



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

Recommendation: 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. As was requested by Committee attendees at previous meetings, all 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 one-on-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, RG4 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, 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
<p>Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p>November 6, 2013 Parent Advisory Committee Meeting</p>	<p>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.</p> <p>Jannelle Kubinec, WestEd Director of Comprehensive School</p>

	<p>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.</p>
<p>December 16, 2013 Parent Advisory Committee Meeting</p>	<p>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.</p>
<p>January 22, 2014 Parent Advisory Committee Meeting</p>	<p>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>.</p>
<p>February 13, 2014 Parent Advisory Committee Meeting</p>	<p>This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p>
<p>April 2, 2014 Parent Advisory Committee Meeting</p>	<p>A DRAFT LCAP was presented to the Parent Advisory</p>

<p>February –March 7, 2014 School Site Engagement</p> <p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24 – April 21</p>	<p>Committee, who shared their feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>The Community Planning Process was especially critical in ensuring that the voice of those who represent LCFF</p>
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<p>District Advisory Groups March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC)</p> <p>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</p> <p>SCUSD Governing Board Presentations January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP June 5, 2014 Public Hearing June 19, 2014 LCAP and Budget Approval</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>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)</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p>Sacramento City Unified School 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</p>	All	LEA-wide				<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>	
				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%		

<p>Increase academic proficiency in ELA and mathematics</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>2013 API: 770 Low Income: 731 EL: 709 (DataQuest – API Report)</p> <p>Implementation of Common Core State Standards: 2013-14 Training Participants Baseline Data: Leadership: 110 Teachers: 748 Parents: 534 Support Staff: 265 (Academic Office)</p> <p>Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 19% Math: 13% (Linked Learning Office)</p>	<p>requirements. We've continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks, and enjoy school. 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</p>				<p>Establish math and ELA proficiency baselines as measured by the CAASPP. Establish math and ELA below proficiency baselines as measured by the CAASPP.</p> <p>API remains frozen at 2013 levels: API: 770 Low Income: 731 EL: 709</p> <p>Continue Common Core Professional Development Increase total trained: Leadership: 110 Teachers: 778 Parents: 556 Support Staff: 276</p> <p>Increase % of student prepared for college as indicated on EAP English: 20% Math: 14%</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>API remains frozen at 2013 levels: API: 770 Low Income: 731 EL: 709</p> <p>Continue Common Core Professional Development Additional Participants: Leadership: 110 Teachers: 808 Parents: 578 Support Staff: 281</p> <p>Increase % of student prepared for college as indicated on EAP English: 23% Math: 16%</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>API growth targets to be reset by CDE</p> <p>Continue Common Core Professional Development Additional Participants: Leadership: 110 Teachers: 838 Parents: 600 Support Staff: 292</p> <p>Increase % of student prepared for college as indicated on EAP English: 25% Math: 19%</p>	
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<p>Increase participation in GATE 2012-13 GATE participation: Elementary: 11%; Middle: 34% (GATE office)</p> <p>Increase a-g completion. 2012-13 a-g completion %: 39% (Academic Office)</p> <p>Increase AP Exam pass rates 2011-12: Score 3 or higher: 88.7% (DataQuest AP Exam Results Report)</p> <p>Increase number of students enrolled in Linked Learning Pathways/Career Academies: 2013-14: 4,578 (Linked Learning Office)</p> <p>Meet State/Federal AMAO targets 2012-13 AMAOs AMAO #1: 55.3% AMAO #2: <5 years: 20.8%; >5 years 47.5</p>	<p>and service learning as well as partnerships that increase summer, during- and after-school opportunities for students.</p>				<p>Increase participation in GATE to: Elementary: 14% Middle: 37%</p> <p>Increase a-g completion to 44%</p> <p>Increase AP Exam Pass Rate: 89.7%</p> <p>Increase # of Linked Learning Pathways/Career Academy students: 5,062</p> <p>Federal 2014-15 AMAO Targets AMAO #1: 59% AMAO #2: <5 years: 22.8%; >5 years 49% AMAO #3:</p>	<p>Increase participation in GATE to: Elementary: 17% Middle: 40%</p> <p>Increase a-g completion to 49%</p> <p>Increase AP Exam Pass Rate 90.7%</p> <p>Increase # of Linked Learning Pathways/Career Academy students: 6,100</p> <p>Federal; 2015-16 AMAO Targets AMAO #1: 61% AMAO #2: <5 years: 23.9%; >5 years 51% AMAO #3:</p>	<p>Increase participation in GATE to: Elementary: 20% Middle: 43%</p> <p>Increase a-g completion to 54%</p> <p>Increase AP Exam Pass Rate 91.7%</p> <p>Increase # of Linked Learning Pathways/Career Academy students: 7,016</p> <p>Federal 2016-17 AMAO Targets AMAO #1: 62% AMAO #2: <5 years: 25%; >5 years 53% AMAO #3:</p>	
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<p>AMAO #3: Grad rate: 78.9 ELA % Prof.: 33.7% Math % Prof.: 49.8% (SCOE)</p> <p>Increase Reclassification Rate 2012-13: 9.2% (SCOE)</p> <p>Decrease teacher Mis-assignment rate: 2013-14: 3%</p>					<p>Grad rate: 81% ELA % Prof.: 36% Math % Prof.: 52%</p> <p>Increase reclassification rate to 10%</p> <p>Decrease teacher Mis- assignment rate to 2.75%</p>	<p>Grad rate: 84% ELA % Prof.: 38% Math % Prof.: 54%</p> <p>Increase reclassification rates to 11%</p> <p>Decrease teacher Mis- assignment rate to 2.5%</p>	<p>Grad rate: 87% ELA % Prof.: 40% Math % Prof.: 57%</p> <p>Increase reclassification rates to 12%</p> <p>Decrease teacher Mis- assignment rate to 2.25%</p>	
<p>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:</p> <p>The loss of custodians and plant managers district-wide forced other classified and certificated staff to take on cleaning and maintenance duties taking them from full focus on service to students and parents. Their extra</p>	<p>Goal 2: Schools will provide students with a clean, healthy, physically, and emotionally safe learning environment.</p> <p>SCUSD 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 healthy. We work with parents and communities to</p>	All	LEA-wide				.	Student Engagement; School Climate; Basic Services;

<p>time and effort resulted in a FIT rating of 100%. There is a need to increase custodian/plant managers based on the following budget impacts to their ranks.</p> <p>Custodian/Plant Manager Positions: 2010-11: 215 2011-12: 209 2012-13: 119.5 2013-14: 125 (Facilities Support Services)</p> <p>To increase student engagement in schools district wide as indicated by the:</p> <p>2013-14 District Attendance Rate; 95.37% Low Income: 95.20% EL: 96.12% Foster Youth: 92.99% (SCUSD Data Dashboard)</p>	<p>provide facilities, playgrounds and athletic fields that everyone can use and enjoy. School based LCFF with other site and grant funds provide staff that 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.</p>				<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be increased by 21.5 FTE</p> <p>Plant Managers will be increased by 11 FTE</p> <p>District-wide attendance rates will increase to 96%. Low Income: 96% EL: 97% Foster Youth: 94%</p>	<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 96.5%. Low Income: 97% EL: 97% Foster Youth: 95%</p>	<p>Maintain Fit (Facilities Inspection Tool) Inspection Rating 100%</p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p> <p>District-wide attendance rates will increase to 97.0%. Low Income: 97% EL: 97% Foster Youth: 96%</p>	
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<p>2012-13 Chronic Absence Rates (the percent of students who have been absent for more than 10% of their enrolled days) Elementary 11.8% K-8: 10.3% Middle: 13.2% High: 22.1% Low Income: 14.7% ELs: 11% Foster Youth: 31.1% (Integrated Services)</p> <p># of Suspensions 2013: (Out of School) Elementary: 1,241 K-8: 245 Middle: 1,167 High: 2,237 (In School) Elementary: 21 K-8: 18 Middle: 42 High: 16 (Data Dashboard)</p> <p>2012-13 Cohort Drop Out Rate: 5.9% EL: 9.2% Low Income: 5.9% (DataQuest Cohort Outcome Data)</p>					<p>Decrease Chronic Absence rates 10% and higher: Elementary: 11.3% K-8: 10.9% Middle: 12.6% High: 21.5% Low Income: 14.2% ELs: 10.5% Foster Youth: 29.6%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 1,055 K-8: 209 Middle: 992 High: 1,896 (In School) Elementary: 18 K-8: 15 Middle: 36 High: 14</p> <p>Decrease 2012-13 Cohort Drop Out Rate: 5% EL: 8.5% Low Income: 5%</p>	<p>Decrease Chronic Absence rates 10% and higher: Elementary: 10.7% K-8: 10.4% Middle: 12.1% High: 21% Low Income: 13.7% ELs: 10% Foster Youth: 29.1%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 869 K-8: 171 Middle: 817 High: 1,562 (In School) Elementary: 15 K-8: 13 Middle: 36 High: 14</p> <p>Decrease 2012-13 Cohort Drop Out Rate: 4.5% EL: 8% Low Income: 4.5%</p>	<p>Decrease Chronic Absence rates 10% and higher: Elementary: 10.2% K-8: 9.9% Middle: 11.6% High: 20.5% Low Income: 13.2% ELs: 9.5% Foster Youth: 28.6%</p> <p>Decrease # of Suspensions: (Out of School) Elementary: 620 K-8: 122 Middle: 583 High: 1,115 (In School) Elementary: 10 K-8: 9 Middle: 21 High: 8</p> <p>Decrease 2012-13 Cohort Drop Out Rate: 4% EL: 7.5% Low Income: 4%</p>	
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<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p> <p>Parent Resource Centers or Information Areas at 47 sites</p> <p>Parent/Teacher Home Visit Participation: 2013-14 - 3,300 visits</p> <p>Academic Parent Teacher Team Participation: 2013-14: 13 school (Integrated Services)</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p> <p>To ensure that all of our schools are open and welcoming to families and to community partners, SCUSD develops meaningful opportunities that empower families to participate in their children’s education. Our School, Family, and Community Partnerships Department offers 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</p>	<p>All</p>	<p>LEA-wide</p>		<p>Parent Resource Centers or Information Areas will increase to 56 schools.</p> <p>Parent/Teacher Home Visits will increase from 3,300 to 3,500.</p> <p>Academic Parent Teacher Team school participation will increase to 15 schools.</p>	<p>Parent Resource Centers or Information Areas will increase to 62 schools.</p> <p>Parent/Teacher Home Visits will increase from 3,500 to 3,600.</p> <p>Academic Parent Teacher Team school participation will increase to 16 schools.</p>	<p>Parent Resource Centers or Information Areas will increase to 71 schools.</p> <p>Parent/Teacher Home Visits will increase from 3,600 to 3,700.</p> <p>Academic Parent Teacher Team school participation will increase to 17 schools.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>
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	<p>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.</p>							
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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, 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	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)?		
					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	<i>Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success</i>	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					

