

**§§ 15497.5. Local Control and Accountability Plan and Annual Update Template.**

**Introduction:**

**LEA: Metropolitan Education District**

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**LCAP Year: 2016-17**

***Local Control and Accountability Plan and Annual Update Template***

*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
<ol style="list-style-type: none"> <li>1. Staff from Silicon Valley CTE, Silicon Valley Adult Education, CalWORKs, and MetroED all participated in our Climate Committee. The outcome of that work is we administered two surveys: one for our internal stakeholders—teachers, staff and on-site community partners, and one for our external stakeholders—parents and students. Collected data to inform MetroED’s LCAP progress.</li> <li>2. Used Blackboard as a tool to notify parents, students and staff about important information—community engagement, open house, survey links, etc. Using ParentLink to invite our community to take the Climate survey.</li> <li>3. SVCTE teachers continued using Jupiter as a tool to track grades, attendance and communicate with parents/students. This online tool allowed teachers to reach out more directly to our external stakeholders.</li> <li>4. MetroED collected End-of-Year data from teachers on each program including: student enrollment, completers, industry certifications, internships, and industry-related employment.</li> <li>5. Promoted SVCTE and SVAE’s programs at MetroED via busses, web sites, social media such as Facebook and Twitter and through multiple articles published in magazines such as the Business Journal and Sports Aerobatics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Asked staff from across MetroED for feedback on our Climate Survey questions. Reviewed 8 state priorities as we work on engaging our educational community. Analyzed the results in MetroED’s 2016 Committee Survey at our May 11, 2016 Climate Committee meeting. Evaluated MetroED’s progress towards our LCAP goals at our May 18, 2016 Climate Committee meeting.</li> <li>2. Reached more students and parents using online tools, particularly in February prompting SVCTE’s Open House and in March administering MetroED’s Climate Survey. Made the process of engagement more accessible to our stakeholders.</li> <li>3. Engaged more parents and students in communicating with teachers and staff. The impact of teachers engaging students 15 hours a week, 540 hours a year is significant.</li> <li>4. Collected comprehensive data from SVCTE teachers on May 27, 2016. Preparing to report 2015-16 data to the Governing Board. Reported 2014-15 data to our external stakeholders in a new Annual Report published January 2016.</li> <li>5. Collaborated with numerous industry and community partners on projects ranging from Summer STEAM Academies to CA Career Pathway Consortia to leverage funding and build economies of scale to promote MetroED’s programs.</li> </ol>

**Annual Update:**

Through our work on MetroED's Strategic Plan, we:

- ✓ Successfully Completed WASC: SVCTE spring 2015, SVAE spring 2016
- ✓ Provided Project-Based Learning Professional Development to SVCTE
- ✓ Promoted staff recognition through MetroED's FRED Awards
- ✓ Expanded CTE programs in Health Sciences and ICT
- ✓ Created new protocols for managing Special Education students
- ✓ Added more than 20 new UC-approved a-g courses
- ✓ Installed and trained staff on new phone system
- ✓ Completed mandatory Keenan training online: 100% staff
- ✓ Started Collecting Special Ed. Data
- ✓ Expanded MetroED's social media
- ✓ Participated in AB 86 Activities for future funding
- ✓ Diversified SVAE Testing Center
- ✓ Secured JPA funding for the next three years
- ✓ Offered Online Registration: SVAE fall 2015, SVCTE spring 2016
- ✓ Implemented TotalCare Wellness Program
- ✓ Secured a grant writer to submit over 30 applications
- ✓ Awarded a \$6M CCPT grant from the CA Department of Education for 2015-2018
- ✓ Awarded a \$921K CAI Cybersecurity grant from the Chancellor's Office for 2016-2018
- ✓ Created STEAM focus across all CTE programs
- ✓ Offered our first Dual Enrollment course through Foothill College
- ✓ Continued our legislative influence in Sacramento
- ✓ Implemented ParentLink now Blackboard communication
- ✓ Exploring Middle College through San Jose City College
- ✓ Exploring Student Engagement opportunities
  - ✓ Apple Genius Bar
  - ✓ CyberPatriot Competitions
  - ✓ Maker Faire
  - ✓ Shark Tank Competitions

- ✓ Updated web sites for MetroED and SVCTE
- ✓ Updated marketing collateral
- ✓ Produced a 2015 Annual Report
- ✓ Updated SVAE and SVCTE Logos
- ✓ Promoted SVAE bus advertisements
- ✓ Provided SVCTE and SVAE tours to over 1000 students
- ✓ Created a successful SVCTE Ambassador program
- ✓ Expanded our STEAM Academy partnership with Xilinx
- ✓ Increased number of counselors attending SVCTE meetings
- ✓ Participated in a Rotary Job Shadow for SVCTE Students
- ✓ Published multiple articles in Silicon Valley Business Journal
- ✓ Continued membership of Silicon Valley Leadership Group
- ✓ Participated in Mayor's Education Initiative
- ✓ Participated in the East Side Alliance
- ✓ Created a Message Map
- ✓ Hosted the SCC Dog Training Program
- ✓ Provided NGSS and ELA/ELD Framework training to SVCTE
- ✓ Teachers worked on adding CTE Model Curriculum Standards and Key Assignments to their curriculum
- ✓ Attended Common Core State Standards at SCCOE
- ✓ Attended Skills USA Leadership training
- ✓ Attended a STEAM Conference
- ✓ Attended Executive Administrative Assistants training
- ✓ Participated in an Apple Executive Briefing
- ✓ Attended Google Conference
- ✓ SVAE attended Data Inquiry training
- ✓ Opened our Silicon Valley Career Pathways Center to support students' transition from high school to college

## 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).

**Actions/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?

<b>GOAL:</b>	Maintain appropriately assigned and fully credentialed teachers. 1. Make sure every student has access to standards-aligned instructional materials. 2. Ensure that facilities are maintained and in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Provide adequate student access to resources and facilities.		
<b>Goal Applies to:</b>	<b>Schools:</b>	SVCTE and SVAE	
	<b>Applicable Pupil Subgroups:</b>	High School and Adult Education students	
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. 97% of SVCTE and SVAE teachers will be appropriately assigned and fully credentialed as measured by HQ teachers hired by MetroED. 2. 97% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory (updated annually every fall). 3. 97% of MetroED’s facilities will be maintained and in good repair as measured by Climate Survey Data.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Follow standardized hiring process that screens, interviews, and offers employment to qualified candidates including a highly qualified CTE instructor for SVCTE’s new CA Career Pathways (CCPT) ICT course: Cybersecurity.		<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$95,000
Purchase textbooks and curricular resources for one new CCPT courses plus three new UC a-g approved courses.		<input checked="" type="checkbox"/> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$125,000

