving Cash	20,000		20,000	20,000		20,000	20,000		20,000	20,000		20,000
Stores	37,743		37,743	37,743		37,743	37,743		37,743	37,743		37,743
Classified Migration for 15/16	0		0	68,522		68,522	0		0	0		0
Classified Migration for 16/17				68,522		68,522	68,522		68,522	68,522		68,522
Incr for Supplemental Funding	0		0	0		0	133,005		133,005	355,900		355,900
				0		0	0		0	0		0
Legally Restricted		3,436,992	3,436,992		3,467,815	3,467,815		(0)	(0)		(0)	(0)
	57,743	3,436,992	3,494,735	194,787	3,467,815	3,662,602	259,270	(0)	259,270	482,165	(0)	482,165
Unrestricted Reserve:												
Reserve 3% Econ. Uncert.	2,195,189		2,195,189	2,243,178		2,243,178	2,352,397		2,352,397	2,322,940		2,322,940
			0			0			0			0
Undesignated	7,332,868		7,332,868	5,901,544		5,901,544	3,660,997		3,660,997	34,046		34,046
	9,528,056		9,528,056	8,144,722		8,144,722	6,013,393		6,013,393	2,356,986		2,356,986
% Unrestricted Reserve			13.02%			10.89%			7.67%			3.04%

Variance Between Estimated Actuals at 6/23/16 and Unaudited Actuals at 6/30/16

	2015-16 Estimated Actuals @ 6/23/16			2015-16 Unaudited Actuals			Variance		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenue									
LCFF Sources	56,340,494	0	56,340,494	57,888,925	0	57,888,925	1,548,431	0	1,548,431
Federal Revenue	0	3,276,743	3,276,743	0	3,221,210	3,221,210	0	(55,533)	(55,533)
State Revenue	4,732,560	1,814,485	6,547,045	4,747,986	3,903,179	8,651,164	15,426	2,088,694	2,104,119
Local Revenue	4,357,351	1,628,616	5,985,967	4,654,592	2,915,086	7,569,678	297,241	1,286,470	1,583,711
	65,430,405	6,719,844	72,150,249	67,291,503	10,039,474	77,330,977	1,861,098	3,319,630	5,180,728
Expenditures									
Certificated	27,171,465	6,204,820	33,376,285	27,582,380	6,306,449	33,888,829	410,915	101,629	512,544
Classified	7,463,993	3,352,972	10,816,965	7,444,497	3,367,138	10,811,635	(19,496)	14,166	(5,330)
Benefits	12,649,743	3,481,375	16,131,118	12,217,964	5,559,364	17,777,328	(431,779)	2,077,989	1,646,210
Books & Supplies	621,153	1,626,624	2,247,777	703,643	1,296,361	2,000,004	82,490	(330,263)	(247,773)
Services, Other Ops	4,328,266	4,518,896	8,847,162	4,189,139	4,182,460	8,371,599	(139,127)	(336,436)	(475,563)
Capital Outlay	14,136	75,376	89,512	11,181	144,318	155,500	(2,955)	68,942	65,988
Other Outgo	31,000		31,000	15,170	0	15,170	(15,830)	0	(15,830)
Direct/Indirect Support	(796,516)	681,306	(115,210)	(811,844)	664,559	(147,285)	(15,328)	(16,747)	(32,075)
	51,483,240	19,941,369	71,424,609	51,352,129	21,520,650	72,872,779	(131,111)	1,579,281	1,448,170
Excess/Deficiency	13,947,165	(13,221,525)	725,640	15,939,374	(11,481,176)	4,458,198	1,992,209	1,740,350	3,732,558
Other Financing									
Transfers In	150,000		150,000	150,000		150,000	0	0	0
Transfers Out	395,000	0	395,000	300,176	0	300,176	(94,824)	0	(94,824)
Other Uses			0			0			0
Contributions To Restricted	(13,460,777)	13,460,777	0	(12,395,637)	12,395,637	0	1,065,140	(1,065,140)	0
	(13,705,777)	13,460,777	(245,000)	(12,545,814)	12,395,637	(150,176)	1,159,963	(1,065,140)	94,824
Net Inc/Dcr to Fund Balance	241,388	239,252	480,640	3,393,560	914,462	4,308,022	3,152,172	675,210	3,827,382
Beg Fund Balance	6,192,239	2,522,530	8,714,770	6,192,239	2,522,530	8,714,770	0	0	0
Audit Adjustments/Restatements			0			0	0	0	0
Ending Fund Balance	6,433,627	2,761,782	9,195,410	9,585,799	3,436,992	13,022,792	3,152,172	675,210	3,827,382
Components of End Balance									
Restricted/Designated									
Revolving Cash	20,000		20,000	20,000		20,000	0		0
Stores	61,352		61,352	37,743		37,743	(23,609)		(23,609)
Prepaid Expenditures (PARS)	0		0	0		0	0		0
			0			0	0	0	0
Legally Restricted		2,761,782	2,761,782		3,436,992	3,436,992	0	675,210	675,210
	81,352	2,761,782	2,843,134	57,743	3,436,992	3,494,735	(23,609)	675,210	651,600
Unrestricted Reserve									
Reserve 3% Economic Uncertainties	2,154,588		2,154,588	2,195,189		2,195,189	40,600		40,600
Undesignated	4,197,687		4,197,687	7,332,867		7,332,867	3,135,180		3,135,180
	6,352,275	0	6,352,275	9,528,056	0	9,528,056	3,175,780	0	3,175,780
% Unrestricted Reserve			8.84%			13.02%			4.18%

