

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 9.1

Meeting Date: June 5, 2014

Subject: 2014-15 Local Control Accountability Plan

Information Item Only
 Approval on Consent Agenda
 Conference (for discussion only)
 Conference/First Reading (Action Anticipated: ______
 Conference/Action
 Action
 Public Hearing

Division: Communications Office

<u>Recommendation</u>: Conduct a Public Hearing on the proposed 2014-15 Local Control Accountability Plan (LCAP).

Background/Rationale: Pursuant to Ed Code 52060 on or before July 1, 2014, The Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for specific subgroups with the district.

Financial Considerations: None

Documents Attached:

- 1. Executive Summary
- 2. SCUSD 2014-15 Final Draft LCAP
- 3. SCUSD 2014-15 First Draft LCAP (with changes tracked)
- 4. 2014-15 Final Draft LCAPs for Dependent Charter Schools (Bowling Green, George Washington Carver, New Tech and The Met Sacramento)

Estimated Time of Presentation: 15 minutes Submitted by: Gabe Ross, Chief Communications Officer Approved by: Sara Noguchi, Ed.D., Interim Superintendent

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I. Introduction:

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF) requires that on or before July 1, 2014 every school district is expected to adopt an LCAP and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State Board of Education adopted an LCAP template that groups the LCAP eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

Pupil Outcomes

- **Priority 1:** Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness and language proficiency.
- **Priority 3:** Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Engagement

- **Priority 2:** Student Engagement: Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school) and high school graduation.
- **Priority 4:** School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.
- **Priority 5:** Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth and individuals with exceptional needs.

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Conditions of Learning

- **Priority 6:** Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials and facilities in good repair.
- Priority 7: Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.
- **Priority 8:** Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth and individuals with exceptional needs.

Source: WestEd

II. Driving Governance:

According to Ed Code 52060 on or before July 1, 2014, the Governing Board of each school district shall adopt a Local Control Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. The LCAP requires school districts to describe specific annual goals and note actual progress towards those goals in its annual updates. Progress must be based on identified metrics, which may be either qualitative or quantitative.

III. Goals, Objectives and Measures:

Districts will be required to show that they have increased and improved services for the three areas of targeted students:

- English Language Learners
- Pupils eligible for free and reduced price meals program
- Foster Youth
- Special Education
- Significant Subgroups

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IV. Outreach and Engagement Plan:

The district recognizes that effective outreach and stakeholder engagement must be dynamic and multi-faceted. In order to ensure broad and representative feedback throughout the LCAP process, the district used multiple approaches simultaneously:

LCAP Parent Advisory Committee Meetings

These meetings, held on November 6, December 16, January 22, February 13 and April 2 served as a way to inform and educate stakeholders about the new LCAP law and its fundamental components.

District and site outreach efforts included e-mail invitations, Connect-ED phone messages to parents/guardians and media and social media messaging in the community. Staff also personally invited parents, Parents as Partners and Leadership Academy participants, district advisory committees, as well as other community partners and groups. Carpools, translators and childcare were made available to encourage participation. All Community meetings were facilitated by community partner Sam Starks from the Sacramento Municipal Utilities Department and followed a general format: formal informational presentation followed by small group discussion with input from participants recorded and facilitated by central office administrators with sharing out to the larger group.

November 6, 2013 LCAP Parent Advisory Committee Meeting

The district's first LCAP Community Meeting was held on November 6. WestEd's Director of Comprehensive School Assistance Programs, Jannelle Kubinec, explained the Local Control Funding Formula to an audience of 65, including parents, community members, school site and district staff. The focus of the small group discussion was LCAP's targeted student groups and funding parameters. At this meeting, our stakeholders' feedback was that they would like to have more direct input at the subsequent meetings.

December 16, 2013 LCAP Parent Advisory Committee Meeting

At the December 16 meeting, Chief Business Officer Ken Forrest presented early funding predictions for SCUSD as well as provided the public with the opportunity to provide direct input. Following Mr. Forrest's presentation, the audience broke up into groups for introductory presentations and discussions around the state's eight priorities with examples of relevant work in SCUSD. Participant input was recorded. More than 160 attended the meeting, which included parents, students and staff representing 51 different school sites, central office administrators and 20 community partners. At this meeting, our stakeholders' feedback was to provide further time to discuss each priority as well as re-structure to maximize the amount of time facilitators had to discuss the State Priorities.

January 22, 2014 LCAP Parent Advisory Committee Meeting

Feedback from the previous two meetings was implemented at the January 22 meeting. Instead of discussing all eight priorities, this meeting focused on four of the eight State Priorities as well

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as had facilitators rotate to the different stations in order to provide more time to discuss each priority. During this meeting, Mr. Forrest presented information on the 2014-15 budget and the fiscal outlook, touching on rising costs, a decline in enrollment and the impact of the state's new Local Control Funding Formula (LCFF). Attendees then broke into small groups to discuss four State Priorities: Student Achievement, School Climate, Course Access and Implementation of Common Core State Standards. A handout provided at the sign-in table detailed each priority area and sample SCUSD data. The handout also included a list of required data (per the Legislative Analyst's Office) with examples of relevant work in the district. Facilitators asked guiding questions such as "What patterns and trends do you notice from the sample SCUSD data?" and "What resources and services do you recommend that would help support (the priority)?" with responses recorded. Over 165 attended this session, including representatives from community-based organizations, students, a diverse group of parents, district staff and school-site staff. A Spanish-speaking administrator facilitated a table with a large group of Spanish-speaking parents. At this meeting, our stakeholder feedback was to increase the time for break-out discussions, minimize noise level, as well as provide additional SCUSD data.

February 13, 2014 LCAP Parent Advisory Committee Meeting

Feedback from the previous meeting was quickly implemented for the fourth LCAP meeting. In order to increase the time for each breakout discussion, we omitted a budget presentation from the Chief Business Officer. We minimized the noise level by breaking out into smaller groups and re-structuring the meeting space. Lastly, we provided additional data for each of the priorities discussed. This fourth LCAP Advisory Meeting was held on February 13. It focused on continuing to learn about the state's eight educational priorities and how they align with the goals of SCUSD for all students. Small group discussions centered on the four State Priorities not covered at the last meeting: Student Engagement, Parent Engagement, Basic Services and Other Student Outcomes and participant input was recorded. In addition to a Spanish-speaking table, Hmong speaking administrators facilitated a table providing support to a group of Hmong-speaking parents and community members. Over 60 attended this session. Overall, the feedback for this fourth meeting was overwhelming positive.

April 2, 2014 LCAP Parent Advisory Committee Meeting

At the fifth and final LCAP Parent Advisory Committee Meeting, the district shared the Draft LCAP with the group and helped to explain and contextualize the document. Attendees broke into smaller group discussions based on the specific goals outlined in the draft plan. In each group discussion, district staff walked attendees through the plan, identifying where district-wide and school-site expenditures were listed and tracked questions and comments for future response (see *Responses to Questions* below). Attendees were offered the option of providing feedback during the meeting (which was documented by facilitators) or participating in a survey following the meeting to allow for more time to fully digest the volume of information presented for discussion on April 2 was sent out to attendees well in advance of the meeting date. As with each meeting, childcare and Spanish/Hmong translators were made available.

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School Site Engagement

Authentic community engagement cannot just happen at the Serna Center or at district-level settings. Parents, staff and community members must be engaged at the school-site level as well. In January, SCUSD principals were given a toolkit (communication materials and templates) for organizing and facilitating staff and parent meetings at their respective sites. Throughout the month of February, principals began engaging with parents and staff at their sites during standing School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC) meetings, Collaborative Planning Time (CPT) and staff meetings. Principals collected input and information through surveys provided in the toolkit.

Community Planning Process

The Community Planning Process (CPP) is a grass-roots model utilized to gather authentic input and feedback on important topics such as the LCAP. It relies on key community-organizing strategies: empowering community members as Public Education Volunteers (PEVs) to engage with their personal and professional networks to share information and gather input. The CPP process aims to authentically engage entire district communities in the design and implementation of strategic work. As a type of design, it follows the following key principles:

- Drafts are developed and shared with stakeholders early, before anything is "finalized."
- When drafts are shared, stakeholders are asked to give feedback. Then, that feedback is used to inform decisions.

PEVs are SCUSD community members who volunteered to engage their personal and professional networks to inform the design of district strategic work. Therefore, the district employed the PEV process as another, more intimate way to inform and receive input from stakeholders regarding LCFF and LCAP priorities. The PEVs were recruited by personal invitation, through the district's online newsletter and website with this message: *As a Public Education Volunteer (you will be) helping to inform our community about important work in our schools and solicit broad input from your personal and professional networks. Your work will provide vital parent and community feedback that will inform the development of the new SCUSD Local Control Accountability Plan (LCAP).*

PEVs who had not been previously trained, attended a two-hour training session offered from February 5 through February 7 at SCUSD's district office to learn about how to engage their community members in an LCAP survey. A total of 10 trainings were offered, in addition to oneon-one trainings where necessary. PEVs included staff, community members, parents, community partners (including, but not limited to, La Familia Counseling Center, Hmong Women Heritage, San Juan Unified School District, area charter schools, California Rural Legal Assistance Foundation, RGH4 Vets/Neighborhood Watch, PTA, Public Advocates, Inc.), and SCUSD Board members. Additional trainings were held in February at elementary, middle and high school sites with the District English Language Advisory Council (DELAC) and District Advisory Council (DAC) members, Black Parallel School Board, Hmong Mien Laos Community

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Action Network (HMLCAN), Sacramento Food Bank, Foster Services, Child Protective Services and the Department of Social Services. PEVs were asked to informally meet with at least 10 members of their network and record feedback online on the Local Control and Accountability Plan survey. The survey was also available on paper and was translated into all five district threshold languages of our student population: Spanish, Chinese, Hmong, Vietnamese and Russian. More than 115 PEVs have been trained in SCUSD of which a total of 35 PEVs were trained for the LCAP Community Planning Process.

Through our online survey, the district was able to track responses in real time. This allowed for targeted outreach to specific segments of our community. The survey contained questions about the respondent's gender and ethnicity, community role (parent, teacher, etc.), and if he/she is the parent of a foster child, English learner or student participating in the free/reduced lunch program, and the respondent's affiliation with a school site (if any). The survey contained questions about the respondent's knowledge of the LCFF and how school districts are funded. The bulk of the survey outlined the eight State Priorities and asked respondents to "drag and rank" a list of resources that best support each priority. An "other" category allowed respondents to input other resources as well.

In total, more than 1,200 respondents completed the first LCAP survey. Survey respondents were largely demographically representative of both the SCUSD community as well as the specific demographic subgroups called out in LCFF. A full report of the survey results is located on the district's web site: www.scusd.edu/LCAP.

Second Engagement Phase

Following presentation of the Draft LCAP to the SCUSD Board of Education on March 20, 2014, the district began a second round of engagement activities specifically designed to solicit and gather feedback on the draft version of the plan.

The second phase of engagement included a final meeting of the LCAP Parent Advisory Committee (detailed above). The district also presented the draft plan to existing district advisory groups for feedback and input:

- March 24, 2014 Community Advisory Committee (CAC)
- April 8, 2014 District Advisory Committee (DAC)
- April 9, 2014 District English Learner Advisory Committee (DELAC)

A second survey was distributed broadly to stakeholders in order to aggregate questions and comments on the draft plan for response.

Responses to Questions

LCFF specifically requires districts to respond, in writing, to questions from their Parent Advisory Committee and English Language Advisory Committee prior to the LCAP's adoption.

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SCUSD went above and beyond, responding to all questions from Parent Advisory Committee Meetings, the DAC, the DELAC, and the CAC as well as any questions gathered in second survey. Those questions and answers are posted on the district's LCAP website: www.scusd.edu/LCAP.

V. Revisions to Plan:

As a result of the feedback and input from stakeholders on the draft plan, as well as input from the County Office of Education, the Final Draft LCAP was adjusted substantially. *Note that a version of the first draft LCAP with changes tracked is included as an attachment.*

Section 1: Stakeholder Engagement

Section 1 of the Final Draft LCAP was updated to reflect additional engagement activities and meetings. More detail was also added for additional context.

Section 2: Goals and Progress Indicators

Section 2 was updated to include significantly more data than the first draft. Feedback from stakeholders, as well as the SCUSD Board of Education, indicated a strong desire to make the LCAP a "data rich" document. The Final Draft LCAP reflects that feedback.

In addition, Section 2 now includes (where available) baseline data and specific progress indicators disaggregated among LCFF subgroups. Section 2 now includes the source of each baseline data point as well.

Section 2 also includes a brief narrative relating to each goal, summarizing the District's programs in each area. This was added in response to feedback from stakeholders that suggested a more holistic view of all work relating to these goals would be valuable to have as part of the plan.

Section 3: Actions, Services and Expenditures

Based on significant feedback from stakeholders, Section 3 was altered to provide substantially more specificity with regards to proposed expenditures. While the LCAP is only required to specifically address expenditures of LCFF Supplemental and Concentration grant funds, input from stakeholders indicated a desire to include more of the complete picture of expenditures dedicated to addressing the goals laid out in the plan. As a result, the Final Draft LCAP includes more expenditures from other funding sources to provide additional context. While the LCAP is a companion document to the SCUSD budget, its function is very different from the budget's. All expenditures from all funding sources are not included in the LCAP.

The Final Draft LCAP includes specificity with regards to funding source (Object Code) of each expenditure.

Expenditures in Section 3A and 3B have been reorganized based on feedback from the Sacramento County Office of Education (SCOE). Section 3A now addresses any LCFF

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expenditures that support district-wide programs and supports. Section 3B specifically outlines expenditures focused on achieving the stated goals for the subgroups outlined in LCFF. This shift makes the document easier to read and creates a clearer distinction between Sections 3A and 3B. It also allows for more detailed information on each expenditure.

Per the counsel of SCOE, Section 3C has been updated to include a detailed rationale of the use of LCFF funds for district-wide expenditures. Because SCUSD's student population is more than 55% Free and Reduced Lunch, LCFF allows for Supplemental and Concentration Grant dollars to be used to support district-wide expenditures.

Per the counsel of SCOE, Section 3D has been updated to include more detailed information about the allocation of LCFF funds to school sites based on the number of students at each campus that fall into LCFF subgroups. The detailed Minimum Proportionality Percentage (MPP) formula is included.

Dependent Charter Schools

Per LCFF, all charter schools must complete their own LCAP and have them approved by their governing boards. Since SCUSD's Dependent Charter schools operate in many ways as district schools, and they share the same governing Board as the district, Dependent Charter schools' LCAP process and information has been driven by the district's process (including engagement efforts embedded within district-wide engagement efforts as well as Goals and Actions aligned to district Goals and Actions). The Draft LCAP shared with the Board on March 20, 2014 did not explicitly separate Dependent Charter Schools from the district-wide LCAP as is required. The Final Draft LCAP includes separate plans for each district Dependent Charter School as required by law. Independent Charter Schools' LCAPs must be approved by their respective governing boards.

VI. Major Initiatives:

Budget forums, community meetings and development of LCAP. Simultaneously working with Budget team to receive budget updates.

VII. Results:

Public Hearing on the 2014-15 Local Control and Accountability Plan.

VIII. Next Steps:

- June 19 Present 2014-15 Local Control and Accountability Plan to SCUSD Board of Education for approval.
- Following SCUSD Board approval, the 2014-15 Local Control and Accountability Plan will be sent to SCOE for approval.
- June July Review process, structures and timelines associated with LCAP, specifically with regards to alignment to School Development and Improvement Plans and Budget calendar.

Offer § 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Sacramento City Unified School District Contact Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400

LCAP Year: 2014-2015

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, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input and feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.
November 6, 2013 Parent Advisory Committee Meeting	Jannelle Kubinec, WestEd Director of Comprehensive School

	Assistance Program explained the Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant District work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster Youth and low-income students. 70% of school sites were represented.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.
January 22, 2014 Parent Advisory Committee Meeting	Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: <u>Student Achievement</u> , <u>School Climate</u> , <u>Course Access</u> , and <u>Implementation of</u> <u>Common Core Standards</u> .
February 13, 2014 Parent Advisory Committee Meeting	This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student</u> <u>Engagement, Parent Engagement, Basic Services</u> and <u>Other</u> <u>Student Outcomes</u> . Input and feedback were recorded.
April 2, 2014 Parent Advisory Committee Meeting	A DRAFT LCAP was presented to the Parent Advisory

	Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to <u>www.scusd.edu/LCAP</u> .
February –March 7, 2014 School Site Engagement	Each school site was asked to engage their parents in a discussion of the Local Control Funding Formula and the State Priorities. Principals presented at their standing meetings- School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.
Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24 – April 21	This is a grassroots model utilized to gather authentic input and feedback on LCAP. The Community Engagement Process relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop, and share with stakeholders early before anything is "finalized."
	SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.
	PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.
	The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF

	subgroups was heard. 62% of the more than 1,200 respondents represented low-income students. 46% of the more than 1,200 respondents represented English learners. District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posted by the Parent Advisory Committee at www.scusd.edu/LCAP.
District Advisory GroupsMarch 24, 2014Community Advisory Committee (CAC)April 8, 2014District Advisory Committee (DAC)April 9, 2014District English Learner Advisory Committee (DELAC)	The draft LCAP was posted on the district website and shared broadly at various advisory committee and community group meetings in order to gather feedback from all stakeholders.
 Collective Bargaining Groups Sacramento City Teachers Association – Oct 22, 2013; April 30, May 9 and May 15, 2014 United Professional Educators – Oct 22 and Dec 17, 2013; April 28, May 6 and May 20, 2014 Classified Supervisors Assoc. – Oct 24 and Nov 22, 2013; Feb 13, April 29 and May 14, 2014 Service Employees Internat. Union – Oct 16, Nov 20 and Dec 4, 2013; Feb 12, April 24, May 1, May 13 and May 22, 2014 Teamsters – Oct 24, 2013; Jan 16, March 7, April 23, May 2 and May 15, 2014 	LCAP discussions were included on agendas of regular meetings with all labor partners throughout the engagement process to ensure their involvement in discussions. Surveys and information on LCAP meetings were all distributed widely to all district staff.
SCUSD Governing Board PresentationsJanuary 6, 2014Present Community Engagement Plan – LCAPMarch 20, 2014Update Board on Engagement/Outreach and present draft LCAPJune 5, 2014Public Hearing LCAP and Budget Approval	Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise were instrumental in developing revisions to the draft and the completion of the final LCAP which was brought to the local Board of Education for approval with the District 2014-15 budget.

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have		Goals			What will be different			
been identified and what metrics are used to measure progress?)		Applicable Pupil Subgroup(s)	School(s) Affected	Annual Update:		Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute</u>		
	Description of Goal	(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	the goal applies to all schools in the LEA, or alternatively, all high schools, for	Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	<u>must be included and identified;</u> each goal may be linked to more than one priority if appropriate.)
Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:	Goal 1: Increase percent of students who are on- track to graduate college and career ready Sacramento City Unified School	All	LEA-wide					Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success
Increase high school graduation rate: 2012-13 Cohort Rate: 85.4% ELs: 78.7% Low Income: 83.9% (DataQuest Graduation Data – Cohort Data by Program)	District's (SCUSD) goal is to provide students with a relevant, rigorous and well- rounded education that includes 21st- century career exploration and that meets four-year college and university				Increase Cohort graduation rate to 88% ELs: 81% Low Income: 87%	Increase Cohort graduation rate to 90% ELs: 84% Low Income: 89%	Maintain cohort graduation rate at 90% Increase EL: 87% Low Income: 90%	

Increase academic	requirements. We've	Establish math and ELA	To be determined using	To be determined using
proficiency in ELA	continued to invest in	proficiency baselines as	2014-2015 baseline data	2014-2015 baseline data
and mathematics	professional	measured by the CAASPP.	2014-2013 baseline data	
and mathematics	development for	Establish math and ELA	To be determined using	To be determined using
Beginning in 2014-	teachers and principals	below proficiency	2014-2015 baseline data	2014-2015 baseline data
15, growth will be	that accelerates	baselines as measured by	2014-2013 baseline data	
measured using	student learning by	the CAASPP.		
CAASPP	giving children ample	the CAASPP.		
CAASPP	opportunities to think			
2013	critically, work with	API remains frozen at 2013	API remains frozen at 2013	API growth targets to be
API: 770	others, solve	levels:	levels:	reset by CDE
Low Income: 731	problems, struggle	API: 770	API: 770	Tesel by CDE
EL: 709	with difficult tasks,	Low Income: 731	Low Income: 731	
(DataQuest – API	and enjoy school.	EL: 709	EU: 709	
Report)	Financial challenges	EL: 709	EL: 709	
Report)	have slowed, but not			
Implementation of	curtailed our efforts to	Continue Common Core	Continue Common Core	Continue Common Core
Common Core State	develop clear	Professional Development	Professional Development	Professional Development
Standards:	expectations about	Increase total trained:	Additional Participants:	Additional Participants:
2013-14 Training	what students need to	Leadership: 110	Leadership: 110	Leadership: 110
Participants	know and master at	Teachers: 778	Teachers: 808	Teachers: 838
Baseline Data:	every grade level. With	Parents: 556	Parents: 578	Parents: 600
Leadership: 110	increased funding, we	Support Staff: 276	Support Staff: 281	Support Staff: 292
Teachers: 748	look forward to	Support Starr. 276	Support Starr. 281	Support Stall. 292
Parents: 534	developing			
Support Staff: 265	comprehensive early			
(Academic Office)	learning programs,			
(Academic Office)	effective multi-tiered			
Increase % of	support systems, and	Increase % of student	Increase % of student	Increase % of student
students who	replicating strategies	prepared for college as	prepared for college as	prepared for college as
demonstrate college	used by our highest-	indicated on EAP	indicated on EAP	indicated on EAP
preparedness on	performing schools	English: 20%	English: 23%	English: 25%
EAP:	and programs. We	Math: 14%	Math: 16%	Math: 19%
2011-12 Results	have strategic			
English: 19%	partnerships that			
Math: 13%	expose students to			
(Linked Learning	career pathways			
Office)	through internships			
Unicej				

			1	
Increase and service learning as	Increase participation in	Increase participation in	Increase participation in	
participation in well as partnerships	GATE to:	GATE to:	GATE to:	
GATE 2012-13 GATE that increase summer,	Elementary: 14%	Elementary: 17%	Elementary: 20%	
participation: during- and after-	Middle: 37%	Middle: 40%	Middle: 43%	
Elementary: 11%; school opportunities				
Middle: 34% for students.				
(GATE office)				
Increase a-g	Increase a-g completion t	Increase a-g completion to	Increase a-g completion to	
completion.	44%	49%	54%	
2012-13 a-g				
completion %: 39%				
(Academic Office)				
Increase AP Exam	Increase AP Exam Pass	Increase AP Exam Pass Rate	Increase AP Exam Pass Rate	
pass rates	Rate: 89.7%	90.7%	91.7%	
2011-12: Score 3 or				
higher:				
88.7%				
(DataQuest AP Exam				
Results Report)				
Increase number of	Increase # of Linked	Increase # of Linked	Increase # of Linked	
students enrolled in	Learning Pathways/Caree		Learning Pathways/Career	
Linked Learning	Academy students:	Academy students: 6,100	Academy students: 7,016	
Pathways/Career	5,062	Academy students. 0,100	Academy students. 7,010	
Academies:	5,002			
2013-14: 4,578 (Linked Learning				
(Linked Learning				
Office)				
Maat State /Federal		Fodorol: 2015 16 ANAAO	Endered 2016 17 ANAAO	
Meet State/Federal	Federal 2014-15 AMAO	Federal; 2015-16 AMAO	Federal 2016-17 AMAO	
AMAO targets	Targets	Targets	Targets	
2012-13 AMAOs	AMAO #1: 59%	AMAO #1: 61%	AMAO #1: 62%	
AMAO #1: 55.3%	AMAO #2:	AMAO #2:	AMAO #2:	
AMAO #2:	<5 years: 22.8%;	<5 years: 23.9%;	<5 years: 25%;	
<5 years: 20.8%;	>5 years 49%	>5 years 51%	>5 years 53%	
>5 years 47.5	AMAO #3:	AMAO #3:	AMAO #3:	

AMAO #3:				Grad rate: 81%	Grad rate: 84%	Grad rate: 87%	
Grad rate: 78.9				ELA % Prof.: 36%	ELA % Prof.: 38%	ELA % Prof.: 40%	
ELA % Prof.: 33.7%				Math % Prof.: 52%	Math % Prof.: 54%	Math % Prof.: 57%	
				Wath % Prof.: 32%	Widtil % PI01 54%	Wath % PIOL: 37%	
Math % Prof.: 49.8%							
(SCOE)							
				la successi a successi fi successi a su		to an an an all a stift a stir o	
Increase				Increase reclassification	Increase reclassification	Increase reclassification	
Reclassification Rate				rate to 10%	rates to 11%	rates to 12%	
2012-13: 9.2%							
(SCOE)							
Decrease teacher				Decrease teacher Mis	Decrease teacher Mic	Decrease teacher Mis	
Decrease teacher				Decrease teacher Mis-	Decrease teacher Mis-	Decrease teacher Mis-	
Mis-assignment rate:				assignment rate to 2.75%	assignment rate to 2.5%	assignment rate to 2.25%	
2013-14: 3%							
Goal 2:	Goal 2:						Student Engagement; School Climate;
SCUSD believes in a	Schools will provide	All	LEA-wide				Basic Services;
	-	All	LEA-WIUE				Basic Services,
holistic approach to	students with a clean,						
student achievement	healthy, physically,						
that fosters student	and emotionally safe						
engagement in clean,	learning environment.						
healthy and safe							
environments. Data	SCUSD believes that						
indicates the	school environments,						
following needs:	from the curb to the						
	classroom, are						
The loss of	conducive to student						
custodians and plant	learning. Our goal is						
managers district-	that increased LCFF						
wide forced other	funding will allow the						
classified and	district to provide the						
certificated staff to	services that are						
take on cleaning and	necessary for schools						
maintenance duties	to be clean, safe,						
taking them from full	welcoming, and						
focus on service to	healthy. We work with						
students and	parents and						
parents. Their extra	communities to						
students and	parents and						

		I	I			
time and effort	provide facilities,					
resulted in a FIT	playgrounds and					
rating of 100%.	athletic fields that					
There is a need to	everyone can use and					
increase	enjoy. School based					
custodian/plant	LCFF with other site			Maintain Fit (Facilities	Maintain Fit (Facilities	Maintain Fit (Facilities
managers based on	and grant funds			Inspection Tool) Inspection	Inspection Tool) Inspection	Inspection Tool) Inspection
the following budget	provide staff that			Rating	Rating	Rating
impacts to their	serve in support			100%	100%	100%
ranks.	centers, provide					
	preventative services,					
Custodian/Plant	and Social-Emotional			Custodians will be	Custodians will be	Custodians will be
Manager	Learning at schools			increased by 21.5 FTE	maintained at 86.5 FTE	maintained at 86.5 FTE
Positions:	throughout the					
2010-11: 215	district. These efforts			Plant Managers will be	Plant Managers will be	Plant Managers will be
2011-12: 209	as well as positive			increased by 11 FTE	maintained at 71 FTE.	maintained at 71 FTE.
2012-13: 119.5	behavior intervention					
2013-14: 125	systems help students					
(Facilities Support	who are struggling					
Services)	socially, emotionally,					
	behaviorally and/or					
To increase student	academically. Social					
engagement in	workers, nurses,					
schools district wide	family advocates,					
as indicated by the:	interns and					
	community partners					
2013-14 District	work directly with			District-wide attendance	District-wide attendance	District-wide attendance
Attendance Rate;	school staff, students,			rates will increase to 96%.	rates will increase to 96.5%.	rates will increase to 97.0%.
95.37%	and parents to address			Low Income: 96%	Low Income: 97%	Low Income: 97%
Low Income: 95.20%	issues that are of			EL: 97%	EL: 97%	EL: 97%
EL: 96.12%	concern to them.			Foster Youth: 94%	Foster Youth: 95%	Foster Youth: 96%
Foster Youth: 92.99%						
(SCUSD Data						
Dashboard)						

	1	1	
2012-13 Chronic	Decrease Chronic Absence	Decrease Chronic Absence	Decrease Chronic Absence
Absence Rates (the	rates 10% and higher:	rates 10% and higher:	rates 10% and higher:
percent of students	Elementary: 11.3%	Elementary: 10.7%	Elementary: 10.2%
who have been	К-8: 10.9%	K-8: 10.4%	K-8: 9.9%
absent for more than	Middle: 12.6%	Middle: 12.1	Middle: 11.6%
10% of their enrolled	High: 21.5%	High: 21%	High: 20.5%
days)	Low Income: 14.2%	Low Income: 13.7%	Low Income: 13.2%
Elementary 11.8%	ELs: 10.5%	ELs: 10%	ELs: 9.5%
К-8: 10.3%	Foster Youth: 29.6%	Foster Youth: 29.1%	Foster Youth: 28.6%
Middle: 13.2%			
High: 22.1%			
Low Income: 14.7%			
ELs: 11%			
Foster Youth: 31.1%			
(Integrated Services)			
# of Suspensions	Decrease # of	Decrease # of Suspensions:	Decrease # of Suspensions:
2013:	Suspensions:	(Out of School)	(Out of School)
(Out of School)	(Out of School)	Elementary: 869	Elementary: 620
Elementary: 1,241	Elementary: 1,055	K-8: 171	K-8: 122
K-8: 245	K-8: 209	Middle: 817	Middle: 583
Middle: 1,167	Middle: 992	High: 1,562	High: 1,115
High: 2,237	High: 1,896	(In School)	(In School)
(In School)	(In School)	Elementary: 15	Elementary: 10
Elementary: 21	Elementary: 18	K-8: 13	K-8:9
K-8: 18	K-8: 15	Middle: 36	Middle: 21
Middle: 42	Middle: 36	High: 14	High: 8
High: 16	High: 14		
(Data Dashboard)			
2012-13 Cohort Drop	Decrease 2012-13 Cohort	Decrease 2012-13 Cohort	Decrease 2012-13 Cohort
Out Rate: 5.9%	Drop Out Rate: 5%	Drop Out Rate: 4.5%	Drop Out Rate: 4%
EL: 9.2%	EL: 8.5%	EL: 8%	EL: 7.5%
Low Income: 5.9%	Low Income: 5%	Low Income: 4.5%	Low Income: 4%
(DataQuest Cohort			
Outcome Data)			
	1	1	

Goal 3:	Casl 2:	A11	LEA-wide		1	1	Parent Involvement; Student
Bring to scale the	Goal 3: Parents, family and	All	LEA-wide				Achievement; Other Student
							-
successful	community						Outcomes; Implementation of State
stakeholder	stakeholders will						Standards
engagement	become more fully						
strategies being used	engaged as partners						
at various sites in the	in the education of						
district.	students in SCUSD.						
Parent Resource	To ensure that all of			Parent Resource Centers	Parent Resource Centers or	Parent Resource Centers or	
Centers or	our schools are open			or Information Areas will	Information Areas will	Information Areas will	
Information Areas at	and welcoming to			increase to 56 schools.	increase to 62 schools.	increase to 71 schools.	
47 sites	families and to						
in sites	community partners,						
Parent/Teacher	SCUSD develops			Parent/Teacher Home	Parent/Teacher Home Visits	Parent/Teacher Home Visits	
Home Visit	meaningful			Visits will increase from	will increase from 3,500 to	will increase from 3,600 to	
Participation:	opportunities that			3,300 to 3,500.	3,600.	3,700.	
2013-14 - 3,300 visits	empower families to			3,300 10 3,300.	5,000.	5,700.	
2013 14 3,300 4513	participate in their			Academic Parent Teacher	Academic Parent Teacher	Academic Parent Teacher	
Academic Parent	children's education.			Team school participation	Team school participation	Team school participation	
Teacher Team	Our School, Family,			will increase to 15 schools.	will increase to 16 schools.	will increase to 17 schools.	
Participation:	and Community					win increase to 17 senoois.	
2013-14: 13 school	Partnerships						
(Integrated Services)	Department offers						
(integrated services)	classes, courses and						
	workshops that enable						
	families to help their						
	children succeed in						
	school. At the school						
	site level, Youth and						
	Family Resource						
	Centers create						
	welcoming school						
	environments that						
	encourage student,						
	family, parent						
	organization and						
	-						
	community						

engagemer	ıt. School			
based LCFF				
augments g	grant			
funding to s	support			
programs t				
promote pa	artnerships			
between te	eachers and			
parents and				
parents as a				
knowledge				
decision ma				
their childr				
education.				