		<p>career ready</p> <p>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.</p>	LEA-wide		<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$216,000,000 (LCFF Base – OC 1000 - 4000)</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p>
		<p>Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)</p>	LEA-wide		<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con OC 1000 - 3000)</p>
		<p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p>	LEA-wide		<p>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).</p>	<p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)</p>	<p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)</p>
			LEA-wide		<p>Training Specialists \$2,000,000 (Title I; Title III grant funds OC 1000, 3000)</p>	<p>Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)</p>	<p>Maintain Training Specialists \$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)</p>
		<p>Provide CCSS-aligned instructional materials with embedded assessments to ensure</p>	LEA-wide		<p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding OC</p>	<p>CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)</p>	<p>CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)</p>

		<p>a quality CCSS implementation.</p> <p>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.</p>	LEA-wide		<p>4000).</p> <p>Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd 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)</p>		
		<p>Provide Early Kindergarten experiences to enhance school readiness and academic achievement over time.</p>	LEA-wide		<p>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)</p>		
		<p>Provide professional learning development of communities of practice, and job-embedded coaching to increase access to A-G courses, career</p>	LEA-wide		<p>Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education</p>		

		<p>technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative</p> <p>Provide academic and career counseling to support students</p> <p>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).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>	<p>LEA-wide High Schools</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)</p> <p>Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>	<p>are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)</p> <p>Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>	<p>are provided at all high schools. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000,3000)</p> <p>Maintain Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p> <p>For Students with disabilities: Professional Development funds \$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</p> <p>Special Education program: Transfer from LCFF base to Special Education \$42,500,000 (LCFF base OC 1000 - 5000)</p>
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		<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p>	LEA-wide		<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>	<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>	<p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p>
		<p>Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.</p>	LEA-wide		<p>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)</p>	<p>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)</p>	<p>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)</p>
		<p>Expand access to specialized programs such as GATE, AP and IB, by providing curricular resources and on-going professional learning. School sites will monitor student progress and identify</p>	LEA-wide		<p>GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p>
		<p>School sites will monitor student progress and identify</p>	LEA-wide		<p>IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p>	<p>Maintain IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p>

		<p>students who are in need of additional supports.</p> <p>Action1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p>	LEA-wide		<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement; School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p><u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>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.</p> <p><u>Services:</u> Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wde</p>		<p>Restore custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Additional custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p> <p>School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)</p>	<p>Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p> <p>Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)</p>	<p>Maintain custodians/ plant managers \$2,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Maintain custodial operational supplies \$650,000 (LCFF Supp/Con OC 4000)</p> <p>Maintain Safe Schools Manager \$100,000 (LCFF base OC 2000, 3000)</p> <p>Maintain School Resource Officers \$300,000 (LCFF Supp/Con OC 5000)</p>
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		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.)

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

		Resource Centers.			\$150,000 (LCFF base; Title I 2000, 3000)	Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)	Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)
		Action 3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.	LEA-wide		Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)	Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)	Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)
		<u>Services</u> Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools.	LEA-wide		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 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	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)?		
					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	<i>Basic Services; Implementation of State Standards; Course Access; Student Achievement; Other Student Outcomes; Pillar I, District Strategic Plan; District Guide to Success</i>	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 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 needs.	School-wide		Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)	Professional Development (per diem) Extra Duty for teachers - - \$113,784 LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)	Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF Low Income OC 5000)
			School-wide		Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)	Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)	Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)
			School-wide		Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)	Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)	Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)
			School-wide		Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)	Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)	Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)
			LEA-wide		Training Specialists (Title III OC 1000)	Training Specialists (Title III OC 1000)	Training Specialists (Title III OC 1000)
		Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.	School-wide		Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)	Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)	Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)

			School-wide		Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)	Contracts for Services: Reading Partners (2 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 foundation on which to build deep content knowledge via curricular resources, assessments, intervention teachers, and supplemental materials.	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)
			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)
			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)

		<p>Provide targeted assistance to low income. EL, foster students and students with disabilities in career/college readiness activities and guidance</p>	School-wide (high schools)		<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>	<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>	<p>Additional site counselors \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>
		<p>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</p>	LEA-wide		<p>Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</p>	<p>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)</p>	<p>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)</p>
		<p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p>	School-wide		<p>Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p>	<p>Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p>	<p>Maintain Resource Teachers \$1,827,076 (LCFF Low Income OC 1000, 3000) \$416,529 (LCFF EL OC 1000, 3000)</p>
		<p>Services: Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</p>	School-wide		<p>School Psychologists - \$21,535 (LCFF Low Income OC 1000, 3000)</p>	<p>Maintain School Psychologists -\$21,535 (LCFF Low Income OC 1000, 3000)</p>	<p>Maintain School Psychologists \$21,535 (LCFF Low Income OC 1000, 3000)</p>

		Expand summer learning programs to prevent summer learning loss for low income, EL and student with special needs.	School-wide		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)
		Offer a multi-tiered system of supports (academic & behavioral) to address the academic needs of low income, EL, foster, and students with disabilities	School-wide		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)
			School-wide		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)
		Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth	LEA-wide		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)
		Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction	School-wide		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)
			LEA-wide		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

		Expand access to specialized programs such as GATE, AP, and IB programs by providing curricular resources and on-going professional learning	School-wide	(Title III OC 2000, 3000) 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)	3000) (Title III OC 2000, 3000) 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)	EL OC 2000, 3000) (Title III OC 2000, 3000) 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	<p>Goal 2:</p> <p>Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>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.</p> <p><u>Services:</u> School staff will receive training in culturally competent classrooms.</p> <p>Mental and physical health supports are provided by nurses and social workers.</p>	School-wide		<p>Books, Instructional Materials \$6,300 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000)</p> <p>Social Workers - \$115,151 (LCFF Low Income OC 1000, 3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p>	<p>Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000)</p> <p>Social Workers - \$115,151 (LCFF Low Income OC 1000, 3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p>	<p>Books, Instructional Materials \$3,200 (LCFF Low Income OC 4000) \$11,201 (LCFF EL OC 4000)</p> <p>Social Workers - \$115,151 (LCFF Low Income OC 1000, 3000)</p> <p>Nurses - \$79,960 (LCFF Low Income OC 1000, 3000)</p>

		<p>Learning Support Specialists and case managers plan, organize and coordinate learning support services for low income, ELs, re-designated ELs, Foster Youth and students with disabilities with academic, behavior, attendance and/or social/emotional needs.</p> <p>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.</p> <p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>		<p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000, 3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000,3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Learning Support Specialists- \$224,354 (LCFF Low Income OC 2000,3000)</p> <p>Case Managers \$67,867 (LCFF Low Income OC 2000, 3000)</p> <p>Student Outreach Worker \$14,841 (LCFF Low Income OC 2000, 3000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 4000)</p>
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		<p>learning, extended extracurricular, and expanded learning program involvement</p> <p>Services: Librarian/media technicians assist low income, EL, and foster students with research and project based learning 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.</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>		<p>Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>	<p>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>	<p>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</p> <p>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</p> <p>Computer hardware \$217,772 (LCFF Low Income OC 4000) \$44,348 (LCFF EL OC 4000)</p> <p>Professional Development on Computer Instruction \$118,000 (LCFF Low Income OC 5000)</p> <p>Foster Youth Services staff – See page 29 (Title I Part D OC 1000 - 5000)</p>
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<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p><u>Services:</u> Services to support parents in attending parent education, informational meetings, and school events and in volunteering at the school.</p> <p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p>	<p>School-wide</p> <p>School-Wide</p> <p>School-wide</p>		<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p>Parent Advisors \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p>Child Care \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p>Parent Training \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL 5 OC 000)</p>
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		<p>Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities</p>	School-wide		<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p>
			School-wide		<p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p>	<p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p>	<p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p>
			School-wide		<p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>	<p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>	<p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p>
		Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff at district events and in schools	School-wide		<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>	<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>	<p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p>
		Parent notifications about EL achievement is provided.	LEA-wide		<p>Management Information Technician – see page 31 (Title III OC 2000, 3000)</p>	<p>Maintain Management Information Technician - see page 31 (Title III OC 2000, 3000)</p>	<p>Maintain Management Information Technician – see page 31 (Title III OC 2000, 3000)</p>
		Provide prompt communication to foster guardians.	LEA-wide		<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>	<p>Foster Youth Services staff – see page 29 (Title I Part D OC 1000 - 4000)</p>

- 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 the services provided 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

Sacramento City Unified - SCUSD - AVG. FY 2015-16 20.88% and FY 2016-17 15.04%						5/21/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant						
	2013-14	2014-15	2015-16**	2016-17**		
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		78,330,113	78,558,693			79,036,499
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
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%
5. 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
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%
*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.						
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP						
		2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 30,614,870	\$ 26,293,055	\$ 22,931,889		
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

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

<p>December 16, 2013 <u>Community Parent Advisory Committee</u> Meeting</p>	<p>School Assistance Program explained <u>the</u> Local Control Funding Formula.</p> <p>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 youth, <u>Youth and</u> low-income students. 70% of school sites were represented.</p>
<p>January 22, 2014 <u>Community Parent Advisory Committee</u> Meeting</p>	<p>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 eight priorities and attendees could choose three priority sessions where they heard more in-depth information and participated in a discussion.</u></p> <p>Attendees were then broken-out <u>broke</u> into smaller groups to discuss and <u>gather</u> give feedback on 4 of the 8 state priorities: <u>Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards.</u> 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.</p> <p><u>Focused</u> <u>This Parent Advisory Committee Meeting focused</u> on continuing to learn about the state priorities: <u>Student</u></p>

	<p>Engagement, Parent Engagement, Basic Services and other student outcomes.<u>Other Student Outcomes.</u> Input and feedback were recorded.</p>
<p>February 13, 2014 Community<u>Parent Advisory Committee</u> Meeting</p>	<p>Focused on presenting<u>A 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.</u></p>
<p>April 2, 2014 Community<u>Parent Advisory Committee</u> Meeting (Scheduled)</p>	<p>Critical <u>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.</u> Principals presenting<u>presented</u> at their standing meetings- school site council<u>School Site Council</u> meetings, PTA meetings, English Learner Advisory Council (ELAC), Collaborative Planning Time (CPT) and staff meetings. Feedback was collected through surveys. 100% <u>of</u> sites were engaged.</p>
<p>February –March 7, 2014 School Site Engagement</p>	<p>Grassroots <u>This is a grassroots</u> model utilized to gather authentic input and feedback on LCAP. The Community Planning<u>Engagement</u> Process relies on key community organizing strategies of empowering community members at<u>as</u> 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.” To date,</p>
<p>Community Planning<u>Engagement</u> Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24 – April 21</p>	<p>SCUSD has trained over 115 PEVs. PEVs include community</p>