<p>Ensure students have access to clean, safe, well-maintained facilities. Set up new classroom with appropriate equipment, furniture and technology infrastructure to support new ICT Cyber Security course (Fall 2016). Inspect and repair all automotive lifts (Fall 2016). Replace the 12000 volt electrical switch. Retrofit Bldg 500 and parking lot lighting. Continue deferred maintenance projects (lighting, roofing, painting, etc.)</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 (deferred) + \$125,000 (new projects)</p>
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<p>GOAL:</p>	<p>Implement academic content standards related to CTE Model Curriculum Standards and both Common Core and English Language Development State Standards.</p>	<p>Related State and/or Local Priorities: 1__ 2<u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Create a rigorous academic program aligned to CTE, CCSS and ELD state standards.</p>
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<p>Goal Applies to:</p>	<p>Schools: SVCTE Applicable Pupil Subgroups: High School students</p>
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**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>95% of teachers will receive professional development on how to align their curriculum to ELD and CCS standards as measured by Program Quality Assessment (PQA).</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Schedule dedicated time (3 times/year) for curriculum development during monthly collaboration (2016-17).</p>		<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$35,000</p>

<p>Use Program Quality Review (PQR) to measure the fidelity of teachers' inclusion of ELD and CCS Standards in their CTE Model Curriculum.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000</p>
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<p>GOAL:</p>	<p>Parent Involvement:</p> <ol style="list-style-type: none"> <li>1. Seek parent input in making decisions.</li> <li>2. Promote parental involvement in programs for unduplicated pupils and students with exceptional needs.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Provide engagement opportunities that elicit feedback from our parent community.</p>
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<p>Goal Applies to:</p>	<p>Schools: SVCTE and SVAE</p>
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<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups: High School and Adult Education students</p>
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**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 60% of parents will have the opportunity to give SVCTE (MetroED) feedback on our programs as measured by Blackboard Notification Reports.</li> <li>2. Set a goal of 40% response from our external stakeholders on our annual Climate Survey as measured by Survey Monkey (or Blackboard) Survey Reports.</li> <li>3. Schedule three parent engagement meetings including parents of students with exceptional needs. Success would be measured by attendance and feedback surveys.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use Blackboard (ParentLink) notifications—text messages, phone calls, emails—to reach parents throughout the year.		<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)_____	\$15,000
Send out Climate Survey on 3 consecutive occasions to elicit at least 40% response from our external stakeholders (parents and students)		<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)_____	\$18,000
Scheduled three parent engagement meetings (fall, winter, spring) with a special invitation to parents of students with exceptional needs.		<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 type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000



GOAL:	Pupil Achievement as measured by: 1. % of students complete UC a-g or CTE sequence of courses. 2. % of students demonstrating college preparedness as measured by: a. Number of completers, b. Number of interns, c. Number of industry certifications.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__  Local: Specify _____
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Identified Need:	Use student performance data to track the progress of our academic instruction.
Goal Applies to:	Schools: SVCTE and SVAE
	Applicable Pupil Subgroups: High School and Adult Education students

**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>1. 70% of students complete UC a-g or CTE sequence of courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.                  2. 80% of students will demonstrate college preparedness as measured by: CTE course completer, internship, and industry certification(s).</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum.</p>		<p><u> X </u> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>\$18,000</p>
<p>Clearly define CTE course sequences that start in our K-12 JPA school districts and articulate to our 12-14 community college partners.</p>		<p><u> X </u> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>\$275,000</p>
<p>Collect End-of-Year Data on our SVCTE students: enrollment, completers, internships, and industry certifications (May 2017).</p>		<p><u> X </u> ALL                  -----                  OR:                  ___ Low Income pupils ___ English Learners                  ___ Foster Youth ___ Redesignated fluent English proficient                  ___ Other Subgroups:(Specify) _____</p>	<p>\$115,000</p>

<b>GOAL:</b>	<b>Pupil Engagement:</b> 1. As measured by attendance, dropouts, and pupil suspension rates. 2. Survey pupils, parents, teachers and staff on school climate as measured by safety, security, belonging and connectedness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__  Local: Specify _____	
<b>Identified Need:</b>	Use discipline data and climate survey data to measure student engagement and connectedness.		
<b>Goal Applies to:</b>	<b>Schools:</b> SVCTE and SVAE		
	<b>Applicable Pupil Subgroups:</b> High School and Adult Education students		
<b>LCAP Year 1: 2016-17</b>			
<b>Expected Annual Measurable Outcomes:</b>	1. 96% attendance rate. a. < 4% dropout rate. b. < 9% suspension rate. 2. More than 60% internal stakeholder response to Climate Survey. 3. More than 40% external stakeholder response to Climate Survey.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Track and measure accurate daily attendance and follow-up phone calls to parents.		_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$115,000
Track and measure dropout rate (< 4%) and suspension rate (< 9%).		_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$13,000

<p>Distribute Climate Survey to internal and external stakeholders by February 17, 2017. Track responses to meet a 60% return goal for internal stakeholders and a 40% return goal for external stakeholders. Collect and analyze data from Climate Survey by April 1, 2017.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$48,000</p>
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<p>GOAL:</p>	<p>Provide access to a board course of study including programs and services for:</p> <ol style="list-style-type: none"> <li>1. Student with special needs,</li> <li>2. English Learners,</li> <li>3. Foster Youth.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Increase access and services to under-represented youth.</p>
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<p>Goal Applies to:</p>	<p>Schools: SVCTE and SVAE</p> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>
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**LCAP Year 1: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Increase the number of UC a-g approved courses to represent &gt; 70% of the courses offered at SVCTE.</li> <li>2. Meet 100% compliance with placing, monitoring and supporting students with special needs.</li> <li>3. 45% of SVCTE and SVAE teachers will complete professional development on incorporating ELD standards and learning outcomes in their unit plans.</li> <li>4. Create greater access and track the number of foster youth served by CalWORKs, Job Corp and/or Teen Force in our CTE programs at MetroED.</li> </ol>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase the number of UC a-g approved courses 5% each year to reach a broader range of college-bound students in our JPA.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$52,000</p>