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?

- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and	Related State and Local	Actions and	ServiceUpdate:projected to be provided in years(IndicateReviewexpenditures for each action		ided in years 2 and 3)? Wha	services provided in each year (and are rs 2 and 3)? What are the anticipated tion (including funding source)?	
identify all goals from Section 2)	Priorities (from Section 2)	Services	if school- wide or LEA- wide)	of actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1:	Basic Services;	Goal 1: Increase the					
Increase the	Implementation	percent of students					
percent of	of State	who are on-track to					
students	Standards;	graduate college and					
who are on-	Course Access;	career ready					
track to	Student						
graduate	Achievement;	Action 1.1: Provide					
college and	Other Student	standards-aligned					
career ready	Outcomes;	curriculum,					
	Pillar I, District	assessments and high					
	Strategic Plan;	quality instruction to					
	District Guide to	prepare students to					
	Success	graduate college and					

care	eer ready			
A ba prog to a Sacr Unif as th deve Colle	vices: asic educational LEA-wide ogram is provided all students in tramento City ified School District the foundation to veloping Career and lege Ready dents.	Classroom teachers; classified staff; basic facilities costs; instructional supplies \$216,000,000 (LCFF Base – OC 1000 - 4000)	Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)	Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)
2 da cert class	nding of additional LEA-wide ays added to tificated and ssified contracts. rmerly furlough /s)	End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)
prof inclu colla emb instr as a the	er on-going fessional learning luding, on-site laboration, and job- bedded tructional coaching a means to support implementation of CCSS.	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$3,000,000 (State CCSS funding, Title I; Title II; grant funds OC 1000 - 5000).	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)
	LEA-wide	Training Specialists \$2,000,000 (Title I; Title III grant funds OC 1000, 3000)	Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)	Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)
inst with	vide CCSS-aligned LEA-wide tructional materials h embedded essments to ensure	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding OC	CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)	CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)

a quality CCSS implementation.		4000).		
Develop and implement a robust early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.	LEA-wide	Early literacy programs are provided in each elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	Early literacy programs are provided in each elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)	Early literacy programs are provided in each elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)
Provide Early Kindergarten experiences to enhance school readiness and academic achievement over time.	LEA-wide	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)	Early Kinder /Transitional Kindergarten taught by a credentialed teacher with a developmentally appropriate curriculum. Currently there are 163 students enrolled in the Early Kinder Program located at seven regional district school sites. \$700,000 (LCFF Base OC 1000 - 4000)
Provide professional learning development of communities of practice, and job- embedded coaching to increase access to A-G courses, career	LEA-wide	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education

cours base expe to ex Learn Provi caree	vide academic and vort students bort students vort students	are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000) Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)	are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000) Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)	are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000,3000) Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)
Disal Provi profe oppo speci teach Core Imple teach assis disab acces Core Unive Learn Ident curri for st Mod disab	Students with abilities: vide specific ressional learning ortunities to cial education thers on Common e implementation lement specific thing strategies to st students with bilities in ressing Common e instruction (i.e. versal Design for ming). tify and adopt icular resources students with derate to Severe bilities so that v can access mon Core ruction.	For Students with disabilities: Professional Development \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000	For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000	For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000) Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed				
Services: Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.	LEA-wide	After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21 st Century grants OC 5000)	After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21 st Century grants OC 5000)	After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21 st Century grants OC 5000)
Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.	LEA-wide	Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education: \$6,000,000 (LCFF base OC 2000, 3000)	Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education: \$6,000,000 (LCFF base OC 2000, 3000)	Maintain Instructional aides for special education classes are employed throughout the district to serve students with disabilities Special Education: \$6,000,000 (LCFF base OC 2000, 3000)
Expand access to specialized programs such as GATE, AP and IB, by providing curricular resources	LEA-wide	GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)	Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)	Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)
and on-going professional learning. School sites will monitor student progress and identify	LEA-wide	IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000	Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000	Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000

students who are in need of additional supports. Action1.3: Develop an infrastructure for on- going analysis of student performance and progress by providing teacher release time and collaborative learning time.				
Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools	LEA-wide	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement; School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase	LEA-wide	Restore custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000) Additional custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)	Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000) Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)	Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000) Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)
		supports to increase their engagement in learning.				
		Services: Assistance to school sites in developing and maintaining safe school plans and relationships with	LEA-wide	Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)	Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)	Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)
		students and staff to facilitate safer, more positive school climates.	LEA-wde	School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)	Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)	Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)

Community based positive programs support families and schools to prevent attendance problems	LEA-wide	Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base OC 1000-4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)
Mental and physical health supports are provided by nurses and social workers.	LEA-wide	Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)	Maintain Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)	Maintain Nurses; Health Aides; Social Workers \$520,000 (LCFF base OC 1000, 2000, 3000)
		District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)
Supports and training for positive school climates, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems.	LEA-wide	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning	LEA-wide	Social/Emotional Learning – Professional Development, Coordinator \$163,000 (Grant funds OC 1000 - 3000)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)

		through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement				
		Services: Librarian/media technicians assist with research and project based learning	LEA-wide	District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)	Maintain District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)	Maintain District Librarians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)
		Computer hardware to enhance instruction and provide career technical and college readiness activities.	LEA-wide	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)	Maintain Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)	Maintain Computers, Carts, Internet Upgrade. Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in	Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. <u>Service:</u>				
SCUSD		District provides parent outreach and education services and the establishment of Site Parent	LEA-wide	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers	Maintain District Parent Resource Center staff to support parent engagement & establishment of Site	Maintain District Parent Resource Center staff to support parent engagement & establishment of Site

Resource Cente	rs. LEA-wide	\$150,000 (LCFF base; Title I 2000, 3000) Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside	Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000) Maintain Academic Parent- Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside	Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000) Maintain Academic Parent- Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside
Action 3.2 Stakeholders w receive improv district and site communication including transl Interpretation services.	ed s,	school. \$235,000 (Title I OC 1000, 3000)	school. \$235,000 (Title I OC 1000, 3000)	school. \$235,000 (Title I OC 1000, 3000)
Services Translation and interpretation s are provided in languages by bi staff at district o and in schools.	ervices five lingual	Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)	Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)	Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and	Related State and Local	Actions and	Level of Service (Indicate	viceUpdate:projected to be provided in years 2 and 3)? What are the anticipatedlicateReviewexpenditures for each action (including funding source)?			at are the anticipated
identify all goals from Section 2)		if school- of wide or actions/ LEA- services wide)	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17		
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success	Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that school sites will make to fulfill the LCAP goals and subgoals Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to					
		prepare students to graduate college and career ready <u>Services:</u>					

Offer on-going	School-	Professional Development	Professional Development	Professional Development
professional learning	wide	(per diem) Extra Duty for	(per diem) Extra Duty for	(per diem) Extra Duty for
including, on-site		teachers - \$113,784 (LCFF	teachers \$113,784 LCFF	teachers - \$113,784 (LCFF
collaboration, and job-		Low Income OC 1000, 3000)	Low Income OC 1000, 3000)	Low Income OC 1000, 3000)
embedded		\$11,000 (LCFF EL OC 1000,	\$11,000 (LCFF EL OC 1000,	\$11,000 (LCFF EL OC 1000,
instructional coaching		3000)	3000)	3000)
as a means to support		Contracts \$70,632 (LCFF	Contracts \$70,632 (LCFF	Contracts \$70,632 (LCFF
the implementation of		Low Income OC 5000)	Low Income OC 5000)	Low Income OC 5000)
the CCSS, especially to				
low income, EL, foster	School-	Teacher Subs for	Teacher Subs for	Teacher Subs for
and student with	wide	Professional Development	Professional Development	Professional Development
special needs.		\$76,300 (LCFF Low Income	\$76,300 (LCFF Low Income	\$76,300 (LCFF Low Income
		OC 1000, 3000)	OC 1000, 3000)	OC 1000, 3000)
		\$6,567 (LCFF EL OC 1000,	\$6,567 (LCFF EL OC 1000,	\$6,567 (LCFF EL OC 1000,
		3000)	3000)	3000
	School-	Conferences –	Conferences –	Conferences –
	wide	\$9,500 (LCFF Low Income	\$9,500 (LCFF Low Income	\$9,500 (LCFF Low Income
		OC 5000)	OC 5000)	OC 5000)
		\$2,000 (LCFF EL OC 5000)	\$2,000 (LCFF EL OC 5000)	\$2,000 (LCFF EL OC 5000)
	School-	Training Specialists –	Training Specialists –	Training Specialists –
	wide	\$275,433 (LCFF Low Income	\$275,433 (LCFF Low Income	\$275,433 (LCFF Low Income
	wide	OC 1000, 3000)	OC 1000, 3000)	OC 1000, 3000)
		\$78,798 (LCFF EL OC 1000,	\$78,798 (LCFF EL OC 1000,	\$78,798 (LCFF EL OC 1000,
		3000)	3000)	3000)
		50007	50007	50007
	LEA-wide	Training Specialists	Training Specialists	Training Specialists
		(Title III OC 1000)	(Title III OC 1000)	(Title III OC 1000)
	Calculation	Constant and the strength of the	Constant and a lange thread was a lange to the	Constant and the stand of the stand
Provide CCSS-aligned	School-	Supplemental Instructional	Supplemental Instructional	Supplemental Instructional
instructional materials	wide	Materials, Textbooks,	Materials, Textbooks,	Materials, Textbooks,
with embedded		Books, Production Services-	Books, Production Services-	Books, Production Services-
assessments to ensure		\$829,010 (LCFF Low	\$829,010 (LCFF Low	\$829,010 (LCFF Low
a quality CCSS		Income OC 4000, 5000)	Income OC 4000, 5000)	Income OC 4000, 5000)
implementation.		\$169,813 (LCFF EL OC 4000,	\$169,813 (LCFF EL OC 4000,	\$169,813 (LCFF EL OC 4000,
		5000)	5000)	5000)

	School- wide	Contracts for Services: <u>Reading Partners (2</u> schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: <u>Reading Partners (2</u> schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: <u>Reading Partners (2</u> schools)- \$24,000 (LCFF Low Income OC 5000)
Develop and implement a robust early literacy program at pre-K and elementary grades to construct a strong	School- wide	Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)	Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000	Supplemental Materials for Early Literacy, Production Services \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000
foundation on which to build deep content knowledge via curricular resources, assessments,	School- wide	Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)	Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)	Teacher Subs for Professional Development A-G \$40,000 (LCFF Low Income OC 1000, 3000)
intervention teachers, and supplemental materials.	School- wide	Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)	Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)	Site Instructional Coordinators – \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)
Provide professional learning development of communities of practice, and job- embedded coaching to Increase access to A-G courses, career technical education courses, and work- based learning experiences in order to expand the Linked Learning initiative	School- wide)	Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)	Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)	Intern Specialists – \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)

Provide targeted assistance to low income. EL, foste students and stu with disabilities career/college readiness activit and guidance	v wide er (high idents schools) in	Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)	Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)	Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)
Foster youth rec educational counseling from Foster Youth Ser Department staf member with th skills, time and training necessa carry out the responsibilities of Foster Youth Ser Department	a vices ff e ry to of the	Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)	Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)	Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)
Action 1.2: Prov variety of learni supports includi differentiated instruction and interventions fo	ng wide ing	Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)	Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)	Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)
Services: Increase expand learning opportu such as before, o and after school interventions, enrichment prog and summer prog	ded School- wide ed unities during, grams	School Psychologists - \$21,535 (LCFF Low Income OC 1000, 3000)	Maintain School Psychologists -\$21,535 (LCFF Low Income OC 1000, 3000)	Maintain School Psychologists \$21,535 (LCFF Low Income OC 1000, 3000)

prevent s learning l income, E	orograms to wide summer loss for low	Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)	Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)	Expanded Learning Service Providers Contracts - \$39,900 (LCFF Low Income OC 5000)
system of (academi behaviora the acade low incor	al) to address emic needs of ne, EL, foster,	Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)	Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)	Teacher Extra Pay (Per Diem) for Intervention \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)
and stude disabilitie		Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)	Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)	Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)
for acade and reme	obility on	Foster Youth Services staff- see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)	Maintain Foster Youth Services staff - see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)	Maintain Foster Youth Services staff - see page 29 (Title I Part D OC 1000 - 4000) Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)
assistants	nd support	Instructional Assistants – \$715,839 (LCFF Low Income OC 2000, 3000)	Instructional Assistants - \$715,839 (LCFF Low Income OC 2000, 3000)	Instructional Assistants - \$715,839 (LCFF Low Income OC 2000, 3000)
teachers small-gro instructio	facilitate LEA-wide up	Bilingual Instructional Assistants \$636,162 (LCFF EL OC 2000, 3000)	Maintain Bilingual Instructional Assistants \$636,162 (LCFF EL OC 2000,	Maintain Bilingual Instructional Assistants \$636,162 (LCFF

		(Title III OC 2000, 3000)	3000) (Title III OC 2000, 3000)	EL OC 2000, 3000) (Title III OC 2000, 3000)
Expand access to specialized programs such as GATE, AP, and IB programs by providing curricular resources and on- going professional learning	School- wide	Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000) Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)	Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000) Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)	Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000) Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time	School- wide	Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)	Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)	Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)
Services Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools	School- wide	Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)	Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)	Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)
	School- wide	Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000)	Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000)	Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000)

		Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress	LEA-wide	Management Information Technician \$90,000 (Title III OC 2000, 3000)	Maintain Management Information Technician \$90,000 (Title III OC 2000, 3000)	Maintain Management Information Technician \$90,000 (Title III OC 2000, 3000)
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement; School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.				
		Services: School staff will receive training in culturally competent classrooms. Mental and physical	School- wide School-	Books, Instructional Materials \$6,300 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151	Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151	Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000) Social Workers - \$115,151
		health supports are provided by nurses and social workers.	wide	(LCFF Low Income OC 1000, 3000)	(LCFF Low Income OC 1000, 3000)	(LCFF Low Income OC 1000, 3000)
			School- wide	Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)	Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)	Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)

Le	earning Support	School-	Learning Support	Learning Support	Learning Support
Sp	pecialists and case	wide	Specialists-	Specialists-	Specialists-
m	anagers plan,		\$224,354 (LCFF Low Income	\$ 224,354 (LCFF Low Income	\$224,354 (LCFF Low Income
or	rganize and		OC 2000, 3000)	OC 2000,3000)	OC 2000,3000)
со	oordinate learning				
su	pport services for	School-	Case Managers	Case Managers	Case Managers
lo	w income, ELs, re-	wide	\$67,867 (LCFF Low Income	\$67,867 (LCFF Low Income	\$ 67,867 (LCFF Low Income
de	esignated ELs, Foster		OC 2000, 3000)	OC 2000, 3000)	OC 2000, 3000)
Yc	outh and students				
wi	ith disabilities with	School-	Student Outreach Worker	Student Outreach Worker	Student Outreach Worker
ac	cademic, behavior,	wide	\$14,841 (LCFF Low Income	\$14,841 (LCFF Low Income	\$14,841 (LCFF Low Income
at	tendance and/or		OC 2000, 3000)	OC 2000, 3000)	OC 2000, 3000)
	cial/emotional				
	eeds.				
Er	nsure LEA Foster	LEA-wide	Foster Youth Services staff	Foster Youth Services staff	Foster Youth Services staff
Yo	outh Liaison has		– See page 29 (Title I Part D	– See page 29 (Title I Part D	– See page 29 (Title I Part D
ad	dequate time,		OC 1000 - 4000)	OC 1000 - 4000)	OC 1000 - 4000)
	nowledge, and				
	sources to fully				
	ecute the				
re	sponsibilities of the				
	oster Youth Ed				
Lia	aison in order to				
	ecrease adverse				
	fects of school				
	obility on Foster				
	outh.				
Ad	ction 2.3: Schools				
	ill provide more				
	aried opportunities				
	or students to				
	ecome interested in				
	hool and learning				
	rough technology				
	ased activities,				
	roject based				

learning, extended extracurricular, and expanded learning program involveme				
Services: Librarian/media technicians assist lov income, EL, and fost students with research and project based learning Resources to mainta	er t	Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)	Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)	Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)
libraries and media centers. Low Income EL, and Foster Youth have access to computer hardware and software to	1	Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)	Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000	Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)
enhance instruction and provide career technical and colleg readiness activities.	wide	Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)	Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)	Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)
	School- wide	Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)	Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)	Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)
Foster Youth studen engagement activiti including fees for extracurricular activities in order to decrease adverse affects of school mobility on foster youth.	es	Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)	Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)	Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)

Goal 3:	Parent	Goal 3:				
Parents,	Involvement	Action 3.1:				
family and	Student	Stakeholders will				
community	Achievement;	have improved				
stakeholders	Other Student	opportunities to				
will become	Outcomes;	participate in				
more fully	Implementation	district/site activities				
engaged as	of State	that increase their				
partners in	Standards	skills as partners in				
the	Standards	education.				
education of						
students in		Services:				
SCUSD.		Services to support	School-	Parent Advisors	Parent Advisors	Parent Advisors
		parents in attending	wide	\$106,290 (LCFF Low Income	\$106,290 (LCFF Low	\$106,290 (LCFF Low
		parent education,		OC 2000, 3000)	Income OC 2000, 3000)	Income OC 2000, 3000)
		informational		\$27,119 (LCFF EL OC 2000,	\$27,119 (LCFF EL OC 2000,	\$27,119 (LCFF EL OC 2000,
		meetings, and school		3000)	3000)	3000)
		events and in				
		volunteering at the	School-	Child Care	Child Care	Child Care
		school.	Wide	\$3,400 (LCFF Low Income	\$3,400 (LCFF Low Income	\$3,400 (LCFF Low Income
				OC 2000, 3000)	OC 2000, 3000)	OC 2000, 3000)
				\$1,957 (LCFF EL OC 2000,	\$1,957 (LCFF EL OC 2000,	\$1,957 (LCFF EL OC 2000,
				3000)	3000)	3000)
			School-	Parent Training	Parent Training	Parent Training
			wide	\$12,736 (LCFF Low Income	\$12,736 (LCFF Low Income	\$12,736 (LCFF Low Income
				OC 5000)	OC 5000)	OC 5000)
				\$11,745 (LCFF EL OC 5000)	\$11,745 (LCFF EL OC 5000	\$11,745 (LCFF EL 5 OC 000
		Action 3.2:				
		Stakeholders will				
		receive improved				
		district and site				
		communications,				
		including translation/				
		Interpretation				
		services.				

Services:	School-	School Community Liaisons	School Community Liaisons	School Community Liaisons
School sites	wide	\$191,238 (LCFF Low	\$191,238 (LCFF Low	\$191,238 (LCFF Low
communicate	wide	Income OC 2000, 3000)	Income OC 2000, 3000)	Income OC 2000, 3000)
regularly with		\$41,756 (LCFF EL OC 2000,	\$41,756 (LCFF EL OC 2000,	\$41,756 (LCFF EL OC 2000,
parent/guardians		3000)	3000)	3000)
through website,		3000)	5000)	3000)
-	School-	Devent Masting supplies	Devent Meeting evention	
phone outreach,	wide	Parent Meeting supplies	Parent Meeting supplies	Parent Meeting supplies
mailings and	wide	\$10,133 (LCFF Low Income	\$10,133 (LCFF Low Income	\$10,133 (LCFF Low Income
meetings, especially		OC 4000)	OC 4000)	OC 4000)
low income, ELs and		\$6,159 (LCFF EL OC 4000)	\$6,159 (LCFF EL OC 4000)	\$6,159 (LCFF EL OC 4000)
students with				
disabilities	School-	Site communications	Site communications	Site communications
	wide	expenses	expenses	expenses
		\$7,752 (LCFF Low Income	\$7,752 (LCFF Low Income	\$7,752 (LCFF Low Income
		OC 4000)	OC 4000)	OC 4000)
		\$4,238 (LCFF EL OC 4000)	\$4,238 (LCFF EL OC 4000)	\$4,238 (LCFF EL OC 4000)
Translation and	School-	Translation services	Translation services	Translation services
interpretation services	wide	\$23,687 (LCFF Low Income	\$23,687 (LCFF Low Income	\$23,687 (LCFF Low Income
for parents of ELs are		OC 2000, 3000)	OC 2000, 3000)	OC 2000, 3000)
provided in five		\$23,091 (LCFF EL OC 2000,	\$23,091 (LCFF EL OC 2000,	\$23,091 (LCFF EL OC 2000,
languages by bilingual		3000)	3000)	3000)
staff at district events				
and in schools				
Derent notifications		Nonegoment information	Maintain Maragana	Maintain Marsson
Parent notifications	LEA-wide	Management Information	Maintain Management	Maintain Management
about EL achievement		Technician – see page 31	Information Technician -	Information Technician –
is provided.		(Title III OC 2000, 3000)	see page 31	see page 31
			(Title III OC 2000, 3000)	(Title III OC 2000, 3000)
Drovido promot		Foster Vouth Convises staff	Foster Vouth Convisos staff	Foster Vouth Comises staff
Provide prompt	LEA-wide	Foster Youth Services staff	Foster Youth Services staff	Foster Youth Services staff
communication to		- see page 29 (Title I Part D	– see page 29 (Title I Part D	– see page 29 (Title I Part D
communication to foster guardians.		– see page 29 (Title I Part D OC 1000 - 4000)	– see page 29 (Title I Part D OC 1000 - 4000)	– see page 29 (Title i Part D OC 1000 - 4000)

C. Describe the LEA's increase in 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 charter wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 of LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased instructional time and additional staff, including custodians, plant managers, counselors, librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$9,800,000 was allocated to 61 school sites based on their unduplicated numbers of EL, low-income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. The table below indicates how each expenditure will be used to meet the needs of ELs, low-income students, and foster youth. Sites will need to reference the LCAP and Site Plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to target subgroups. The remaining amount, \$11,150,639, was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below). Another \$1,788,731 was allocated to 3 dependent Charter schools. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

D. 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). 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). 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 all pupils.

The calculated percentage by which services must be increased for the unduplicated count is 10.95% or equivalent to \$3,319,560. As mentioned above in Section 3C, these funds were allocated to all schools that have low income and English learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages of low-income students are now getting a portion of the LCFF supplemental funds and will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low-income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. Our unduplicated count is 75.40%. We must increase our spending for low income students, foster youth, and English learners as follows: 2014-15: \$3,353,299; 2015-16: \$2,324,809; 2016-17: \$1,703,638

Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant 2013-14 2014-15 2015-16** L UcfF fraget Supplemental & Concentration Grant 2013-14 2014-15 2015-16** L UcfF fraget Supplemental & Concentration Grant 2013-14 2014-15 2015-16** L UcfF fraget Supplemental & Concentration Grant 2013-14 2014-15 2015-16** L Unduplicated Pupils above what was spent on services for all pupils 56.058.059 200500 202805 L Prior Year Ele expenditures Tuduplicated Pupils above what was spent on services for all pupils 2014.157 66.058.059 L Difference [1] ves[2] E6.012.318 12.000.000 20.0866 L Difference [1] ves[2] Tuduplicated Additional Supplemental & Tudue 20.0593 20.058.053 20.058.053 L Estimated Supplemental & Concentration Tudit 20.051.052 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20.02.056 20	5	Sacramento City Unified - SCUSD - AVG. FY 2015-16 20.88% and FY 2016-17 15.04%	015-16 20.8	8% and FY 201	.6-17 15.04%	5/21/14
Construction Constructin Construction Construction<		Minimum Proport Summary Supplem	ionality Perc ental & Conc	entage (MPP): entration Grant		
1. ICFF Target Supplemental & Concentration Grant 78,330,113 2. Funding 78,330,113 2. Prior Vear (estimated) Expenditures for unding above what was spent on services for all public above what was spent on the was spent on services for all public above what was spent on the			2013-14	2014-15	2015-16**	2016-17**
2. Prior Vear (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils 12,012,888 3. Prior Vear EA expenditures 11,166,706 12,012,888 3. Difference [1] less [2] 66,317,225 28,05% 3. Difference [1] less [2] 66,317,225 28,05% 4. Estimated Additional Supplemental & Concentration Grant Funding [3] "6.4 funding rate 28,05% 28,05% 5. Estimated Supplemental and Concentration (concentration Grant Funding (concentration Grant Ferenting (concentration Grant Ferenting (concentration	-i	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		78,330,113	78,558,693	79,036,499
Prior Year Ela expenditures 11.166,706 $2014-15$ py eq. (2013-14 eq.) must >= 2012-13 Ela eq. TRUE $3014-15$ py eq. (2013-14 eq.) must >= 2012-13 Ela eq. TRUE $3014-15$ py eq. (2013-14 eq.) must >= 2012-13 Ela eq. E6, 317, 225 4 Estimated Additional Supplemental & 28.05% 13 Concentration Grant Funding 28.05% 31 Estimated Supplemental and Concentration 28.05% 5 Estimated Supplemental and Concentration 28.05% 5 Estimated Supplemental and Concentration 28.05% 6 Base Funding rate 28.05% 6 Base Funding rate 28.05% 7 Estimated Supplemental and Concentration 28.05% 6 Base Funding rate 28.05% 6 Base Funding rate 28.05% 7 Base Funding rate 279.506.935 <	2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		12,012,888	12,500,000	13,000,000
3. Difference $(1) les (2)$ 66,317,225 4. Estimated Additional Supplemental & Concentration Grant Funding $(2) car p funding rate 18,601,982 4. Estimated Additional Supplemental & Concentration Grant Funding (2) car p funding rate 28.05% 5. Estimated Supplemental and Concentration 28.05% 6. Base Funding rate 28.05% 7. Estimated Supplemental and Concentration 28.05% 6. Base Funding (2) pus (a) (unles (3) concentration 20,614,870 7. Estimated Supplemental and Concentration 28.05% 6. Base Funding (2) pus (a) (unles (3) concentration 20,614,870 7. Estimated Supplemental and Concentration 28.05% 7. Estimated Supplemental and Concentration 28.05% 6. Base Funding (2) pus (a) (a) (a) (a) (a) (a) (a) (a) (a) (a)$		Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	11,166,706 TRUE			
4. Estimated Additional Supplemental & Concentration Grant Funding rate 18,601,982 3]* GAP funding rate 28.05% 3]* GAP funding rate 28.05% 5. Estimated Supplemental and Concentration 28.05% 5. Estimated Supplemental and Concentration 30,614,870 6. Base Funding rate 279,506,935 6. Mass Funding rate 279,506,935 6. Mass Funding Carant Funding (1 lowes [3],00 then [1]) 30,614,870 7. CGF Phose-In Entitlement Less [5], 279,506,935 6. Mass Funding 279,506,935 7. LCFF Phose-In Entitlement Less [5], 279,506,935 7. LCFF Phose-In Entitlement 316,665,340 7. Ninimum Proportionality Percentage* 316,665,340 7. Summer Proportionality Percentage for the function of the struction of the str	3.	Difference [1] less [2]		66,317,225	66,058,693	66,036,499
GAP funding rate 28.05% S. Estimated Supplemental and Concentration 28.05% S. Estimated Supplemental and Concentration 30,614,870 Grant Funding (2) blus (4) (unless [3)<0 then [1])	4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP Junding rate		18,601,982	13,793,055	9,931,889
5. Estimated Supplemental and Concentration 30,614,870 6. Base Funding [2] plus [4] (unless [3]-0 then [1]) 30,614,870 7. Cara section 3, Part C 30,614,870 8. Base Funding 279,506,935 6. Base Funding 279,506,935 7. CFF Phose-In Entitlement less [5], 279,506,935 7. LCFF Phose-In Entitlement & Transportation 316,665,340 7. LCFF Phose-In Entitlement & Transportation 316,665,340 7. LCFF Phose-In Entitlement & Transportation 316,665,340 7. LCFF Phose-In Entitlement & Transportation 279,506,935 7. LCFF Phose-In Entitlement & Transportation 279,506,935 7. Infinituum Proportionality Percentage* 316,665,340 7. Minimum Proportionality Percentage* 279,506,935 7. State and a supplicated student must be inceosed or improved overservices provided for all stratege and the proportionality percentage of student and concentration for all stratege and the proportionality percentage of an improved overservices provided for all stratege and the proportionality percentage of an improved overservice stratege an intel CAP year. 7. Stratege and concentration grant 2014.15 7. <td></td> <td>GAP funding rate</td> <td></td> <td>28.05%</td> <td>20.88%</td> <td>15.04%</td>		GAP funding rate		28.05%	20.88%	15.04%
6. Base Funding 279,506,935 Interference of instructional improvement & Transportation 279,506,935 Interference	<u>ъ</u>	Estimated Supplemental and Concentration Grant Funding (2) plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		30,614,870	26,293,055	22,931,889
LCFF Phase-In Entitlement 316,665,340 316,665,340 7/8. Minimum Proportionality Percentage* 10.95% 10.95% 7/9. [5]/[6] 10.95% 10.95% 10.95% 7/8. Minimum Proportionality Percentage* [5]/[6] 10.95% 10.95% 7/8. [5]/[6] 10.95% 10.95% 10.95% 10.95% 7 Percentage by which services for unduplicated students must be increased or improved over services provided for all st for a cluidate the minimum proportionality percentage at Estimated Supplemental & concentration Graves for unduplicated students must be increased or improved over services provided for all st for the LCAP year, not services only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not services only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not concentration grant 2014-15 10.95% 7 Current year estimated supplemental and concentration grant \$ 30,614,870 \$ 30,614,870 \$ 10.95% 6 Current year Minimum Proportionality Percentage (MPP) 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95% \$ 10.95%	.0	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		279,506,935	297,368,371	308,675,560
7/8. Minimum Proportionality Percentage* 10.95% [3] / [6] 10.95% 10.95% LCAP Section 3, Part D 10.95% 10.95% * * 10.95% 10.95% * * 10.95% 10.95% * * * 10.95% 10.95% * * * 10.95% 10.95% * * * 2000000000000000000000000000000000000		LCFF Phase-In Entitlement		316,665,340	330,204,961	338,150,984
* percentage by which services for unduplicated students must be increased or improved over services provided for all st If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Gra **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not **Internet year estimated supplemental and concentration grant **Intending in the LCAP year **Ourding in the LCAP year **Ourding in the CAP year **Ourtent year Minimum Proportionality Percentage (MPP)	7/8.			10.95%	8.84%	7.43%
upple	*per If Ste **Reg	centage by which services for unduplicated students must be increase :p 3a <=0, then calculate the minimum proportionality percentage at. ulations only require an LEA to demonstrate how it is meeting the pro	d or improved ove Estimated Suppler portionality perce	r services provided for nental & Concentratior ntage in the LCAP year	all students in the LCAP y o Grant Funding, step 5. , not across all three year	ear. S.
upplemental and concentration grant \$30,614,870 \$30,614,870 troportionality Percentage (MPP) 10.95%		SUMMARY SUPPLEMENTA	L & CONCENT	RATION GRANT &	k MPP	
upplemental and concentration grant \$ 30,614,870 roportionality Percentage (MPP) 10.95%				2014-15	2015-16	2016-17
	Curr fund	ent year estimated supplemental and concentration ing in the LCAP year	grant		\$ 26,293,055	\$ 22,931,889
	Curr	ent year Minimum Proportionality Percentage (MPP)		10.95%	8.84%	7.43%

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.

Offer § 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: Sacramento City Unified School District_ Contact Dr. Sara Noguchi, Interim Superintendent, sara-noguchisuperintendent@scusd.edu (916) 399-2058643-7400

LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Community Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	Served as The Parent Advisory Committee Meetings provided a wayforum to inform, educate, and gather input & and feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.
November 6, 2013 CommunityParent Advisory Committee Meeting	TheJannelle Kubinec, WestEd Director of Comprehensive

	School Assistance Program explained <u>the</u> Local Control Funding Formula. _Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant <u>District</u> work within each priority.
	Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster <u>youth,Youth and</u> low-income students. 70% of school sites were represented.
December 16, 2013 CommunityParent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. <u>A handout was provided with information on the</u> <u>eight priorities and attendees could choose three priority</u> <u>sessions where they heard more in-depth information and</u> <u>participated in a discussion.</u>
January 22, 2014 CommunityParent Advisory Committee Meeting	Attendees were then broken outbroke into smaller groups to discuss and gathergive feedback on 4 of the 8 state priorities: Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards. Handouts provided at meeting detailed each of the priorities, relevant SCUSD work, a list of the required data and sample SCUSD Data. Attendees provided feedback and input for each of the priorities discussed.
	Focused <u>This Parent Advisory Committee Meeting focused</u> on continuing to learn about the state priorities: <u>Student</u>

	Engagement, Parent Engagement, Basic Services and other
	student outcomes. Other Student Outcomes. Input and
	feedback were recorded.
February 13, 2014 CommunityParent Advisory Committee Meeting	Focused on presentingA DRAFT LCAP was presented to gather
	stakeholder the Parent Advisory Committee, who shared
	their feedback, concerns, and questions. Responses to their
	questions have been posted to www.scusd.edu/LCAP.
	Critical
April 2, 2014 CommunityParent Advisory Committee Meeting (Scheduled)	Each school site was asked to engage their parents, staff,
	community members where they may feel more comfortable
	-their school sites. in a discussion of the Local Control
	Funding Formula and the State Priorities. Principals
	presentingpresented at their standing meetings- school site
	councilSchool Site Council meetings, PTA meetings, English
February –March 7, 2014 School Site Engagement	Learner Advisory Council (ELAC), Collaborative Planning Time
	(CPT) and staff meetings. Feedback was collected through
	surveys. 100% <u>of</u> sites were engaged.
	Grassroots
	This is a grassroots model utilized to gather authentic input
	and feedback on LCAP. The Community PlanningEngagement
	Process relies on key community organizing strategies of
	empowering community members atas Public Education
Community PlanningEngagement Process through Public Education Volunteers	Volunteers (PEVs) to solicit their personal and professional
PEV Cycle #1: Feb 5 – Mar 11	networks to share information and gather input. The
PEV Cycle #2: Mar 24_– April 21	feedback is used to inform decisions, draft, develop, and
	share with stakeholders early before anything is "finalized."
	To date,
	SCUSD-has trained over 115 PEVs. PEVs include community

	members, parents, community partners, school board
	members, DELAC, DAC, Department of Social Justice, and
	Foster Family Agencies.
	PEVs distributed LCAP surveys to their respective networks.
	PEV Cycle #1: Over 1,200 respondents to survey.
	The Community Planning Process was especially critical in
	ensuring that the voice of those who represent LCFF
	subgroups was heard. 62% of the more than 1,200
	respondents represented low-income students. 46% of the
	more than 1,200 respondents represented English learners.
	District personnel will attendattended District Advisory Group
	meetings, presented the DRAFT LCAP, and
	gathergathered feedback from each of these critical
	stakeholder groups. A survey on the DRAFT LCAP was created
	and PEVs shared the survey through their networks. Answers
	to questions gathered at these meetings are posted along
	with the answers to those posted by the Parent Advisory
	Committee at www.scusd.edu/LCAP.
	The draft LCAP will be was posted on the district website and
	shared broadly at various advisory committee and community
District Advisory Groups (Scheduled)	group meetings in order to gather feedback from all
March 24, 2014 Community Advisory Committee (CAC)	stakeholders. Feedback and questions about the draft LCAP
April 8, 2014 District Advisory Committee (DAC)	will be responded to in writing and posted on a District
April 9, 2014 District English Learner Advisory Committee (DELAC)	website page.
TBD Student Advisory Committee (SAC)	
	LCAP discussions were included on agendas of regular
	meetings with all labor partners throughout the engagement
Collective Bargaining Groups	process to ensure their involvement in discussions. Surveys
Sacramento City Teachers Association – Oct 22, 2013; April 30, May 9 and	and information on LCAP meetings were all distributed widely

May 15, 2014	to all district staff.
United Professional Educators – Oct 22 and Dec 17, 2013; April 28, May 6 and	
May 20, 2014	
Classified Supervisors Assoc. – Oct 24 and Nov 22, 2013; Feb 13, April 29 and	
May 14, 2014	
<u>Service Employees Internat. Union – Oct 16, Nov 20 and Dec 4, 2013; Feb 12,</u>	
April 24, May 1, May 13 and May 22, 2014	
Teamsters – Oct 24, 2013; Jan 16, March 7, April 23, May 2 and May 15, 2014	Responses to the draft LCAP and updates to the 2014-15
	budget from the May Revise will bewere instrumental in
CUSD Governing Board UpdatesPresentations	developing revisions to the draft and the completion of the
January 6, 2014 Present Community Engagement Plan – LCAP	final LCAP which will bewas brought to the Locallocal Board
March 20, 2014 Update Board on Engagement/Outreach and present draft	of Education for approval with the District 2014-15 budget.
LCAP	
June 5, 2014 Public Hearing	
June 19, 2014 LCAP and Budget Approval	

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Goals Applicable Pupil Subgroup(s) (Identify applicable	School(s) Affected (Indicate "all" if the goal applies to all schools in	Annual Update: Analysis of Progress	What will be different/ LCAP YEAR Year 1: 2014-15	improved for students? (ba Year 2: 2015-16	sed on identified metric) Year 3: 2016-17	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute</u> <u>must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
		subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	the LEA, or alternatively, all high schools, for example.)					

Goal 1:	Goal 1:	All	LEA-wide				Increase	Basic Services
In order increase the	Increase percent of	/	ELY WIGE					Implementation of State Standards
percentage of	students who are on-							Course Access
students who are on	track to graduate							Student Achievement
track to graduate	college and career							Other Student Outcomes
college and career	ready							Pillar I, District Strategic Plan
ready, there is a								District Guide to Success
need to:								
	Sacramento City							
Increase high school	Unified School				Increase <u>Cohort</u>	Increase Cohort graduation	Maintain cohort graduation	
graduation rate:	District's (SCUSD) goal				graduation rate by 3% to	rate by 3to 90%	rate by 3 at 90%	
79.9 2012-13 Cohort	is to provide students				88%	ELs: 84%	Increase EL: 87%	
Rate: 85.4%	with a relevant,				ELs: 81%	Low Income: 89%	Low Income: 90%	
ELs: 78.7%	rigorous and well-				Low Income: 87%			
Low Income: 83.9%	rounded education							
(DataQuest	that includes 21st-							
Graduation Data -	century career							
Cohort Data by	exploration and that							
<u>Program)</u>	meets four-year							
Increase academic	college and university					To be determined using	To be determined using	
proficiency in ELA	requirements. We've				Establish math and ELA	2014-2015 baseline data	2014-2015 baseline data	
and mathematics	continued to invest in				proficiency baselines as			
	professional				measured by the CAASPP <u>.</u>			
Beginning in 2014-	development for					To be determined using	To be determined using	
15, growth will be	teachers and principals				Establish math and ELA	2014-2015 baseline data	2014-2015 baseline data	
measured using	that accelerates				below proficiency			
CAASPP	student learning by				baselines as measured by			
	giving children ample				the CAASPP <mark>.</mark>			
<u>2013</u>	opportunities to think							
<u>API: 770</u>	critically, work with					API remains frozen at 2013	API growth targets to be	
Low Income: 731	others, solve				API remains frozen at 2013	levels:	reset by CDE	
<u>EL: 709</u>	problems, struggle				levels:	<u>API: 770</u>		
<u>(DataQuest – API</u>	with difficult tasks,				<u>API: 770</u>	Low Income: 731		
<u>Report)</u>	and enjoy school.				Low Income: 731	<u>EL: 709</u>		
lumple mentation of	Financial challenges				<u>EL: 709</u>			
Implementation of	have slowed, but not			7		Cantinua Comuna Com	Continue Comments Com	
Common Core State	curtailed our efforts to		Ť		Continuo Common Com	Continue Common Core	Continue Common Core	
Standards:	develop clear				Continue Common Core	Professional Development	Professional Development	

2013-14 Training	expectations about		Professional Development	Additional Participants:	Additional Participants:
Participants	what students need to		Increase total trained:	Leadership: 110	Leadership: 110
Baseline Data:	know and master at		Leadership: 110	Teachers: 808	Teachers: 838
Leadership: 110	every grade level. With		Teachers: 778	Parents: 578	Parents: 600
				Support Staff: 281	Support Staff: 292
Teachers: 748	increased funding, we		Parents: 556	Support Statt: 281	Support Statt: 292
Parents: 534	look forward to		Support Staff: 276		
Support Staff: 265	developing				
(Academic Office)	comprehensive early				
	learning programs,				
Increase % of	effective multi-tiered				
students who	support systems, and			Increase % of student	Increase % of student
demonstrate college	replicating strategies		Increase % of student	prepared for college as	prepared for college as
preparedness on	used by our highest-		prepared for college as	indicated on EAP	indicated on EAP
<u>EAP:</u>	performing schools		indicated on EAP	English: 23%	English: 25%
2011-12 Results	and programs. We		English: 20%	<u>Math: 16%</u>	<u>Math: 19%</u>
English: 19%	have strategic		<u>Math: 14%</u>		
<u>Math: 13%</u>	partnerships that				
(Linked Learning	expose students to				
Office)	<u>career pathways</u>				
Increase	through internships				
participation in	and service learning as			Increase participation in	Increase participation in
GATE (Current2012-	well as partnerships		Increase participation in	GATE by 3%, A-G<u>to:</u>	GATE by 3%, A-G<u>to:</u>
<u>13</u> GATE	that increase summer,		GATE by 3%, A-G<u>to:</u>	Elementary: 17%	Elementary: 20%
participation: 11%	during- and after-		Elementary: 14%	Middle: 40%	Middle: 43%
Elementary ; 34% :	school opportunities		Middle: 37%		
<u>11%;</u> Middle), <u>:</u> 34%	for students.				
(GATE office)					
Increase A-Ga-g				Increase a-g completion by	Increase a-g completion by
completion : (Current			Increase a-g completion by	5%, and<u>to 49%</u>	5%, and<u>to 54%</u>
A-G Completion.			5%, and<u>to 44%</u>		
<u>2012-13 a-g</u>			_		
completion %: 39%					
(Academic Office)					
				Increase AP enrollment by	Increase AP enrollment by
Increase AP Exam			Increase AP enrollment by	3%. Exam Pass Rate 90.7%	3%. Exam Pass Rate 91.7%
pass rates					
2011-12: Score 3 or					
				1	

higher:88.7%(DataQuest AP ExamResults Report)Increase number ofstudents enrolled inLinked LearningPathways/CareerAcademies:2013-14: 4,578(Linked Learning				Increase # of Linked Learning Pathways/Career Academy students: 5,062	Increase # of Linked Learning Pathways/Career Academy students: 6,100	Increase # of Linked Learning Pathways/Career Academy students: 7,016	
Meet State/FederalAMAO targets2012-13 AMAOsAMAO #1: 55.3%AMAO #2:<5 years: 20.8%;>5 years 47.5AMAO #3:Grad rate: 78.9ELA % Prof.: 33.7%Math % Prof.: 49.8%				Federal 2014-15 AMAO Targets AMAO #1: 59% AMAO #2: <5 years: 22.8%; >5 years 49% AMAO #3: Grad rate: 81% ELA % Prof.: 36% Math % Prof.: 52%	Federal; 2015-16 AMAO Targets AMAO #1: 61% AMAO #2: <5 years: 23.9%; >5 years 51% AMAO #3: Grad rate: 84% ELA % Prof.: 38% Math % Prof.: 54%	Federal 2016-17 AMAO Targets AMAO #1: 62% AMAO #2: <5 years: 25%; >5 years 53% AMAO #3: Grad rate: 87% ELA % Prof.: 40% Math % Prof.: 57%	
(SCOE) Increase %) Reclassification Rate 2012-13: 9.2% (SCOE) Decrease teacher Mis-assignment rate: 2013-14: 3%				Increase reclassification rate to 10% Decrease teacher Mis- assignment rate to 2.75%	Increase reclassification rates to 11% Decrease teacher Mis- assignment rate to 2.5%	Increase reclassification rates to 12% Decrease teacher Mis- assignment rate to 2.25%	
	oal 2: chools will provide	All	LEA-wide			<u>.</u>	Student Engagement; School Climate; Basic Services;

holistic approach to	students with a clean,					
student achievement	healthy, physically,					
that fosters student	and emotionally safe					
engagement in clean,	learning environment.					
healthy and safe	_					
environments. Data	SCUSD believes that					
indicates the	school environments,					
following needs:	from the curb to the					
	classroom, are					
To improve school	conducive to student					
cleanliness and	learning. Our goal is					
facility maintenance	that increased LCFF					
which suffered from	funding will allow the					
the loss of custodians	district to provide the					
and plant managers	services that are					
district-wide:	necessary for schools					
Custodians:	to be clean, safe,					
<u>The loss of</u>	welcoming, and					
custodians and plant	healthy. We work with					
managers district-	parents and					
wide forced other	communities to					
classified and	provide facilities,					
certificated staff to	playgrounds and					
take on cleaning and	athletic fields that					
maintenance duties	everyone can use and					
taking them from full	enjoy. School based					
focus on service to	LCFF with other site		Maintain Fit (Facilities	Maintain Fit (Facilities	Maintain Fit (Facilities	
students and	and grant funds		Inspection Tool) Inspection	Inspection Tool) Inspection	Inspection Tool) Inspection	
parents. Their extra	provide staff that		Rating	Rating	Rating	
time and effort	serve in support		<u>100%</u>	<u>100%</u>	<u>100%</u>	
resulted in a FIT	<u>centers, provide</u>					
rating of 100%.	preventative services,					
There is a need to	and Social-Emotional		Custodians will be	Custodians will be	Custodians will be	
<u>increase</u>	Learning at schools		increased by 21.5 FTE	maintained at 86.5 FTE	maintained at 86.5 FTE	
custodian/plant	throughout the					
managers based on	district. These efforts		Plant Managers will be	Plant Managers will be	Plant Managers will be	
the following budget	as well as positive		increased by 11 FTE	maintained at 71 FTE.	maintained at 71 FTE.	
impacts to their	behavior intervention					

ranks. Custodian/Plant Manager Positions: 2010-11: 136215 2010-11: 136215 2011-12: 209 2012-13: 119.5 2013-14: 65-125 Plant managers: 2010-11: 79 2013-14: 60 (Facilities Support Services) To increase student Content of the state of the	systems help students who are struggling socially, emotionally, behaviorally and/or academically. Social workers, nurses, family advocates, interns and community partners work directly with school staff, students, and parents to address issues that are of concern to them.		District-wide attendance rates will increase to 96%. Low Income: 96% EL: 97% Foster Youth: 94%	District-wide attendance rates will increase to 96.5%. Low Income: 97% EL: 97% Foster Youth: 95%	District-wide attendance rates will increase to 97.0%. Low Income: 97% EL: 97% Foster Youth: 96%	
engagement in schools district wide						
as indicated by the- <u>:</u>						
2013– <u>14</u> District Attendance Rate;			Decrease Chronic Absence	Decrease Chronic Absence	Decrease Chronic Absence	
95.37%			rates 10% and higher:	rates 10% and higher:	rates 10% and higher:	
Suspension Rates in			Elementary: 11.3% K-8: 10.9%	Elementary: 10.7% K-8: 10.4%	<u>Elementary: 10.2%</u> <u>K-8: 9.9%</u>	
HS (out-of-school			<u>Middle: 12.6%</u>	Middle: 12.1	<u>Middle: 11.6%</u>	
suspensions only);			High <u>: 2</u> 1 <u>.5%</u>	High <u>: 2</u> 1 <u>%</u>	High <u>: 2</u> 0 <u>.5%</u>	
Low Income: 95.20% EL: 96.12%			Low Income: 14.2%	Low Income: 13.7%	Low Income: 13.2%	
Foster Youth: 92.99%			<u>ELs: 10.5%</u> Foster Youth: 29.6%	<u>ELs: 10%</u> Foster Youth: 29.1%	<u>ELs: 9.5%</u> Foster Youth: 28.6%	
(SCUSD Data			<u></u>			
Dashboard)						
2012-13 Chronic						

		Deersee H of	Descrete H of Comparatenet	Decrease # of Supremained
(the		Decrease # of	Decrease # of Suspensions:	Decrease # of Suspensions:
<u>ents</u>		Suspensions:	(Out of School Suspension	(Out of School Suspension
		(Out of School Suspension	rates will decrease to 7)	rates will decrease to)
<u>e than</u>		rates will decrease to 8%.)	Elementary: 869	Elementary: 620
rolled			<u>K-8: 171</u>	
			Middle: 817	
<u>8%</u>			High: 1,562	
		<u>High: 1,896</u>		(In School)
		<u>(In School)</u>	Elementary: 15	Elementary: 10
		Elementary: 18	<u>K-8: 13</u>	<u>K-8: 9</u>
I. <u>7%</u>		<u>K-8: 15</u>	Middle: 36	Middle: 21
		Middle: 36	<u>High: 14</u>	High: 8
1.1%				
S		Decrease 2012-13 Cohort	Decrease 2012-13 Cohort	Decrease 2012-13 Cohort
-				
41				
			Edwincome: 4.570	
<u>d)</u>				
<u>.</u>				
	•			
rolled 8% 1.7% 1.1%		Elementary: 18		<u>K-8: 9</u>

					[
Goal 3:	Goal 3:	All	LEA-wide				Parent Involvement; Student
Bring to scale the	Parents, family and						Achievement; Other Student
successful	community						Outcomes; Implementation of State
stakeholder	stakeholders will						Standards
engagement	become more fully						
strategies being used	engaged as partners						
at various sites in the	in the education of						
district.	students in SCUSD.						
Parent Resource	To ensure that all of			Parent Resource Centers	Parent Resource Centers or	Parent Resource Centers or	
Centers or	our schools are open			or Information Areas will	Information Areas will	Information Areas will	
Information Areas at	and welcoming to			increase to 56 schools.	increase to 62 schools.	increase to 71 schools.	
47 sites	families and to						
	community partners,						
Parent/Teacher	SCUSD develops			Parent/Teacher Home	Parent/Teacher Home Visits	Parent/Teacher Home Visits	
Home Visit	meaningful			Visits will increase from	will increase from 3,500 to	will increase from 3,600 to	
Participation:	opportunities that			3,300 to 3,500.	3,600.	3,700.	
2013 <u>-14</u> - 3,300 visits	empower families to						
	participate in their			Parent Resource Centers	Parent Resource Centers	Parent Resource Centers	
Parent Resource	children's education.			will increase to 44 schools.	will increase to 45 schools.	will increase to 46-schools.	
Centers at	Our School, Family,						
42 schools	and Community			Academic Parent Teacher			
	Partnerships			Team school participation	Academic Parent Teacher	Academic Parent Teacher	
Academic Parent	Department offers			will increase to 15 schools.	Team school participation	Team school participation	
Teacher Team	classes, courses and				will increase to 16 schools.	will increase to 17 schools.	
Participation:	workshops that enable						
2013-14: 13	families to help their						
schoolsschool	children succeed in						
(Integrated Services)	school. At the school						
	site level, Youth and						
	Family Resource						
	Centers create						
	welcoming school						
	environments that						
	encourage student,						
	family, parent						
	organization and		Ť				
	<u>community</u>						

engagement. School			
based LCFF funding			
augments grant			
funding to support			
programs that			
promote partnerships			
between teachers and			
parents and supports			
parents as active and			
knowledgeable			
decision makers in			
their children's			
education.			

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school- wide or LEA- wide)	Annual Update: Review of actions/ services	projected to be prov	formed or services provided ided in years 2 and 3)? What for each action (including fu Year 2: 2015-16	at are the anticipated
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	 Basic Services i Implementati on of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	Goal 1: Increase the percent of students who are on-track to graduate college and career ready Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready Services: A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing Career and College Ready students. Funding of additional	LEA-wide		Classroom teachers; classified staff; basic facilities costs; instructional supplies \$216,000,000 (LCFF Base – OC 1000 - 4000) End of Furlough Days \$1,598,407 (LCFF Supp/Con	Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)	Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000) End of Furlough Days \$1,598,407 (LCFF Supp/Con

2 days added to		OC 1000 - 3000)	OC 1000 - 3000)	<u>OC 1000 - 3000)</u>
certificated and		<u></u>	<u></u>	<u></u>
classified contracts.				
(formerly furlough				
days)				
		Professional Development	Professional Development	Professional Development
Offer on-going		(per diem) Extra	(per diem) Extra	(per diem) Extra
professional learning		Dutylearning for teachers -	Dutylearning for teachers-	Dutylearning for teachers -
including, on-site	SchoolLE	\$300,047Common Core	\$300,047Common Core	\$300,047Common Core
collaboration, and job-	A-wide	State Standards (CCSS) for	State Standards (CCSS) for	State Standards (CCSS) for
embedded	A-wide	teachers, principals and	teachers, principals and	teachers, principals and
instructional coaching		instructional aides	instructional aides	instructional aides
as a means to support		\$3,000,000 (State CCSS	(To be determined)	(To be determined)
the implementation of		funding, Title I; Title II; grant	<u>The be determined</u>	(10 be determined)
the CCSS.		funds OC 1000 - 5000).		
the cess.	School	<u>Iunus de 1000 - 5000].</u>		
	501001	Training Specialists -	Maintain Training	Maintain Training
		\$354,231	Specialists \$358,234	Specialists \$358,234
	LEA-wide	Conferences -	Conferences	Conferences
		\$33,984	\$33,984	\$33,984
		\$55,504	433,3 0	<i>\$55,50</i> 4
Provide CCSS-aligned				
instructional materials		\$2,000,000 (Title I; Title III	\$2,000,000 (Title I; Title III;	
with embedded		grant funds OC 1000, 3000)	grant funds OC 1000, 3000)	Supplemental Instructional
assessments to ensure		<u>grant runus de 1000, 50007</u>	<u>grant funds OC 1000, 5000</u>	Materials-\$1,733,837
a quality CCSS			CCSS instructional materials	
implementation.		CCSS instructional materials	are provided to students	
		are provided to students	district-wide. \$1,500,000	
Develop and		district-wide \$1,500,000	(To be determined)	
implement a robust		(State CCSS funding OC	<u>ve weternineur</u>	
early literacy program	School-	<u>4000).</u>		<u>\$2,000,000 (Title I; Title III;</u>
at pre-K and	Wide	<u></u>		grant funds OC 1000, 3000)
elementary grades to	That		Early literacy programs are	
construct a strong		Early literacy programs are	provided in each	CCSS instructional materials
foundation on which		provided in each	elementary school in the	are provided to students
to build deep content		elementary school in the	district in kindergarten	district-wide. \$1,500,000
knowledge via		district in kindergarten	through 3 rd grade. Early	(To be determined)
curricular resources,		through 3 rd grade. Early	literacy begins in preschool	
carried ar resources,	I	Brance marry		

assessments,		literacy begins in preschool	programs at schools that	
intervention teachers,		programs at schools that	have Head Start and State	
and supplemental		have Head Start and State	Preschool funding.	Early literacy programs are
materials.		Preschool funding.	\$10,000,000 (Child	provided in each
		\$10,000,000 (Child	Development Fund,	elementary school in the
Provide Early		Development Fund,	Head Start and State	district in kindergarten
Kindergarten	LEA-wide	Head Start and State	Preschool funding OC 1000	through 3 rd grade. Early
experiences to	LE/ C Mide	Preschool funding OC 1000	- 5000)	literacy begins in preschool
enhance school		- 5000)		programs at schools that
readiness and			Early Kinder /Transitional	have Head Start and State
academic		Early Kinder /Transitional	Kindergarten taught by a	Preschool funding.
achievement over		Kindergarten taught by a	credentialed teacher with a	\$10,000,000 (Child
time.		credentialed teacher with a	developmentally	Development Fund,
	LEA-wide	developmentally	appropriate curriculum.	Head Start and State
		appropriate curriculum.	Currently there are 163	Preschool funding OC 1000
		Currently there are 163	students enrolled in the	- 5000)
		students enrolled in the	Early Kinder Program	
		Early Kinder Program	located at seven regional	Early Kinder /Transitional
Provide professional		located at seven regional	district school sites.	Kindergarten taught by a
learning development		district school sites.	\$700,000 (LCFF Base OC	credentialed teacher with a
of communities of		\$700,000 (LCFF Base OC	1000 - 4000)	developmentally
practice, and job-		1000 - 4000)	<u>·</u>	appropriate curriculum.
embedded coaching			Linked Learning Pathways	Currently there are 163
to Increase		Linked Learning Pathways	and career technical	students enrolled in the
access to A-G courses,		and career technical	education prepare students	Early Kinder Program
career technical		education prepare students	for postsecondary	located at seven regional
education courses,		for postsecondary	education and careers.	district school sites.
and work-based		education and careers.	Work based learning and	\$700,000 (LCFF Base OC
learning experiences		Work based learning and	career technical education	<u>1000 - 4000)</u>
in order to -expand		career technical education	are provided at all high	
the Linked Learning		are provided at all high	schools. Maintain Linked	Linked Learning Pathways
initiative		schools. Linked Learning	Learning State Initiative	and career technical
		State Initiative staff and	staff and Materials	education prepare students
Provide academic and		Materials \$6,300,000	<u>\$6,300,000 (Perkins Grant,</u>	for postsecondary
career counseling to		(Perkins Grant, LCFF base	LCFF base OC 1000, 3000)	education and careers.
support students		<u>OC 1000, 3000)</u>		Work based learning and
			<u>Maintain</u>	career technical education
			Supplemental-Instructional	are provided at all high