<p>District Advisory Groups (Scheduled)</p> <p>March 24, 2014 Community Advisory Committee (CAC) April 8, 2014 District Advisory Committee (DAC) April 9, 2014 District English Learner Advisory Committee (DELAC) TBD Student Advisory Committee (SAC)</p> <p>Collective Bargaining Groups Sacramento City Teachers Association – Oct 22, 2013; April 30, May 9 and</p>	<p>members, parents, community partners, school board members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.</p> <p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p><u>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.</u> District personnel will attend<u>attended</u> District Advisory Group meetings, present<u>presented</u> the DRAFT LCAP, and gather<u>gathered</u> feedback from each of these critical stakeholder groups. <u>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.</u></p> <p>The draft LCAP will be<u>was</u> posted on the district website and shared broadly <u>at various advisory committee and community group meetings</u> in order to gather feedback from all stakeholders. Feedback and questions about the draft LCAP will be responded to in writing and posted on a District website page.</p> <p><u>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</u></p>
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<p style="text-align: center;"><u>May 15, 2014</u></p> <p><u>United Professional Educators – Oct 22 and Dec 17, 2013; April 28, May 6 and May 20, 2014</u></p> <p><u>Classified Supervisors Assoc. – Oct 24 and Nov 22, 2013; Feb 13, April 29 and May 14, 2014</u></p> <p><u>Service Employees Internat. Union – Oct 16, Nov 20 and Dec 4, 2013; Feb 12, April 24, May 1, May 13 and May 22, 2014</u></p> <p><u>Teamsters – Oct 24, 2013; Jan 16, March 7, April 23, May 2 and May 15, 2014</u></p> <p>SCUSD Governing Board Updates Presentations</p> <p>January 6, 2014 Present Community Engagement Plan – LCAP</p> <p>March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP</p> <p><u>June 5, 2014 Public Hearing</u></p> <p><u>June 19, 2014 LCAP and Budget Approval</u></p>	<p><u>to all district staff.</u></p> <p>Responses to the draft LCAP and updates to the 2014-15 budget from the May Revise will be were instrumental in developing revisions to the draft and the completion of the final LCAP which will be was brought to the Locallocal Board of Education for approval with the District 2014-15 budget.</p>
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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.

<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: <u>79-92012-13 Cohort Rate: 85.4%</u> <u>ELs: 78.7%</u> <u>Low Income: 83.9%</u> <u>(DataQuest Graduation Data – Cohort Data by Program)</u> Increase academic proficiency in ELA and mathematics</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p><u>2013</u> <u>API: 770</u> <u>Low Income: 731</u> <u>EL: 709</u> <u>(DataQuest – API Report)</u></p> <p>Implementation of Common Core State Standards:</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p><u>Sacramento City Unified School 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 requirements. We’ve continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks, and enjoy school. Financial challenges have slowed, but not curtailed our efforts to develop clear</u></p>	<p>All</p>	<p>LEA-wide</p>		<p>Increase <u>Cohort</u> graduation rate by 3% to <u>88%</u> <u>ELs: 81%</u> <u>Low Income: 87%</u></p> <p>Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>Establish math and ELA below proficiency baselines as measured by the CAASPP.</p> <p><u>API remains frozen at 2013 levels:</u> <u>API: 770</u> <u>Low Income: 731</u> <u>EL: 709</u></p> <p><u>Continue Common Core</u></p>	<p>Increase <u>Cohort</u> graduation rate by 3% to <u>90%</u> <u>ELs: 84%</u> <u>Low Income: 89%</u></p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p><u>API remains frozen at 2013 levels:</u> <u>API: 770</u> <u>Low Income: 731</u> <u>EL: 709</u></p> <p><u>Continue Common Core Professional Development</u></p>	<p>Increase</p> <p><u>Maintain cohort</u> graduation rate by 3% at <u>90%</u> <u>Increase EL: 87%</u> <u>Low Income: 90%</u></p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p><u>API growth targets to be reset by CDE</u></p> <p><u>Continue Common Core Professional Development</u></p>	<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>
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<p><u>2013-14 Training Participants</u> Baseline Data: <u>Leadership: 110</u> <u>Teachers: 748</u> <u>Parents: 534</u> <u>Support Staff: 265</u> (Academic Office)</p> <p><u>Increase % of students who demonstrate college preparedness on EAP:</u> 2011-12 Results <u>English: 19%</u> <u>Math: 13%</u> (Linked Learning Office)</p> <p><u>Increase participation in GATE (Current 2012-13 GATE participation: 11% Elementary; 34%: 11%; Middle); 34% (GATE office)</u></p> <p><u>Increase A-G-a-g completion: (Current A-G Completion, 2012-13 a-g completion %: 39% (Academic Office)</u></p> <p><u>Increase AP Exam pass rates</u> 2011-12: <u>Score 3 or</u></p>	<p><u>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.</u></p>				<p><u>Professional Development</u> <u>Increase total trained:</u> <u>Leadership: 110</u> <u>Teachers: 778</u> <u>Parents: 556</u> <u>Support Staff: 276</u></p> <p><u>Increase % of student prepared for college as indicated on EAP</u> <u>English: 20%</u> <u>Math: 14%</u></p> <p><u>Increase participation in GATE by 3%, A-G to:</u> <u>Elementary: 14%</u> <u>Middle: 37%</u></p> <p><u>Increase a-g completion by 5%, and to 44%</u></p> <p><u>Increase AP enrollment by 3%. Exam Pass Rate: 89.7%</u></p>	<p><u>Additional Participants:</u> <u>Leadership: 110</u> <u>Teachers: 808</u> <u>Parents: 578</u> <u>Support Staff: 281</u></p> <p><u>Increase % of student prepared for college as indicated on EAP</u> <u>English: 23%</u> <u>Math: 16%</u></p> <p><u>Increase participation in GATE by 3%, A-G to:</u> <u>Elementary: 17%</u> <u>Middle: 40%</u></p> <p><u>Increase a-g completion by 5%, and to 49%</u></p> <p><u>Increase AP enrollment by 3%. Exam Pass Rate 90.7%</u></p>	<p><u>Additional Participants:</u> <u>Leadership: 110</u> <u>Teachers: 838</u> <u>Parents: 600</u> <u>Support Staff: 292</u></p> <p><u>Increase % of student prepared for college as indicated on EAP</u> <u>English: 25%</u> <u>Math: 19%</u></p> <p><u>Increase participation in GATE by 3%, A-G to:</u> <u>Elementary: 20%</u> <u>Middle: 43%</u></p> <p><u>Increase a-g completion by 5%, and to 54%</u></p> <p><u>Increase AP enrollment by 3%. Exam Pass Rate 91.7%</u></p>	
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<p><u>higher:</u> <u>88.7%</u> <u>(DataQuest AP Exam Results Report)</u></p> <p><u>Increase number of students enrolled in Linked Learning Pathways/Career Academies:</u> <u>2013-14: 4,578</u> <u>(Linked Learning Office)</u></p> <p><u>Meet State/Federal AMAO targets</u> <u>2012-13 AMAOs</u> <u>AMAO #1: 55.3%</u> <u>AMAO #2:</u> <u><5 years: 20.8%;</u> <u>>5 years 47.5</u> <u>AMAO #3:</u> <u>Grad rate: 78.9</u> <u>ELA % Prof.: 33.7%</u> <u>Math % Prof.: 49.8%</u> <u>(SCOE)</u></p> <p><u>Increase %)</u> <u>Reclassification Rate</u> <u>2012-13: 9.2%</u> <u>(SCOE)</u></p> <p><u>Decrease teacher Mis-assignment rate:</u> <u>2013-14: 3%</u></p>					<p><u>Increase # of Linked Learning Pathways/Career Academy students:</u> <u>5,062</u></p> <p><u>Federal 2014-15 AMAO Targets</u> <u>AMAO #1: 59%</u> <u>AMAO #2:</u> <u><5 years: 22.8%;</u> <u>>5 years 49%</u> <u>AMAO #3:</u> <u>Grad rate: 81%</u> <u>ELA % Prof.: 36%</u> <u>Math % Prof.: 52%</u></p> <p><u>Increase reclassification rate to 10%</u></p> <p><u>Decrease teacher Mis-assignment rate to 2.75%</u></p>	<p><u>Increase # of Linked Learning Pathways/Career Academy students:</u> <u>6,100</u></p> <p><u>Federal; 2015-16 AMAO Targets</u> <u>AMAO #1: 61%</u> <u>AMAO #2:</u> <u><5 years: 23.9%;</u> <u>>5 years 51%</u> <u>AMAO #3:</u> <u>Grad rate: 84%</u> <u>ELA % Prof.: 38%</u> <u>Math % Prof.: 54%</u></p> <p><u>Increase reclassification rates to 11%</u></p> <p><u>Decrease teacher Mis-assignment rate to 2.5%</u></p>	<p><u>Increase # of Linked Learning Pathways/Career Academy students:</u> <u>7,016</u></p> <p><u>Federal 2016-17 AMAO Targets</u> <u>AMAO #1: 62%</u> <u>AMAO #2:</u> <u><5 years: 25%;</u> <u>>5 years 53%</u> <u>AMAO #3:</u> <u>Grad rate: 87%</u> <u>ELA % Prof.: 40%</u> <u>Math % Prof.: 57%</u></p> <p><u>Increase reclassification rates to 12%</u></p> <p><u>Decrease teacher Mis-assignment rate to 2.25%</u></p>	<p>Student Engagement; School Climate; Basic Services;</p>
<p>Goal 2: SCUSD believes in a</p>	<p>Goal 2: Schools will provide</p>	<p>All</p>	<p>LEA-wide</p>					