<p>Follow specific policies and procedures to ensure 100% of students with special needs are properly placed, with current IEPs, and supported by staff at SVCTE.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ Special Needs</u></p>	<p>\$205,000</p>
<p>Provide professional development on how to use knowledge in flexible ways, develop complex reasoning and problem solving skills, and how to collaborate and communicate in multiple forms.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$65,000</p>
<p>Track the number of foster youth served by CalWORKs, Job Corp and Teen Force in our CTE programs including the number of certifications, internships, and completers employed in their industry sector.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$115,000</p>



<p>GOAL:</p>	<p>Pupil Outcomes:</p> <ol style="list-style-type: none"> <li>1. Evaluate qualitative information from Program Quality Assessments (PQAs) and Employer Advisory Boards (EABs).</li> <li>2. Elicit feedback from all of our stakeholders-- teachers, principals, administrators and other school personnel including bargaining units.</li> <li>3. Collect data on local priorities including:             <ol style="list-style-type: none"> <li>a. Courses in each industry sector,</li> <li>b. Industry certifications, and</li> <li>c. Number of completers.</li> </ol> </li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7__ <input checked="" type="checkbox"/> 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Use stakeholder feedback and local industry priorities to evaluate the quality of our programs.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE</p>	
<p>Goal Applies to:</p>	<p>Applicable Pupil Subgroups:</p>	<p>High School students</p>	

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of 100% of our CTE courses as measured by the PQA and EAB process. Summarize this analysis in a biennial review for each course.</li> <li>2. Conduct annual student, parent, teacher and staff surveys to track progress and identify areas for improvement.</li> <li>3. Collect data on each program as measured by course enrollment, completers, industry certifications, internships and industry-related employment.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze the effectiveness of each CTE course through the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) process. Summarize key findings from these processes in each course's biennial review.		<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)_____	\$55,000
Send out Climate Survey on three consecutive occasions to elicit at least 40% response from our external stakeholders (parents and students) and at least 60% response from our internal stakeholders (teachers and staff).		<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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ Special Needs</u>	\$7,000
Collect End-of-Year Data on our SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment. Compare this data to previous years to see growth and areas for improvement over time.		<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)_____	\$9,000



<b>GOAL:</b>	Maintain appropriately assigned and fully credentialed teachers. 1. Make sure every student has access to standards-aligned instructional materials. 2. Ensure that facilities are maintained and in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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<b>Identified Need:</b>	Provide adequate student access to resources and facilities.
<b>Goal Applies to:</b>	<b>Schools:</b> SVCTE and SVAE
	<b>Applicable Pupil Subgroups:</b> High School and Adult Education students

**LCAP Year 2: 2017-18**

<b>Expected Annual Measurable Outcomes:</b>	1. 99% of SVCTE and SVAE teachers will be appropriately assigned and fully credentialed as measured by HQ teachers hired by MetroED. 2. 99% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory (updated annually every fall). 3. 99% of MetroED’s facilities will be maintained and in good repair as measured by Climate Survey Data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified CTE instructors any new CCPT or SVCTE courses.		<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)_____	\$95,000
Purchase textbooks and curricular resources for all new SVCTE and SVAE courses.		<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)_____	\$85,000

<p>Ensure students have access to clean, safe, well-maintained facilities. Upgrade older HVAC units across campus. Upgrade Bldg 200 and 500 bathrooms. Reseal the parking lot. Continue deferred maintenance projects (lighting, roofing, painting, etc.)</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 (deferred) + \$100,000 (new projects)</p>
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<p>GOAL:</p>	<p>Implement academic content standards related to CTE Model Curriculum Standards and both Common Core and English Language Development State Standards.</p>	<p>Related State and/or Local Priorities:          1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__          COE only: 9__ 10__          Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Create a rigorous academic program aligned to CTE, CCSS and ELD state standards.</p>
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<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE</p>
	<p>Applicable Pupil Subgroups:</p>	<p>High School and Adult Education students</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>97% of teachers will receive professional development on how to align their curriculum to ELD and CCS standards as measured by Program Quality Assessment (PQA).</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Schedule dedicated time (3 times/year) for curriculum development during monthly collaboration (2017-18).</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000</p>

<p>Use Program Quality Review (PQR) to measure the fidelity of teachers' inclusion of ELD and CCS Standards in their CTE Model Curriculum.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000</p>
<p>GOAL:</p>	<p>Parent Involvement:</p> <ol style="list-style-type: none"> <li>1. Seek parent input in making decisions.</li> <li>2. Promote parental involvement in programs for unduplicated pupils and students with exceptional needs.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>	
<p>Identified Need:</p>	<p>Provide engagement opportunities that elicit feedback from our parent community.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE</p> <p>-----</p> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>	
<p><b>LCAP Year 2: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 70% of parents will have the opportunity to give SVCTE (MetroED) feedback on our programs as measured by Blackboard Notification Reports.</li> <li>2. Set a goal of 50% response from our external stakeholders on our annual Climate Survey as measured by Survey Monkey (or Blackboard) Survey Reports.</li> <li>3. Schedule three parent engagement meetings including parents of students with exceptional needs. Success would be measured by attendance and feedback surveys.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Use Blackboard (ParentLink) notifications—text messages, phone calls, emails—to reach parents throughout the year.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000</p>

<p>Send out Climate Survey on three consecutive occasions to elicit at least 50% response from our external stakeholders (parents and students)</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,000</p>
<p>Scheduled three parent engagement meetings (fall, winter, spring) with a special invitation to parents of students with exceptional needs.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,000</p>



<p>GOAL:</p>	<p>Pupil Achievement as measured by:</p> <ol style="list-style-type: none"> <li>1. % of students complete UC a-g or CTE sequence of courses.</li> <li>2. % of students demonstrating college preparedness as measured by:             <ol style="list-style-type: none"> <li>a. Number of completers,</li> <li>b. Number of interns,</li> <li>c. Number of industry certifications.</li> </ol> </li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_<input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Use student performance data to track the progress of our academic instruction.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE</p> <hr/> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 75% of students complete UC a-g or CTE sequence of courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.</li> <li>2. 85% of students will demonstrate college preparedness as measured by: CTE course completer, internship, and industry certification(s).</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum.		<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)_____	\$18,000
Clearly define CTE course sequences that start in our K-12 JPA school districts and articulate to our 12-14 community college partners.		<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)_____	\$225,000
Collect End-of-Year Data on our SVCTE students: enrollment, completers, internships, and industry certifications (May 2018).		<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)_____	\$115,000
GOAL:	Pupil Engagement: 1. As measured by attendance, dropouts, and pupil suspension rates. 2. Survey pupils, parents, teachers and staff on school climate as measured by safety, security, belonging and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Use discipline data and climate survey data to measure student engagement and connectedness.		
Goal Applies to:	Schools:	SVCTE and SVAE	
	Applicable Pupil Subgroups:	High School and Adult Education students	