Santa Cruz City Schools
2015/2016 Unaudited Actuals

Unrestricted Variance From Estimated Actuals at Adopted Budget (6/23/16)

<u>Revenue</u>	<u>Variance</u>
LCFF Sources	\$1,548,431
Misc State Revenue adjustments-Lottery	\$15,426
Parcel Taxes	\$22,886
Leases and Rents	\$125,935
Interest	\$46,490
Donations/Misc Revenue	\$101,930
	<u>\$1,861,098</u>
<u>Expenditures</u>	
Certificated Salaries	\$410,915
Classified Salaries	(\$19,496)
Benefits:	
Statutory	\$63,745
Health & Welfare	(\$141,878)
Retiree Cost	(\$353,646)
Books & Supplies	\$82,490
Services & Other Operating Expenditures	(\$139,127)
Capital Outlay/Other Outgo	(\$18,786)
Adjustments to Indirect Costs	(\$15,328)
	<u>(\$131,111)</u>
<u>Transfers In/Out</u>	
Transfer Out To Deferred Maintenance	(\$94,824)
<u>Contributions to Restricted</u>	
To Special Ed Underfunding	\$916,106
To Restricted Routine Maintenance	\$140,533
To Restricted Misc	\$8,500
	<u>\$1,065,139</u>
Net Increase to Fund Balance	\$3,152,172
<hr/>	
Components of Fund Balance	
Restricted/Designated:	
Stores	(\$23,609)
Prepaid Expenditures (PARS)	\$0
3% Economic Uncertainties	\$40,600
Undesignated	<u>\$3,135,180</u>
Total Unrestricted Fund Balance Variance	\$3,152,171

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Public Hearing: Sufficiency of Textbooks and Instructional Materials in the Elementary and Secondary Districts for the 2016-17 Fiscal Year

MEETING DATE: September 28, 2016

FROM: Frank Wells, Assistant Superintendent of Educational Services

THROUGH: Kris Munro, Superintendent

BACKGROUND:

In order to be eligible to receive instructional materials funds, Section 60119 (a)(1) of the Education Code requires the Governing Board of each Local Educational Agency to hold an annual public hearing. Public participation is encouraged. The purpose of the hearing is to make a determination, through a resolution, as to whether each pupil in the district has or will have prior to the end of the fiscal year, sufficient textbooks or instructional materials in specified subjects that are aligned to the academic content standards. These are to be consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

This Public Hearing fulfills the compliance requirement relating to state program laws and regulations for the fiscal year 2016-17. Santa Cruz City Schools follows the requirements and the procedures for textbook and instructional materials expenditures in compliance with Education Code 60117 et. seq.

Textbook sufficiency relates to district goals as follows:

District Goal #1: All Santa Cruz City School students will be college ready and will successfully access post secondary educational and career opportunities.

District Goal #3: We will eliminate the achievement gaps that currently exist between demographic groups within our SCCS school community.