<p>holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs:</p> <p><u>To improve school cleanliness and facility maintenance which suffered from the loss of custodians and plant managers district-wide:</u> <u>Custodians:</u> <u>The loss of custodians and plant managers district-wide forced other classified and certificated staff to take on cleaning and maintenance duties taking them from full focus on service to students and parents. Their extra time and effort resulted in a FIT rating of 100%. There is a need to increase custodian/plant managers based on the following budget impacts to their</u></p>	<p>students with a clean, healthy, physically, and emotionally safe learning environment.</p> <p><u>SCUSD 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 healthy. We work with parents and communities to provide facilities, playgrounds and athletic fields that everyone can use and enjoy. School based LCFF with other site and grant funds provide staff that serve in support centers, provide preventative services, and Social-Emotional Learning at schools throughout the district. These efforts as well as positive behavior intervention</u></p>				<p><u>Maintain Fit (Facilities Inspection Tool) Inspection Rating</u> <u>100%</u></p> <p>Custodians will be increased by 21.5 FTE</p> <p>Plant Managers will be increased by 11 FTE</p>	<p><u>Maintain Fit (Facilities Inspection Tool) Inspection Rating</u> <u>100%</u></p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p>	<p><u>Maintain Fit (Facilities Inspection Tool) Inspection Rating</u> <u>100%</u></p> <p>Custodians will be maintained at 86.5 FTE</p> <p>Plant Managers will be maintained at 71 FTE.</p>	
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<p><u>ranks.</u></p> <p>Custodian/Plant Manager Positions: 2010-11: 136215 2011-12: 209 2012-13: 119.5 2013-14: 65125 Plant managers: 2010-11: 79 2013-14: 60</p> <p>(Facilities Support Services)</p> <p>To increase student engagement in schools district wide as indicated by the:</p> <p>2013-14 District Attendance Rate; 95.37%</p> <p>Suspension Rates in HS (out-of-school suspensions only); Low Income: 95.20% EL: 96.12% Foster Youth: 92.99% (SCUSD Data Dashboard)</p> <p>2012-13 Chronic</p>	<p><u>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.</u></p>				<p>District-wide attendance rates will increase to 96%.</p> <p><u>Low Income: 96%</u> <u>EL: 97%</u> <u>Foster Youth: 94%</u></p> <p><u>Decrease Chronic Absence rates 10% and higher:</u> <u>Elementary: 11.3%</u> <u>K-8: 10.9%</u> <u>Middle: 12.6%</u> <u>High: 21.5%</u> <u>Low Income: 14.2%</u> <u>ELs: 10.5%</u> <u>Foster Youth: 29.6%</u></p>	<p>District-wide attendance rates will increase to 96.5%.</p> <p><u>Low Income: 97%</u> <u>EL: 97%</u> <u>Foster Youth: 95%</u></p> <p><u>Decrease Chronic Absence rates 10% and higher:</u> <u>Elementary: 10.7%</u> <u>K-8: 10.4%</u> <u>Middle: 12.1</u> <u>High: 21%</u> <u>Low Income: 13.7%</u> <u>ELs: 10%</u> <u>Foster Youth: 29.1%</u></p>	<p>District-wide attendance rates will increase to 97.0%.</p> <p><u>Low Income: 97%</u> <u>EL: 97%</u> <u>Foster Youth: 96%</u></p> <p><u>Decrease Chronic Absence rates 10% and higher:</u> <u>Elementary: 10.2%</u> <u>K-8: 9.9%</u> <u>Middle: 11.6%</u> <u>High: 20.5%</u> <u>Low Income: 13.2%</u> <u>ELs: 9.5%</u> <u>Foster Youth: 28.6%</u></p>	
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<p><u>Absence Rates (the percent of students who have been absent for more than 10% of their enrolled days)</u> <u>Elementary 11.8%</u> <u>K-8: 10.3%</u> <u>Middle: 13.2%</u> <u>High: 22.1%</u> <u>Low Income: 14.7%</u> <u>ELs: 11%</u> <u>Foster Youth: 31.1%</u> <u>(Integrated Services)</u></p> <p><u># of Suspensions 2013:</u> <u>(Out of School)</u> <u>Elementary: 1,241</u> <u>K-8: 245</u> <u>Middle: 1,167</u> <u>High: 2,237</u> <u>(In School)</u> <u>Elementary: 21</u> <u>K-8: 18</u> <u>Middle: 42</u> <u>High: 16</u> <u>(Data Dashboard)</u></p> <p><u>2012-13 Cohort Drop Out Rate: 5.9%</u> <u>EL: 9%.2%</u> <u>Low Income: 5.9%</u> <u>(DataQuest Cohort Outcome Data)</u></p>					<p><u>Decrease # of Suspensions:</u> <u>(Out of School-Suspension rates will decrease to 8%.)</u> <u>Elementary: 1,055</u> <u>K-8: 209</u> <u>Middle: 992</u> <u>High: 1,896</u> <u>(In School)</u> <u>Elementary: 18</u> <u>K-8: 15</u> <u>Middle: 36</u> <u>High: 14</u></p> <p><u>Decrease 2012-13 Cohort Drop Out Rate: 5%</u> <u>EL: 8.5%</u> <u>Low Income: 5%</u></p>	<p><u>Decrease # of Suspensions:</u> <u>(Out of School-Suspension rates will decrease to 7)</u> <u>Elementary: 869</u> <u>K-8: 171</u> <u>Middle: 817</u> <u>High: 1,562</u> <u>(In School)</u> <u>Elementary: 15</u> <u>K-8: 13</u> <u>Middle: 36</u> <u>High: 14</u></p> <p><u>Decrease 2012-13 Cohort Drop Out Rate: 4.5%-%</u> <u>EL: 8%</u> <u>Low Income: 4.5%</u></p>	<p><u>Decrease # of Suspensions:</u> <u>(Out of School-Suspension rates will decrease to)</u> <u>Elementary: 620</u> <u>K-8: 122</u> <u>Middle: 583</u> <u>High: 1,115</u> <u>(In School)</u> <u>Elementary: 10</u> <u>K-8: 9</u> <u>Middle: 21</u> <u>High: 8</u></p> <p><u>Decrease 2012-13 Cohort Drop Out Rate: 4%</u> <u>EL: 7.5%-%</u> <u>Low Income: 4%</u></p>	
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<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p> <p><u>Parent Resource Centers or Information Areas at 47 sites</u></p> <p>Parent/Teacher Home Visit Participation: 2013-14 - 3,300 visits</p> <p><u>Parent Resource Centers at 42 schools</u></p> <p>Academic Parent Teacher Team Participation: 2013-14: 13 schools <u>school</u> (Integrated Services)</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p> <p><u>To ensure that all of our schools are open and welcoming to families and to community partners, SCUSD develops meaningful opportunities that empower families to participate in their children's education. Our School, Family, and Community Partnerships Department offers 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</u></p>	<p>All</p>	<p>LEA-wide</p>		<p><u>Parent Resource Centers or Information Areas will increase to 56 schools.</u></p> <p>Parent/Teacher Home Visits will increase from 3,300 to 3,500.</p> <p>Parent Resource Centers will increase to 44 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 15 schools.</p>	<p><u>Parent Resource Centers or Information Areas will increase to 62 schools.</u></p> <p>Parent/Teacher Home Visits will increase from 3,500 to 3,600.</p> <p>Parent Resource Centers will increase to 45 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 16 schools.</p>	<p><u>Parent Resource Centers or Information Areas will increase to 71 schools.</u></p> <p>Parent/Teacher Home Visits will increase from 3,600 to 3,700.</p> <p>Parent Resource Centers will increase to 46 schools.</p> <p>Academic Parent Teacher Team school participation will increase to 17 schools.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>
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<p><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.</u></p>							
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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, 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	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)?		
					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	<ul style="list-style-type: none"> • <u>Basic Services</u> • <u>Implementation of State Standards</u> • <u>Course Access</u> • <u>Student Achievement</u> • <u>Other Student Outcomes</u> • <u>Pillar I, District Strategic Plan</u> • <u>District Guide to Success</u> 	<p>Goal 1: Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>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.</p> <p>Funding of additional</p>	LEA-wide		<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$216,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies \$220,000,000 (LCFF Base – OC 1000 - 4000)</p> <p>End of Furlough Days \$1,598,407 (LCFF Supp/Con</p>

		<p><u>2 days added to certificated and classified contracts. (formerly furlough days)</u></p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p> <p>Develop and implement a robust early literacy program <u>at pre-K and elementary grades</u> to construct a strong foundation on which to build deep content knowledge via curricular resources,</p>	<p>School LEA-wide</p> <p>School</p> <p>LEA-wide</p> <p>School-Wide</p>		<p><u>OC 1000 - 3000)</u></p> <p>Professional Development (per diem)-Extra Duty learning for teachers-\$300,047 Common Core State Standards (CCSS) for teachers, principals and instructional aides <u>\$3,000,000 (State CCSS funding, Title I; Title II; grant funds OC 1000 - 5000).</u></p> <p>Training Specialists - \$354,231 Conferences-\$33,984</p> <p><u>\$2,000,000 (Title I; Title III grant funds OC 1000, 3000)</u></p> <p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding OC 4000).</p> <p>Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early</p>	<p><u>OC 1000 - 3000)</u></p> <p>Professional Development (per diem)-Extra Duty learning for teachers-\$300,047 Common Core State Standards (CCSS) for teachers, principals and instructional aides <u>(To be determined)</u></p> <p>Maintain Training Specialists -\$358,234 Conferences-\$33,984</p> <p><u>\$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)</u></p> <p>CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)</p> <p>Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool</p>	<p><u>OC 1000 - 3000)</u></p> <p>Professional Development (per diem)-Extra Duty learning for teachers-\$300,047 Common Core State Standards (CCSS) for teachers, principals and instructional aides <u>(To be determined)</u></p> <p>Maintain Training Specialists -\$358,234 Conferences-\$33,984</p> <p><u>Supplemental Instructional Materials-\$1,733,837</u></p> <p><u>\$2,000,000 (Title I; Title III; grant funds OC 1000, 3000)</u></p> <p>CCSS instructional materials are provided to students district-wide. \$1,500,000 (To be determined)</p>
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		<p>assessments, intervention teachers, and supplemental materials.</p> <p><u>Provide Early Kindergarten experiences to enhance school readiness and academic achievement over time.</u></p>	<p>LEA-wide</p>		<p><u>literacy begins in preschool programs at schools that have Head Start and State Preschool funding.</u> \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)</p> <p><u>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.</u> \$700,000 (LCFF Base OC 1000 - 4000)</p> <p><u>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, LCFF base OC 1000, 3000)</u></p>	<p><u>programs at schools that have Head Start and State Preschool funding.</u> \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)</p> <p><u>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.</u> \$700,000 (LCFF Base OC 1000 - 4000)</p> <p><u>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. Maintain Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base OC 1000, 3000)</u></p> <p><u>Maintain Supplemental Instructional</u></p>	<p><u>Early literacy programs are provided in each elementary school in the district in kindergarten through 3rd grade. Early literacy begins in preschool programs at schools that have Head Start and State Preschool funding.</u> \$10,000,000 (Child Development Fund, Head Start and State Preschool funding OC 1000 - 5000)</p> <p><u>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.</u> \$700,000 (LCFF Base OC 1000 - 4000)</p> <p><u>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</u></p>
		<p>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</p> <p>Provide academic and career counseling to support students</p>	<p>LEA-wide</p>				