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 97% attendance rate.               <ol style="list-style-type: none"> <li>a. &lt; 3% dropout rate.</li> <li>b. &lt; 8% suspension rate.</li> </ol> </li> <li>2. More than 70% internal stakeholder response to Climate Survey.</li> <li>3. More than 50% external stakeholder response to Climate Survey.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Track and measure accurate daily attendance and follow-up phone calls to parents.</p>		<p><u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$115,000</p>
<p>Track and measure dropout rate (&lt;3%) and suspension rate (&lt; 8%).</p>		<p><u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$13,000</p>
<p>Distribute Climate Survey to internal and external stakeholders by February 15, 2018. Track responses to meet a 80% return goal for internal stakeholders and a 60% return goal for external stakeholders. Collect and analyze data from Climate Survey by April 1, 2018.</p>		<p><u>  X  </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$42,000</p>

<b>GOAL:</b>	Provide access to a board course of study including programs and services for: <ol style="list-style-type: none"> <li>1. Student with special needs,</li> <li>2. English Learners,</li> <li>3. Foster Youth.</li> </ol>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Increase access and services to under-represented youth.		
<b>Goal Applies to:</b>	<b>Schools:</b>	SVCTE and SVAE	
	<b>Applicable Pupil Subgroups:</b>	High School and Adult Education students	
<b>LCAP Year 2: 2017-18</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase the number of UC a-g approved courses to represent &gt; 75% of the courses offered at SVCTE.</li> <li>2. Meet 100% compliance with placing, monitoring and supporting students with special needs.</li> <li>3. 55% of SVCTE and SVAE teachers will complete professional development on embedding ELD standards and learning outcomes into their unit plans.</li> <li>4. Increase number of foster youth served by CalWORKs, Job Corp and/or Teen Force in our CTE programs at MetroED by 50%.</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Increase the number of UC a-g approved courses 5% each year to reach a broader range of college-bound students in our JPA.		<u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$52,000
Follow specific policies and procedures to ensure 100% of students with special needs are properly placed, with current IEPs, and supported by staff at SVCTE.		___ ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Students w/ Special Needs</u>	\$195,000

<p>Provide professional development on how to use ELD standards to differentiate delivery of teachers' curriculum to English Learners.</p>		<p><input checked="" 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)_____</p>	<p>\$65,000</p>
<p>Track the number of foster youth served by CalWORKs, Job Corp and Teen Force in our CTE programs including the number of certifications, internships, and completers employed in their industry sector.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$115,000</p>
<p>GOAL:</p>	<p>Pupil Outcomes:</p> <ol style="list-style-type: none"> <li>1. Evaluate qualitative information from Program Quality Assessments (PQAs) and Employer Advisory Boards (EABs).</li> <li>2. Elicit feedback from all of our stakeholders-- teachers, principals, administrators and other school personnel including bargaining units.</li> <li>3. Collect data on local priorities including:               <ol style="list-style-type: none"> <li>d. Courses in each industry sector,</li> <li>e. Industry certifications, and</li> <li>f. Number of completers.</li> </ol> </li> </ol>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__  Local: Specify _____</p>
<p>Identified Need:</p>	<p>Use stakeholder feedback and local industry priorities to evaluate the quality of our programs.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE ----- Applicable Pupil Subgroups: High School students</p>	

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of 100% of our CTE courses as measured by the PQA and EAB process. Summarize this analysis in a biennial review for each course.</li> <li>2. Conduct annual student, parent, teacher and staff surveys to track progress and identify areas for improvement.</li> <li>3. Collect data on each program as measured by course enrollment, completers, industry certifications, internships and industry-related employment.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Analyze the effectiveness of each CTE course through the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) process. Summarize key findings from these processes in each course’s biennial review.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$55,000</p>
<p>Send out Climate Survey on 3 consecutive occasions to elicit at least 60% response from our external stakeholders (parents and students) and at least 70% response from our internal stakeholders (teachers and staff).</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ Special Needs</u></p>	<p>\$7,000</p>
<p>Collect End-of-Year Data on our SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment. Compare this data to previous years to see growth and areas for improvement over time.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$9,000</p>

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

<b>GOAL:</b>	Maintain appropriately assigned and fully credentialed teachers. 1. Make sure every student has access to standards-aligned instructional materials. 2. Ensure that facilities are maintained and in good repair.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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<b>Identified Need:</b>	Provide adequate student access to resources and facilities.
<b>Goal Applies to:</b>	<b>Schools:</b> SVCTE and SVAE
	<b>Applicable Pupil Subgroups:</b> High School and Adult Education students

**LCAP Year 3: 2018-19**

<b>Expected Annual Measurable Outcomes:</b>	1. 100% of SVCTE and SVAE teachers will be appropriately assigned and fully credentialed as measured by HQ teachers hired by MetroED. 2. 100% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory (updated annually every fall). 3. 100% of MetroED’s facilities will be maintained and in good repair as measured by Climate Survey Data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire highly qualified CTE instructors any new CCPT or SVCTE courses.		<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)_____	\$95,000
Purchase textbooks and curricular resources for all new SVCTE and SVAE courses		<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)_____	\$85,000

<p>Ensure students have access to clean, safe, well-maintained facilities. Identify new facility projects. Plan for new, necessary construction projects. Continue deferred maintenance projects (lighting, roofing, painting, etc.)</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 (deferred) + \$100,000 (new projects)</p>
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<p>GOAL:</p>	<p>Implement academic content standards related to CTE Model Curriculum Standards and both Common Core and English Language Development State Standards.</p>	<p>Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Create a rigorous academic program aligned to CTE, CCSS and ELD state standards.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE ----- Applicable Pupil Subgroups: High School and Adult Education students</p>	

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers will receive professional development on how to align their curriculum to ELD and CCS standards as measured by Program Quality Assessment (PQA).</p>		
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Schedule dedicated time (3 times/year) for curriculum development during monthly collaboration (2018-19).</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000</p>