Prepared by Jennifer Wildman, Director of Curriculum and Assessment

Santa Cruz City Schools Elementary District

Resolution 6-16-17

Sufficiency of Textbooks and Instructional Materials (*Ed. Code* Section 60119)

(revised by Chapter 118, Statutes of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the Governing Board of Santa Cruz City Schools Elementary District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on **September 14, 2016 at 7:00 P.M.**, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information was provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2016-17 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks, were provided to each student, including English learners, in the following subjects:

English/Language Arts, including the **ELD** component of an adopted program
Mathematics
Science
History-Social Science

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in **Foreign Language** or **Health** classes, and;

THEREFORE IT IS RESOLVED that for the 2016-17 school year, the Santa Cruz City Schools Elementary District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

AYES _____
NOES _____
ABSENT _____
ABSTAIN _____

Kris Munro, Superintendent
Santa Cruz City School District
Santa Cruz County, State of California

Santa Cruz City Schools Secondary District

Resolution 7-16-17

Sufficiency of Textbooks and Instructional Materials (*Ed. Code Section 60119*)

(revised by Chapter 118, Statutes of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the Governing Board of Santa Cruz City Schools Secondary District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on **September 14, 2016 at 7:00 P.M.**, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information was provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2016-17 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks, were provided to each student, including English learners, in the following subjects:

English/Language Arts, including the **ELD** component of an adopted program
Mathematics
Science
History-Social Science

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in **Foreign Language** or **Health** classes, and;

WHEREAS, laboratory science equipment was available for **Science** laboratory classes offered in grades 9-12, inclusive;

THEREFORE IT IS RESOLVED that for the 2016-17 school year, the Santa Cruz City Schools Secondary District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

AYES _____
NOES _____
ABSENT _____
ABSTAIN _____

Kris Munro, Superintendent
Santa Cruz City School District
Santa Cruz County, State of California

SANTA CRUZ CITY SCHOOL DISTRICT

AGENDA ITEM: Resolution 6-16-17 Elementary District Textbook Sufficiency and
Resolution 7-16-17 Secondary District Textbook Sufficiency

MEETING DATE: September 14, 2016

FROM: Frank Wells, Assistant Superintendent, Educational Services

THROUGH: Kris Munro, Superintendent

RECOMMENDATION:

Approve Resolution 6-16-17 and Resolution 7-16-17.

BACKGROUND:

The approval of these resolutions follows the Public Hearing required by the Governing Board of each Local Education Agency by California Education Code 60119 (a)(1).

Santa Cruz City Schools Elementary District

Resolution 6-16-17

Sufficiency of Textbooks and Instructional Materials (*Ed. Code* Section 60119)

(revised by Chapter 118, Statutes of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the Governing Board of Santa Cruz City Schools Elementary District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on **September 14, 2016 at 7:00 P.M.**, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information was provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2016-17 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks, were provided to each student, including English learners, in the following subjects:

English/Language Arts, including the **ELD** component of an adopted program
Mathematics
Science
History-Social Science

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in **Foreign Language** or **Health** classes, and;

THEREFORE IT IS RESOLVED that for the 2016-17 school year, the Santa Cruz City Schools Elementary District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

AYES _____
NOES _____
ABSENT _____
ABSTAIN _____

Kris Munro, Superintendent
Santa Cruz City School District
Santa Cruz County, State of California

Santa Cruz City Schools Secondary District

Resolution 7-16-17

Sufficiency of Textbooks and Instructional Materials (*Ed. Code* Section 60119)

(revised by Chapter 118, Statutes of 2005 and CCR, Title 5, Section 9531)

WHEREAS, the Governing Board of Santa Cruz City Schools Secondary District, in order to comply with the requirements of Education Code Section 60119 held a public hearing on **September 14, 2016 at 7:00 P.M.**, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Governing Board provided at least 10 days-notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the Governing Board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information was provided at the public hearing and to the Governing Board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

WHEREAS, between the 2008-09 through the 2016-17 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks and instructional materials, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks, were provided to each student, including English learners, in the following subjects:

English/Language Arts, including the **ELD** component of an adopted program

Mathematics

Science

History-Social Science

WHEREAS, sufficient textbooks or instructional materials were provided to each pupil enrolled in **Foreign Language or Health** classes, and;

WHEREAS, laboratory science equipment was available for **Science** laboratory classes offered in grades 9-12, inclusive;

THEREFORE IT IS RESOLVED that for the 2016-17 school year, the Santa Cruz City Schools Secondary District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

AYES

NOES

ABSENT

ABSTAIN

Kris Munro, Superintendent
Santa Cruz City School District
Santa Cruz County, State of California