		<p>For Students with Disabilities:</p> <p>Provide specific professional learning opportunities to special education teachers on Common Core implementation</p> <p>Implement specific teaching strategies to assist students with disabilities in accessing Common Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Increase expanded</p>	<p>School/LEA-wide</p> <p>School/LEA-wide</p> <p>LEA-wide</p>	<p>Supplemental Instructional Materials - \$1,733,837</p> <p>Contracts for Services: Reading Partners (2 schools) - \$24,000</p> <p>Site Instruction Coordinators - \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000)</p>	<p>Materials - \$1,733,837</p> <p>Contracts for Services: Reading Partners (2 schools) - \$24,000</p> <p>Site Instruction Coordinators - \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000) Additional site counselor \$414,111</p>	<p><u>schools. Maintain Linked Learning State Initiative staff and Materials</u> \$6,300,000 (Perkins Grant, LCFF base OC 1000,3000)</p> <p><u>Maintain Contracts for Services: Reading Partners (2 schools)</u> - \$24,000</p> <p>Site Instruction Coordinators - \$44,775</p> <p>Intern Specialists - \$124,749</p> <p>Counselors \$3,000,000 (LCFF Supp/Con OC 1000, 3000) Additional site counselor</p>
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		<p>learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs.</p> <p>Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction.</p> <p>Expand access to <u>GATE and AP specialized</u> programs such as <u>GATE, AP and IB</u>, by providing -curricular resources and on-going professional learning.</p> <p>School sites will monitor student progress and identify students who are in need of additional supports.</p> <p>1Action1.3: Develop</p>	<p><u>School-High Schools</u></p> <p><u>LEA-wide</u></p> <p><u>School-LEA-wide</u></p> <p><u>School-</u></p>		<p><u>Additional site counselor</u> <u>\$414,111</u></p> <p>For Students with disabilities: <u>Total allocation of LCFF base funds towards</u> Professional Development <u>\$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</u></p> <p>Special Education <u>\$33,300 program:</u> Transfer from LCFF base to Special Education <u>\$42,500,000 (LCFF base OC 1000 - 5000)</u></p>	<p>For Students with disabilities: Professional Development funds <u>\$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</u> <u>Total allocation of LCFF base funds towards</u> Special Education <u>\$33,300 program:</u> Transfer from LCFF base to Special Education <u>\$42,500,000 (LCFF base OC 1000 - 5000)</u></p>	<p>\$414,111</p> <p>For Students with disabilities: Professional Development funds <u>\$100,000 (LCFF Base; IDEA OC 1000, 3000, 5000)</u> <u>Total allocation of LCFF base funds towards</u> Special Education <u>\$33,300 program:</u> Transfer from LCFF base to Special Education <u>\$42,500,000 (LCFF base OC 1000 - 5000)</u></p>
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		<p>an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p>	<p><u>LEA-wide</u></p> <p><u>LEA-wide</u></p> <p><u>LEA-wide</u></p> <p><u>LEA-wide</u></p>		<p>Additional Resource Teachers—\$3,071,228</p> <p>Additional</p> <p>After School Psychologists—\$21,535</p> <p>Expanded Learning Service Providers Contracts—\$207,718</p> <p>{Additional programs funded through grant funds and other funding sources}are available at 61 sites, Before School programs at 11 sites</p> <p>\$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p> <p>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)</p>	<p>Maintain</p> <p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p> <p>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)</p> <p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p> <p>Maintain IB Site Instructional Coordinator, Resource Teachers - \$3,071,228 \$250,000 (LCFF base OC 1000, 3000)</p> <p>Maintain School Psychologists—\$21,535</p>	<p>Maintain</p> <p>After School programs are available at 61 sites, Before School programs at 11 sites \$ 7,000,000 (After School Education & Safety (ASES) and 21st Century grants OC 5000)</p> <p>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)</p> <p>Maintain GATE Resource Teacher \$94,000 (LCFF base OC 1000, 3000)</p> <p>Maintain IB Site Instructional Coordinator, Resource Teachers \$3,071,228 \$250,000 (LCFF base OC 1000, 3000)</p> <p>Maintain School Psychologists—\$21,535</p>
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			LEA-wide	<p>Instructional Assistants \$1,423,577</p> <p>GATE Resource Teacher \$84,319-94,000 (LCFF Basebase OC 1000, 3000)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring)– \$279,000</p> <p>Teacher Substitutes for Academic Conferences– \$241,262 IB Site Instructional Coordinator, Resource Teachers \$250,000 (LCFF base OC 1000, 3000)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p> <p>Expanded Learning Service Providers Contracts– \$207,718</p> <p>{Additional programs funded through grant funds and other funding sources}</p> <p>Instructional Assistants– \$1,423,577</p> <p>GATE Resource Teacher \$84,319 (LCFF Base)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</p> <p>Expanded Learning Service Providers Contracts– \$207,718</p> <p>{Additional programs funded through grant funds and other funding sources}</p> <p>Instructional Assistants– \$1,423,577</p>
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				<p><u>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base OC 5000)</u></p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy—\$14,999</p>	<p>Teacher pay per diem (extra duty for programs such as after-school tutoring)—\$279,000</p> <p>Teacher Substitutes for Academic Conferences \$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy—\$14,999</p>	<p>GATE Resource Teacher \$84,319 (LCFF)</p> <p>Teacher pay per diem (extra duty for programs such as after-school tutoring)—\$279,000</p> <p>Teacher Substitutes for Academic Conferences—\$241,262</p> <p>Contracts for Diagnostic/Intervention Programs focused on subjects including literacy—\$14,999</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement; School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>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.</p> <p><i>Partial funding of additional 2 days added to teacher's contract to increase classroom time (Remaining cost of restoration of furlough days is funded through base grant dollars.</i></p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wde</p>		<p>Restore custodians/ plant managers \$2,000,000 <u>(LCFF Supp/Con OC 2000, 3000)</u></p> <p>Additional custodial operational supplies \$650,000 <u>(LCFF Supp/Con OC 4000)</u></p> <p>Additional</p> <p>Safe Schools Manager \$100,000 <u>(LCFF base OC 2000, 3000)</u></p> <p>School Resource Officers \$300,000 <u>(LCFF Supp/Con OC 5000)</u></p>	<p>Restore Maintain custodians/ plant managers \$2,000,000 <u>(LCFF Supp/Con OC 2000, 3000)</u></p> <p>Maintain custodial operational supplies \$650,000 <u>(LCFF Supp/Con OC 4000)</u></p> <p>Maintain Safe Schools Manager \$100,000 <u>(LCFF base OC 2000, 3000)</u></p> <p>Maintain School Resource Officers \$300,000 <u>(LCFF Supp/Con OC 5000)</u></p>	<p>Restore Maintain custodians/ plant managers \$2,000,000 <u>(LCFF Supp/Con OC 2000, 3000)</u></p> <p>Maintain custodial operational supplies \$650,000 <u>(LCFF Supp/Con OC 4000)</u></p> <p>Maintain Safe Schools Manager \$100,000 <u>(LCFF base OC 2000, 3000)</u></p> <p>Maintain School Resource Officers \$300,000 <u>(LCFF Supp/Con OC 5000)</u></p>
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		<p>Restoration of other employee group furlough days are not funded with Supplemental or Concentration grant dollars).</p> <p>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. Community based positive programs support families and schools to prevent attendance problems</p> <p>School staff will receive training in culturally competent classrooms.</p> <p>Mental and physical health supports are provided by nurses and social workers.</p> <p>Learning Support Specialists Healthy Start and case managers plan,</p>	<p>LEA-wide</p> <p>School-wide <u>LEA-wide</u></p> <p>School-</p>		<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base OC 1000-4000)</p> <p>Nurses; Health Aides;</p> <p>End of Furlough Days \$1,598,407</p> <p>Professional development - \$156,793</p> <p>Social Workers - \$105,382 \$520,000 (LCFF base OC</p>	<p>Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)</p> <p>Maintain Nurses; Health Aides;</p> <p>End of Furlough Days \$1,598,407</p> <p>Professional development - \$156,793</p>	<p>Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base OC 1000-4000)</p> <p>Maintain Nurses; Health Aides;</p> <p>End of Furlough Days \$1,598,407</p> <p>Professional development - \$156,793</p>
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		<p>organize and coordinate learning support services for students with academic, behavior, attendance and/or social/emotional concerns.</p> <p>Supports and training for positive school climates, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems.</p> <p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based</p>	<p>LEA-wide</p> <p>School-</p> <p>LEA-wide</p> <p>School</p> <p>LEA-wide</p> <p>School- LEA-wide</p>		<p><u>1000, 2000, 3000</u></p> <p><u>District</u> Nurses—\$59,962</p> <p><u>Learning Support Specialists-Healthy Start—\$250,421</u> <u>Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</u> \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)</p> <p><u>Bullying Prevention Specialist; PBIS Coaching, Data Management</u> \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)</p> <p><u>Social/Emotional Learning – Professional Development, Coordinator</u> \$163,000 (Grant funds OC 1000 - 3000)</p>	<p><u>Social Workers—\$105,382</u> <u>Nurses—\$59,962</u></p> <p><u>Learning Support Specialists-Healthy Start—\$250,421</u> <u>\$520,000 (LCFF base OC 1000, 2000, 3000)</u></p> <p><u>Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</u> \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)</p> <p><u>Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management</u> \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)</p> <p><u>Maintain Social/Emotional Learning – Professional Development, Coordinator</u> (To be determined.)</p>	<p><u>Social Workers—\$105,382</u> <u>Nurses—\$59,962</u></p> <p><u>Learning Support Specialists-Healthy Start—\$250,421</u> <u>\$520,000 (LCFF base OC 1000, 2000, 3000)</u></p> <p><u>Maintain District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</u> \$200,000 (LCFF Base; Grant funds OC 1000 - 3000)</p> <p><u>Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management</u> \$200,000 (LCFF base, Grant funds OC 1000, 3000, 5000)</p> <p><u>Maintain Social/Emotional Learning – Professional Development, Coordinator</u> (To be determined.)</p>
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		<p>learning, extended extracurricular, and expanded learning program involvement</p> <p>Services: Librarian/media technicians assist with research and project based learning</p> <p>Computer hardware and software to enhance instruction and provide career technical and college readiness activities.</p>	<p>LEA- wide; School- wide</p> <p>School- Wide</p>		<p><u>District Librarians</u></p> <p>Case Managers \$67,867</p> <p>District Librarian/Media Technicians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Extra site funding for Librarian, Library Media</p>	<p>Maintain District Librarians Case Managers \$67,867</p> <p>District Librarian/Media Technicians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Extra site funding for</p>	<p>Maintain District Librarians Case Managers \$67,867</p> <p>District Librarian/Media Technicians \$1,000,000 (LCFF Supp/Con OC 2000, 3000)</p> <p>Extra site funding for</p>
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				<p>technicians. Library Clerk \$177,624</p> <p>Computer hardware \$111,372</p> <p><u>Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</u></p>	<p>Librarian, Library Media technicians. Library Clerk \$177,624</p> <p><u>Maintain Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</u> Computer hardware \$111,372</p>	<p>Librarian, Library Media technicians. Library Clerk \$177,624</p> <p><u>Maintain Computers, Carts, Internet Upgrade. Network Upgrade \$500,000 (Measure I, Measure Q Bonds OC 4000, 5000)</u> Computer hardware \$111,372</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p><u>Schools have Service:</u> <u>District provides parent outreach and education services and the establishment of Site Parent</u></p>	<p>LEA-wide; School-wide</p>	<p>Parent Advisors \$133,410</p> <p><u>District Parent Resource</u></p>	<p>Parent Advisors \$133,410</p> <p><u>Maintain District Parent</u></p>	<p>Parent Advisors \$133,410</p> <p><u>Maintain District Parent</u></p>