<p>Use Program Quality Review (PQR) to measure the fidelity of teachers' inclusion of ELD and CCS Standards in their CTE Model Curriculum.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p>
<p>GOAL:</p>	<p>Parent Involvement:</p> <ol style="list-style-type: none"> <li>1. Seek parent input in making decisions.</li> <li>2. Promote parental involvement in programs for unduplicated pupils and students with exceptional needs.</li> </ol>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_ <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
<p>Identified Need:</p>	<p>Provide engagement opportunities that elicit feedback from our parent community.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE</p> <p>-----</p> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>	
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 80% of parents will have the opportunity to give SVCTE (MetroED) feedback on our programs as measured by Blackboard Notification Reports.</li> <li>2. Set a goal of 60% response from our external stakeholders on our annual Climate Survey as measured by Survey Monkey (or Blackboard) Survey Reports.</li> <li>3. Schedule three parent engagement meetings including parents of students with exceptional needs. Success would be measured by attendance and feedback surveys.</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Use Blackboard (ParentLink) notifications—text messages, phone calls, emails—to reach parents throughout the year.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p>

<p>Send out Climate Survey on 3 consecutive occasions to elicit at least 70% response from our external stakeholders (parents and students)</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,000</p>
<p>Scheduled 3 parent engagement meetings (fall, winter, spring) with a special invitation to parents of students with exceptional needs.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$18,000</p>



<p>GOAL:</p>	<p>Pupil Achievement as measured by:</p> <ol style="list-style-type: none"> <li>1. % of students complete UC a-g or CTE sequence of courses.</li> <li>2. % of students demonstrating college preparedness as measured by:             <ol style="list-style-type: none"> <li>d. Number of completers,</li> <li>e. Number of interns,</li> <li>f. Number of industry certifications.</li> </ol> </li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4_<input checked="" type="checkbox"/> 5__ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p>Identified Need:</p>	<p>Use student performance data to track the progress of our academic instruction.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>SVCTE and SVAE</p> <hr/> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 80% of students complete UC a-g or CTE sequence of courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.</li> <li>2. 90% of students will demonstrate college preparedness as measured by: CTE course completer, internship, and industry certification(s).</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum.		<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)_____	\$18,000
Clearly define CTE course sequences that start in our K-12 partner school districts and articulate to our 12-14 community college partners.		<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)_____	\$175,000
Collect End-of-Year Data on our SVCTE students: enrollment, completers, internships, and industry certifications (May 2018).		<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)_____	\$115,000

GOAL:	<p>Pupil Engagement:</p> <ol style="list-style-type: none"> <li>1. As measured by attendance, dropouts, and pupil suspension rates.</li> <li>2. Survey pupils, parents, teachers and staff on school climate as measured by safety, security, belonging and connectedness.</li> </ol>		
<p>Related State and/or Local Priorities:          1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__          COE only: 9__ 10__          Local: Specify _____</p>			
Identified Need:	Use discipline data and climate survey data to measure student engagement and connectedness.		
Goal Applies to:	<p>Schools: SVCTE and SVAE</p> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>		
<b>LCAP Year 3: 2018-19</b>			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 97% attendance rate.             <ol style="list-style-type: none"> <li>a. &lt; 3% dropout rate.</li> <li>b. &lt; 7% suspension rate.</li> </ol> </li> <li>2. More than 75% internal stakeholder response to Climate Survey.</li> <li>3. More than 50% external stakeholder response to Climate Survey</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
Track and measure accurate daily attendance and follow-up phone calls to parents.		<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)_____	\$95,000
Track and measure dropout rate (< 3%) and suspension rate (< 7%).		<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)_____	\$13,000

<p>Distribute Climate Survey to internal and external stakeholders by February 15, 2018. Track responses to meet a 80% return goal for internal stakeholders and a 60% return goal for external stakeholders. Collect and analyze data from Climate Survey by April 1, 2018.</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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<p><b>GOAL:</b></p>	<p>Provide access to a board course of study including programs and services for:</p> <ol style="list-style-type: none"> <li>1. Student with special needs,</li> <li>2. English Learners,</li> <li>3. Foster Youth.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify _____</p>
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<p><b>Identified Need:</b></p>	<p>Increase access and services to under-represented youth.</p>
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<p><b>Goal Applies to:</b></p>	<p>Schools: SVCTE and SVAE</p> <p>Applicable Pupil Subgroups: High School and Adult Education students</p>
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**LCAP Year 3: 2018-19**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Increase the number of UC a-g approved courses to represent &gt; 80% of the courses offered at SVCTE.</li> <li>2. Meet 100% compliance with placing, monitoring and supporting students with special needs.</li> <li>3. 65% of SVCTE and SVAE teachers will complete professional development on embedding ELD standards and learning outcomes into their unit plans.</li> <li>4. Increase number of foster youth served by CalWORKs, Job Corp and/or Teen Force in our CTE programs at MetroED by 50%.</li> </ol>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Increase the number of UC a-g approved courses 5% each year to reach a broader range of college-bound students in our JPA.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$52,000</p>

<p>Follow specific policies and procedures to ensure 100% of students with special needs are properly placed, with current IEPs, and supported by staff at SVCTE.</p>		<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ Special Needs</u></p>	<p>\$195,000</p>
<p>Provide professional development on how to use ELD standards to differentiate delivery of teachers' curriculum to English Learners.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$65,000</p>
<p>Track the number of foster youth served by CalWORKs, Job Corp and Teen Force in our CTE programs including the number of certifications, internships, and completers employed in their industry sector.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$115,000</p>

<b>GOAL:</b>	<b>Pupil Outcomes:</b> <ol style="list-style-type: none"> <li>1. Evaluate qualitative information from Program Quality Assessments (PQAs) and Employer Advisory Boards (EABs).</li> <li>2. Elicit feedback from all of our stakeholders-- teachers, principals, administrators and other school personnel including bargaining units.</li> <li>3. Collect data on local priorities including:               <ol style="list-style-type: none"> <li>a. Courses in each industry sector,</li> <li>b. Industry certifications, and</li> <li>c. Number of completers.</li> </ol> </li> </ol>		<b>Related State and/or Local Priorities:</b> 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__  Local: Specify _____	
	<b>Identified Need:</b> Use stakeholder feedback and local industry priorities to evaluate the quality of our programs.			
<b>Goal Applies to:</b>		<b>Schools:</b> SVCTE		
		<b>Applicable Pupil Subgroups:</b> High School students		
<b>LCAP Year 3: 2018-19</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Evaluate the effectiveness of 100% of our CTE courses as measured by the PQA and EAB process. Summarize this analysis in a biennial review for each course.</li> <li>2. Conduct annual student, parent, teacher and staff surveys to track progress and identify areas for improvement.</li> <li>3. Collect data on each program as measured by course enrollment, completers, industry certifications, internships and industry-related employment.</li> </ol>			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
Analyze the effectiveness of each CTE course through the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) process. Summarize key findings from these processes in each course's biennial review.		_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$55,000	