For Students with			Supplemental Instructional	Materials- \$1,733,837	schools. Maintain Linked
Disabilities:	School <u>LE</u>		Materials - \$1,733,837		Learning State Initiative
	<u>A</u> -wide				staff and Materials
Provide specific					<u>\$6,300,000 (Perkins Grant,</u>
professional learning					LCFF base OC 1000,3000)
opportunities to					
special education				Contracts for Services:	<u>Maintain</u>
teachers on Common			Contracts for Services:	Reading Partners (2	Contracts for Services:
Core implementation			Reading Partners (2	schools) \$24,000	Reading Partners (2
			schools)- \$24,000		schools)- \$24,000
Implement specific					
teaching strategies to					
assist students with					
disabilities in					
accessing Common					
Core instruction (i.e.					
Universal Design for					
Learning).					
	SchoolLE			Site Instruction	
Identify and adopt	A-wide			Coordinators -	Site Instruction
curricular resources	_		Site Instruction	\$44,775	Coordinators –
for students with			Coordinators - \$		\$44,775
Moderate to Severe			\$44,775	Intern Specialists-	
disabilities so that				\$124,749	Intern Specialists-
they can access			Intern Specialists-		\$ 124,749
Common Core			\$124,749		
instruction.					
Action 1.2: Provide a					
variety of learning					
supports including					
differentiated					
instruction and				Counselors \$3,000,000	
interventions for all	LEA-wide			(LCFF Supp/Con OC 1000,	C ourse lans (2,000,000)
students as needed				<u>3000)</u>	Counselors \$3,000,000
			Counselors \$3,000,000	<u>Additional site counselor</u>	(LCFF Supp/Con OC 1000,
Services:		\bullet	(LCFF Supp/Con OC 1000,	\$414,111	<u>3000)</u> Additional site counselor
Increase expanded			<u>3000)</u>	~~.~,	Auditional site counselor

r						
	earning opportunities			Additional site counselor		\$414,111
S	such as before, during,			\$414,111		
	and after school	School-				
ir	nterventions,	<u>High</u>				
e	enrichment programs	<u>Schools</u>			For Students with	
a	and summer				disabilities: Professional	For Students with
p	programs <u>.</u>			For Students with	Development funds	disabilities: Professional
		<u>LEA-</u> wide		disabilities:	<u>\$100,000 (LCFF Base; IDEA</u>	Development funds
				Total allocation of LCFF	<u>OC 1000, 3000, 5000)</u>	\$100,000 (LCFF Base; IDEA
	Provide instructional			base funds towards	Total allocation of LCFF	<u>OC 1000, 3000, 5000)</u>
a	assistants to help			Professional Development	base funds towards	Total allocation of LCFF
	engage and support			\$100,000 (LCFF Base; IDEA	Special Education	base funds towards
St	students while			<u>OC 1000, 3000, 5000)</u>	\$33,300program:	Special Education
	eachers facilitate				Transfer from LCFF base to	\$33,300 program:
	small-group	School-		Special Education	Special Education	Transfer from LCFF base to
ir	nstruction <mark>.</mark>	<u>LEA-</u> wide		\$33,300,000 program:	<u>\$42,500</u> ,000 <u>(LCFF base OC</u>	Special Education
				Transfer from LCFF base to	<u> 1000 - 5000</u>	<u>\$42,500</u> ,000 <u>(LCFF base OC</u>
				Special Education		<u>1000 - 5000</u>
				<u>\$42,500,000 (LCFF base OC</u>		
	Expand access to			<u>1000 - 5000</u>		
-	SATE and					
	\P specialized					
	programs <u>such as</u>					
	<u>GATE, AP and IB,</u> by					
	providing -curricular	School-				
	esources and on-					
_	going professional					
l le	earning <u>.</u>					
	School sites will					
	monitor student					
-	progress and identify					
	students who are in					
	need of additional					
S	supports.					
			Ŧ			
1	Action1.3: Develop					

an infrastructure for				Maintain	
on-going analysis of					Maintain
student performance					
and progress by			Additional Resource	After School programs are	
providing teacher			Teachers - \$3,071,228	available at 61 sites, Before	After School programs are
release time and				School programs at 11 sites	available at 61 sites, Before
collaborative learning			Additional	\$ 7,000,000 (After School	School programs at 11 sites
time.	<u>LEA-</u> wide			Education & Safety (ASES)	<u>\$ 7,000,000 (After School</u>
				and 21 st Century grants OC	Education & Safety (ASES)
Services:			After School Psychologists	<u>5000)</u>	and 21 st Century grants OC
Implement a			\$21,535		<u>5000)</u>
comprehensive early					
literacy assessment				Maintain Instructional	
system comprised of			Expanded Learning Service	aides for special education	Maintain Instructional
screening, diagnostic,			Providers Contracts	classes are employed	aides for special education
and progress			\$207,718	throughout the district to	classes are employed
monitoring tools	<u>LEA-wide</u>			serve students with	throughout the district to
			(Additional-programs	<u>disabilities</u>	serve students with
			funded through grant funds	Special Education:	<u>disabilities</u>
			and other funding	<u>\$6,000,000 (LCFF base OC</u>	Special Education:
			sources)are available at 61	<u>2000, 3000)</u>	<u>\$6,000,000 (LCFF base OC</u>
			<u>sites, Before School</u>		<u>2000, 3000)</u>
			programs at 11 sites	Maintain GATE Resource	
				<u>Teacher</u>	Maintain GATE Resource
			<u>\$ 7,000,000 (After School</u>	<u>\$94,000 (LCFF base OC</u>	<u>Teacher</u>
			Education & Safety (ASES)	<u>1000, 3000)</u>	<u>\$94,000 (LCFF base OC</u>
	LEA-wide		and 21 st Century grants OC		<u>1000, 3000)</u>
			<u>5000)</u>	Maintain IB Site	
				Instructional Coordinator,	<u>Maintain IB Site</u>
				Resource Teachers -	Instructional Coordinator,
			Instructional aides for	\$3,071,228 <u>\$250,000 (LCFF</u>	Resource Teachers
	LEA-wide		special education classes	base OC 1000, 3000	\$3,071,228
			are employed throughout		<u>base OC 1000, 3000</u>
			the district to serve	Maintain School	
			students with disabilities	Psychologists -\$21,535	Maintain School
			Special Education:		Psychologists -\$21,535
		-	<u>\$6,000,000 (LCFF base OC</u>		
			<u>2000, 3000)</u>		

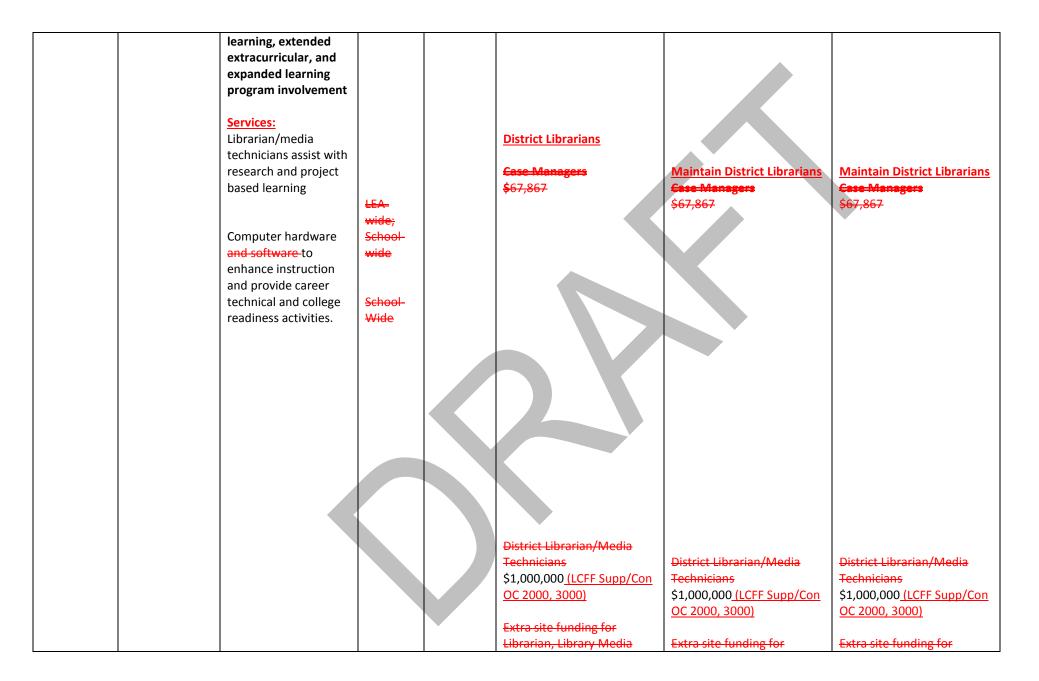
LEA-wide	Instructional Assistants - \$1,423,577 GATE Resource Teacher \$84,319_94,000 (LCFF Basebase OC 1000, 3000) Teacher pay per diem (extra duty for programs such as after school tutoring) - \$279,000 Teacher Substitutes for Academic Conferences - \$241,2621B Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000) Expanded Learning Service Providers Contracts- \$207,718 (Additional programs funded through grant funds and other funding sources) Instructional Assistants- \$1,423,577	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000) Expanded Learning Service Providers-Contracts- \$207,718 (Additional programs funded through grant funds and other funding sources) Instructional Assistants- \$1,423,577
		GATE Resource Teacher \$84,319 (LCFF Base)	\$1,423,577

	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)	Teacher pay per diem (extra duty for programs such as after-school tutoring)- \$279,000 Teacher Substitutes for Academic Conferences \$241,262	GATE Resource Teacher \$84,319 (LCFF) Teacher-pay per diem (extra duty for programs such as after-school tutoring)- \$279,000 Teacher-Substitutes for Academic Conferences- \$241,262
	Fontracts for Diagnostic/Intervention Programs focused on subjects including literacy- \$14,999	Contracts for Diagnostic/Intervention Programs focused on subjects including literacy \$14,999	Contracts for Diagnostic/Intervention Programs focused on subjects including literacy \$14,999

Goal 2:	Student	Goal 2:					
Schools will	Engagement <mark>;</mark>	Action 2.1: Students					
provide	School Climate;	will be provided					
students	Basic Services	cleaner, better					
with a clean,		maintained learning					
healthy,		environments.					
physically							
and		Services:				Restore	Restore
emotionally		Cleaner, better	LEA-wide		Restore custodians/ plant	Maintain custodians/ plant	Maintain custodians/ plant
safe learning		maintained schools			managers	managers	managers
environment		are more inviting			\$2,000,000 <u>(LCFF Supp/Con</u>	\$2,000,000 <u>(LCFF Supp/Con</u>	\$2,000,000 <u>(LCFF Supp/Con</u>
		comfortable learning			<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>
		environments to					
		encourage students to			Additional custodial	Maintain custodial	Maintain custodial
		attend school.			operational supplies	operational supplies	operational supplies
					\$650,000 <u>(LCFF Supp/Con</u>	\$650,000 <u>(LCFF Supp/Con</u>	\$650,000 <u>(LCFF Supp/Con</u>
		Action 2.2: All			<u>OC 4000)</u>	<u>OC 4000)</u>	<u>OC 4000)</u>
		schools will become					
		safer, more culturally			Additional	· ·	
		competent					
		environments, where					
		students learn social					
		and emotional skills					
		and receive additional					
		supports to increase					
		their engagement in					
		learning.					
		Partial funding of					
		additional 2 days	LEA-wide		Safe Schools Manager	Maintain Safe Schools	Maintain Safe Schools
		added to teacher's			<u>\$100,000 (LCFF base OC</u>	<u>Manager</u>	<u>Manager</u>
		contract to increase			<u>2000, 3000)</u>	<u>\$100,000 (LCFF base OC</u>	<u>\$100,000 (LCFF base OC</u>
		classroom time				<u>2000, 3000)</u>	<u>2000, 3000)</u>
		(Remaining cost of					
		restoration of			School Resource Officers	Maintain School Resource	Maintain School Resource
		furlough days is			\$300,000 <u>(LCFF Supp/Con</u>	Officers	Officers
		funded through base		-	<u>OC 5000)</u>	\$300,000 <u>(LCFF Supp/Con</u>	\$300,000 <u>(LCFF Supp/Con</u>
L		grant dollars.	LEA-wde			<u>OC 5000)</u>	<u>OC 5000)</u>

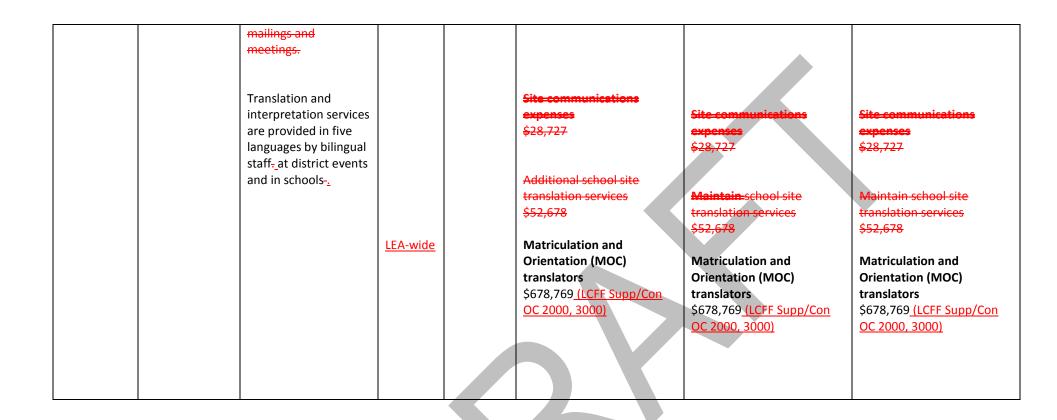
Restoration of other				
employee group				
furlough days are not				
funded with	LEA-wide	Attendance, Drop-Out		
Supplemental or		Prevention Coordinator &	Maintain Attendance,	Maintain Attendance,
Concentration grant		Specialist, Attendance	Drop-Out Prevention	Drop-Out Prevention
dollars).		Incentives \$75,000 (LCFF	Coordinator & Specialist;	Coordinator & Specialist;
		<u>base OC 1000-4000)</u>	Attendance Incentives	Attendance Incentives
<u>Services:</u>			\$75,000 (LCFF base OC	<u>\$75,000 (LCFF base OC</u>
Assistance to school			<u>1000-4000)</u>	<u>1000-4000)</u>
sites in developing		Nurses; Health Aides;		
and maintaining safe			<u>Maintain Nurses; Health</u>	Maintain Nurses; Health
school plans and			<u>Aides;</u>	<u>Aides;</u>
relationships with				
students and staff to		End of Furlough Days		
facilitate safer, more		\$1,598,407		
positive school			End of Furlough Days	End of Furlough Days
<u>climates.</u>			\$1,598,407	\$1,598,407
Community based				
positive programs				
support families and				
schools to prevent	School-			
attendance problems	wideLEA-			
· · · ·	wide			
School staff will				
receive training in				
culturally competent				
classrooms.	School-			
Mental and physical				
health supports are				
provided by nurses				
and social workers.		Professional development -		
and social workers.		\$156,793		
Looming Support		7130,733	Professional development -	Professional development -
Learning Support Specialists-Healthy			Protessional development - \$156,793	Protessional development - \$156,793
			\$130,/93	\$130,733
Start and case		Social Workers - <u>\$\$105,382</u>		
managers plan,		<u>\$520,000 (LCFF base OC</u>		

organize and			<u>1000, 2000, 3000)</u>	Social Workers - \$105,382	Social Workers \$105,382
coordinate learning				Nurses - \$59,962	Nurses - \$59,962
support services for	<u>LEA-</u> wide		District		
students with			Nurses - \$59,962		
academic, behavior,					
attendance and/or					
social/emotional	School-			Learning Support	Learning Support
concerns.			Learning Support	Specialists-Healthy Start –	Specialists-Healthy Start –
			Specialists-Healthy Start –	\$ 250,421	\$250,421
			\$ 250,421	<u>\$520,000 (LCFF base OC</u>	<u>\$520,000 (LCFF base OC</u>
			Connect Center staff	<u>1000, 2000, 3000)</u>	<u>1000, 2000, 3000)</u>
			provides insurance		
	<u>LEA-</u> wide		enrollments and support	Maintain District Connect	Maintain District Connect
			services for students with	Center staff provides	Center staff provides
			academic, behavior,	insurance enrollments and	insurance enrollments and
	School		attendance and/or	support services for	support services for
			social/emotional concerns.	students with academic,	students with academic,
			<u>\$200,000 (LCFF Base; Grant</u>	behavior, attendance	behavior, attendance
			<u>funds OC 1000 - 3000)</u>	and/or social/emotional	and/or social/emotional
				concerns.	<u>concerns.</u>
Supports and training				<u>\$200,000 (LCFF Base; Grant</u>	<u>\$200,000 (LCFF Base; Grant</u>
for positive school			Bullying Prevention	<u>funds OC 1000 - 3000)</u>	<u>funds OC 1000 - 3000)</u>
climates, including			Specialist; PBIS Coaching,		
bullying prevention,			Data Management	Maintain Bullying	Maintain Bullying
Restorative Justice,			\$200,000 (LCFF base, Grant	Prevention Specialist; PBIS	Prevention Specialist; PBIS
and Positive Behavior			<u>funds OC 1000, 3000, 5000)</u>	Coaching, Data	Coaching, Data
Intervention Support	<u>LEA</u> -wide			Management \$200,000	Management \$200,000
<u>systems.</u>				(LCFF base, Grant funds OC	(LCFF base, Grant funds OC
				<u>1000, 3000, 5000)</u>	<u>1000, 3000, 5000)</u>
Action 2.3: Schools					
will provide more			Social/Emotional Learning		
varied opportunities			- Professional		
for students to			Development, Coordinator	Maintain Social/Emotional	Maintain Social/Emotional
become interested in			\$163,000 (Grant funds OC	Learning – Professional	Learning – Professional
school and learning	School-		<u>1000 - 3000)</u>	Development, Coordinator	Development, Coordinator
through technology	<u>LEA-</u> wide			(To be determined.)	(To be determined.)
based activities,		*			
project based					



				taskatska til OL	the sector of the sector of the	the sector of the sector of the
				technicians. Library Clerk	Librarian, Library Media	Librarian, Library Media
				\$177,624	technicians. Library Clerk	technicians. Library Clerk
					\$177,624	\$177,624
				Computer hardware		
				\$ 111,372		
					Maintain Computers, Carts,	
					Internet Upgrade, Network	Maintain Computers, Carts,
				Complete Computers,	<u>Upgrade \$500,000</u>	Internet Upgrade. Network
				Carts, Internet Upgrade,	(Measure I, Measure Q	Upgrade \$500,000
				Network Upgrade \$500,000	Bonds OC 4000, 5000)	(Measure I, Measure Q
				(Measure I, Measure Q	Computer hardware	Bonds OC 4000, 5000)
				Bonds OC 4000, 5000)	\$111,372	
						Computer hardware
						\$111,372
						+
Goal 3:	Parent	Goal 3:				
Parents,	Involvement;	Action 3.1:				
family and	Student	Stakeholders will				
community	Achievement;	have improved				
stakeholders	Other Student	opportunities to				
will become	Outcomes;	participate in				
more fully	Implementation	district/site activities				
-	of State	that increase their				
engaged as						
partners in	Standards	skills as partners in	[
the		education.		·		
education of				Parent Advisors	Parent Advisors	Parent Advisors
students in		Schools have Service:		\$133,410	\$133,410	\$133,410
SCUSD .		District provides	LEA-			
		parent outreach and	wide ;			
		education services	School-			
		and the establishment	wide			
		<u>of Site</u> Parent		 District Parent Resource	Maintain District Parent	Maintain District Parent

Resource Center	s		Center staff support parent	Resource Center staff to	Resource Center staff to
staffed with .	ent		engagement &	support parent	support parent
Advisors			establishment of Site	engagement &	engagement &
	School-		Parent Resource Centers	establishment of Site	establishment of Site
	wide		\$150,000 (LCFF base; Title I	Parent Resource Centers	Parent Resource Centers
			2000, 3000)	\$150,000 (LCFF base; Title I	\$150,000 (LCFF base; Title I
				2000, 3000)	2000, 3000)
					<u></u>
	School-		Academic Parent-Teacher	Maintain Academic Parent-	Maintain Academic Parent-
	Wide		teams and The Parent	Teacher teams and The	Teacher teams and The
			Home Visit Program focus	Parent Home Visit Program	Parent Home Visit Program
			on improved student	focus on improved student	focus on improved student
			learning inside & outside	learning inside & outside	learning inside & outside
			school. \$235,000	school. \$235,000	school. \$235,000
Action			(Title I OC 1000, 3000)	(Title I OC 1000, 3000)	(Title I OC 1000, 3000)
Services to supp	ort				
parents in atten	ding				
parent educatio	n, School-				
informational	wide				
meetings, schoo	ŧ				
events and in					
volunteering at t	:he				
school.					
3.2 Stakeholder	s will				
receive improve	d School-		Child Care	<u>Maintain</u>	<u>Maintain</u>
district and site	wide		\$ 5,801	Child Care	Child Care
communication	5,			\$5,801	\$5,801
including transla	ation/		Parent Trainings		
Interpretation			\$44,255	Parent Trainings	Parent Trainings
services.			*	\$44,255	\$44 <u>,255</u>
			Parent Meeting supplies		
<u>Services</u> School s	ites		\$15,799	Parent Meeting supplies	Parent-Meeting supplies
communicate				\$15,799	\$15,799
regularly with	LEA-wide		School Community Liaisons		
parent/guardian			Student Outreach Worker	School Community Liaisons	School Community Liaisons
through website	· · · · · · · · · · · · · · · · · · ·	-	\$300,856	Student Outreach Worker	Student Outreach Worker
phone outreach	,			\$300,856	\$300,856



B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all	Related State and Local Priorities	Actions and Services	Level of Service (Indicate	Annual Update: Review of	projected to be prov	formed or services provided ided in years 2 and 3)? What for each action (including fu	at are the anticipated
goals from Section 2 , if applicable)	(from Section 2)		if school- wide or	actions/ services	LCAP Year Year 1: 2014- 15 2015	Year 2: 2015-16	Year 3: 2016-17
			LEA- wide)				
		For low income pupils:					
		Schools were allocated					
		funds based on the					
		number of					
		Free/Reduced students-					
		In addition to <u>(Low</u>					
		Income) and English					
		<u>Learners (EL)</u>					
		<u>Section 3B indicates</u> the					
		funds noted					
		in <u>expenditures that</u>					
		school sites will make					
		to fulfill the above section 3 for use					
		section 3 for use					
		wide, schools will use					
Goal 1:	Basic Services ,	allocations for low					
Increase	Student	incomeLCAP goals and					
the percent	Achievement; ¿	subgoals					
of students	Implementatio						
who are on-	n of State						
track to	Standards , ;	Action 1.1: Provide					
graduate	Course Access,	standards-aligned	School-		Professional Development	Professional Development	Professional Development
career and	<u>; Student</u>	<u>curriculum,</u>	wide		(per diem) Extra Duty for	(per diem) Extra Duty for	(per diem) Extra Duty for
college <mark>and</mark>	<u>Achievement;</u>	assessments and high			<u>teachers - \$113,784 (LCFF</u>	<u>teachers \$113,784 LCFF</u>	<u>teachers - \$113,784 (LCFF</u>
<u>career</u> ready	Other	quality instruction to			Low Income <u>OC 1000,</u>	Low Income OC 1000,	Low Income OC 1000,
	Course <u>Student</u>	prepare students to			<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
	Outcomes;	graduate college and			<u>\$11,000 (LCFF EL OC 1000,</u>	\$11,000 (LCFF EL OC 1000,	\$11,000 (LCFF EL OC 1000,
	_Pillar I, District	<u>career ready</u>			<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
	Strategic Plan ,	Services:			Contracts \$70,632 (LCFF	Contracts \$70,632 (LCFF	Contracts \$70,632 (LCFF

	; District Guide	Offer on-going		Low Income OC 5000)	Low Income OC 5000)	Low Income OC 5000)
	to Success	professional learning	School-			
	lo success	including, on-site	wide	Teacher Subs for	Teacher Subs for	Teacher Subs for
		collaboration, and job-	wide	Professional Development	Professional Development	Professional Development
		embedded instructional		\$76,300 (LCFF Low Income	\$76,300 (LCFF Low Income	\$76,300 (LCFF Low Income
		coaching as a means to		<u>OC 1000, 3000)</u>	<u>OC 1000, 3000)</u>	<u>OC 1000, 3000)</u>
		support the		<u>\$6,567 (LCFF EL OC 1000,</u>	<u>\$6,567 (LCFF EL OC 1000,</u>	<u>\$6,567 (LCFF EL OC 1000,</u>
		implementation of the		<u>3000)</u>	<u>3000)</u>	<u>3000</u>
		CCSS, especially to low	School-			
		income, EL, foster and	wide	<u>Conferences –</u>	<u>Conferences –</u>	<u>Conferences –</u>
		student with special		<u>\$9,500 (LCFF Low Income</u>	\$9,500 (LCFF Low Income	\$9,500 (LCFF Low Income
		<u>needs.</u>		<u>OC 5000)</u>	<u>OC 5000)</u>	<u>OC 5000)</u>
Goal 2:				<u>\$2,000 (LCFF EL OC 5000)</u>	<u>\$2,000 (LCFF EL OC 5000)</u>	<u>\$2,000 (LCFF EL OC 5000)</u>
Schools will						
provide				<u>Training Specialists –</u>	Training Specialists –	<u>Training Specialists –</u>
students	Student			<u>\$275,433 (LCFF Low</u>	<u>\$275,433 (LCFF Low</u>	<u>\$275,433 (LCFF Low</u>
with a clean,	Engagement;			Income OC 1000, 3000)	Income OC 1000, 3000)	Income OC 1000, 3000)
healthy,	School Climate;			<u>\$78,798 (LCFF EL OC 1000,</u>	<u>\$78,798 (LCFF EL OC 1000,</u>	<u>\$78,798 (LCFF EL OC 1000,</u>
physically	Basic Services;		School-	<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
and			wide			
emotionally				Training Specialists	Training Specialists	Training Specialists
safe learning				(Title III OC 1000)	(Title III OC 1000)	(Title III OC 1000)
environmen						
ŧ				Supplemental Instructional	Supplemental Instructional	Supplemental Instructional
			LEA-wide	Materials, Textbooks,	Materials, Textbooks,	Materials, Textbooks,
				Books, Production	Books, Production	Books, Production
				Services- \$829,010 (LCFF	Services- \$829,010 (LCFF	Services- \$829,010 (LCFF
			School-	Low Income OC 4000,	Low Income OC 4000,	Low Income OC 4000,
			wide	5000)	5000)	5000)
				\$169,813 (LCFF EL OC 4000,	\$169,813 (LCFF EL OC	\$169,813 (LCFF EL OC
		Provide for the		5000)	4000, 5000)	4000, 5000)
		followingCCSS-aligned		<u> </u>		
		instructional materials		Contracts for	Contracts for Services:	Contracts for Services:
		with embedded		Services:allocation to	Reading Partners (2	Reading Partners (2
				<u>Services.anocation to</u> Reading Partners (2	schools)- \$24,000 (LCFF	schools)- \$24,000 (LCFF
		assessments to ensure a	School-			
		quality CCSS		schools)- \$24,000 (LCFF	Low Income OC 5000)	Low Income OC 5000)
		implementation.	wide	Low Income OC 5000)		
					Supplemental Materials	Supplemental Materials