		<p>Resource Centers staffed with <u>Parent Advisors</u></p> <p>Action Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.</p> <p>3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p> <p><u>Services</u> School sites communicate regularly with parent/guardians through website, phone outreach,</p>	<p>School-wide</p> <p>School-Wide</p> <p>School-wide</p> <p>School-wide</p> <p>LEA-wide</p>	<p><u>Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</u></p> <p><u>Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</u></p> <p>Child Care \$5,801</p> <p>Parent Trainings \$44,255</p> <p>Parent Meeting supplies \$15,799</p> <p>School Community Liaisons Student Outreach Worker \$300,856</p>	<p><u>Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</u></p> <p><u>Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</u></p> <p><u>Maintain Child Care</u> \$5,801</p> <p>Parent Trainings \$44,255</p> <p>Parent Meeting supplies \$15,799</p> <p><u>School Community Liaisons</u> Student Outreach Worker \$300,856</p>	<p><u>Resource Center staff to support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</u></p> <p><u>Maintain Academic Parent-Teacher teams and The Parent Home Visit Program focus on improved student learning inside & outside school. \$235,000 (Title I OC 1000, 3000)</u></p> <p><u>Maintain Child Care</u> \$5,801</p> <p>Parent Trainings \$44,255</p> <p>Parent Meeting supplies \$15,799</p> <p><u>School Community Liaisons</u> Student Outreach Worker \$300,856</p>
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		<p>mailings and meetings.</p> <p>Translation and interpretation services are provided in five languages by bilingual staff at district events and in schools.</p>			<p>Site communications expenses \$28,727</p> <p>Additional school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>	<p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>	<p>Site communications expenses \$28,727</p> <p>Maintain school site translation services \$52,678</p> <p>Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con OC 2000, 3000)</p>
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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 (Include and identify all goals from Section 2, if applicable)	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	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)?		
					LCAP Year Year 1: 2014- 15 2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase the percent of students who are on-track to graduate career and college and career ready	Basic Services; Student Achievement; Implementation of State Standards; Course Access; Student Achievement; Other Course Student Outcomes; Pillar I, District Strategic Plan;	<p><u>For low income pupils:</u></p> <p>Schools were allocated funds based on the number of Free/Reduced students. In addition to <u>(Low Income) and English Learners (EL)</u> Section 3B indicates the funds noted in expenditures that school sites will make to fulfill the above section 3 for use district-wide or school-wide, schools will use allocations for low income <u>LCAP goals and subgoals</u></p> <p><u>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready Services:</u></p>	School-wide		<p><u>Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF</u></p>	<p><u>Professional Development (per diem) Extra Duty for teachers - - \$113,784 LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF</u></p>	<p><u>Professional Development (per diem) Extra Duty for teachers - \$113,784 (LCFF Low Income OC 1000, 3000) \$11,000 (LCFF EL OC 1000, 3000) Contracts \$70,632 (LCFF</u></p>

<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p><u>District Guide to Success</u></p> <p>Student Engagement; School Climate; Basic Services;</p>	<p><u>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 needs.</u></p>	School-wide	<p><u>Low Income OC 5000)</u></p> <p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>	<p><u>Low Income OC 5000)</u></p> <p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>	<p><u>Low Income OC 5000)</u></p> <p>Teacher Subs for Professional Development \$76,300 (LCFF Low Income OC 1000, 3000) \$6,567 (LCFF EL OC 1000, 3000)</p>
		School-wide	<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>	<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>	<p>Conferences – \$9,500 (LCFF Low Income OC 5000) \$2,000 (LCFF EL OC 5000)</p>	
		School-wide	<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>	<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>	<p>Training Specialists – \$275,433 (LCFF Low Income OC 1000, 3000) \$78,798 (LCFF EL OC 1000, 3000)</p>	
		LEA-wide	<p>Training Specialists (Title III OC 1000)</p>	<p>Training Specialists (Title III OC 1000)</p>	<p>Training Specialists (Title III OC 1000)</p>	
		<p><u>Provide for the following CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</u></p>	School-wide	<p>Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)</p>	<p>Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)</p>	<p>Supplemental Instructional Materials, Textbooks, Books, Production Services- \$829,010 (LCFF Low Income OC 4000, 5000) \$169,813 (LCFF EL OC 4000, 5000)</p>
			School-wide	<p>Contracts for Services: allocation to Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)</p>	<p>Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)</p>	<p>Contracts for Services: Reading Partners (2 schools)- \$24,000 (LCFF Low Income OC 5000)</p>
				<p>Supplemental Materials</p>	<p>Supplemental Materials</p>	<p>Supplemental Materials</p>

<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p><u>Develop and implement a robust early literacy program options: 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.</u></p> <p><u>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</u></p>	<p>School-wide School-wide School-wide School-wide School-wide</p>		<p><u>Supplemental Materials for Early Literacy, Production Services</u> \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)</p> <p><u>Teacher Subs for Professional Development A-G</u> \$40,000 (LCFF Low Income OC 1000, 3000)</p> <p><u>Site Instructional Coordinators –</u> \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)</p> <p><u>Intern Specialists –</u> \$27,953 (LCFF Low Income OC 1000, 3000) \$15,221,740.80750 (LCFF EL OC 1000, 3000)</p> <p><u>Additional site counselors</u> \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>	<p><u>for Early Literacy, Production Services</u> \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)</p> <p><u>Teacher Subs for Professional Development A-G</u> \$40,000 (LCFF Low Income OC 1000, 3000)</p> <p><u>Site Instructional Coordinators –</u> \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)</p> <p><u>Intern Specialists –</u> \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)</p> <p><u>Additional site counselors</u> \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>	<p><u>for Early Literacy, Production Services</u> \$42,100 (LCFF Low Income OC 5000) \$14,800 (LCFF EL OC 5000)</p> <p><u>Teacher Subs for Professional Development A-G</u> \$40,000 (LCFF Low Income OC 1000, 3000)</p> <p><u>Site Instructional Coordinators –</u> \$1,112,552 (LCFF Low Income OC 1000, 3000) \$158,196 (LCFF EL OC 1000, 3000)</p> <p><u>Intern Specialists –</u> \$27,953 (LCFF Low Income OC 1000, 3000) \$15,750 (LCFF EL OC 1000, 3000)</p> <p><u>Additional site counselors</u> \$240,716 (LCFF Low Income OC 1000, 3000) \$74,065 (LCFF EL OC 1000, 3000)</p>
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		<p><u>Provide targeted assistance to low income. EL, foster students and students with disabilities in career/college readiness activities and guidance</u></p> <p><u>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</u></p> <p>Goal 1: Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>Services: <u>Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</u> <u>Expand summer</u></p>	<p><u>School-wide (high schools)</u></p> <p><u>LEA-wide</u></p> <p><u>School-wide</u></p> <p><u>School-wide</u></p>	<p><u>3000)</u></p>	<p>Youth Services Program Associate <u>\$59,000 (LCFF base OC 1000, 3000)</u> <u>Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</u></p> <p>Resource Teachers <u>\$1,827,076 (LCFF Low Income OC 1000, 3000)</u> <u>\$416,529 (LCFF EL OC 1000, 3000)</u></p> <p>School Psychologists - <u>\$21,535 (LCFF Low Income OC 1000, 3000)</u></p> <p>Expanded Learning Service Providers Contracts - <u>\$39,900 (LCFF Low Income OC 5000)</u></p>	<p>Maintain Youth Services Program Associate <u>\$59,000 (LCFF base OC 1000, 3000)</u> <u>Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</u></p> <p>Maintain Resource Teachers <u>\$1,827,076 (LCFF Low Income OC 1000, 3000)</u> <u>\$416,529 (LCFF EL OC 1000, 3000)</u></p> <p>Maintain School Psychologists - <u>\$21,535 (LCFF Low Income OC 1000, 3000)</u></p> <p>Expanded Learning Service Providers Contracts - <u>\$39,900 (LCFF Low Income</u></p>	<p>Maintain Youth Services Program Associate \$59,000 <u>(LCFF base OC 1000, 3000)</u> <u>Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</u></p> <p>Maintain Resource Teachers <u>\$1,827,076 (LCFF Low Income OC 1000, 3000)</u> <u>\$416,529 (LCFF EL OC 1000, 3000)</u></p> <p>Maintain School Psychologists <u>\$21,535 (LCFF Low Income OC 1000, 3000)</u></p> <p>Expanded Learning Service Providers Contracts - <u>\$39,900 (LCFF Low Income OC 5000)</u></p>
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		<p>learning programs to prevent summer learning loss <u>for low income, EL and student with special needs.</u></p> <p>Offer a multi-tiered system of supports (academic & behavioral) to address <u>student's</u>the academic needs <u>of low income, EL, foster, and students with disabilities</u></p> <p>Provide additional professional development to teachers to provide Common Core State Standards-aligned instruction to high needs,</p> <p>Funds are allocated for <u>academic supports and/or struggling students, remediation</u></p> <p>Provide targeted assistance to low income students in career/college readiness activities and</p>	<p><u>School-wide</u></p> <p><u>School-wide</u></p> <p><u>School-wide</u></p> <p><u>LEA-wide</u></p> <p><u>School-wide</u></p>		<p><u>Teacher Extra Pay (Per Diem) for Intervention</u> \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p> <p><u>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services</u> \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p> <p><u>Foster Youth Services staff</u>- see page 29 (Title I Part D OC 1000 - 4000) <u>Additional FYS Associate-</u> \$65,000 (LCFF base OC 1000, 3000)</p> <p><u>Instructional Assistants –</u> \$715,839 (LCFF Low Income OC 2000, 3000)</p> <p><u>Bilingual Instructional Assistants</u> \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)</p>	<p><u>OC 5000)</u></p> <p><u>Teacher Extra Pay (Per Diem) for Intervention</u> \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p> <p><u>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services</u> \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p> <p><u>Maintain Foster Youth Services staff</u> - see page 29 (Title I Part D OC 1000 - 4000) <u>Additional FYS Associate-</u> \$65,000 (LCFF base OC 1000, 3000)</p> <p><u>Instructional Assistants -</u> \$715,839 (LCFF Low Income OC 2000, 3000)</p> <p><u>Maintain Bilingual Instructional Assistants</u> \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)</p>	<p><u>Teacher Extra Pay (Per Diem) for Intervention</u> \$407,037 (LCFF Low Income OC 1000, 3000) \$101,040 (LCFF EL OC 1000, 3000)</p> <p><u>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services</u> \$404,617 (LCFF Low Income OC 4000, 5000) \$82,994 (LCFF EL OC 4000, 5000)</p> <p><u>Maintain Foster Youth Services staff</u> - see page 29 (Title I Part D OC 1000 - 4000) <u>Additional FYS Associate-</u> \$65,000 (LCFF base OC 1000, 3000)</p> <p><u>Instructional Assistants -</u> \$715,839 (LCFF Low Income OC 2000, 3000)</p> <p><u>Maintain Bilingual Instructional Assistants</u> \$636,162 (LCFF EL OC 2000, 3000) (Title III OC 2000, 3000)</p>
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		<p>guidance</p> <p>Goal 2: Identify and administer Social/Emotional assessments in order to target decrease the needs adverse effects of low income students- school mobility on foster youth</p> <p>Provide explicit social/emotional instructional assistants to help engage and support students while teachers facilitate small-group instruction aligned with the five social-emotional competencies</p> <p>Expand access to specialized programs such as GATE, AP, and IB programs by providing curricular resources and on-going professional learning</p> <p>Action 1.3: Develop an infrastructure for on-</p>	<p><u>LEA-wide</u></p> <p><u>School-wide</u></p> <p>School-wide</p> <p><u>School-wide</u></p>		<p>Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)</p> <p>Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)</p> <p>Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)</p> <p>Contracts for Diagnostic/Intervention Programs</p>	<p>Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)</p> <p>Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)</p> <p>Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)</p> <p>Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)</p> <p>Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000)</p> <p>Maintain Management Information Technician \$90,000</p>	<p>Specialized Program Professional Development \$14,000 (LCFF Low Income OC 1000, 3000) Conferences \$3,500 (LCFF Low Income OC 5000)</p> <p>Instructional Materials for Specialized Programs \$7,000 (LCFF Low Income OC 4000)</p> <p>Teacher Subs for Academic Conferences \$13,328 (LCFF EL OC 1000, 3000)</p> <p>Contracts for Diagnostic/Intervention Programs- \$14,999 (LCFF Low Income OC 5000) \$10,000 (LCF EL OC 5000)</p> <p>Materials for Assessment/Data Analysis \$2,794 (LCFF Low Income OC 4000) \$64,676 (LCFF EL OC 4000)</p> <p>Maintain Management Information Technician \$90,000</p>
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		<p><u>going analysis of student performance and progress by providing teacher release time and collaborative learning time</u></p> <p><u>Services</u> Implement a positive behavioral intervention comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools Implement a Restorative Justice Program including staff and student training</p> <p>Provide bullying prevention training</p> <p><u>Goal 3: additional academic assessment data</u> Provide resources for increased outreach efforts to low income families including home visits and meetings ELs and reclassified</p>	<p><u>School-wide</u></p> <p><u>LEA-wide</u></p>		<p>-</p> <p><u>\$14,999 (LCFF Low Income OC 5000)</u></p> <p><u>\$10,000 (LCF EL OC 5000)</u></p> <p><u>Materials for Assessment/Data Analysis</u> <u>\$2,794 (LCFF Low Income OC 4000)</u> <u>\$64,676 (LCFF EL OC 4000)</u> <u>Management Information Technician \$90,000 (Title III OC 2000, 3000)</u></p>	<p><u>\$90,000 (Title III OC 2000, 3000)</u></p>	<p><u>(Title III OC 2000, 3000)</u></p>
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		<p>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</p>					
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards; Course Access; Other Course Outcomes; Pillar I, District Strategic Plan, District Guide</p>	<p>For English learners:</p> <p>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:</p>	<p>School-wide</p> <p>School-wide</p>	<p>Allocation to schools for English learner students- \$3,805,435.20</p>			