<p>Send out Climate Survey on 3 consecutive occasions to elicit at least 60% response from our external stakeholders (parents and students) and at least 70% response from our internal stakeholders (teachers and staff).</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 checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students w/ Special Needs</u></p>	<p>\$7,000</p>
<p>Collect End-of-Year Data on our SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment. Compare this data to previous years to see growth and areas for improvement over time.</p>		<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$9,000</p>

**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?

<b>Original GOAL from prior year LCAP:</b>	Maintain appropriately assigned and fully credentialed teachers. 1. Make sure every student has access to standards-aligned instructional materials. 2. Ensure that facilities are maintained and in good repair.	Related State and/or Local Priorities: 1__X__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Goal Applies to:</b>	Schools: <b>SVCTE and SVAE</b>	Applicable Pupil Subgroups: <b>High School and Adult Education Students (all subgroups)</b>
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<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>95% of SVCTE and SVAE teachers will be appropriately assigned and fully credentialed as measured by Highly Qualified teachers hired by MetroED.</li> <li>95% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory.</li> <li>95% of MetroED’s facilities will be maintained and in good repair as measured by Climate Survey Data.</li> </ul>	<b>Actual Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Met at least 95% compliance to hiring Highly Qualified teachers.</li> <li>Met at least 95 compliance of access to standards-aligned instructional materials.</li> <li>Met at least 95% compliance to maintaining MetroED’s facilities.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Ensure 95% of SVCTE and SVAE teachers are Highly Qualified.</li> </ul>	\$130,000	<ul style="list-style-type: none"> <li>Ensured 95% of SVCTE and SVAE teachers were Highly Qualified.</li> </ul>	\$130,000
<ul style="list-style-type: none"> <li>Ensure 95% of students have access to standards-aligned instructional materials.</li> </ul>	\$95,000	<ul style="list-style-type: none"> <li>Ensure 95% of students have access to standards-aligned instructional materials.</li> </ul>	\$95,000
<ul style="list-style-type: none"> <li>Ensure students have access to clean, safe, well-maintained facilities.</li> </ul>	\$145,000	<ul style="list-style-type: none"> <li>Ensured students had access to clean, safe, well-maintained facilities.</li> </ul>	\$145,000

Scope of service:	SVCTE, SVAE, LEA	Scope of service:	SVCTE, SVAE, LEA
<input checked="" type="checkbox"/> ALL		<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)_____		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?	<ul style="list-style-type: none"> <li>• Inventory standards-aligned instructional materials for SVCTE and SVAE every fall.</li> <li>• Budget identified upgrades from public forum of Facilities Master Plan over the next 3 years.</li> <li>• Continue prioritizing and performing annual deferred maintenance over the next 3 years.</li> </ul>		
Original GOAL from prior year LCAP:	Implement academic content standards related to CTE Model Curriculum Standards and both Common Core and English Language Development State Standards.	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: SVCTE	Applicable Pupil Subgroups:	High School and Adult Education Students (all subgroups)
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Provide English Language Development (ELD) and Common Core State Standards (CCSS) professional development time prior to the start of school and during monthly collaborations.</li> <li>• Align curriculum and instruction to UC a-g criteria for approved courses.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Provided professional development time prior to the start of school and during monthly collaborations for teachers to align their curriculum to ELD, math, Next Generation (NGSS) and CCSS standards.</li> <li>• Increased UC a-g offerings to 22 of 30 SVCTE courses. Provided release time to teachers to align their curriculum to UC a-g criteria.</li> </ul>

**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>• Schedule ELD and CCSS professional development time prior to the start of school as well as math and NGSS curricular development during monthly collaborations.</li> <li>• Release teachers to align their curriculum and instruction to UC a-g criteria for approved courses.</li> </ul>	<p>\$160,000</p> <p>\$95,000</p>	<ul style="list-style-type: none"> <li>• Delivered ELD and CCSS professional development prior to the start of school as well as math and NGSS curricular development during monthly collaborations.</li> <li>• Released teachers to align their curriculum and instruction to UC a-g criteria for approved courses.</li> </ul>	<p>\$160,000</p> <p>\$95,000</p>
<p>Scope of service:</p> <p>SVCTE, SVAE, LEA</p>		<p>Scope of service:</p> <p>SVCTE, SVAE, LEA</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>• Adopt new instructional materials aligned to ELD, CCSS, math, NGSS and ELD, CTE Model Curriculum standards.</li> <li>• Provide support and professional development for teachers to accomplish this goal.</li> </ul>		

Original GOAL from prior year LCAP:	<b>Parent Involvement:</b> 1. Seek parent input in making decisions. 2. Promote parental involvement in programs for unduplicated pupils and students with exceptional needs.	<b>Related State and/or Local Priorities:</b> 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: SVCTE and SVAE
	Applicable Pupil Subgroups: High School and Adult Education (all subgroups)

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>90% of parents will have the opportunity to give MetroED feedback on our programs as measured by Blackboard Notification Reports.</li> <li>Set a goal of 50% response from our external stakeholders on our annual Climate Survey as measured by SQL Survey Reports.</li> <li>Schedule three parent engagement meetings including parents of students with exceptional needs. Success would be measured by attendance and feedback surveys.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>50% of parents had access to the Climate Survey via Blackboard. 100% of parents had access via MetroED's web site.</li> <li>Achieved a 20% response from our external stakeholders, 50% from our internal stakeholders on our annual Climate Survey as measured by SQL Survey Reports.</li> <li>Hosted two parent engagement meetings including parents of students with exceptional needs. Success measured by attendance and feedback surveys.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Use Blackboard (ParentLink) notifications to reach parents throughout the year.</li> </ul>	\$15,000	<ul style="list-style-type: none"> <li>Utilized Blackboard (ParentLink) notifications to reach parents throughout the year.</li> </ul>	\$15,000
<ul style="list-style-type: none"> <li>Revise, refine and send end Climate Survey on 3 consecutive occasions to elicit at least 50% response from our external stakeholders.</li> </ul>	\$18,000	<ul style="list-style-type: none"> <li>Sent out Climate Survey on 3 consecutive occasions. Elicited a 20% response from our external stakeholders and a 50% response from our internal stakeholders.</li> </ul>	\$18,000