					Supplemental Materials	for Early Literacy,	for Early Literacy,
Goal 3:					for Early Literacy,	Production Services	Production Services
Parents,					Production Services	\$42,100 (LCFF Low Income	\$42,100 (LCFF Low Income
family and			School-		\$42,100 (LCFF Low Income	OC 5000) \$14,800 (LCFF EL	OC 5000) \$14,800 (LCFF EL
community	Parent		wide		OC 5000) \$14,800 (LCFF EL	OC 5000	OC 5000
stakeholders	Involvement;				OC 5000)		
will become	Student	Develop and implement	School-			Teacher Subs for	Teacher Subs for
more fully	Achievement;	a robust early literacy	wide		Teacher Subs for	Professional Development	Professional Development
engaged as	Other Student	program options:at pre-			Professional Development	A-G \$40,000 (LCFF Low	A-G \$40,000 (LCFF Low
partners in	Outcomes;	K and elementary			A-G \$40,000 (LCFF Low	Income OC 1000, 3000)	Income OC 1000, 3000)
the	Implementatio	grades to construct a			Income OC 1000, 3000)		
education of	n of State	strong foundation on				Site Instructional	Site Instructional
students in	Standards	which to build deep	School-		Site Instructional	<u>Coordinators –</u>	Coordinators –
SCUSD		content knowledge via	<u>wide</u>		<u>Coordinators –</u>	<u>\$1,112,552 (LCFF Low</u>	<u>\$1,112,552 (LCFF Low</u>
		curricular resources,			<u>\$1,112,552 (LCFF Low</u>	Income OC 1000, 3000)	Income OC 1000, 3000)
		assessments,			Income OC 1000, 3000)	<u>\$158,196 (LCFF EL OC 1000,</u>	<u>\$158,196 (LCFF EL OC 1000,</u>
		intervention teachers,			<u>\$158,196 (LCFF EL OC 1000,</u>	<u>3000)</u>	<u>3000)</u>
		and supplemental	School-		<u>3000)</u>		
		<u>materials.</u>	wide			Intern Specialists –	<u>Intern Specialists –</u>
					Intern Specialists	<u>\$27,953 (LCFF Low Income</u>	\$27,953 (LCFF Low Income
					\$27,953 (LCFF Low Income	<u>OC 1000, 3000)</u>	<u>OC 1000, 3000)</u>
			School-		<u>OC 1000, 3000)</u>	<u>\$15,750 (LCFF EL OC 1000,</u>	<u>\$15,750 (LCFF EL OC 1000,</u>
			wide		\$15, 221,740.80<u>750</u> (LCFF	<u>3000)</u>	<u>3000)</u>
		Provide professional			<u>EL OC 1000, 3000)</u>		
		learning development					
		of communities of					
		practice, and job-					
		embedded coaching to					
		Increase access to A-G	School-				
		courses, career	wide <mark>)</mark>				
		technical education					
		courses, and work-					
		based learning					
		experiences in order to				Additional site counselors	Additional site counselors
		expand the Linked			Additional site counselors	<u>\$240,716 (LCFF Low</u>	<u>\$240,716 (LCFF Low</u>
		Learning initiative			<u>\$240,716 (LCFF Low</u>	Income OC 1000, 3000)	Income OC 1000, 3000)
				*	Income OC 1000, 3000)	<u>\$74,065 (LCFF EL OC 1000,</u>	<u>\$74,065 (LCFF EL OC 1000,</u>
					<u>\$74,065 (LCFF EL OC 1000,</u>	<u>3000)</u>	<u>3000)</u>

Provide targeted			3000)		
assistance to low			<u>50007</u>		
income. EL, foster					
students and students					
with disabilities in				Maintain Youth Services	Maintain Youth Services
career/college	School-		Youth Services Program	Program Associate	Program Associate \$59,000
readiness activities and	wide		Associate \$59,000 (LCFF	\$59,000 (LCFF base OC	(LCFF base OC 1000, 3000)
guidance	(high		base OC 1000, 3000)	1000, 3000)	Foster Youth Services staff
Auron	schools)		Foster Youth Services staff	Foster Youth Services staff	\$29,000 (Title I Part D OC
Foster youth receive	<u></u>		\$29,000 (Title I Part D OC	\$29,000 (Title I Part D OC	1000, 3000)
educational counseling			1000, 3000)	1000, 3000)	1000, 5000,
from a Foster Youth					
Services Department					
staff member with the					
skills, time and training	<u>LEA-wide</u>				
necessary to carry out					
the responsibilities of					
the Foster Youth					Maintain Resource
Services Department			Resource Teachers	Maintain Resource	Teachers \$1,827,076
			<u>\$1,827,076 (LCFF Low</u>	Teachers \$1,827,076 (LCFF	(LCFF Low Income OC 1000,
Goal 1:			<u>Income OC 1000, 3000)</u>	Low Income OC 1000,	<u>3000)</u>
Action 1.2: Provide a			<u>\$416,529 (LCFF EL OC</u>	<u>3000)</u>	<u>\$416,529 (LCFF EL OC</u>
variety of learning			<u>1000, 3000)</u>	<u>\$416,529 (LCFF EL OC</u>	<u>1000, 3000)</u>
supports including				<u>1000, 3000)</u>	
differentiated			School Psychologists -		Maintain School
instruction and			\$21,535 (LCFF Low Income	Maintain School	Psychologists \$21,535
interventions for all	Cohool		<u>OC 1000, 3000)</u>	Psychologists -\$21,535	(LCFF Low Income
students as needed	<u>School-</u>			(LCFF Low Income	<u>OC 1000, 3000)</u>
Services:	<u>wide</u>			<u>OC 1000, 3000)</u>	
Increase expanded					
learning opportunities					
such as before, during,					
and after school	<u>School-</u>				
interventions,	<u>wide</u>		Expanded Learning Service		Expanded Learning Service
enrichment programs			Providers Contracts -	Expanded Learning Service	Providers Contracts -
and summer programs		-	<u>\$39,900 (LCFF Low Income</u>	Providers Contracts -	<u>\$39,900 (LCFF Low Income</u>
Expand summer			<u>OC 5000)</u>	<u>\$39,900 (LCFF Low Income</u>	<u>OC 5000)</u>

learning programs to			OC 5000)	
prevent summer			<u></u>	
learning loss for low				
income, EL and student				
with special needs.		<u>Teacher</u> Extra Pay (Per		Teacher Extra Pay (Per
	School-	Diem) for Intervention	Teacher Extra Pay (Per	Diem) for Intervention
Offer a multi-tiered	wide	\$407,037 (LCFF Low	Diem) for Intervention	\$407,037 (LCFF Low
system of supports		Income OC 1000, 3000)	<u>\$407,037 (LCFF Low</u>	Income OC 1000, 3000)
(academic & behavioral)		\$101,040 (LCFF EL OC 1000,	Income OC 1000, 3000)	\$101,040 (LCFF EL OC 1000,
to address student'sthe		3000)	\$101,040 (LCFF EL OC 1000,	3000)
academic needs <u>of low</u>			<u>3000)</u>	
income, EL, foster, and		Expanded Learning		Expanded Learning
students with		Supplemental Textbooks,	Expanded Learning	Supplemental Textbooks,
disabilities	<u>School-</u>	Books, Materials,	Supplemental Textbooks,	Books, Materials,
	<u>wide</u>	Production Services	Books, Materials,	Production Services
Provide additional		<u>\$404,617 (LCFF Low</u>	Production Services	<u>\$404,617 (LCFF Low</u>
professional		<u>Income OC 4000, 5000)</u>	<u>\$404,617 (LCFF Low</u>	Income OC 4000, 5000)
development to		<u>\$82,994 (LCFF EL OC 4000,</u>	<u>Income OC 4000, 5000)</u>	<u>\$82,994 (LCFF EL OC 4000,</u>
teachers to provide		<u>5000)</u>	<u>\$82,994 (LCFF EL OC 4000,</u>	<u>5000)</u>
Common Core State	<u>School-</u>		<u>5000)</u>	
Standards aligned	<u>wide</u>	Foster Youth Services		Maintain Foster Youth
instruction to high		staff- see page 29 (Title I	Maintain Foster Youth	Services staff - see page 29
needs,		<u> Part D OC 1000 - 4000)</u>	Services staff - see page 29	<u>(Title I Part D OC 1000 -</u>
		Additional FYS Associate-	<u>(Title I Part D OC 1000 -</u>	<u>4000)</u>
		\$65,000 (LCFF base OC	<u>4000)</u>	Additional FYS Associate-
		<u>1000, 3000)</u>	Additional FYS Associate-	<u>\$65,000 (LCFF base OC</u>
			<u>\$65,000 (LCFF base OC</u>	<u>1000, 3000)</u>
			<u>1000, 3000)</u>	
Funds are allocated for	<u>LEA-wide</u>	Instructional Assistants –		Instructional Assistants -
academic supports		<u>\$715,839 (LCFF Low</u>	Instructional Assistants -	<u>\$715,839 (LCFF Low</u>
and / or struggling		Income OC 2000, 3000)	<u>\$715,839 (LCFF Low</u>	Income OC 2000, 3000)
students. remediation			<u>Income OC 2000, 3000)</u>	
		Bilingual Instructional		<u>Maintain Bilingual</u>
Provide targeted		Assistants \$636,162 (LCFF	Maintain Bilingual	Instructional
assistance to low		<u>EL OC 2000, 3000)</u>	Instructional Assistants	Assistants \$636,162 (LCFF
income students in		(Title III OC 2000, 3000)	<u>\$636,162 (LCFF EL OC 2000,</u>	<u>EL OC 2000, 3000)</u>
career/college	School-		<u>3000)</u>	(Title III OC 2000, 3000)
readiness activities and	<u>wide</u>		<u>(Title III OC 2000, 3000)</u>	

guidance		Specialized Program		Specialized Program
Buiddhee		Professional Development	Specialized Program	Professional Development
Goal 2:	LEA- <u>wide</u>	\$14,000 (LCFF Low Income	Professional Development	\$14,000 (LCFF Low Income
Identify and administer		OC 1000, 3000)	\$14,000 (LCFF Low Income	OC 1000, 3000)
Social/Emotional		Conferences \$3,500 (LCFF	OC 1000, 3000)	Conferences \$3,500 (LCFF
assessments in order to		Low Income OC 5000)	Conferences \$3,500 (LCFF	Low Income OC 5000)
target <u>decrease</u> the		<u></u>	Low Income OC 5000)	
needsadverse effects of		Instructional Materials for		Instructional Materials for
low income students.	School-	Specialized Programs	Instructional Materials for	Specialized Programs
school mobility on	wide	\$7,000 (LCFF Low Income	Specialized Programs	\$7,000 (LCFF Low Income
foster youth		OC 4000)	\$7,000 (LCFF Low Income	<u>OC 4000)</u>
			OC 4000)	
Provide explicit		Teacher Subs for Academic		Teacher Subs for Academic
social/emotionalinstruct		Conferences \$13,328 (LCFF	Teacher Subs for Academic	Conferences \$13,328 (LCFF
ional assistants to help		EL OC 1000, 3000)	Conferences \$13,328 (LCFF	EL OC 1000, 3000)
engage and support			EL OC 1000, 3000)	
students while teachers				
facilitate small-group				
instruction aligned with				
the five social-				
emotional	School-			
competencies	wide			
		Contracts for		Contracts for
		Diagnostic/Intervention	Contracts for	Diagnostic/Intervention
Expand access to		<u>Programs</u>	Diagnostic/Intervention	Programs-
specialized programs		r	Programs-	\$14,999 (LCFF Low Income
such as GATE, AP, and			<u>\$14,999 (LCFF Low Income</u>	<u>OC 5000)</u>
IB programs by			<u>OC 5000)</u>	<u>\$10,000 (LCF EL OC 5000)</u>
providing curricular			<u>\$10,000 (LCF EL OC 5000)</u>	
resources and on-going		*		Materials for
professional learning	School-		Materials for	Assessment/Data Analysis
	<u>wide</u>		Assessment/Data Analysis	<u>\$2,794 (LCFF Low Income</u>
			<u>\$2,794 (LCFF Low Income</u>	<u>OC 4000)</u>
			<u>OC 4000)</u>	<u>\$64,676 (LCFF EL OC 4000)</u>
			<u>\$64,676 (LCFF EL OC 4000)</u>	Maintain Management
Action 1.3: Develop an			Maintain Management	Information Technician
infrastructure for on-			Information Technician	<u>\$90,000</u>

	nation an alcusta af	Color - I			¢00.000	(Title III OC 2000, 2000)
	going analysis of	School-			<u>\$90,000</u>	<u>(Title III OC 2000, 3000)</u>
	student performance	<u>wide</u>			<u>(Title III OC 2000, 3000)</u>	
	and progress by					
	providing teacher					
	release time and					
	collaborative learning	LEA-wide				
<u>1</u>	<u>time</u>			_		
				<u>\$14,999 (LCFF Low Income</u>		
	<u>Services</u>			<u>OC 5000)</u>		
	Implement a positive			<u>\$10,000 (LCF EL OC 5000)</u>		
4	behavioral					
	interventioncomprehen			Materials for		
	sive early literacy			Assessment/Data Analysis		
	assessment system			<u>\$2,794 (LCFF Low Income</u>		
	comprised of screening,			<u>OC 4000)</u>		
	diagnostic, and progress			\$64,676 (LCFF EL OC 4000)		
	monitoring tools			Management Information		
	Implement a			Technician \$90,000		
	Restorative Justice			(Title III OC 2000, 3000)		
4	Program including staff					
	and student training				~	
	0					
	Provide bullying					
	prevention training					
	Goal 3:additional					
	academic assessment					
	<u>data</u> Provide-resources for					
	increased outreach					
	efforts to low income					
	families including home					
	visits and meetings <u>ELs</u>		Ŧ			
	and reclassified					

		Provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources who have not made adequate progress			
Goal 1:	Basic Services,	For English learners: Schools were allocated funds based on the number of English learner students. In addition to the funds noted in the above section 3 for use district-wide or school- wide, schools will use allocations for English learner students for the following program options:	School-	Allocation to schools for English learner students- \$3,805,435.20	
Increase the percent of students who are on- track to graduate career and college ready	Student Achievement; Implementatio n of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide	Provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS	wide School- wide		

Г				
	to Success	professional learning		
		and curricular resources		
		for dual language		
		immersion		
			School-	
		Provide bilingual	wide	
		instructional assistants		
		to provide primary		
		language support to		
		enable students to		
		access content area		
		instruction while		
		gaining language		
		proficiency	School-	
			wide	
		Provide additional		
		teaching sections of EL		
		intervention courses at		
		the secondary level.	School-	
			wide	
		Provide a broad range		
		of standards align		
		supplemental		
		instructional resources	School-	
		in English and home	wide	
Goal 2:	Student	languages		
Schools will	Engagement;			
provide	School Climate;	Goal 2:		
students	Basic Services;	Provide culturally and	School-	
with a clean,		linguistically relevant	wide	
healthy,		materials for students		
physically				
and		Students receive		
emotionally		increased cultural		
safe learning		validation through	School-	
environmen		support for dual	wide	
ŧ		immersion programs		

		Instructional materials			
		and dual immersion			
		programs funded			
	Devent	through Title III			
	Parent	through litle III			
Goal 3:	Involvement;				
Parents,	Student	Goal 3:			
family and	Achievement;	Ongoing Common Core			
community	Other Student	Parent training for			
stakeholders	Outcomes;	bilingual parents at			
will become	Implementatio	DELAC and site ELAC			
more fully	n of State	meetings.			
engaged as	Standards				×
partners in		Increased parent			
the		training on how to assist			
education of		students academically			
students in		and behaviorally, and			
SCUSD		how to navigate the			
		educational system,			
		including higher			
		education			
		For foster youth:			
Goal 1:	Basic Services,	Goal 1:			
Increase the	Student	Foster youth receive			
percent of	Achievement;	educational counseling			
students	Implementatio	from a Foster Youth			
who are on-	n of State	Services Department			
track to	Standards,	staff member with the			
graduate	Course Access,	skills, time and training			
career and	Other Course	necessary to carry out			
college	Outcomes;	the responsibilities of		•	
ready	Pillar I, District	the Foster Youth			
	Strategic Plan,	Services Department			
	District-Guide				
	to Success	Funds are allocated for			
		academic supports and			
		remediation in order to			
		decrease the adverse			
L			l		

		effects of school				
		mobility on foster youth				
			School-	Books, Instructional	Books, Instructional	Books, Instructional
Goal 2:	Student	Goal 2:	wide	Materials \$6,300 (LCFF Low	Materials \$3,200 (LCFF Low	Materials \$3,200 (LCFF Low
Schools will	Engagement;	Action 2.1: Students		Income OC 4000)	Income OC 4000)	Income OC 4000)
provide	School Climate;	will be provided		\$11,201 (LCFF EL OC 4000)	\$11,201 (LCFF EL OC 4000)	\$11,201 (LCFF EL OC 4000)
students	Basic Services ;	<u>cleaner, better</u>				
with a clean,		maintained learning	<u>School-</u>	Social Workers - \$115,151	Social Workers - \$115,151	<u>Social Workers - \$115,151</u>
healthy,		environments.	<u>wide</u>	(LCFF Low Income OC	(LCFF Low Income OC	(LCFF Low Income OC
physically				<u>1000, 3000)</u>	<u>1000, 3000)</u>	<u>1000, 3000)</u>
and		Action 2.2: All schools				
emotionally		will become safer,	<u>School-</u>	<u>Nurses - \$79,960</u>	<u>Nurses - \$79,960</u>	<u>Nurses - \$79,960</u>
safe learning		more culturally	<u>wide</u>	(LCFF Low Income OC 1000,	(LCFF Low Income OC 1000,	(LCFF Low Income OC 1000,
environmen		<u>competent</u>		<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
t		environments, where	<u>School-</u>	Learning Support	Learning Support	Learning Support
		students learn social	<u>wide</u>	<u>Specialists-</u>	Specialists-	Specialists-
		and emotional skills		<u>\$224,354 (LCFF Low</u>	<u>\$224,354 (LCFF Low</u>	<u>\$224,354 (LCFF Low</u>
		and receive additional		Income	Income	Income
		supports to increase		<u>OC 2000, 3000)</u>	<u>OC 2000,3000)</u>	<u>OC 2000,3000)</u>
		their engagement in	School-			
		learning.	<u>wide</u>	Case Managers	Case Managers	Case Managers
				\$67,867 (LCFF Low Income	<u>\$67,867 (LCFF Low Income</u>	\$67,867 (LCFF Low Income
		Services:		<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>
		School staff will receive	School-		Student Outreesk Werker	Student Onter als Works
		training in culturally	<u>wide</u>	Student Outreach Worker \$14,841 (LCFF Low Income	Student Outreach Worker	Student Outreach Worker
		competent classrooms.		OC 2000, 3000)	<u>\$14,841 (LCFF Low Income</u> OC 2000, 3000)	<u>\$14,841 (LCFF Low Income</u> OC 2000, 3000)
		Mental and physical		00 2000, 3000)	<u>0C 2000, 3000)</u>	<u>0C 2000, 3000)</u>
		health supports are				
Goal 3:	Parent	provided by nurses and	LEA-wide			
Parents,	Involvement;	social workers.	LLA-wide	Foster Youth Services	Foster Youth Services staff	Foster Youth Services staff
family and	Student	<u>social workers.</u>		Program Associate \$65,000	– See page 29 (Title I Part D	– See page 29 (Title I Part D
community	Achievement:			(funded from base dollars)	OC 1000 - 4000)	OC 1000 - 4000)
stakeholders	Other Student			(randed from base donars)		
will become	Outcomes;	Learning Support				
more fully	Implementatio	Specialists and case		Current Foster youth		
engaged as	n of State	managers plan, organize		services are provided		
partners in	Standards	and coordinate learning		through staff – See page 29		

the	support services for low	[(Title I Part D Neglected		
education of			and Delinguent, Title I Part		
students in	income, ELs, re-		A, and Foster Youth		
	designated ELs, Foster Youth and students with		Services State		
SCUSD.			Supplemental GrantOC		
	disabilities with				
	academic, behavior,		<u>1000 - 4000)</u>		
	attendance and/or				
	social/emotional needs.				
	Ensure LEA foster youth				
	liaison (Ed Code				
	48853.5) Foster Youth				*
	Liaison has adequate				
	time, knowledge, and				
	resources (including				
	additional staff if				
	needed) to fully execute				
	the responsibilities of				
	the Foster Youth Ed				
	Liaison per Ed Code				
	48853.5 in order to	<u>School-</u>			
	decrease adverse	wide		Maintain Librarians,	Maintain Librarians,
	effects of school			Library Media Technicians.	Library Media Technicians.
	mobility on foster			Library Clerks \$114,771	Library Clerks \$114,771
	youth<u>Foster Youth</u>.			(LCFF Low Income OC 2000,	(LCFF Low Income OC 2000,
				<u>3000)</u>	<u>3000)</u>
	Foster youthAction 2.3:			<u>\$15,273 (LCFF EL OC 2000,</u>	<u>\$15,273 (LCFF EL OC 2000,</u>
	Schools will provide	<u>School-</u>		<u>3000)</u>	<u>3000)</u>
		wide			
	opportunities for			Supplemental Materials,	Supplemental Materials,
	students to become			Library Books; Production	Library Books; Production
	interested in school			Services \$88,221 (LCFF Low	Services \$88,221 (LCFF Low
	and learning through		Librarians, Library Media	Income OC 4000)	Income OC 4000)
	technology based	<u>School-</u>	Technicians. Library Clerks	<u>\$34,645 (LCFF EL OC 4000</u>	<u>\$34,645 (LCFF EL OC 4000)</u>
	activities, project based	wide	<u>\$114,771 (LCFF Low</u>	Commuter to 1	Communities the state
	learning, extended		Income OC 2000, 3000)	Computer hardware	Computer hardware
	extracurricular, and	Ť	<u>\$15,273 (LCFF EL OC 2000,</u>	<u>\$217,772 (LCFF Low</u>	<u>\$217,772 (LCFF Low</u>
	expanded learning		<u>3000)</u>	<u>Income OC 4000)</u>	<u>Income OC 4000)</u>

program involvement	School-		\$44,348 (LCFF EL OC 4000)	\$44,348 (LCFF EL OC 4000)
program involvement	wide	Supplemental Materials,	<u></u>	<u>944,940 (LCFT EL OC 4000)</u>
Services:	MILLE	Library Books; Production	Professional Development	Professional Development
Librarian/media		Services \$88,221 (LCFF Low	on Computer Instruction	on Computer Instruction
technicians assist low		Income OC 4000)	\$118,000 (LCFF Low	<u>\$118,000 (LCFF Low</u>
income, EL, and foster	LEA-wide	<u>\$34,645 (LCFF EL OC 4000)</u>	Income OC 5000)	<u>Income OC 5000)</u>
students with research	LLA-WILLE	<u>334,043 (Left LL OC 40007</u>		
and project based		Computer hardware	Foster Youth Services staff	Foster Youth Services staff
learning		¢	– See page 29 (Title I Part D	– See page 29 (Title I Part D
Resources to maintain		<u>₽</u> <u>217,772 (LCFF Low Income</u>	<u>OC 1000 - 5000)</u>	<u>OC 1000 - 5000)</u>
libraries and media		OC 4000)	<u>00 1000 - 3000</u>	<u>00 1000 - 30007</u>
centers. Low Income,		<u>\$44,348 (LCFF EL OC 4000)</u>		
EL, and Foster Youth		<u>977,970 (LCIT LL OC 4000)</u>		
have access to	LEA-wide	Professional Development		
computer hardware and		on Computer Instruction		
software to enhance		\$118,000 (LCFF Low		
instruction and provide		Income OC 5000)		
career technical and		medine of boots,		
<u>college readiness</u>		Foster Youth Services staff		
activities.		– See page 29 (Title I Part D		
		OC 1000 - 5000)	*	
Foster Youth student				
engagement activities				
including fees for sports	School-			
and extracurricular	wide			
activities in order to				
decrease the adverse				
effectsaffects of school				
mobility on foster				
youth.				
Goal 3:				
Improve				

		communication to	School-				
		foster guardians.	wide				
-		For redesignated fluent					
		English proficient pupils:					
		Schools were allocated					
		funds based on the					
		number of English					
		learner students. In					
		addition to the funds					
		noted in the above					
		section 3 for use					
		district-wide or school-					
		wide, schools will use					
		allocations for English			Parent Advisors	Parent Advisors	Parent Advisors
		learner students for the			<u>\$106,290 (LCFF Low</u>	\$106,290 (LCFF Low	<u>\$106,290 (LCFF Low</u>
		following program			Income OC 2000, 3000)	Income OC 2000, 3000)	Income OC 2000, 3000)
		options:			<u>\$27,119 (LCFF EL OC 2000,</u>	<u>\$27,119 (LCFF EL OC 2000,</u>	<u>\$27,119 (LCFF EL OC 2000,</u>
					<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
Goal 1:		Goal 1:					
Increase the	Basic Parent	Goal 3:	School-		Child Care	<u>Child Care</u>	Child Care
percent of	Involvement Ser	Action 3.1:	wide		<u>\$3,400 (LCFF Low Income</u>	<u>\$3,400 (LCFF Low Income</u>	<u>\$3,400 (LCFF Low Income</u>
students	vices , Student	Stakeholders will have			<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>
who are on-	Achievement;	improved opportunities			<u>\$1,957 (LCFF EL OC 2000,</u>	<u>\$1,957 (LCFF EL OC 2000,</u>	<u>\$1,957 (LCFF EL OC 2000,</u>
track to	Other Student	to participate in			<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
graduate	Outcomes;	district/site activities					
career and	Implementatio	that increase their skills			Parent Training	Parent Training	Parent Training
college	n of State	as partners in			<u>\$12,736 (LCFF Low Income</u>	\$12,736 (LCFF Low Income	\$12,736 (LCFF Low Income
ready	Standards ,	education.			<u>OC 5000)</u>	<u>OC 5000)</u>	<u>OC 5000)</u>
	Course Access,				<u>\$11,745 (LCFF EL OC 5000)</u>	<u>\$11,745 (LCFF EL OC 5000</u>	<u>\$11,745 (LCFF EL 5 OC 000</u>
	Other Course	<u>Services:</u>					
	Outcomes;	Services to support	School-				
	Pillar I, District	parents in attending	<u>Wide</u>				
	Strategic Plan,	parent education,		-			
Goal 2:	District Guide	informational meetings,					

Schools will	to Success	and school events and				
provide	10 5000055	in volunteering at the				
students		school.	School-			
with a clean,	Student	<u></u>	wide			
healthy,	Engagement;					
physically	School Climate;			School Community	School Community	School Community
and	Basic Services;			Liaisons	Liaisons	Liaisons
emotionally				\$191,238 (LCFF Low	\$191,238 (LCFF Low	\$191,238 (LCFF Low
safe learning				Income OC 2000, 3000)	Income OC 2000, 3000)	Income OC 2000, 3000)
environmen				\$41,756 (LCFF EL OC 2000,	\$41,756 (LCFF EL OC 2000,	\$41,756 (LCFF EL OC 2000,
ŧ				3000)	<u>3000)</u>	<u>3000)</u>
		Action 3.2:		Parent Meeting supplies	Parent Meeting supplies	Parent Meeting supplies
Goal 3:		Stakeholders will		<u>\$10,133 (LCFF Low Income</u>	\$10,133 (LCFF Low Income	<u>\$10,133 (LCFF Low Income</u>
Parents,		receive improved		<u>OC 4000)</u>	<u>OC 4000)</u>	<u>OC 4000)</u>
family and		district and site		<u>\$6,159 (LCFF EL OC 4000)</u>	<u>\$6,159 (LCFF EL OC 4000)</u>	<u>\$6,159 (LCFF EL OC 4000)</u>
community	Parent	communications,	School-			
stakeholders	Involvement;	including translation/	wide	Site communications	Site communications	Site communications
will become	Student	Interpretation services.		<u>expenses</u>	expenses	expenses
more fully	Achievement;			<u>\$7,752 (LCFF Low Income</u>	<u>\$7,752 (LCFF Low Income</u>	<u>\$7,752 (LCFF Low Income</u>
engaged as	Other Student	Services:		<u>OC 4000)</u>	<u>OC 4000)</u>	<u>OC 4000)</u>
partners in the	Outcomes; Implementatio	<u>School sites</u> communicate regularly		<u>\$4,238 (LCFF EL OC 4000)</u>	<u>\$4,238 (LCFF EL OC 4000)</u>	<u>\$4,238 (LCFF EL OC 4000)</u>
education of	n of State	with parent/guardians		Translation services	Translation services	Translation services
students in	Standards	through website, phone		\$23,687 (LCFF Low Income	\$23,687 (LCFF Low Income	\$23,687 (LCFF Low Income
SCUSD		outreach, mailings and		<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>	<u>OC 2000, 3000)</u>
±		meetings, especially low		<u>\$23,091 (LCFF EL OC 2000,</u>	<u>\$23,091 (LCFF EL OC 2000,</u>	<u>\$23,091 (LCFF EL OC 2000,</u>
		income, ELs and	School-	<u>3000)</u>	<u>3000)</u>	<u>3000)</u>
		students with	<u>wide</u>			
		disabilities				
				Management Information	Maintain Management	Maintain Management
			School-	Technician – see page 31	Information Technician -	Information Technician –
			<u>wide</u>	(Title III OC 2000, 3000)	see page 31	see page 31
					<u>(Title III OC 2000, 3000)</u>	(Title III OC 2000, 3000)
		Translation and				
		interpretation services		Foster Youth Services staff	Foster Youth Services staff	Foster Youth Services staff
		for parents of ELs are		<u>– see page 29 (Title I Part D</u>	<u>– see page 29 (Title I Part D</u>	<u>– see page 29 (Title I Part D</u>

	and the state of the firms	Calcard		06 1000 (1000)	0.0 1000 1000)	00.1000 1000)
	provided in five	School-		<u>OC 1000 - 4000)</u>	<u>OC 1000 - 4000)</u>	<u>OC 1000 - 4000)</u>
	languages by bilingual	<u>wide</u>				
	staff at district events					
	and in schools					
	Parent notifications					
	about EL achievement is					
	provided.					
		LEA-wide				
	Provide additional					
	academic assessment					
	and support for					
	reclassified students	LEA-wide				
	who have not made					
	adequate progress					
	Goal 2:					
	Provide					
	social/emotional					
	Instruction for re-					
	designated students					
	who may have not					
	made			—		
	adequate progress or					
	demonstrate					
	attendance or					
	behavioral issues.					
1			1			

Goal 3:-prompt Increase-and improve parent/guardian communication and support concerning the progress of redesignated studentsto foster guardians.	
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C. Describe the LEA's increase in 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 charter wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

ApproximateIn Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 of LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures –such as increased instructional time and additional staff, including custodians, plant managers, counselors, and translation services. librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$9,800,000 was allocated to 61 school sites based on their unduplicated numbers of EL, Low Incomelow-income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. Another \$1,788,731 was allocated to 3 dependent Charter schools and their allocations are included in this plan. The table below indicates how each expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and Site Plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to target subgroups. The remaining amount, \$11,150,639, was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below). Another \$1,788,731 was allocated to 3 dependent Charter schools. School staff and School Site Councils will align their Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

D. 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). 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). 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.