<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p>	<p>to Success</p> <p>Student Engagement; School Climate; Basic Services;</p>	<p>professional learning and curricular resources for dual language immersion</p> <p>Provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency</p> <p>Provide additional teaching sections of EL intervention courses at the secondary level.</p> <p>Provide a broad range of standards-align supplemental instructional resources in English and home languages</p> <p>Goal 2: Provide culturally and linguistically relevant materials for students</p> <p>Students receive increased cultural validation through support for dual immersion programs</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>				
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<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Instructional materials and dual-immersion programs funded through Title III</p> <p>Goal 3: Ongoing Common Core Parent training for bilingual parents at DELAC and site-ELAC meetings.</p> <p>Increased parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education</p>					
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p>	<p>Basic Services, Student Achievement; Implementation of State Standards, Course Access, Other Course Outcomes; Pillar I, District Strategic Plan, District Guide to Success</p>	<p>For foster youth:</p> <p>Goal 1: 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</p> <p>Funds are allocated for academic supports and remediation in order to decrease the adverse</p>					

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

<p>the education of students in SCUSD.</p>		<p><u>support services for low income, ELs, re-designated ELs, Foster Youth and students with disabilities with academic, behavior, attendance and/or social/emotional needs.</u></p> <p>Ensure LEA foster youth liaison (Ed Code 48853.5) <u>Foster Youth Liaison</u> 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 decrease adverse effects of school mobility on foster youth <u>Foster Youth</u>.</p> <p>Foster youth Action 2.3: <u>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</u></p>	<p><u>School-wide</u></p> <p><u>School-wide</u></p> <p><u>School-wide</u></p>		<p>(Title I Part D <u>Neglected and Delinquent, Title I Part A, and Foster Youth Services State Supplemental Grant</u> OC 1000 - 4000)</p> <p><u>Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</u></p>	<p><u>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</u></p> <p><u>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</u></p> <p><u>Computer hardware \$217,772 (LCFF Low Income OC 4000)</u></p>	<p><u>Maintain Librarians, Library Media Technicians. Library Clerks \$114,771 (LCFF Low Income OC 2000, 3000) \$15,273 (LCFF EL OC 2000, 3000)</u></p> <p><u>Supplemental Materials, Library Books; Production Services \$88,221 (LCFF Low Income OC 4000) \$34,645 (LCFF EL OC 4000)</u></p> <p><u>Computer hardware \$217,772 (LCFF Low Income OC 4000)</u></p>
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		<p><u>program involvement</u></p> <p>Services: <u>Librarian/media technicians assist low income, EL, and foster students with research and project based learning</u> <u>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.</u></p> <p><u>Foster Youth</u> student engagement activities including fees for sports and extracurricular activities in order to decrease the adverse effects<u>affects</u> of school mobility on foster youth.</p> <p>Goal 3: <u>Improve</u></p>	<p><u>School-wide</u></p> <p>LEA-wide</p> <p>LEA-wide</p> <p>School-wide</p>		<p><u>Supplemental Materials, Library Books; Production Services</u> \$88,221 (LCFF Low Income OC 4000) <u>\$34,645 (LCFF EL OC 4000)</u></p> <p><u>Computer hardware</u> <u>\$</u> <u>217,772 (LCFF Low Income OC 4000)</u> <u>\$44,348 (LCFF EL OC 4000)</u></p> <p><u>Professional Development on Computer Instruction</u> <u>\$118,000 (LCFF Low Income OC 5000)</u></p> <p><u>Foster Youth Services staff</u> <u>– See page 29 (Title I Part D OC 1000 - 5000)</u></p>	<p><u>\$44,348 (LCFF EL OC 4000)</u></p> <p><u>Professional Development on Computer Instruction</u> <u>\$118,000 (LCFF Low Income OC 5000)</u></p> <p><u>Foster Youth Services staff</u> <u>– See page 29 (Title I Part D OC 1000 - 5000)</u></p>	<p><u>\$44,348 (LCFF EL OC 4000)</u></p> <p><u>Professional Development on Computer Instruction</u> <u>\$118,000 (LCFF Low Income OC 5000)</u></p> <p><u>Foster Youth Services staff</u> <u>– See page 29 (Title I Part D OC 1000 - 5000)</u></p>
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		communication to foster guardians.	School-wide				
<p>Goal 1: Increase the percent of students who are on-track to graduate career and college ready</p> <p>Goal 2:</p>	<p>Basic Parent Involvement Services; Student Achievement; Other Student Outcomes; Implementation of State Standards; Course Access; Other Course Outcomes; Pillar I, District Strategic Plan, District Guide</p>	<p><u>For redesignated fluent English proficient pupils:</u></p> <p>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:</p> <p>Goal 1: Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Services: Services to support parents in attending parent education, informational meetings,</p>	<p>School-wide</p> <p>School-Wide</p>	<p><u>Parent Advisors</u> \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p><u>Child Care</u> \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p><u>Parent Training</u> \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p><u>Parent Advisors</u> \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p><u>Child Care</u> \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p><u>Parent Training</u> \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL OC 5000)</p>	<p><u>Parent Advisors</u> \$106,290 (LCFF Low Income OC 2000, 3000) \$27,119 (LCFF EL OC 2000, 3000)</p> <p><u>Child Care</u> \$3,400 (LCFF Low Income OC 2000, 3000) \$1,957 (LCFF EL OC 2000, 3000)</p> <p><u>Parent Training</u> \$12,736 (LCFF Low Income OC 5000) \$11,745 (LCFF EL 5 OC 000)</p>	

<p>Schools will provide students with a clean, healthy, physically and emotionally safe learning environment</p> <p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD</p>	<p>to Success</p> <p>Student Engagement; School Climate; Basic Services;</p> <p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>and school events and in volunteering at the school.</p> <p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/ interpretation services.</p> <p>Services: School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities</p> <p>Translation and interpretation services for parents of ELs are</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p> <p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p> <p>Management Information Technician – see page 31 (Title III OC 2000, 3000)</p> <p>Foster Youth Services staff – see page 29 (Title I Part D</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p> <p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p> <p>Maintain Management Information Technician - see page 31 (Title III OC 2000, 3000)</p> <p>Foster Youth Services staff – see page 29 (Title I Part D</p>	<p>School Community Liaisons \$191,238 (LCFF Low Income OC 2000, 3000) \$41,756 (LCFF EL OC 2000, 3000)</p> <p>Parent Meeting supplies \$10,133 (LCFF Low Income OC 4000) \$6,159 (LCFF EL OC 4000)</p> <p>Site communications expenses \$7,752 (LCFF Low Income OC 4000) \$4,238 (LCFF EL OC 4000)</p> <p>Translation services \$23,687 (LCFF Low Income OC 2000, 3000) \$23,091 (LCFF EL OC 2000, 3000)</p> <p>Maintain Management Information Technician – see page 31 (Title III OC 2000, 3000)</p> <p>Foster Youth Services staff – see page 29 (Title I Part D</p>
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		<p><u>provided in five languages by bilingual staff at district events and in schools</u></p> <p><u>Parent notifications about EL achievement is provided.</u></p> <p>Provide additional academic assessment and support for reclassified students who have not made adequate progress</p> <p>Goal 2: Provide social/emotional instruction for re-designated students who may have not made adequate progress or demonstrate attendance or behavioral issues.</p>	<p><u>School-wide</u></p> <p><u>LEA-wide</u></p> <p><u>LEA-wide</u></p>	<p><u>OC 1000 - 4000)</u></p>	<p><u>OC 1000 - 4000)</u></p>	<p><u>OC 1000 - 4000)</u></p>
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		<p>Goal 3: prompt increase and improve parent/guardian communication and support concerning the progress of redesignated students to foster guardians.</p>					
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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 Income~~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. ~~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 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 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