<ul style="list-style-type: none"> <li>Schedule three parent engagement events (fall, winter, spring) with a special invitation to parents of students with exceptional needs.</li> </ul>		\$18,000	<ul style="list-style-type: none"> <li>Held two parent engagement events (fall, winter) to elicit feedback from parents.</li> </ul>		\$18,000
Scope of service:	SVCTE, SVAE, LEA		Scope of service:	SVCTE, SVAE, LEA	
<input checked="" type="checkbox"/> ALL			<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)_____			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?		<ul style="list-style-type: none"> <li>Use Blackboard more consistently to reach students and parents from SVCTE and SVAE.</li> <li>Update student and parent contact information in the SIS in order to improve delivery rates.</li> <li>Employ ways to double the response rate from both external and internal stakeholders.</li> <li>Hold an additional parent engagement meeting for SVCTE with a special invitation to parents of students with exceptional needs.</li> </ul>			
Original GOAL from prior year LCAP:	Pupil Achievement as measured by: 1. % of students complete UC a-g or CTE sequence of courses. 2. % of students demonstrating college preparedness as measured by: a. Number of completers, b. Number of interns, c. Number of industry certifications.			Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	SVCTE			
	Applicable Pupil Subgroups:	All student subgroups; specific focus on Low Income, Foster Youth, English Learners			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>60% of students will complete UC a-g or CTE sequence of courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.</li> </ul>		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>At least 60% of SVCTE students completed UC a-g or CTE sequence of courses as measured by enrollment in UC a-g courses and second year CTE courses.</li> </ul>	

<ul style="list-style-type: none"> <li>70% of students will demonstrate college preparedness as measured by: CTE course completers, internships, and industry certification(s).</li> </ul>		<ul style="list-style-type: none"> <li>At least 70% of students demonstrated college preparedness as measured by: CTE course completers, internships, and industry certification(s).</li> </ul>	
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum.</li> </ul>	\$18,000	<ul style="list-style-type: none"> <li>Provided professional development, release and collaboration time for teachers implementing UC a-g course curriculum.</li> </ul>	\$18,000
<ul style="list-style-type: none"> <li>Clearly define CTE course sequences that start in our K-12 school districts and articulate to our 12-14 community college partners.</li> </ul>	\$350,000	<ul style="list-style-type: none"> <li>Began the process of clearly defining CTE course sequences that start in our K-12 school districts and articulate to our 12-14 community college partners in MetroED's CA Career Pathways Consortium and SVCTE's Curriculum &amp; Instruction meetings.</li> </ul>	\$250,000
<ul style="list-style-type: none"> <li>Collect End-of-Year data on SVCTE students: enrollment, completers, internships, and industry certifications (May 2016).</li> </ul>	\$135,000	<ul style="list-style-type: none"> <li>Collected End-of-Year data on SVCTE students: enrollment, completers, internships, and industry certifications (May 2016).</li> </ul>	\$75,000
Scope of service:	SVCTE, LEA	Scope of service:	SVCTE, LEA
<input checked="" type="checkbox"/> ALL		<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)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>• Continue to expand UC a-g course offerings and provide professional development for teachers to align their curriculum to UC a-g criteria.</li> <li>• Complete a comprehensive process of mapping CTE course sequences with the help of the Curriculum &amp; Instruction directors in MetroED's JPA.</li> <li>• Analyze End-of-Year data on SVCTE students and make that data available to teachers, the Governing Board and potential funders.</li> </ul>
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Original GOAL from prior year LCAP:	<p><b>Pupil Engagement:</b></p> <ol style="list-style-type: none"> <li>1. As measured by attendance, dropouts, and pupil suspension rates.</li> <li>2. Survey pupils, parents, teachers and staff on school climate as measured by safety, security, belonging and connectedness.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
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Goal Applies to:	Schools: SVCTE and SVAE	Applicable Pupil Subgroups: All student subgroups
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 95% attendance rate.               <ul style="list-style-type: none"> <li>○ &lt; 5% dropout rate.</li> <li>○ &lt; 10% suspension rate.</li> </ul> </li> <li>• More than 60% internal stakeholders respond to Climate Survey.</li> <li>• More than 40% external stakeholders respond to Climate Survey.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 95% attendance rate.               <ul style="list-style-type: none"> <li>○ &lt; 5% dropout rate.</li> <li>○ &lt; 10% suspension rate.</li> </ul> </li> <li>• More than 60% internal stakeholders respond to Climate Survey.</li> <li>• More than 40% external stakeholders respond to Climate Survey.</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>• Track and measure accurate daily attendance and notify parents of students' absences.</li> </ul>	\$155,00	<ul style="list-style-type: none"> <li>• Tracked daily attendance and notified parents of students' absences.</li> </ul>	\$155,000

<ul style="list-style-type: none"> <li>• Track and measure dropout rate (&lt; 5%) and suspension rate (&lt; 10%).</li> <li>• Distribute Climate Survey to internal and external stakeholders by February 12, 2016.</li> <li>• Track responses to meet a 60% return goal for internal stakeholders and a 40% return goal for external stakeholders. Collect and analyze data from Climate Survey by April 1, 2016.</li> </ul>	<p>\$13,000</p> <p>\$14,000</p> <p>\$34,000</p>	<ul style="list-style-type: none"> <li>• Met compliance for: dropout rate (&lt; 5%) and suspension rate (&lt; 10%).</li> <li>• Distributed Climate Survey to internal and external stakeholders by February 12, 2016.</li> <li>• Met a 50% return goal for internal stakeholders and a 20% return goal for external stakeholders. Collected and analyzed data from Climate Survey by May 1, 2016.</li> </ul>	<p>\$13,000</p> <p>\$14,000</p> <p>\$34,000</p>		
<p>Scope of service:</p>	<p>SVCTE, SVAE, LEA</p>		<p>Scope of service:</p>	<p>SVCTE, SVAE, LEA</p>	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input checked="" type="checkbox"/> ALL</p>		
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> <li>• Train Reg Techs to manage and clear attendance in AIM. Train teachers to record and track attendance, withdrawals, and suspensions in Jupiter.</li> <li>• Ensure more external stakeholders receive and respond to the Climate Survey. Distribute via ParentLink (Blackboard) three times a year and visit classrooms to ensure students respond.</li> </ul>			
<p>Original GOAL from prior year LCAP:</p>	<p>Provide access to a board course of study including programs and services for:</p> <ol style="list-style-type: none"> <li>1. Student with special needs,</li> <li>2. English Learners,</li> <li>3. Foster Youth.</li> </ol>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>			