As mentioned above on section 3 The calculated percentage by which services must be increased for the unduplicated count is 10.95% or equivalent to \$3,319,560. As mentioned above in Section 3C, these funds were allocated to all schools that have low income and English learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages of low--income students, are now getting a portion of the LCFF supplemental funds and will now be able to provide increased services to these students. -Proportionally, schools with higher concentrations of low--income, EL, Foster Youth, and -students with disabilities are getting higher LCFF funds. Our unduplicated count is 75.40%. We must increase our spending for low income students, foster youth, and English learners as follows: 2014-15: \$3,353,299; 2015-16: \$2,324,809; 2016-17: \$1,703,638



	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	tionality Perc Iental & Conc	entage (MPP): entration Grant		
		2013-14	2014-15	2015-16**	2016-17**
Ъ.	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		78,330,113	78,558,693	79,036,499
5.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		12,012,888	12,500,000	13,000,000
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	11,166,706 TRUE			
3.	Difference [1] less [2]		66,317,225	66,058,693	66,036,499
4	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		18,601,982	13,793,055	9,931,889
	GAP funding rate		28.05%	20.88%	15.04%
ъ.	Estimated Supplemental and Concentration Grant Funding (2) plus (4) (unless [3] 40 then [1]) LCAP Section 3, Part C		30,614,870	26,293,055	22,931,889
6.	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		279,506,935	297,368,371	308,675,560
	LCFF Phase-In Entitlement		316,665,340	330,204,961	338,150,984
7/8.	. Minimum Proportionality Percentage* [5]/[6] LCAP Section 3, Part D		10.95%	8.84%	7.43%
*p£ If S **Rej	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year, if Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.	ed or improved ove Estimated Supplen pportionality percel	r services provided for nental & Concentration ntage in the LCAP year,	all students in the LCAP y Grant Funding, step 5. not across all three years	eor.
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	AL & CONCENT	2014-15	, MPP 2015-16	2016-17
Cur	Current year estimated supplemental and concentration grant funding in the LCAP year	grant	\$ 30,614,870	\$ 26,293,055	\$ 22,931,889
Cur	Current year Minimum Proportionality Percentage (MPP)		10.95%	8.84%	7.43%

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.



Offer § 15497. Local Control and Accountability Plan and Annual Update Template

LEA: Bowling Green Elementary Charter School Contact: Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400

LCAP Year: 2014-2015

Introduction:

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, 47605.5, and 47606.5.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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)

Bowling Green Vision:

- Nurturing critical thinkers with a passion for learning
- Guiding students to be caring and culturally aware
- Developing confident individuals who apply Lifeskills and become well-rounded, proactive members of society

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

nvolvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	The Parent Advisory Committee Meetings provided a forum
	to inform, educate, and gather input & feedback from critica
	stakeholders: parents, students, community partners,
	community, and foster youth agencies.
November 6, 2013 Parent Advisory Committee Meeting with	Janielle Kubinec, WestEd Director of Comprehensive School
	Assistance Program explained Local Control Funding Formula
	Chief Business Officer Ken Forrest presented early funding
	predictors for SCUSD, followed by breakout groups that gave
	introductory discussions of the 8 state priorities with
	examples of relevant work within each priority. Qualitative
	feedback was provided by community partners, students,
	district staff, school administrators, student advocate groups
	community organizations representing EL, Foster youth, low-
	income students. 70% of school sites were represented.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.
	Attendees broke into smaller groups to discuss and give
January 22, 2014 Parent Advisory Committee Meeting	feedback on 4 of the 8 state priorities: Student Achievement
	School Climate, Course Access, and Implementation of
	Common Core Standards.

February 13, 2014 Parent Advisory Committee Meeting	This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student</u> <u>Engagement, Parent Engagement, Basic Services</u> and <u>Other</u> <u>Student Outcomes</u> . Input and feedback were recorded.
April 2, 2014 Parent Advisory Committee Meeting	A DRAFT LCAP was presented to the Parent Advisory Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.
February – March 7, 2014 School Site Engagement McCoy: February 3, 2014; February 20, 2104; March 3, 2014 Chacon: February 28, 2014; March 20, 2014	Bowling Green Charter engaged our parents in a discussion of the Local Control Funding Formula and the State Priorities. Principals presented at their standing meetings- school site council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.
Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21	This is a grassroots model utilized to gather authentic input and feedback on LCAP. The Community Engagement Process relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop and share with stakeholders early before anything is "finalized." SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.

	PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.
	The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF subgroups was heard. 62% of the more than 1,200 respondents represented low income students. 46% of the more than 1.200 respondents represented English learners. District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posed by the Parent Advisory Committee at www.scusd.edu/LCAP.
SCUSD Governing Board Presentations	The draft LCAP was posted on the district website and shared
January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft	broadly in order to gather feedback from all stakeholders.
LCAP	Responses to the draft LCAP and updates to the 2014-15
June 5, 2014 Public Hearing	budgets from the May Revise were instrumental in
June 19, 2014 LCAP and Budget Approval	developing revisions to the draft and the completion of the
	final LCAP which was brought to the local Board of Education
	for approval with the District 2014-15 budgets.

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have	Goals			What will be different/improved for students? (based on identified metric)				
been identified and what metrics are used to measure progress?)		Applicable Pupil Subgroup(s)	School(s) Affected (Indicate "all" if	Progress				Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute</u>
	Description of Goal	(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	<u>must be included and identified;</u> each goal may be linked to more than one priority if appropriate.)
Goal 1:	Goal 1:	All	LEA-wide					Basic Services
In order increase the	Increase percent of							Implementation of State Standards
percentage of	students who are on-							Course Access
students who are on	track to graduate							Student Achievement
track to graduate	college and career							Other Student Outcomes
college and career ready, there is a	ready							Pillar I, District Strategic Plan District Guide to Success
need to:	The Bowling Green							
	Elementary Charter							
	School goal is to							
	provide students with							
Beginning in 2014-	a relevant, rigorous				Establish math and ELA	To be determined using	To be determined using	
15, growth will be	and well-rounded				proficiency baselines as	2014-2015 baseline data	2014-2015 baseline data	
measured using	education that				measured by the CAASPP.			
CAASPP	includes 21st-century				Fatablish math and FLA		To be determined with	
	career exploration				Establish math and ELA	To be determined using	To be determined using	
	and that meets four-				below proficiency	2014-2015 baseline data	2014-2015 baseline data	
	year college and				baselines as measured by the CAASPP.			
	university				the CAASPP.			

	requirements. We've			
2013	continued to invest in	API remains frozen at	API remains frozen at 2013	API growth targets to be
API: 764	professional	2013 levels:	levels:	reset by CDE
Low Income; 764	development for	API: 764	API: 764	
EL: 749	teachers and	Low Income; 764	Low Income; 764	
(DataQuest – API	principals that	EL: 749	EL: 749	
Report))	accelerates student			
hepotejj	learning by giving			
	children ample			
	opportunities to think			
	critically, work with			
	others, solve			
	problems, struggle			
Reclassification Rate	with difficult tasks	Increase reclassification	Increase reclassification	Increase reclassification
2012-13: 6.2%	and enjoy school.	rate to 8%	rates to 9%	rates to 10%
(ARE)	Financial challenges			
· · · ·	have slowed, but not			
	curtailed our efforts			
	to develop clear			
	expectations about			
	what students need			
	to know and master			
	at every grade level.			
	With increased			
	funding, we look			
	forward to			
	developing			
	comprehensive early			
	learning programs,			
	effective multi-tiered			
	support systems, and			
	replicating strategies			
	used by our highest-			
	performing schools			
	and programs. We			
	have strategic			
	partnerships that			
	expose students to			

	career pathways						
	through internships						
	and service learning						
	as well as						
	partnerships that						
	increase summer,						
	during- and after-						
	school opportunities						
	for students.						
Goal 2:	Goal 2:	All	School-wide				Student Engagement; School Climate;
Bowling Green	Schools will provide						Basic Services;
believes in a holistic	students with a clean,						
approach to student	healthy, physically						
achievement that	and emotionally safe						
fosters student	learning						
engagement in	environment.						
clean, healthy and							
safe environments.	Bowling Green						
Data indicates the	believes that school						
following needs:	environments, from						
	the curb to the						
	classroom, are						
2013 School	conducive to student			School wide Attendance	School wide Attendance	Maintain School wide	
Attendance Rate;	learning. Our goal is			rates will increase to	rates will increase to:	attendance rates at	
Chacon: 97.22%	that increased LCFF			McCoy: 96%	McCoy: 97%	McCoy: 97%	
McCoy: 94.99%	funding will allow the			Chacon: 98%	Maintain Chacon: 98%	Chacon: 98%	
(ARE)	district to provide the						
	services that are						
2012-13 Chronic	necessary for schools			Decrease Chronic Absence	Decrease Chronic Absence	Decrease Chronic Absence	
Absence Rates (the	to be clean, safe,			rates 10% and higher to:	rates 10% and higher:	rates 10% and higher:	
percent of students	welcoming and			McCoy: 10%	McCoy: 8%	McCoy: 7%	
who have been	healthy. We work			Chacon: 3.5%	Maintain Chacon: 3.5%	Chacon: 3.0%	
absent for more than	with parents and						
10% of their enrolled	communities to						
days)	provide facilities,						
McCoy: 17.24%	playgrounds and						
Chacon: 3.79%	athletic fields that						
(Integrated Services)	everyone can use and						
(II	1		1	

					· · · · · · · · · · · · · · · · ·		
# of Suspensions	enjoy. School based			# of Suspensions will	# of Suspensions will	# of Suspensions will	
2013:	LCFF with other site			decrease:	maintain:	maintain:	
Number of Students:	and grant funds			Out of School: 4	Out of School: 4	Out of School: 4	
5	provide staff that						
(Data Quest)	serve in support						
	centers, provide						
	preventative services						
	and Social-Emotional						
	Learning at schools						
	throughout the						
	district. These efforts						
	as well as positive						
	behavior intervention						
	systems help						
	students who are						
	struggling socially,						
	emotionally,						
	behaviorally and/or						
	academically. Social						
	workers, nurses,						
	family advocates,						
	interns and						
	community partners						
	work directly with						
	school staff, students						
	and parents to						
	address issues that						
	are of concern to						
	them.						
Goal 3:	Goal 3:	Goal 3:	LEA-wide				Parent Involvement; Student
Bring to scale the	Parents, family and	Bring to scale the					Achievement; Other Student
successful	community	successful					Outcomes; Implementation of State
stakeholder	stakeholders will	stakeholder					Standards
engagement	become more fully	engagement					
strategies being used	engaged as partners	strategies being used					
at various sites	in the education of	at various sites in the					
throughout	students Bowling	district.					
authorizing district's	Green.						

schools.	To ensure that				
	Bowling Green is				
Parent/Teacher	open and welcoming	Parent/Teacher Home	Parent/Teacher Home	Parent/Teacher Home Visits	
Home Visit	to families and to	Visits will increase to 125	Visits will increase to 135	will increase to 140	
Participation:	community partners,				
2013: 113 visits	LCFF funding				
	augments grant	Maintain Academic	Increase Academic Parent	Increase Academic Parent	
Academic Parent	funding to support	Parent Teacher Team	Teacher Team Participation	Teacher Team Participation	
Teacher Team	programs that	Participation: 3 teachers	to 4 teachers	to 5 teachers	
Participation:	promote partnerships				
2013-14: 4 teachers	between teachers	Maintain Parent Resource	Maintain Parent Resource	Maintain Parent Resource	
	and parents and	Center	Center	Center	
	supports parents as				
	active and	Establish Youth and	Maintain Youth and Family	Maintain Youth and Family	
	knowledgeable	Family Engagement	Engagement Center	Engagement Center	
	decision makers in	Center			
	their children's				
	education.				
	-Parent Resource				
	Center				
	-Parent workshops				
	-Adult literacy				
	-Family events				
	-Parent meetings				
	-				

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will

serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all	lude and local Actions and		Level of Service (Indicate if school-	Annual Update: Review	projected to be prov	formed or services provided vided in years 2 and 3)? What for each action (including fu	at are the anticipated
identify all goals from Section 2) Priorities (from Section 2)	Services	wide or act	of actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Goal 1:	Basic Services	Goal 1: Increase the					
Increase the	• Implementati	percent of students					
percent of	on of State	who are on-track to					
students		graduate college and					

who are on-	Standards	career ready				
track to	Course Access	,				
graduate	• Student	Action 1.1: Provide				
college and	Achievement	standards-aligned				
career ready	• Other	curriculum,				
	Student	assessments and high				
	Outcomes	quality instruction to				
	• Pillar I,	prepare students to				
	District	graduate college and				
	Strategic Plan	career ready				
	• District Guide					
	to Success	<u>Services:</u>				
		A basic educational	School-	Classroom teachers and	Classroom teachers and	Classroom teachers and
		program is provided	wide	Substitutes –	Substitutes –	Substitutes –
		to all students at		\$1,303,834 (LCFF Base-	\$1,303,834 (LCFF Base-	\$1,303,834 (LCFF Base-
		Bowling Green Charter		Chacon) 11.8 FTE	Chacon) 11.8 FTE	Chacon) 11.8 FTE
		School as the		\$1,948,962 (LCFF Base-	\$1,948,962 (LCFF Base-	\$1,948,962 (LCFF Base-
		foundation to		McCoy) 17 FTE 1000, 3000	McCoy) 17 FTE 1000, 3000	McCoy) 17 FTE 1000, 3000
		developing Career and				
		College Ready	School-	Classified Staff (Clerical	Classified Staff (Clerical	Classified Staff (Clerical
		students.	wide	Staff, Registrar, Office	Staff, Registrar, Office	Staff, Registrar, Office
				Manager, Clerical	Manager, Clerical	Manager, Clerical
				Substitute)	Substitute)	Substitute)
				\$82,586 (LCFF Base- 2000)- Chacon	\$82,586 (LCFF Base- 2000)- Chacon	\$82,586 (LCFF Base- 2000)- Chacon
				\$71,129 (LCFF Base- 2000)-	\$71,129 (LCFF Base- 2000)-	\$71,129 (LCFF Base- 2000)-
				371,129 (LCFF Base- 2000)- МсСоу	McCoy	McCoy
				WICCOV	WIECOV	Wiecoy
			School-	Noon/Breakfast Duty	Noon/Breakfast Duty	Noon/Breakfast Duty
			wide	\$25,999 (LCFF Base-2000) –	\$25,999 (LCFF Base-2000) –	\$25,999 (LCFF Base-2000) –
			mac	2 FTE Chacon	2 FTE Chacon	2 FTE Chacon
				\$15,000 (LCFF Base 2000) -	\$15,000 (LCFF Base 2000) -	\$15,000 (LCFF Base 2000) -
				МсСоу	McCoy	McCoy
				,		,
			School-	Basic facilities costs and	Basic facilities costs and	Basic facilities costs and
			wide	Oversight (Pro-Rata Share);	Oversight (Pro-Rata Share);	Oversight (Pro-Rata Share);
				Utilities (Electricity, Gas,	Utilities (Electricity, Gas,	Utilities (Electricity, Gas,
				City)	City)	City)

	School- wide	\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy	\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy	\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy
Funding of additiona 2 days added to certificated and classified contracts. (formerly furlough days)	al LEA-wide	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LC FF Supp/Con 1000 - 3000)
Offer on-going professional learning including, on-site collaboration, and jo embedded instructional coachin as a means to suppor the implementation the CCSS.	a portion bb- of LEA- wide ng services) ort	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)
Provide CCSS-aligne instructional materia with embedded assessments to ensu a quality CCSS implementation	als receives a portion	CCSS instructional materials are provided to students district-wide wide \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials are provided to students district-wide (To be determined).	CCSS instructional materials are provided to students district-wide (To be determined)
Develop and implement a robust	(School receives	Early literacy programs are provided in each	Early literacy programs are	Early literacy programs are

early literacy program at pre-K and elementary grades to construct a strong foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.	portion of LEA- wide services)	elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding 1000- 5000)	provided in each elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding 1000- 5000)	provided in each elementary school in the district in kindergarten through 3 rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding. \$10,000,000 (Child Development Fund, Head Start and State Preschool funding 1000- 5000)
For Students with Disabilities: Provide specific professional learning opportunities to special education teachers on Common Core implementation Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core	(School receives portion of LEA- wide services)	For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)	For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)	For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)

Action 1.2: Provide the supports include differentiated instruction and instructin and instruction and instruction and instruc	ning ding			
interventions f students as ne <u>Services:</u> Increase expan learning oppor such as before and after school interventions, enrichment pro and summer pro	nded School- tunities wide during, ol	Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)	Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)	Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)
Action 1.3: Der an infrastructu on-going analy student perfor and progress b providing teac release time a collaborative b time.	nre for rsis of mance ry her nd			
Services: Implement a comprehensive literacy assess system compri screening, diag and progress	nent portion sed of of LEA-	Student progress is monitored through the District benchmark assessments and the Data Director Data Management	Student progress is monitored through the District benchmark assessments and the Data Director Data Management	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000

		monitoring tools		system Contract \$120,000 (LCFF base 5000)	system Contract \$120,000 (LCFF base 5000)	(LCFF base 5000)
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.	School- wide School- wide	Custodians/ plant managers \$164,145 Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)	Maintain custodians/ plant managers \$164,145 Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)	Maintain custodians/ plant managers \$164,145 Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)
		Services: Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more	School- wide (School	Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820 Safe Schools Manager	Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820 Maintain Safe Schools	Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820 Maintain Safe Schools

positive school climates.	receives portion of LEA-	\$100,000 (LCFF base 2000, 3000)	Manager \$100,000 (LCFF base 2000, 3000)	Manager \$100,000 (LCFF base 2000, 3000)
Community based	wide services) (School	Attendance, Drop-Out	Maintain Attendance,	Maintain Attendance, Drop-Out Prevention
positive programs support families and schools to prevent attendance problems	receives portion of LEA- wide services	Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)	Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000- 4000)	Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000- 4000)
Mental and physical health supports are provided by nurses and social workers.	(School receives portion of LEA- wide services)	Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)
	(School receives portion of LEA- wide services)	District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)
	(School receives portion of LEA- wide services)	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)

			(School receives portion of LEA- wide services)	Social/Emotional Learning – Professional Development, Coordinator ((\$163,000 grant funds)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)
		Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement				
		Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.	(School receives portion of LEA- wide services)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.				

education of students at GW Carver	Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers. Action 3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.	(School receives portion of LEA- wide services)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)
	Services Translation and interpretation services are provided in five languages by bilingual staff.at district events and in schools	(School receives portion of LEA- wide services)	Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)	Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)	Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and	Related State and Local	Actions and	Level of Service (Indicate	Annual Update: Review	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
identify all goals from Section 2)	Priorities (from Section 2)	Services	if school- wide or LEA- wide)	of actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17		
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	 Basic Services Implementati on of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that school sites will make to fulfill the LCAP goals and subgoals. Action 1.1: Provide standards-aligned	ELS		Supplemental Instructional Materials Spanish language	Supplemental Instructional Materials Spanish language	Supplemental Instructional Materials Spanish language		
		curriculum, assessments and high quality instruction to prepare students to graduate college and career ready			resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)	resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)	resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)		
		Services: Offer on-going professional learning including, on-site collaboration, and job- embedded	ELs		Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 (LCFF EL- Chacon 1000,	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 LCFF EL- Chacon 1000,	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 LCFF EL- Chacon 1000,		

instructional coaching		3000)	3000)	3000)
as a means to support		30007	5000)	50007
the implementation of				
the CCSS, especially to				
low income, EL, foster				
and student with				
special needs.				
		CCSS instructional materials	CCSS instructional materials	CCSS instructional materials
Provide CCSS-aligned		are provided to students	are provided to students	are provided to students
instructional materials	Low	district-wide. \$ 10,000	district-wide \$10,000	district-wide \$ 10,000
with embedded	Income	(LCFF Low Income – McCoy	LCFF Low Income – McCoy	LCFF Low Income – McCoy
assessments to ensure	Students	4000)	4000)	4000)
a quality CCSS				
implementation				
		Professional Development	Professional Development	Professional Development
Develop and		\$20,000 (LCFF Low Income	\$20,000 (LCFF Low Income	\$20,000 (LCFF Low Income
implement a robust	ELs, Low	– McCoy) \$6,000 LCFF EL	– McCoy) \$6,000 LCFF EL	– McCoy) \$6,000 LCFF EL
early literacy program	Income	McCoy; \$58,235 LCFF Low	McCoy; \$58,235 LCFF Low	McCoy; \$58,235 LCFF Low
at pre-K and	students,	Income- McCoy	Income- McCoy	Income- McCoy
elementary grades to	Foster	Conferences \$10,000 (LCFF	Conferences \$10,000 (LCFF	Conferences \$10,000 (LCFF
construct a strong	youth	Low Income 5000- McCoy	Low Income 5000- McCoy)	Low Income 5000- McCoy)
foundation on which				
to build deep content				
knowledge via				
curricular resources,				
assessments,				
intervention teachers,				
and supplemental				
materials.				
ווומנכוומוס.				
Foster youth receive		Youth Services Program	Maintain Youth Services	Maintain Youth Services
educational	(School	Associate \$59,000 (LCFF	Program Associate \$59,000	Program Associate \$59,000
	receives		-	
counseling from a		base 1000,3000)	(LCFF base 1000,3000)	(LCFF base 1000,3000)
Foster Youth Services	portion	Foster Youth Services staff	Foster Youth Services staff	Foster Youth Services staff
Department staff	of LEA-	\$29,000 (Title I Part D	\$29,000 (Title I Part D	\$29,000 (Title I Part D
member with the	wide	1000,3000)	1000,3000)	1000,3000)
skills, time and	Foster			
training necessary to	Youth			

carry out the responsibilities of the Foster Youth Services Department Action 1.2: Provide a	services)	Resource Teachers	Resource Teachers	Resource Teachers
variety of learning supports including differentiated instruction and interventions for all students as needed	ELs; Low Income students; Foster youth	\$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000	\$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000	\$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000
Services: Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction	ELs; Low Income students; Foster youth	Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)	Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)	Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)
Increase expanded learning opportunities such as before, during and after school interventions, enrichment programs and summer program	, Income students	Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)	Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)	Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)
Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth	receives	Foster Youth Services staff- see page 24 (Title I Part D 1000-4000) Additional FYS Associate- \$65.000 (LCFF base 1000,3000)	Maintain Foster Youth Services staff - see page 24 (Title I Part D 1000-4000) Additional FYS Associate- (\$65. 000 (LCFF base 1000,3000)	Maintain Foster Youth Services staff - see page 24 (Title I Part D 1000-4000) Additional FYS Associate- (\$65.000 (LCFF base 1000,3000)

		Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time	services) ELs; Low Income students; Foster youth	Teacher Subs for Academic Conferences- \$8,000 LCFF Low Income- Chacon (1000,3000) \$5,000 LCFF EL—McCoy and \$10,000 LCFF Low Income - McCoy(1000,3000)	Teacher Subs for Academic Conferences- \$8,000 LCFF Low Income- Chacon (1000,3000) \$5,000 LCFF EL—McCoy and \$10,000 LCFF Low Income - McCoy(1000,3000)	Teacher Subs for Academic Conferences- \$8,000 LCFF Low Income- Chacon (1000,3000) \$5,000 LCFF EL—McCoy and \$10,000 LCFF Low Income - McCoy(1000,3000)
		Services Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools				
		Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress	ELs	Management Information Technician \$90,000 (Title III 2000, 3000)	Maintain Management Information Technician \$90,000 (Title III 2000, 3000)	Maintain Management Information Technician \$90,000 (Title III 2000, 3000)
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement School Climate; Basic Services	Goal 2: Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.				

<u>Services:</u> Mental and physical health supports are provided by nurses and social workers.	Low Income students	Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)	Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)	Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement				
Services: Resources to maintain libraries and media centers Low Income, EL, and foster youth have access to computer hardware and software to enhance instruction and provide career technical and college readiness activities.	ELs; Low Income students; Foster youth Low Income students	Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) Spanish Language Books to Support ELs \$2,000 (LCFF EL 4000)- Chacon Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500 (LCFF McCoy)	Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) Spanish Language Books to Support ELs \$2,000 (LCFF EL 4000)- Chacon Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500 (LCFF McCoy)	Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) Spanish Language Books to Support ELs \$2,000 (LCFF EL 4000)- Chacon Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500
Ensure LEA foster	(School	Foster Youth Services staff	Foster Youth Services staff	(LCFF McCoy)

		youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on foster youth.	receives portion of LEA- wide Foster Youth services)	– See page 24 (Title I Part D 1000-4000)	– See page 24 (Title I Part D 1000-4000)	Foster Youth Services staff – See page 24 (Title I Part D 1000-4000)
family and community stakeholders will become more fully engaged as	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. <u>Services:</u> Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school. Action 3.2: Stakeholders will receive improved district and site communications, including translation/	ELs; Low Income students; Foster youth	Parent Advisors \$15,000 (LCFF Low Income 2000,3000- McCoy) \$27,119 (LCFF EL 2000, 3000)	Parent Advisors \$15,000 (LCFF Low Income 2000,3000- McCoy) \$27,119 (LCFF EL 2000, 3000)	Parent Advisors \$15,000 (LCFF Low Income 2000,3000- McCoy) \$27,119 (LCFF EL 2000, 3000)

Interpretation services. <u>Services:</u> School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities	ELS	School Community Liaisons \$15,000 (LCFF EL 2000,3000)- McCoy	School Community Liaisons \$15,000 (LCFF EL 2000,3000)- McCoy	School Community Liaisons \$15,000 (LCFF EL 2000,3000)- McCoy
Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff.at district events and in schools.	ELs	Translation services \$5,000 (LCFF EL 2000,3000)- McCoy	Translation services \$5,000 (LCFF EL 2000,3000)- McCoy	Translation services \$5,000 (LCFF EL 2000,3000)- McCoy

C. Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased instructional time and additional staff, including custodians, plant managers, counselors, librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$1,788,731 was allocated to charter sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. Bowling Green received \$1,040,856 in Free/Reduced funding and \$260,214 in funds for English learners from the Charter school allocation. The table below indicates how each expenditure will be used to meet the needs of ELs, low income students, and foster youth. Bowling Green will need to reference the LCAP and Site Plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to target subgroups. The remaining amount, \$11,150,639 was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below). The Bowling Green staff and School Site Councils will align Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

D. 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). 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). 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 all pupils.

The calculated percentage by which services must be increased for unduplicated count is 11% or equivalent to \$3,319,560 (see calculation below) As mentioned above on section 3C, these funds were allocated to all schools that have low income and English learner populations. Schools that previously did not get an allocation for these groups of students due to low percentages of low income students, are now getting a portion of the LCFF supplemental funds and will now be able to provide increased services to these students. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. Our unduplicated count is 75.40%.

	Bowling Green Elementary	lementary			5/28/14
	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	onality Perc ental & Con	entage (MPP): centration Grant		
		2013-14	2014-15	2015-16**	2016-17**
÷	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		1,516,698	1,546,400	1,576,102
5.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils			1,301,070	
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	- TRUE			
э.	Difference [1] less [2]		1,516,698	245,330	1,576,102
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		425,434	83,290	341,541
	GAP funding rate		28.05%	33.95%	21.67%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		425,434	1,384,360	341,541
.9	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		5,542,451	5,178,829	6,509,840
	LCFF Phase-In Entitlement		5,967,885	6,563,189	6,851,381
7/8.	Minimum Proportionality Percentage* [5]/[6] LCAP Section 3, Part D		7.68%	26.73%	5.25%
*peru If Ste **Regu	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.	d or improved ov Stimated Supple portionality perc	er services provided for mental & Concentratio entage in the LCAP yea	all students in the LCAP) n Grant Funding, step 5. r, not across all three yea	year. rs.
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	& CONCENT	RATION GRANT &	& MPP	
			2014-15	2015-16	2016-17
Curre fundi	Current year estimated supplemental and concentration grant funding in the LCAP year Current year Minimum Proportionality Percentage (MPP)	grant	\$ 425,434 7 68%	\$ 1,384,360 76.73%	\$ 341,541 5 57%
- ni	נור אפמר ואווווווווווווווווווווווווווווווווווו		0/00.1	0/0/07	0/ C7.C

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.

Offer § 15497. Local Control and Accountability Plan and Annual Update Template

Introduction:

LEA: George Washington Carver School of Arts and Science Contact: Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400

LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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.

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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 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)

<u>C. Engagement:</u>

Parent involvement: efforts to seek parent input in decision making, 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)

Vision: All students, regardless of background, will graduate from George Washington Carver School of Arts and Science with the option of going to college and master the skills and knowledge necessary for them to be successful. Our vision is that as students learn about the world, they will come to know themselves.

Mission: We will engage all students in developing 21st Century Skills—critical thinking and creative problem solving skills—in an integrated and rigorous college-preparatory curriculum that integrates the arts and environmental stewardship. Ultimately, through the course of four years at Carver, each student will find his/her own unique path towards becoming intelligent, self-confident, and socially responsible individuals. Our students will have the skills and knowledge to address the question: how will you engage the world?

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input & feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.
November 6, 2013 Parent Advisory Committee Meeting with	Janielle Kubinec, WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster youth, and low-income students.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.
January 22, 2014 Parent Advisory Committee Meeting	Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: <u>Student Achievement</u> , <u>School Climate</u> , <u>Course Access</u> , and <u>Implementation or Common Core Standards</u> .
	This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement, Parent Engagement</u> , <u>Basic Services</u> and <u>Other Student</u> <u>Outcomes</u> . Input and feedback were recorded.
February 13, 2014 Parent Advisory Committee Meeting	Focused on presenting DRAFT LCAP to gather Parent Advisory Committee feedback, concerns, and questions.
April 2, 2014 Parent Advisory Committee Meeting	GW Carver engaged our parents in a discussion of the Local Control Funding Formula ar the State Priorities. Principals presented at their standing meetings- school site counci meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning

Involvement Process	Impact on LCAP
	Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites
	were engaged.
February –March 7, 2014 School Site Engagement	
April 6, 2014 School Site Council Meeting	SCUSD trained over 115 PEVs. PEVs include community members, parents, community
April 7, 2014 Parent Meeting	partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.
	PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200
Community Engagement Drocess through Dublic Education Volunteers	respondents to survey.
Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11	The Community Planning Process was especially critical in ensuring that the voice of
PEV Cycle #1. Feb 5 – Mai 11 PEV Cycle #2: Mar 24– April 21	those who represent LCFF subgroups was heard. 62% of the more than 1,200
	respondents represented low-income students. 46% of the more than 1.200
	respondents represented English learners. District personnel attended District Advisory
	Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these
	critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared
	the survey through their networks. Answers to questions gathered at these meetings are
	posted along with the answers to those posed by the Parent Advisory Committee at
	www.scusd.edu/LCAP.
	The draft LCAP was posted on the district website and shared broadly in order to gather
	feedback from all stakeholders.
SCUSD Governing Board Presentations	
January 6, 2014 Present Community Engagement Plan – LCAP	Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise
March 20, 2014 Update Board on Engagement/Outreach and present draft	were instrumental in developing revisions to the draft and the completion of the final
LCAP	LCAP which was brought to the local Board of Education for approval with the District
June 5, 2014 Public Hearing	2014-15 budget.
June 19, 2014 LCAP and Budget Approval	

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

- 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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

		Goals			What will be differen	t/improved for student metric)	s? (based on identified	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Goal 1:	Goal 1:	All						Basic Services
In order increase the	Increase percent of							Implementation of
percentage of	students who are							State Standards
students who are on	on-track to graduate							Course Access
track to graduate	college and career							Student Achievement
college and career	ready							Other Student
ready, there is a need								Outcomes
to:	GW Carver's goal is							Pillar I, District
	to provide students							Strategic Plan
Increase high school	with a relevant,							District Guide to
graduation rate:	rigorous and well-							Success
2012-13 Cohort Rate:	rounded education							
90.7	that includes 21st-							
ELs: 100	century career							
Low Income: 90	exploration and that							
(DataQuest	meets four-year							
Graduation Data –	college and							
Cohort Data by	university				Increase school wide	Increase school wide	Increase school wide	
Program)	requirements. We've				Cohort graduation	Cohort graduation	Cohort graduation	
	continued to invest				rate: to 92%	rate to 94%	rate to 95%	
Beginning in 2014-15,	in professional				Maintain ELs: 100%	Maintain ELs: 100%	Maintain ELs: 100%	
growth will be	development for				Increase Low Income:	Increase Low Income:	Increase Low Income:	
measured using	teachers and				92%	94%	95%	
CAASPP	principals that							
	accelerates student				Establish math and ELA	To be determined	To be determined	
2012	learning by giving				proficiency baselines as	using 2014-2015	using 2014-2015	
2013	children ample				measured by the	baseline data	baseline data	

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		Goals			What will be differen	t/improved for students metric)	s? (based on identified	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
API: 787	opportunities to				CAASPP.			
Low Income: 782	think critically, work							
EL: 700	with others, solve				API remains frozen at	API remains frozen at	API growth targets to	
(DataQuest – API	problems, struggle				2013 levels:	2013 levels:	be reset by CDE	
Report))	with difficult tasks				API: 787	API: 787		
	and enjoy school.				Low Income: 782	Low Income: 782		
Increase % of	Financial challenges				EL: 700	EL: 700		
students who	have slowed, but not							
demonstrate college	curtailed our efforts							
preparedness on EAP:	to develop clear				Increase % of student	Increase % of student	Increase % of student	
2011-12 Results	expectations about				prepared for college as	prepared for college as	prepared for college as	
English: 21%	what students need				indicated on EAP	indicated on EAP	indicated on EAP	
Math: 0%	to know and master				English: 22%	English: 25%	English: 27%	
(Linked Learning	at every grade level.				Math: 5%	Math: 7%	Math: 9%	
Office Data)	With increased							
	funding, we look							
Increase A-G	forward to							
completion rate	developing				Increase A-G pass rates	Increase A-G	Increase A-G	
2012-13 A-G	comprehensive early				to 33%	completion to 37%	completion to 42%	
completion: 28.2%	learning programs,							
(DataQuest-12 th	effective multi-tiered							
Grade Graduates	support systems,							
Completing all	and replicating							
courses required by	strategies used by							
UC/CSU report)	our highest-							
	performing schools							
Increase AP Exam	and programs. We				Increase AP Exam Pass	Increase AP Exam Pass	Increase AP Exam Pass	
Pass Rates	have strategic				Rate: 10%	Rate: 11%	Rate: 12%	

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	Goals				What will be differen	Related State and Local Priorities		
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
2012-13: 11 th /12 th grades pass rates: 9% (Linked Learning and Data Quest) Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office) Reclassification Rate: 2013-14: 20%	partnerships that expose students to career pathways through internships and service learning.				Maintain # of students participating in Pathways/Career Academy students: 100% Reclassification Rate:22: %	Maintain # of students participating in Pathways/Career Academy students: 100% Reclassification Rate:: 24%	Maintain # of students participating in Pathways/Career Academy students: 100% Reclassification Rate:26%	
Goal 2: SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs: To increase student engagement in	At George Washington Carver High School, students are guided to find their unique path to becoming self-reliant, socially responsible, and productively engaged in the world.							Student Engagement; School Climate; Basic Services;

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	Goals				What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
schools district wide								
as indicated by the:								
2013 School Attendance Rate;: 96.3% (ARE))					School-wide attendance rates will increase to 97% Decrease Chronic	School-wide attendance rates will increase to 98% Decrease Chronic	Maintain school-wide attendance rates at 98%	
2012-13 Chronic					Absence rates 10% and	Absence rates 10% and	Decrease Chronic	
Absence Rates (the					higher:	higher:	Absence rates 10%	
percent of students					School Wide:	School Wide:	and higher: 6%	
who have been					7%	6.5%		
absent for more than								
10% of their enrolled days)								
School Wide: 7.62%								
(Integrated Services)								
# of Suspensions								
2013:					# of Suspensions will	# of Suspensions will	# of Suspensions will	
13 (Dataquest)					decrease to 11	decrease to 10	decrease to 9	
2012-13 Cohort Drop								
Out Rate: 4.7					Decrease Cohort Drop	Decrease Cohort Drop	Decrease Cohort Drop	
EL: 0					Out Rate to 4%	Out Rate to 3.5%	Out Rate to 3%	
Low Income: 6.7					Maintain EL at 100%	Maintain EL at 100%	Maintain EL at 100%	
(Dataquest Cohort					Decrease Low Income	Decrease Low Income	Decrease Low Income	
Outcome Data					to 6%	to 5%	to 4%	

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	Goals				What will be differen	Related State and Local Priorities		
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.	Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD. To ensure that GW Carver is open and welcoming to families and to community partners, staff provides parent training presentations, including speakers about college and adolescence.	All	LEA-wide					Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all	Related State and Local	Actions and	Level of Service (Indicate if school-	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?				
goals from Section 2) Priorities (from Section 2)	Services	wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17			
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	 Basic Services Implementati on of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	Goal 1: Increase the percent of students who are on-track to graduate college and career ready Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready							
	to Success	Services: A basic educational program is provided to all students attending GW Carver as the foundation to developing Career and College Ready students.		School – wide School – wide School-	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179 Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base- 2000) \$ 161,198 Basic facilities costs and	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179 Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base- 2000) \$ 161,198 Basic facilities costs and	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179 Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base- 2000) \$ 161,198 Basic facilities costs and		

	wide	Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) (LCFF Base- 5000, 7000): \$245,138	Oversight (Pro-Rata Share) ; Utilities (Electricity, Gas, City) (LCFF Base- 5000, 7000): \$245,138	Oversight (Pro-Rata Share) ; Utilities (Electricity, Gas, City) (LCFF Base- 5000, 7000): \$245,138
Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)	LEA-Wide	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)
Offer on-going professional learning including, on-site collaboration, and job- embedded instructional coaching as a means to support the implementation of the CCSS.	(School receives a portion of LEA-wide services)	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$\$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides To be Determined	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides To be determined
	School- wide	Professional Learning (CCSS Plan) \$10,000 (CCSS Initiative)	Professional Learning (CCSS Plan) To be determined	Professional Learning (CCSS Plan) To be determined
Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	(School receives a portion of LEA-wide services)	CCSS instructional materials \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials To be Determined	CCSS instructional materials To be Determined
	School- wide	Instructional supplies (LCFF Base-4000) \$ 5000	Instructional supplies (LCFF Base-4000) \$ 5000	Instructional supplies (LCFF Base-4000) \$ 5000
Provide professional	School- wide (School	Instructional Services (contracts) LCFF Base- 5000, \$7281	Instructional Services (contracts) LCFF Base- 5000, \$7281	Instructional Services (contracts) LCFF Base- 5000, \$7281

learning development of communities of practice, and job- embedded coaching to Increase access to A-G courses, career technical education courses, and work- based learning experiences in order to expand the Linked Learning initiative For Students with Disabilities: Provide specific	po LE se	eceives a ortion of EA-wide ervices) chool- /ide	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant) Special Education program funded from SCUSD SELPA encroachment fee (LCFF	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant) Special Education program funded from SCUSD SELPA encroachment fee (LCFF	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant) Special Education program funded from SCUSD SELPA encroachment fee (LCFF
professional learning opportunities to special education teachers on Common Core implementation Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access			base 7000; \$185,709)	base 7000; \$185,709)	base 7000; \$185,709)

instruction. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed				
Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs Expand summer learning programs to prevent summer learning loss for low income, EL and student with special needs.	School- Wide	Supplemental Textbooks, Books, Materials, Production Services \$90,300 (LCFF Base 4000,5000)	Supplemental Textbooks, Books, Materials, Production Services \$20,300 (LCFF Base 4000,5000)	Supplemental Textbooks, Books, Materials, Production Services \$20,300 (LCFF Base 4000,5000)

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.	School- Wide School- Wide	Custodians \$70,956 (LCFF 2000, 3000) Custodial operational supplies \$10,000 (LCFF 4000)	Maintain custodians \$70,956 (LCFF 2000, 3000) Custodial operational supplies \$10,000 (LCFF 4000)	Maintain custodians \$70,956 (LCFF 2000, 3000) Custodial operational supplies \$10,000 (LCFF 4000)
		Services: Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.	(School receives portion o LEA-wide services)		Safe Schools Manager \$100,000 (LCFF base 2000, 3000)	Safe Schools Manager \$100,000 (LCFF base 2000, 3000)

Community based	(School	Attendance, Drop-Out	Attendance, Drop-Out	Attendance, Drop-Out
positive programs	receives	Prevention Coordinator &	Prevention Coordinator &	Prevention Coordinator &
support families and	portion of	Specialist, Attendance	Specialist, Attendance	Specialist, Attendance
schools to prevent	LEA-wide	Incentives \$75,000 (LCFF	Incentives \$75,000 (LCFF	Incentives \$75,000 (LCFF
attendance problems	services	base 1000-4000)	base 1000-4000)	base 1000-4000)
		,		,
Mental and physical	(School	Nurses; Health Aides ;	Nurses; Health Aides ;	Nurses; Health Aides ;
health supports are	receives	Social Workers	Social Workers	Social Workers
provided by nurses	portion of	\$520,000 (LCFF base 1000,	\$520,000 (LCFF base 1000,	\$520,000 (LCFF base 1000,
and social workers.	LEA-wide	2000, 3000)	2000, 3000)	2000, 3000)
	services)			
	(School	District Connect Center	District Connect Center	District Connect Center
	receives	staff provides insurance	staff provides insurance	staff provides insurance
	portion of	enrollments and support	enrollments and support	enrollments and support
	LEA-wide	services for students with	services for students with	services for students with
	services)	academic, behavior,	academic, behavior,	academic, behavior,
		attendance and/or	attendance and/or	attendance and/or
		social/emotional concerns.	social/emotional concerns.	social/emotional concerns.
		\$200,000 (LCFF Base; Grant	\$200,000 (LCFF Base; Grant	\$200,000 (LCFF Base; Grant
		funds 1000-3000)	funds 1000-3000)	funds 1000-3000)
	(School	Bullying Prevention	Bullying Prevention	Bullying Prevention
	receives	Specialist; PBIS Coaching,	Specialist; PBIS Coaching,	Specialist; PBIS Coaching,
	portion of	Data Management	Data Management	Data Management
	LEA-wide	\$200,000 (LCFF base, Grant	\$200,000 (LCFF base, Grant	\$200,000 (LCFF base, Grant
	services)	funds 1000, 3000, 5000)	funds 1000, 3000, 5000)	funds 1000, 3000, 5000)
	,	,,,,,	,,,,,	,,,,,
Action 2.3: Schools	(School	Social/Emotional Learning	Social/Emotional Learning	Social/Emotional Learning
will provide more	receives	– Professional	– Professional	– Professional
varied opportunities	portion of	Development, Coordinator	Development, Coordinator	Development, Coordinator
for students to	LEA-wide	(\$163,000 grant funds)	(\$163,000 grant funds)	(\$163,000 grant funds)
become interested in	services)			
school and learning				
through technology				
based activities,				
project based				

		learning, extended extracurricular, and expanded learning program involvement Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.		(School receives portion of LEA-wide services)	Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)	Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)	Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)
					Technology Upgrade \$10,200 (LCFF base)	Technology Upgrade \$10,200 (LCFF base)	Technology Upgrade \$10,200 (LCFF base)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students at GW Carver	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. <u>Service:</u> District provides parent outreach and education services.	(School receives portion of LEA- wide services)		District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)

C. Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased instructional time and additional staff, including custodians, plant managers, counselors, librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$1,788,731 was allocated to charter sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. George Washington Carver High School did not receive a portion of the supplemental and concentration grant funds due to student demographics. The table below indicates how each expenditure will be used to meet the needs of ELs, low income students, and foster youth. The remaining amount, \$11,150,639 was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below).

D. 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). 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). 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.

The calculated percentage by which services must be increased for unduplicated count is 11% or equivalent to \$3,319,560 (see calculation below) As mentioned above on section 3C, these funds were allocated schools that have low income and English learner populations. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. Our unduplicated count for Sacramento City Unified School District is 75.40%.

	George Washington Carver School of Arts and Science	ool of Ar	ts and Scienc	٩	5/28/14
	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	nality Perc Ital & Conc	entage (MPP): entration Grant		
		2013-14	2014-15	2015-16**	2016-17**
÷	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		1	1	
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils				
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	- TRUE			
ъ.	Difference [1] less [2]		T	ı	ı
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate			ı	I
	GAP funding rate		28.05%	33.95%	21.67%
<u>ں</u>	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C			I	
.9	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		2,052,311	2,183,930	2,253,437
	LCFF Phase-In Entitlement		2,052,311	2,183,930	2,253,437
7/8.	Minimum Proportionality Percentage* [5]/[6] LCAP Section 3, Part D		0.00%	0.00%	0.00%
*peru If Ste **Regu	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.	or improved ov timated Supple ortionality perce	er services provided for mental & Concentratio in tage in the LCAP yea	all students in the LCAP) n Grant Funding, step 5. r, not across all three yea	year. Is.
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	& CONCENT	RATION GRANT &	k MPP	
			2014-15	2015-16	2016-17
Curre fundi	Current year estimated supplemental and concentration grant funding in the LCAP year	ant	÷ .	C	÷.
Curre	Current year Minimum Proportionality Percentage (MPP)		%00.0	0.00%	0.00%

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.

Offer § 15497. Local Control and Accountability Plan and Annual Update Template

LEA: <u>New Technology High School</u>	Contact: Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400
LCAP Year: 2014-2015	
	Local Control and Accountability Plan and Annual Update Template
	an (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support e pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.
•	ion Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goal ils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.
to achieve those goals for all pupils and education Local Control Funding Formu state priorities and any locally identified	nt to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions I each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of Ia as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the d priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by e erated schools and programs, including special education programs.
identified in Education Code section 52	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 052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion an 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 statutor arter schools in the Education Code.
goals, actions, and expenditures related contained in the LCAP, or annual updat	nsive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing d to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information e, 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 referenced as relevant in this document.
	should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding ative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or a 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 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:

Parent involvement: efforts to seek parent input in decision making, 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)

Sacramento New Technology High School

Sacramento New Technology High School (SNTHS) is a district-affiliated charter school of Sacramento City Unified School District, as such, it operates as a legal arm of the district. Ultimate control over the school rests with the governing board of the District.

<u>Vision</u>: To prepare students to excel in an information and collaboration based, technologically advanced society.

Mission: In addition to the SCUSD Strategic Plan, New Tech is committed to:

- Education reform
- Learning through collaboration with family, business, community and other students
- Using advanced learning methods, technology and a professional environment to stimulate high levels of learning
- Creating the relationships and opportunities to consistently provide innovative technology and high quality work and college experiences for high school students
- Enabling students to become self-motivated, competent, and lifelong learners who will have the positive impact upon their workplace and society

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input & feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.
November 6, 2013 Parent Advisory Committee Meeting with	Janielle Kubinec, WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster youth, low- income students. 70% of school sites were represented.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.

January 22, 2014 Parent Advisory Committee Meeting	Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: <u>Student Achievement</u> ,
	School Climate, Course Access, and Implementation of
	Common Core Standards.
February 13, 2014 Parent Advisory Committee Meeting	This Parent Advisory Committee Meeting focused on
	continuing to learn about the state priorities: <u>Student</u> Engagement, <u>Parent Engagement</u> , <u>Basic Services</u> and <u>Other</u>
	Student Outcomes. Input and feedback were recorded.
April 2, 2014 Parent Advisory Committee Meeting	A DRAFT LCAP was presented to the Parent Advisory
	Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to
	www.scusd.edu/LCAP.
February –March 7, 2014 School Site Engagement	New Tech engaged our parents in a discussion of the Local
February 20, 2014: School Site Council and PTSA	Control Funding Formula and the State Priorities. Principals
February 24, 2014: Administered staff surveys; to students at advisory classes	presented at their standing meetings- school site council
February 24, 2014: Link to survey to parents on school network	meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings.
	Feedback was collected through surveys. 100% of sites were
	engaged.
Community Engagement Process through Public Education Volunteers	This is a grassroots model utilized to gather authentic input
PEV Cycle #1: Feb 5 – Mar 11	and feedback on LCAP. The Community Engagement Process
PEV Cycle #2: Mar 24– April 21	relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs)
	to solicit their personal and professional networks to share
	information and gather input. The feedback is used to inform
	decisions, draft, develop and share with stakeholders early
	before anything is "finalized."
	SCUSD trained over 115 PEVs. PEVs include community
	members, parents, community partners, school board

		members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.
		PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.
		The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF subgroups was heard. 62% of the more than 1,200 respondents represented low-income students. 46% of the more than 1.200 respondents represented English learners. District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posed by the Parent Advisory Committee at www.scusd.edu/LCAP.
SCUSD Governing Board	Presentations	The draft LCAP was posted on the district website and shared
	Present Community Engagement Plan – LCAP Update Board on Engagement/Outreach and present draft	broadly in order to gather feedback from all stakeholders.
	LCAP	Responses to the draft LCAP and updates to the 2014-15
June 5, 2014	Public Hearing	budgets from the May Revise were instrumental in
June 19, 2014	LCAP and Budget Approval	developing revisions to the draft and the completion of the
		final LCAP which was brought to the local Board of Education
		for approval with the District 2014-15 budgets.

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have	Goals			What will be different				
been identified and what metrics are used to measure progress?)	Description of Goal s c	applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) to all schools in the LEA, or alternatively, a high schools, fo example.)	Affected	Analysis of Progress		Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute</u>		
			the goal applies to all schools in the LEA, or alternatively, all high schools, for		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	<u>must be included and identified;</u> each goal may be linked to more than one priority if appropriate.)
Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:	Goal 1: Increase percent of students who are on- track to graduate college and career ready	All	LEA-wide					Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success
Increase high school graduation rate: 2012-13 Cohort Rate: School wide: 92.7 ELs: 85.7 Low Income: 92 (Dataquest Graduation Data – Cohort Data by Program)	SNTHS's goal is to provide students with a relevant, rigorous and well-rounded education that includes 21st-century career exploration and that meets four-year college and university requirements. We've				Increase Cohort graduation rate to School wide: 95 ELs: 90 Low Income: 95	Increase Cohort graduation rate to School wide: 98 ELs: 95 Low Income: 98	Increase Cohort graduation rate to School wide: 100 ELs: 100 Low Income: 100	

	continued to invest in				
D I I I D I I I I D I I I I D I I I D I I I I D I I I I D I I I I I I I I I I	professional				
Beginning in 2014-	development for	Establish math and ELA	To be determined using	To be determined using	
15, growth will be	teachers and principals	proficiency baselines as	2014-2015 baseline data	2014-2015 baseline data	
measured using	that accelerates	measured by the CAASPP.			
CAASPP	student learning by				
	giving children ample				
	opportunities to think				
2013	critically, work with				
API: 732	others, solve	API remains frozen at 2013	API remains frozen at 2013	API growth targets to be	
Low Income: 720	problems, struggle	levels:	levels:	reset by CDE	
EL: 685	with difficult tasks and	API: 732	API: 732		
SPED: 630	enjoy school. Financial	Low Income: 720	Low Income: 720		
(Dataquest – API	challenges have	EL: 685	EL: 685		
Report))	slowed, but not	(Dataquest – API Report)	Dataquest – API Report)		
	curtailed our efforts to				
	develop clear				
Increase % of	expectations about	Increase % of student	Increase % of student	Increase % of student	
students who	what students need to	prepared for college as	prepared for college as	prepared for college as	
demonstrate college	know and master at	indicated on EAP	indicated on EAP	indicated on EAP	
preparedness on	every grade level. With	English: 28%	English: 38%	English: 48%	
EAP:	increased funding, we	Math: 10%	Math: 20%	Math: 30%	
2011-12 Results	look forward to				
English: 18%	developing				
Math: 0%	comprehensive early				
(Linked Learning	learning programs,				
Office Data)	effective multi-tiered				
	support systems, and				
	replicating strategies				
	used by our highest-				
	performing schools				
Increase a-g	and programs. We	Maintain a-g course	Maintain a-g course	Maintain a-g course	
completion.	have strategic	completion rates to: 98.4%	completion rates to: 98.4%	completion rates to: 98.4%	
2012-13 a-g	partnerships that				
completion: 98.4%	expose students to				
(DataQuest-12 th	career pathways				
Grade Graduates	through internships				
Completing all	and service learning as				
	and service learning as				

courses required by UC/CSU report)	well as partnerships that increase summer, during- and after- school opportunities for students.						
Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office)				Maintain # of students participating in Pathways/Career Academy students: 100%	Maintain # of students participating in Pathways/Career Academy students: 100%	Maintain # of students participating in Pathways/Career Academy students: 100%	
Reclassification Rate 2012-13: 40% (ARE)				Increase reclassification rate to 50%	Increase reclassification rates to 60%	Increase reclassification rates to 70%	
Goal 2: SNTHS believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs: 2013 School wide Attendance Rate; 95.66% (ARE) 2012-13 Chronic Absence Rates (the percent of students who have been	Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment. SNTHS believes that school environments, from the curb to the classroom, are conducive to student learning. Our goal is that increased LCFF funding will allow the district to provide the services that are necessary for schools to be clean, safe, welcoming and	All	LEA-wide	School-wide attendance rates will increase to 97%	Maintain School-wide attendance rates at 97%	Maintain School-wide attendance rates at 97%	Student Engagement; School Climate; Basic Services;

absent for more than	healthy. School based			Decrease Chronic Absence	Decrease Chronic Absence	Decrease Chronic Absence	
10% of their enrolled	LCFF with other site			rates 10% and higher:	rates 10% and higher:	rates 10% and higher:	
				School Wide 12%	School Wide: 11.7%	School Wide: 11.4%	
days) School Wide: 12.3%	and grant funds provide staff that			School white 12%	School Wide. 11.7%	School white. 11.4%	
	•						
(Integrated Services)	serve in support						
	centers, provide						
# of Suspensions	preventative services,			# of Suspensions will	# of Suspensions will	# of Suspensions will	
2013:	and Social-Emotional			decrease: 16	decrease : 11	decrease : 6	
School Wide: 21 total	Learning at schools						
suspensions	throughout the						
	district. These efforts						
2012-13 Cohort Drop	as well as positive			Maintain School wide	Maintain School wide	Maintain School wide	
Out Rate: 2.9%	behavior intervention			Cohort Drop Out Rate:	Cohort Drop Out Rate: 2.9%	Cohort Drop Out Rate: 2.9%	
EL: 14.3%	systems help students			2.9%	Decrease EL: 10%	Decrease EL: 8%	
Low Income: 4%	who are struggling			Decrease EL: 12%	Maintain Low Income: 3%	Maintain Low Income: 3%	
(Dataquest Cohort	socially, emotionally,			Decrease Low Income: 3%			
Outcome Data)	behaviorally and/or						
	academically. Social						
	workers, nurses,						
	family advocates,						
	interns and						
	community partners						
	work directly with						
	school staff, students						
	and parents to address						
	issues that are of						
	concern to them.						
Goal 3:	Goal 3:	All	LEA-wide				
Bring to scale the	Parents, family and						Parent Involvement; Student
successful	community						Achievement; Other Student
stakeholder	stakeholders will						Outcomes; Implementation of State
engagement	become more fully						Standards
strategies being used	engaged as partners						
at various sites in the	in the education of						
district.	students in SCUSD.						
Parent Resource	To ensure that New			Establish Parent Resource	Maintain Parent Resource	Maintain Parent Resource	
Centers: 0	Technology High			Center	Center	Center	
Centers: U	Technology High			Center	Center	Center	

School is open and				
welcoming to families				
and to community				
partners, SBTHS				
presents Project				
Showcase Events.				
Students share their				
projects publically and				
parents score them				
using rubrics. Staff				
presents parent				
engagement evening				
presentations focusing				
on curriculum and				
instruction and college				
readiness. Business				
partners collaborate				
around project based,				
service learning and				
internships.				
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Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, school wide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference

all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and	Related State and Local	Actions and	Level of Service (Indicate	Service Update: (Indicate Review	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
identify all goals from Section 2) Priorities (fro Section 2)	Priorities (from Section 2)	Services	if school- of wide or actions/ LEA- services wide)		LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	 Basic Services Implementati on of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	Goal 1: Increase the percent of students who are on-track to graduate college and career ready Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready <u>Services:</u> A basic educational program is provided to all students in attending New Technology High School as the foundation to	School- wide School- wide		Classroom teachers and Substitutes— \$1,037,619 (LCFF Base) Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical	Classroom teachers and Substitutes— \$1,037,619 (LCFF Base) Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical	Classroom teachers and Substitutes— \$1,037,619 (LCFF Base) Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical	
		foundation to developing Career and			Manager, Clerical Substitute)	Manager, Clerical Substitute)	Manager, Clerical Substitute)	