Goal Applies to:		Schools: SVCTE and SVAE	Applicable Pupil Subgroups: All student subgroups, specifically students w/ special needs, ELs, and Foster Youth	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increase the number of UC a-g approved courses to represent &gt; 60% of the courses offered at SVCTE.</li> <li>Meet 100% compliance for placing, monitoring and supporting students with special needs.</li> <li>85% of SVCTE and SVAE teachers will complete professional development on incorporating ELD standards and learning outcomes into their unit plans.</li> <li>Create a process to track the number of foster youth served by CalWORKs, Job Corp and/or Teen Force in our CTE programs at MetroED.</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Increased the number of UC a-g approved courses to represent &gt; 70% of the courses offered at SVCTE.</li> <li>Met 100% compliance for placing, monitoring and supporting students with special needs.</li> <li>Approximately 35% of SVCTE and SVAE teachers completed professional development on incorporating ELD standards and learning outcomes into their unit plans.</li> <li>Still need to create a process to track the number of foster youth served by CalWORKs, Job Corp and/or Teen Force in our CTE programs at MetroED.</li> </ul>	
	<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> <li>Increase the number of UC a-g approved courses from 12 to 18 (out of 29) to reach more college-bound students in our JPA.</li> <li>Follow specific policies and procedures adopted in 2014-15 to ensure students with special needs are properly placed, with current IEPs, and supported by SVCTE staff.</li> </ul>	<p>\$78,000</p> <p>\$205,000</p>	<ul style="list-style-type: none"> <li>Increased the number of UC a-g approved courses from 12 to 22 (out of 30) to reach more college-bound students in our JPA.</li> <li>Followed specific policies and procedures adopted in 2014-15 to ensure students with special needs are properly placed, with current IEPs, and supported by staff at SVCTE.</li> </ul>	<p>\$78,000</p> <p>\$205,000</p>	

<ul style="list-style-type: none"> <li>• Provide professional development for both SVCTE and SVAE instructors on how to embed ELD standards in their unit plans.</li> <li>• Work with CalWORKs, Job Corps and Teen Force to provide the full range of CTE programs including internships. Start tracking the number of foster youth we serve.</li> </ul>	<p>\$72,000</p> <p>\$100,000</p>	<ul style="list-style-type: none"> <li>• Provided professional development for both SVCTE and SVAE instructors on how to embed ELD standards in their unit plans.</li> <li>• Working with CalWORKs, Job Corps and Teen Force to provide the full range of CTE programs including internships. Still need to track the number of foster youth we serve.</li> </ul>	<p>\$72,000</p> <p>\$82,000</p>
<p>Scope of service: SVCTE, SVAE, LEA</p>		<p>Scope of service: SVCTE, SVAE, LEA</p>	
<p>__ ALL</p>		<p>__ ALL</p>	
<p>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)_____</p>		<p>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)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> <li>• Provide professional development and curriculum development time to teachers so they can embed ELD standards ELL learning objectives into their unit plans.</li> <li>• Work with CalWORKs, Job Corps and Teen Force to develop a way to track foster youth in our CTE and academic programs.</li> </ul>		
<p>Original GOAL from prior year LCAP:</p>	<p>Pupil Outcomes:</p> <ol style="list-style-type: none"> <li>1. Evaluate qualitative information from Program Quality Assessments (PQAs) and Employer Advisory Boards (EABs).</li> <li>2. Elicit feedback from all of our stakeholders-- teachers, principals, administrators and other school personnel including bargaining units.</li> <li>3. Collect data on local priorities including:                             <ol style="list-style-type: none"> <li>a. Courses in each industry sector,</li> <li>b. Industry certifications, and</li> <li>c. Number of completers.</li> </ol> </li> </ol>		<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>

Goal Applies to:		Schools: SVCTE		
		Applicable Pupil Subgroups:	All student subgroups	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Evaluate the effectiveness of CTE programs as measured by 95% participation in the PQA and EAB process. Summarize this analysis in a biennial review for each course (June 2016).</li> <li>Conduct annual student, parent, teacher and staff surveys to track progress and identify areas for improvement (spring 2016).</li> <li>Collect data on 95% of CTE programs as measured by course enrollment, completers, industry certifications, internships and industry-related employment (May 2016).</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>MetroED plans to evaluate the effectiveness of SVCTE’s programs as measured by at least 95% participation in the PQA and EAB process.</li> <li>MetroED conducted its annual student, parent, teacher and staff surveys to track progress and identify areas for improvement (spring 2016).</li> <li>SVCTE is collecting data on 95% of CTE programs as measured by course enrollment, completers, industry certifications, internships and industry-related employment (May 2016)</li> </ul>	
	<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Analyze the effectiveness of each CTE course using the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) processes.</li> <li>Send out Climate Survey on 3 consecutive occasions to elicit at least 50% response from our external stakeholders (parents and students) and at least 60% response from our internal stakeholders (teachers and staff).</li> </ul>	<p style="text-align: center;">\$61,000</p> <p style="text-align: center;">\$7,000</p>	<ul style="list-style-type: none"> <li>MetroED plans to evaluate the effectiveness of each CTE course using the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) processes.</li> <li>Sent out Climate Survey on 3 consecutive occasions to elicit at least 20% response from our external stakeholders (parents and students) and at least 50% response from our internal stakeholders (teachers and staff).</li> </ul>	<p style="text-align: center;">\$61,000</p> <p style="text-align: center;">\$7,000</p>	

<ul style="list-style-type: none"> <li>• Collect End-of-Year Data on SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment (May 2015).</li> </ul>		\$9,000	<ul style="list-style-type: none"> <li>• Collected End-of-Year Data on SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment (May 2016).</li> </ul>		\$9,000
Scope of service:	SVCTE, SVAE, LEA		Scope of service:	SVCTE, SVAE, LEA	
<input checked="" type="checkbox"/> ALL			<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)_____			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?		<ul style="list-style-type: none"> <li>• Create a protocol for how PQA and EAB feedback impacts curriculum design and courses.</li> <li>• Use survey data to discuss, change or expand programs and services at MetroED.</li> <li>• Use End-of-the-Year data to create narrative reports to internal and external stakeholders.</li> </ul>			

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>0</u>
Metropolitan Education District does not receive Supplemental or Concentration grant funds.	

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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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**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).