College Ready students.		\$ 147,046 LCFF Base	\$ 147,046 LCFF Base	\$ 147,046 LCFF Base
	School- wide	Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) \$150,843 LCFF Base	Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) \$150,843 LCFF Base	Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City) \$150,843 LCFF Base
Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)	(School receives portion of LEA- wide services)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)
Offer on-going professional learning including, on-site collaboration, and job- embedded instructional coaching as a means to support the implementation of the CCSS.	(School receives portion of LEA- wide services)	Common Core State Standards (CCSS) for teachers, principals and instructional aides \$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).	Common Core State Standards (CCSS) for teachers, principals and instructional aides \$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).	Common Core State Standards (CCSS) for teachers, principals and instructional aides \$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).
Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	(School receives portion of LEA- wide services)	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).
Provide professional learning development of communities of practice, and job- embedded coaching to Increase access to A-G courses, career	(School receives portion of LEA- wide services)	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education

technical education courses, and work- based learning experiences in order to expand the Linked Learning initiative For Students with Disabilities: Provide specific professional learning opportunities to special education teachers on Common Core implementation Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for	LEA-wide (School receives a portion of LEA- wide services)	are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000) For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$177,295- SCUSD SELPA SPED encroachment; IDEA 1000, 3000, 5000)	are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000) For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$177,295- SCUSD SELPA SPED encroachment; IDEA 1000, 3000, 5000)	are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000) For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$177,295- SCUSD SELPA SPED encroachment; IDEA 1000, 3000, 5000)	
Learning). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction. Action1.3: Develop an infrastructure for on- going analysis of student performance and progress by					

		providing teacher release time and collaborative learning time.				
		Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress	(School receives portion of LEA- wide services)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)	Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)
Goal 2: Schools will provide students with a clean, healthy,	Student Engagement School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.				
physically and emotionally safe learning environment		Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.	School- wide School- wide	Custodian: \$55,164 (LCFF Base) Custodial operational supplies: \$4,000(LCFF Base)	Maintain Custodian: \$55,164 (LCFF Base) Maintain custodial operational supplies: \$4,000(LCFF Base)	Maintain Custodian: \$55,164 (LCFF Base) Maintain custodial operational supplies: \$4,000 LCFF Base
		Action 2.2: All schools will become safer, more culturally competent environments, where students learn social				

and r supp	emotional skills receive additional ports to increase r engagement in ning.			
for po clima bully Resto and F Inter syste Com posit supp schoo	ports and training receives positive school portion ates, including of LEA- ying prevention, wide corative Justice, services) Positive Behavior rvention Support	Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)	Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)	Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)
healt provi	htal and physical (School th supports are receives vided by nurses portion social workers. of LEA- wide services)	Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)
	(School receives portion of LEA- wide services)	District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)

			(School receives portion of LEA- wide services)	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)
		Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement	(School receives portion of LEA- wide services)	Social/Emotional Learning – Professional Development, Coordinator ((\$163,000 grant funds)	Social/Emotional Learning – Professional Development, Coordinator ((\$163,000 grant funds)	Social/Emotional Learning – Professional Development, Coordinator ((\$163,000 grant funds)
		Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.	(School receives portion of LEA- wide services)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in				

the education of students at GW Carver	parent outreach and education services and the establishment of Site Parent	(School receives portion of LEA- wide services)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)	District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)
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B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal Related State		Actions and	Actions and Level of Service		What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
identify all goals from Priorities (f	Priorities (from Section 2)		if school- wide or LEA- wide)	of actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Goal 1:	• Basic Services	Schools were						
Increase the	• Implementati	allocated funds based						
percent of	on of State	on the number of						
students	Standards	Free/Reduced						
who are on-	Course Access	students (Low						
track to	• Student	Income) and English						
graduate	Achievement	Learners (EL)						
college and	• Other	Section 3B indicates						
career ready	Student	the expenditures that						

Outcomes Pillar I, District Strategic Plan District Guide to Success	school sites will make to fulfill the LCAP goals and sub goals Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready				
	Services: Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	Low- income	Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)	Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)	Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)
	Provide professional learning development of communities of practice, and job- embedded coaching to Increase access to A-G courses, career technical education courses, and work- based learning experiences in order to expand the Linked Learning initiative	ELs; Low Income students; Foster youth	Counselor \$79,544 (LCFF Low Income and EL 1000,3000) Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)	Maintain Counselor \$79,544 (LCFF Low Income and EL 1000,3000) Maintain Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)	Maintain Counselor \$79,544 (LCFF Low Income and EL 1000,3000) Maintain Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)
	Foster youth receive educational	(School receives	Youth Services Program Associate \$59,000 (LCFF	Youth Services Program Associate \$59,000 (LCFF	Youth Services Program Associate \$59,000 (LCFF

counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department	portion of LEA- wide Foster Youth services)	base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)	base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)	base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed				
Services: Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction	ELs; Low Income students, Foster Youth	Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)	Maintain Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)	Maintain Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)
Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth	(School receives portion of LEA- wide Foster Youth services)	Foster Youth Services staff- see page 21 (Title I Part D 1000-4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)	Foster Youth Services staff- see page 21 (Title I Part D 1000-4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)	Foster Youth Services staff- see page 21 (Title I Part D 1000-4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement School Climate; Basic Services	Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement <u>Services:</u> Ensure LEA foster youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on foster youth.	(School receives portion of LEA- wide Foster Youth services	Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)
Goal 3: Parents,	Parent Involvement	SNTHS staff provides presentation on				
family and	Student	curriculum and				
community	Achievement;	instruction and college				
stakeholders	Other Student	readiness. They				
will become	Outcomes;	maintain				
more fully	Implementation	communication with				
engaged as	of State	parent/guardians				
partners in	Standards	through an online				

the	school network.			
the education of				
students at				
New				
Technology				

C. Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased instructional time and additional staff, including custodians, plant managers, counselors, librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$1,788,731 was allocated to charter sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. New Technology High School received \$397,332 in Free/Reduced funding and \$99,331 for English learners from the Charter school allocation. The table below indicates how each expenditure will be used to meet the needs of ELs, low income students, and foster youth. Bowling Green will need to reference the LCAP and Site Plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to target subgroups. The remaining amount, \$11,150,639 was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below). New Technology staff and School Site Councils will align Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

D. 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). 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). 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.

The calculated percentage by which services must be increased for unduplicated count is 11% or equivalent to \$3,319,560 (see calculation below) As mentioned above on section 3C, these funds were allocated schools such as New Technology High School that have low income and English learner populations. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. Our unduplicated count for Sacramento City Unified School District is 75.40%.

	New Technology High	igy High			5/28/14
	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	ionality Perc ental & Conc	entage (MPP): centration Grant		
		2013-14	2014-15	2015-16**	2016-17**
÷	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		458,262	468,446	480,411
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils			496,665	468,446
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must ≻ 2012-13 EIA exp	- TRUE			
ъ.	Difference [1] less [2]		458,262	(28,219)	11,965
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		128,542	(9,580)	2,593
	GAP funding rate		28.05%	33.95%	21.67%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		128,542	468,446	471,039
9.	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		1,971,973	1,846,892	1,948,769
	LCFF Phase-In Entitlement		2,100,515	2,315,338	2,419,808
7/8.	Minimum Proportionality Percentage* [5]/[6] LCAP Section 3, Part D		6.52%	25.36%	24.17%
*peru If Ste **Regu	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.	d or improved ov Estimated Supple portionality perc	er services provided for mental & Concentratio. entage in the LCAP yea	all students in the LCAP n Grant Funding, step 5. r, not across all three yea	year. Irs.
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	- & CONCENT	RATION GRANT 8	ç MPP	
			2014-15	2015-16	2016-17
Curre fundi	Current year estimated supplemental and concentration grant funding in the LCAP year	grant	\$ 128,542	\$ 468,446	\$ 471,039
Curre	Current year Minimum Proportionality Percentage (MPP)			F	÷

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.

Introduction:

LEA: The MET Contact: Dr. Sara Noguchi, Interim Superintendent, superintendent@scusd.edu (916) 643-7400

LCAP Year: 2014-2015

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.

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. 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 should comply with instructions and 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. 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.

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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 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:

Parent involvement: efforts to seek parent input in decision making, 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)

The MET Sacramento High School (Met):

- Encourages students to pursue their passions via internships Project Based Learning
- Accepts students of all levels and graduates students at high levels
- Embraces diversity
- Prepares all graduates for college and/or living wage careers

Vision: To provide an innovative, academically rigorous, project based education that connects students to community based internships while being part of a safe and inclusive educational setting.

Mission: To educate all students, including those who may not have succeeded in more traditional educational settings. We graduate students who are self directed, independent learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise above adversity in the adult world.

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)	The Parent Advisory Committee Meetings provided a forum to inform, educate, and gather input & feedback from critical stakeholders: parents, students, community partners, community, and foster youth agencies.
November 6, 2013 Parent Advisory Committee Meeting	Janielle Kubinec, WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula. Chief Business Officer Ken Forrest presented early funding predictors for SCUSD, followed by breakout groups that gave introductory discussions of the 8 state priorities with examples of relevant work within each priority. Qualitative feedback was provided by community partners, students, district staff, school administrators, student advocate groups, community organizations representing EL, Foster youth, low-income students.
December 16, 2013 Parent Advisory Committee Meeting	Chief Business Officer Ken Forrest presented on the 2014-15 budget and fiscal outlook, touching on rising costs, decline in enrollment and impact of the state's new local funding formula. A handout was provided with information on the eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.
	Attendees broke into smaller groups to discuss and give feedback on 4 of the 8 state priorities: <u>Student Achievement</u> , <u>School Climate</u> , <u>Course Access</u> , and <u>Implementation of Common Core Standards</u> .
January 22, 2014 Parent Advisory Committee Meeting	This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement, Parent Engagement</u> , <u>Basic Services</u> and <u>Other Student</u> <u>Outcomes</u> . Input and feedback were recorded.
	A DRAFT LCAP was presented to the Parent Advisory Committee, who shared their

Involvement Process	Impact on LCAP
February 13, 2014 Parent Advisory Committee Meeting	feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.
April 2, 2014 Parent Advisory Committee Meeting	The MET Sacramento Charter engaged our parents in a discussion of the Local Control Funding Formula and the State Priorities. Principals presented at their standing meetings- school site council meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.
February – March 7, 2014 School Site Engagement School Site Council Meeting: February 13, 2014	This is a grassroots model utilized to gather authentic input and feedback on LCAP. The Community Engagement Process relies on key community organizing strategies of empowering community members as Public Education Volunteers (PEVs) to solicit their personal and professional networks to share information and gather input. The feedback is used to inform decisions, draft, develop and share with stakeholders early before anything is "finalized."
Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21	SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies. PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey. The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF subgroups was heard. 62% of the more than 1,200 respondents represented low-income students. 46% of the more than 1.200 respondents represented English learners.
SCUSD Governing Board PresentationsJanuary 6, 2014Present Community Engagement Plan – LCAPMarch 20, 2014Update Board on Engagement/Outreach and present draft LCAPJune 5, 2014Public Hearing June 19, 2014LCAP and Budget Approval	District personnel attended District Advisory Group meetings, presented the DRAFT LCAP, and gathered feedback from each of these critical stakeholder groups. A survey on the DRAFT LCAP was created and PEVs shared the survey through their networks. Answers to questions gathered at these meetings are posted along with the answers to those posed by the Parent Advisory Committee at www.scusd.edu/LCAP. The draft LCAP was posted on the district website and shared broadly in order to gather feedback from all stakeholders.

Involvement Process	Impact on LCAP
	Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise were instrumental in developing revisions to the draft and the completion of the final LCAP which was brought to the local Board of Education for approval with the District 2014-15 budget.

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?

- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

		Goals			What will be differen	nt/improved for student metric)	ts? (based on identified	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Goal 1:	Goal 1:							Basic Services
In order increase the	Increase percent of							Implementation of
percentage of students who are on	students who are							State Standards
track to graduate	on-track to graduate college and career							Course Access Student Achievement
college and career	ready							Other Student
ready, there is a need	leady							Outcomes
to:	The MET's goal is to							Pillar I, District
	provide students							Strategic Plan
Increase high school	with a relevant,							District Guide to
graduation rate:	rigorous and well-							Success
2012-13 Cohort Rate:	rounded education							
93.4	that includes 21st-				Increase Cohort	Maintain Cohort	Maintain cohort	
ELs: 100	century career				graduation rate to	graduation rate to	graduation rate at :	

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		Goals			What will be differen	Related State and Local Priorities		
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Low Income: 93.8	exploration and that				95%;	95%;	95%	
(Dataquest	meets four-year				Maintain ELs: 100%;	ELs: 100%;	ELs: 100%;	
Graduation Data –	college and				Increase Low Income:	Low Income: 95%	Low Income: 95%	
Cohort Data by	university				95%			
Program)	requirements. We've							
	continued to invest							
	in professional							
Beginning in 2014-15,	development for							
growth will be	teachers and				Establish math and ELA	To be determined	To be determined	
measured using CAASPP	principals that				proficiency baselines as	using 2014-2015	using 2014-2015	
CAASPP	accelerates student				measured by the CAASPP.	baseline data	baseline data	
	learning by giving children ample				CAASPP.			
	opportunities to				Establish math and ELA	To be determined	To be determined	
	think critically, work				below proficiency	using 2014-2015	using 2014-2015	
	with others, solve				baselines as measured	baseline data	baseline data	
	problems, struggle				by the CAASPP.	Suscinie dutu		
	with difficult tasks				-,			
	and enjoy school.							
	Financial challenges							
2013	have slowed, but not				API remains frozen at	API remains frozen at	API growth targets to	
API: 710	curtailed our efforts				2013 levels:	2013 levels:	be reset by CDE	
Low Income: 657	to develop clear				API: 710	API: 710		
EL: 507	expectations about				Low Income: 657	Low Income: 657		
(Dataquest – API	what students need				EL: 507	EL: 507		
Report))	to know and master							
	at every grade level.							
	With increased							

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		Goals			What will be differen	t/improved for students metric)	s? (based on identified	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 9% Math: 23% (Linked Learning Office Data)	funding, we look forward to developing comprehensive early learning programs, effective multi-tiered support systems, and replicating strategies used by				Increase % of student prepared for college as indicated on EAP English: 10% Math: 25%	Increase % of student prepared for college as indicated on EAP English: 12% Math: 28%	Increase % of student prepared for college as indicated on EAP English: 14% Math: 31%	
Increase a-g completion. 2012-13 a-g completion: 36.7% (DataQuest-12 th Grade Graduates Completing all courses required by UC/CSU report)	our highest- performing schools and programs. We have strategic partnerships that expose students to career pathways through internships and service learning.				Increase a-g pass rates to: 41%	Increase a-g completion to: 46%	Increase a-g completion to 51%	
Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office)					Maintain # of students participating in Pathways/Career Academy students: 100%	Maintain # of students participating in Pathways/Career Academy students: 100%	Maintain # of students participating in Pathways/Career Academy students: 100%	

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		Goals			What will be differen	t/improved for students metric)	? (based on identified	Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Reclassification Rate 2012-13: 0% (ARE)					Increase reclassification rate to 5%	Increase reclassification rates to 6%	Increase reclassification rates to 7%	
Goal 2: SCUSD believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs: To increase student engagement in schools district wide as indicated by the:	The Met staff and parents use data to develop plans to enhance student engagement and culture. Their goal is to increase the technology to student ratio to support technological literacy and give all students access to a rich digital learning environment.							Student Engagement; School Climate; Basic Services;
2013 School Attendance Rate: 97.75% (Data Dashboard)					School-wide attendance rates will increase to 98%.	School-wide attendance rates will be maintained at 98%	School-wide attendance rates will be maintained at 98%	
2012-13 Chronic Absence Rates (the percent of students					Decrease Chronic Absence rates 10% and	Decrease Chronic Absence rates 10% and	Maintain Chronic Absence rates 10%	

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		Goals			What will be differen	t/improved for student metric)	s? (based on identified	Related State and Local Priorities
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)	Annual Update: Analysis of Progress	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
who have been absent for more than 10% of their enrolled days) School Wide: 3.65% (Integrated Services)					higher school wide to 3%	higher school wide to 2%	and higher school wide at 2%	
# of Suspensions 2013: 18 (Data Dashboard)					# of suspensions will decrease to 17	# of suspensions will decrease to 16	# of suspensions will decrease to 15	
2012-13 Cohort Drop Out Rate: 1.6% EL: 0% Low Income: 0% (Dataquest Cohort Outcome Data)					Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%	Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%	Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%	
Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.	Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD. To ensure that The MET Sacramento	All	LEA-wide					Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards

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	Goals				What will be differe	Related State and Local Priorities		
Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Applicable Fubil Subgroups School(s) Affected (Identify (Indicate "all" if the applicable goal applies to all subgroups (as schools in the LEA, or defined in EC alternatively, all high 52052) or indicate schools, for example.) "all" for all pupils.)	Update: Analysis of	LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)		
Parent Resource	High School is open				Create a Parent	Maintain the Parent	Maintain the Parent	
Center 2013-14: 0	and welcoming to families and to community partners, the Met provides ongoing implementation of Language appropriate communication and outreach to parent/guardians. This includes creating a space for a parent resource room for the purpose of engaging parents by helping them learn the technology their students use on a daily basis.				Resource Center	Resource Center	Resource Center	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
 - A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and	Related State and Local	Actions and	Level of Service (Indicate	Annual Update: Review	ate: projected to be provided in years 2 and 3)? What are the anticipated iew expenditures for each action (including funding source)?				
identify all goals from Section 2)	Priorities (from Section 2)	Services	if school- of wide or actions/ LEA- services wide)	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17			
Goal 1: Increase the percent of students who are on- track to graduate college and career ready	 Basic Services Implementati on of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success 	Goal 1: Increase the percent of students who are on-track to graduate college and career ready Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready <u>Services:</u> A basic educational program is provided to all students in attending The Met School as the foundation to developing Career and College Ready	School- wide		Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000, 3000; 4000, 5000)	Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000. 3000; 4000, 5000)	Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000. 3000; 4000, 5000)		

students.				
Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)	LEA- Wide	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)	End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000
Offer on-going professional learning including, on-site collaboration, and job- embedded instructional coaching as a means to support the implementation of the CCSS.	(School receives a portion of LEA- wide services	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides State CCSS funding \$3,000,000 (State CCSS funding, Title I; Title II; grant funds 1000-5000).	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides State CCSS funding (to be determined)	Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides State CCSS funding (to be determined)
Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	(School receives a portion of LEA- wide services	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).	CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).
Provide professional learning development of communities of practice, and job- embedded coaching to Increase access to A-G courses, career technical education courses, and work- based learning experiences in order to expand the Linked	School receives portion of LEA- wide services	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000	Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000

Le	earning initiative		\$6,300,000(Perkins Grant)	(Perkins Grant)	(Perkins Grant)
ec co Fo De m sk tra ca re Fo	oster youth receive ducational ounseling from a oster Youth Services epartment staff nember with the kills, time and raining necessary to arry out the esponsibilities of the oster Youth Services epartment	LEA-wide	Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)	Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)	Maintain Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)
Fu fo an or ad sc	unds are allocated or academic supports nd remediation in rder to decrease the dverse effects of chool mobility on oster youth	LEA-wide	Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)	Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)	Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)
Di Pr pr op sp te Cc Im te as di ac	or Students with isabilities: rovide specific rofessional learning pportunities to becial education eachers on Common ore implementation nplement specific eaching strategies to ssist students with isabilities in ccessing Common ore instruction (i.e.	LEA-wide	For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$185,709- SCUSD SELPA SPED encroachment; IDEA 1000- 5000, 7000)	For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$185,709- SCUSD SELPA SPED encroachment; IDEA 1000- 5000, 7000)	For Students with disabilities: Professional Development. The Special Education program is funded from SCUSD SELPA encroachment (LCFF Base, \$185,709- SCUSD SELPA SPED encroachment; IDEA 1000- 5000, 7000)

		Universal Design for Learning). Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.				
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment	Student Engagement School Climate; Basic Services	Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments. <u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school. Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase	School- Wide School- Wide	Custodian: \$70, 041 LCFF Base Custodial operational supplies : \$4,300 LCFF Base	Maintain custodian: \$70, 041 LCFF Base Maintain custodial operational supplies: \$4,300 LCFF Base	Maintain custodian/ plant managers: \$70, 041 LCFF Base Maintain custodial operational supplies: \$4,300 LCFF Base

s Manager CFF base 2000,	Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)	Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)
. Drop-Out	Maintain Attendance.	Maintain Attendance.

	Services: Assistance in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.	(School receives portion of LEA- wide services)	Safe Schools Manager \$100,000 (LCFF base 2000, 3000)	Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)	Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)
	Community based positive programs support families and schools to prevent attendance problems	(School receives portion of LEA- wide services	Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000- 4000)	Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000- 4000)
	Mental and physical health supports are provided by nurses and social workers.	(School receives portion of LEA- wide services)	Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)	Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)
		(School receives portion of LEA- wide services)	District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)	Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns. \$200,000 (LCFF Base; Grant funds 1000-3000)

their engagement in

learning.

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	(School receives portion of LEA- wide services)	Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)	Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)
	(School receives portion of LEA- wide services)	Social/Emotional Learning – Professional Development, Coordinator (\$163,000 grant funds 1000-3000)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)	Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)
Youth Lia adequat knowled resource execute responsi Foster Yo Liaison in decrease effects o	ge, and s to fully the bilities of the buth Ed n order to e adverse	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)
will prov varied o for stude become school a through based ac project b	interested in nd learning technology tivities,			

		extracurricular, and expanded learning program involvement				
		Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.	(School receives portion of LEA- wide services)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)	Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)
		Foster Youth student engagement activities including fees for extracurricular activities in order to decrease adverse affects of school mobility on foster youth.	LEA-wide	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.				

SCUSD	Services:	School	District Parent Resource	District Parent Resource	District Parent Resource
	District provides	receives	Center staff support parent	Center staff support parent	Center staff support parent
	parent outreach and	portion	engagement &	engagement &	engagement &
	education services	of LEA-	establishment of Site	establishment of Site	establishment of Site
	and the establishment	wide	Parent Resource Centers	Parent Resource Centers	Parent Resource Centers
	of Site Parent	services)	\$150,000 (LCFF base; Title I	\$150,000 (LCFF base; Title I	\$150,000 (LCFF base; Title I
	Resource Centers. Provide prompt communication to foster guardians.	LEA-wide	2000, 3000) Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	2000, 3000) Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)	2000, 3000) Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals	Related State and Local Priorities (from Section 2)	ocal Priorities (from Services	Service Updat (Indicate if Review school-wide action	Annual Update: Review of	•	ormed or services provided in each year (and are projected to be and 3)? What are the anticipated expenditures for each action (including funding source)?		
from Section 2, if applicable)				actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Goal 1: Increase the percent of students who are on-track to graduate college and career ready	 Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan 	Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that						

Goal (Include and identify all goals	Related State and Local Priorities (from	Actions and	Level of Service (Indicate if	Annual Update: Review of	-	rmed or services provided in each year (and are projected to be nd 3)? What are the anticipated expenditures for each action (including funding source)?		
from Section 2, if applicable)	Section 2)	Services	school-wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
	District Guide to Success	school sites will make to fulfill the LCAP goals and subgoals. Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready Services: Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS, especially to low income, EL, foster and student with special	ELs, Low Income students, Foster youth		Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)	Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)	Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)	
		needs. Provide CCSS-aligned instructional materials with	Low- Income		Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336	Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336	Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336	

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Goal (Include and identify all goals	Related State and Local Priorities (from	Actions and	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
from Section 2, if applicable)	Section 2)	Services	school-wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
		embedded assessments to ensure a quality CCSS implementation			(LCFF Low Income 4000,5000)	(LCFF Low Income 4000,5000)	(LCFF Low Income 4000,5000)	
		Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department	(School receives portion of LEA-wide Foster Youth services)		Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)	Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)	Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)	
		Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed						
		Services: Increase expanded learning opportunities such as before, during, and	ELs; Low Income students; Foster		Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)	Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)	Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)	

Goal (Include and identify all goals	Related State and Local Priorities (from	ies (from Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
from Section 2, if applicable)	Section 2)		school-wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
		after school interventions, enrichment programs and summer programs Expand summer learning programs to prevent summer learning loss for low income, EL and student with special needs. Funds are allocated for academic supports and remediation in order to decrease the	youth Low- Income Low- Income (School receives portion of LEA-wide Foster		Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000) Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000) Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)	Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000) Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000 Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)	Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000) Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000 Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)	
		adverse effects of school mobility on foster youth Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time	Foster Youth services) ELs; Low Income students; Foster youth		Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000-4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)	Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000- 4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)	Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000- 4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)	

Goal (Include and identify all goals	Related State and	Related State and Local Priorities (from Section 2) Services	Level of Service (Indicate if	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
from Section 2, if applicable)	_		school-wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Student Engagement School Climate; Basic Services	Goal 2: Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement <u>Services:</u> Resources to maintain libraries and media centers Low Income, EL, and foster youth access to computer hardware and software to enhance instruction and provide career technical and college readiness activities.	Low- Income		Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)	Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)	Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)	
		Ensure LEA foster youth liaison has adequate time,	(School receives portion of		Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000-4000)	Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000- 4000)	Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000- 4000)	

Goal (Include and identify all goals	Related State and Local Priorities (from	Actions and Services	Level of Service (Indicate if school-wide or LEA- wide)	Annual Update: Review of	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?			
from Section 2, if applicable)	Section 2)			actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17	
		knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on foster youth.	LEA-wide Foster Youth services					
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.	Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards	Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.						
		Services: Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.	Low- Income		Parent Meeting supplies \$2,000 (LCFF Low Income 4000)	Parent Meeting supplies \$2,000 (LCFF Low Income 4000)	Parent Meeting supplies \$2,000 (LCFF Low Income 4000)	

Goal (Include and identify all goals	Related State and Local Priorities (from	Actions and	Level of Service (Indicate if	Annual Update: Review of	-	ed or services provided in each y 3)? What are the anticipated ex (including funding source)?	
from Section 2, if applicable)	Section 2)	Services	school-wide or LEA- wide)	actions/ services	LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		Action 3.2: Stakeholders will receive improved district and site communications, including translation/ Interpretation services.					
		Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities	ELs; Low Income students; Foster youth		Site communications expenses \$1,500 (LCFF Low Income 5000)	Site communications expenses \$1,500 (LCFF Low Income 5000)	Site communications expenses \$1,500 (LCFF Low Income 5000)
		Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff.at district events and in schools	Low- Income		Translation services \$3,000 (LCFF Low Income 2000,3000)	Translation services \$3,000 (LCFF Low Income 2000,3000)	Translation services \$3,000 (LCFF Low Income 2000,3000)

C. Describe the LEA's increase in 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, school wide, countywide, or charter wide 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 school site in the LCAP year, when using supplemental and concentration funds in a districtwide or school wide 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 priority areas. (See 5 CCR 15496(b) for guidance.)

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 75% of the overall student population. The estimated supplemental and concentration grant funding is \$30,614,870. Out of this amount, approximately \$9,227,176 LCFF supplemental and concentration grant funds were budgeted district-wide for expenditures such as increased instructional time and additional staff, including custodians, plant managers, counselors, librarians, and translators. Our student data as well as stakeholder input helped to inform the district that these expenditures are necessary and appropriate for our target subgroups. \$1,788,731 was allocated to charter sites based on their unduplicated numbers of EL, Low Income, and Foster Youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of the targeted subgroups, based on stakeholder feedback. The Met received \$367,430 in Free/Reduced funding from the Charter school allocation. The table below indicates how each expenditure will be used to meet the needs of ELs, low income students, and foster youth. The Met will need to reference the LCAP and Site Plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to target subgroups. The remaining amount, \$11,150,639 was used district wide to cover operational expenditures such as salaries and benefits of certificated and classified staff (see calculation below) The Met staff and School Site Councils will align Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.

D. 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). 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). 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.

The calculated percentage by which services must be increased for unduplicated count is 11% or equivalent to \$3,319,560 (see calculation below). As mentioned above on section 3C, these funds were allocated schools such as the Met that have low income populations. Proportionally, schools with higher concentrations of low income, EL, Foster Youth, and students with disabilities are getting higher LCFF funds. Our unduplicated count for Sacramento City Unified School District is 75.40%.

	The MET				5/28/14
	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	onality Perc ntal & Conc	centage (MPP): centration Grant		
		2013-14	2014-15	2015-16**	2016-17**
÷	LCFF Target Supplemental & Concentration Grant Funding from Calculator tab		267,090	272,890	278,980
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils			367,430	
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	- TRUE			
з.	Difference [1] less [2]		267,090	(94,540)	278,980
4.	Estimated Additional Supplemental & Concentration Grant Funding [3] * 6AP funding rate		74,919	(32,096)	60,455
	GAP funding rate		28.05%	33.95%	21.67%
<u></u> .	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) LCAP Section 3, Part C		74,919	272,890	60,455
.9	Base Funding LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation		2,187,938	2,190,229	2,501,295
	LCFF Phase-In Entitlement		2,262,857	2,463,119	2,561,750
7/8.	Minimum Proportionality Percentage* [5]/[6] LCAP Section 3, Part D		3.42%	12.46%	2.42%
*per If Ste **Reg	*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.	or improved ov stimated Supple ortionality perc	er services provided for mental & Concentratio entage in the LCAP yea	all students in the LCAP) n Grant Funding, step 5. r, not across all three yea.	year. 15.
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	& CONCENT	RATION GRANT 8	ç MPP	
			2014-15	2015-16	2016-17
Curn fund	Current year estimated supplemental and concentration grant funding in the LCAP year	rant	\$ 74,919 3 47%	\$ 2	\$ 60,455 2.47%
Curr	ent year Minimum Proportionality Percentage (אורר)		3.42%	12.46%	

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.