Sacramento City Unified - SCUSD - AVG. FY 2015-16 20.88% and FY 2016-17 15.04%						5/21/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant						
	2013-14	2014-15	2015-16**	2016-17**		
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		78,330,113	78,558,693	79,036,499		
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		
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 <i>GAP funding rate</i>		18,601,982	13,793,055	9,931,889		
		28.05%	20.88%	15.04%		
5. Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) <i>LCAP Section 3, Part C</i>		30,614,870	26,293,055	22,931,889		
6. Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>		279,506,935	297,368,371	308,675,560		
<i>LCFF Phase-In Entitlement</i>		316,665,340	330,204,961	338,150,984		
7/8. Minimum Proportionality Percentage* [5] / [6] <i>LCAP Section 3, Part D</i>		10.95%	8.84%	7.43%		
*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.						
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP						
		2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 30,614,870	\$ 26,293,055	\$ 22,931,889		
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.

DRAFT

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

Introduction:

LEA: Bowling Green Elementary Charter School 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.

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?

Involvement Process	Impact on LCAP
<p>Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p>November 6, 2013 Parent Advisory Committee Meeting with</p> <p>December 16, 2013 Parent Advisory Committee Meeting</p> <p>January 22, 2014 Parent Advisory Committee Meeting</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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>.</p>

<p>February 13, 2014 Parent Advisory Committee Meeting</p> <p>April 2, 2014 Parent Advisory Committee Meeting</p> <p>February –March 7, 2014 School Site Engagement McCoy: February 3, 2014; February 20, 2104; March 3, 2014 Chacon: February 28, 2014; March 20, 2014</p> <p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p>	<p>This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>SCUSD Governing Board Presentations</p> <p>January 6, 2014 Present Community Engagement Plan – LCAP</p> <p>March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP</p> <p>June 5, 2014 Public Hearing</p> <p>June 19, 2014 LCAP and Budget Approval</p>	<p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>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.</p> <p>The draft LCAP was posted on the district website and shared broadly in order to gather feedback from all stakeholders.</p> <p>Responses to the draft LCAP and updates to the 2014-15 budgets 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 budgets.</p>
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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?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p>The Bowling Green Elementary Charter School 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</p>	All	LEA-wide		<p>Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>Establish math and ELA below proficiency baselines as measured by the CAASPP.</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p>	<p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p>	<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>

<p>2013 API: 764 Low Income; 764 EL: 749 (DataQuest – API Report))</p> <p>Reclassification Rate 2012-13: 6.2% (ARE)</p>	<p>requirements. We've continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school. 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</p>				<p>API remains frozen at 2013 levels: API: 764 Low Income; 764 EL: 749</p> <p>Increase reclassification rate to 8%</p>	<p>API remains frozen at 2013 levels: API: 764 Low Income; 764 EL: 749</p> <p>Increase reclassification rates to 9%</p>	<p>API growth targets to be reset by CDE</p> <p>Increase reclassification rates to 10%</p>	
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	career pathways through internships and service learning as well as partnerships that increase summer, during- and after-school opportunities for students.							
<p>Goal 2: Bowling Green believes in a holistic approach to student achievement that fosters student engagement in clean, healthy and safe environments. Data indicates the following needs:</p> <p>2013 School Attendance Rate; Chacon: 97.22% McCoy: 94.99% (ARE)</p> <p>2012-13 Chronic Absence Rates (the percent of students who have been absent for more than 10% of their enrolled days) McCoy: 17.24% Chacon: 3.79% (Integrated Services)</p>	<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p> <p>Bowling Green 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 healthy. We work with parents and communities to provide facilities, playgrounds and athletic fields that everyone can use and</p>	All	School-wide		<p>School wide Attendance rates will increase to McCoy: 96% Chacon: 98%</p> <p>Decrease Chronic Absence rates 10% and higher to: McCoy: 10% Chacon: 3.5%</p>	<p>School wide Attendance rates will increase to: McCoy: 97% Maintain Chacon: 98%</p> <p>Decrease Chronic Absence rates 10% and higher: McCoy: 8% Maintain Chacon: 3.5%</p>	<p>Maintain School wide attendance rates at McCoy: 97% Chacon: 98%</p> <p>Decrease Chronic Absence rates 10% and higher: McCoy: 7% Chacon: 3.0%</p>	Student Engagement; School Climate; Basic Services;

<p># of Suspensions 2013: Number of Students: 5 (Data Quest)</p>	<p>enjoy. School based LCFF with other site and grant funds provide staff that 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.</p>				<p># of Suspensions will decrease: Out of School: 4</p>	<p># of Suspensions will maintain: Out of School: 4</p>	<p># of Suspensions will maintain: Out of School: 4</p>	
<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites throughout authorizing district's</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students Bowling Green.</p>	<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p>	<p>LEA-wide</p>					<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>

<p>schools.</p> <p>Parent/Teacher Home Visit Participation: 2013: 113 visits</p> <p>Academic Parent Teacher Team Participation: 2013-14: 4 teachers</p>	<p>To ensure that Bowling Green is open and welcoming to families and to community partners, 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.</p> <ul style="list-style-type: none"> -Parent Resource Center -Parent workshops -Adult literacy -Family events -Parent meetings 				<p>Parent/Teacher Home Visits will increase to 125</p> <p>Maintain Academic Parent Teacher Team Participation: 3 teachers</p> <p>Maintain Parent Resource Center</p> <p>Establish Youth and Family Engagement Center</p>	<p>Parent/Teacher Home Visits will increase to 135</p> <p>Increase Academic Parent Teacher Team Participation to 4 teachers</p> <p>Maintain Parent Resource Center</p> <p>Maintain Youth and Family Engagement Center</p>	<p>Parent/Teacher Home Visits will increase to 140</p> <p>Increase Academic Parent Teacher Team Participation to 5 teachers</p> <p>Maintain Parent Resource Center</p> <p>Maintain Youth and Family Engagement Center</p>	
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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 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	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)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Increase the percent of students	<ul style="list-style-type: none"> • <i>Basic Services</i> • <i>Implementation of State</i> 	Goal 1: Increase the percent of students who are on-track to graduate college and					

<p>who are on-track to graduate college and career ready</p>	<p><i>Standards</i></p> <ul style="list-style-type: none"> • <i>Course Access</i> • <i>Student Achievement</i> • <i>Other Student Outcomes</i> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p><u>Services:</u> A basic educational program is provided to all students at Bowling Green Charter School as the foundation to developing Career and College Ready students.</p>	<p>School-wide</p> <p>School-wide</p> <p>School-wide</p> <p>School-wide</p>		<p>Classroom teachers and Substitutes – \$1,303,834 (LCFF Base-Chacon) 11.8 FTE \$1,948,962 (LCFF Base-McCoy) 17 FTE 1000, 3000</p> <p>Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) \$82,586 (LCFF Base- 2000)-Chacon \$71,129 (LCFF Base- 2000)-McCoy</p> <p>Noon/Breakfast Duty \$25,999 (LCFF Base-2000) – 2 FTE Chacon \$15,000 (LCFF Base 2000) - McCoy</p> <p>Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City)</p>	<p>Classroom teachers and Substitutes – \$1,303,834 (LCFF Base-Chacon) 11.8 FTE \$1,948,962 (LCFF Base-McCoy) 17 FTE 1000, 3000</p> <p>Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) \$82,586 (LCFF Base- 2000)-Chacon \$71,129 (LCFF Base- 2000)-McCoy</p> <p>Noon/Breakfast Duty \$25,999 (LCFF Base-2000) – 2 FTE Chacon \$15,000 (LCFF Base 2000) - McCoy</p> <p>Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City)</p>	<p>Classroom teachers and Substitutes – \$1,303,834 (LCFF Base-Chacon) 11.8 FTE \$1,948,962 (LCFF Base-McCoy) 17 FTE 1000, 3000</p> <p>Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) \$82,586 (LCFF Base- 2000)-Chacon \$71,129 (LCFF Base- 2000)-McCoy</p> <p>Noon/Breakfast Duty \$25,999 (LCFF Base-2000) – 2 FTE Chacon \$15,000 (LCFF Base 2000) - McCoy</p> <p>Basic facilities costs and Oversight (Pro-Rata Share); Utilities (Electricity, Gas, City)</p>
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				<p>\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy</p>	<p>\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy</p>	<p>\$251, 235 (LCFF Base- 5000, 7000) - Chacon \$ 145,247 (LCFF Base- 5000, 7000) - McCoy</p>
			School-wide	<p>Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy</p>	<p>Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy</p>	<p>Instructional supplies \$28,498 (LCFF Base 4000) - Chacon \$10,266 (LCFF Base 4000 - McCoy</p>
		Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)	LEA-wide	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p>
		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)	<p>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).</p>	<p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)</p>	<p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides (To be determined)</p>
		Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	(School receives a portion of LEA-wide services)	<p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).</p>	<p>CCSS instructional materials are provided to students district-wide (To be determined).</p>	<p>CCSS instructional materials are provided to students district-wide (To be determined)</p>
		Develop and implement a robust	(School receives	<p>Early literacy programs are provided in each</p>	<p>Early literacy programs are</p>	<p>Early literacy programs are</p>

		<p>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.</p> <p>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).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core</p>	<p>portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p>		<p>elementary school in the district in kindergarten through 3rd 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)</p> <p>For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)</p>	<p>provided in each elementary school in the district in kindergarten through 3rd 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)</p> <p>For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)</p>	<p>provided in each elementary school in the district in kindergarten through 3rd 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)</p> <p>For Students with disabilities: Special Education program funded from SCUSD SELPA encroachment fee \$510,850 (LCFF base 1000-5000)</p>
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		<p>instruction.</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</p> <p>Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p><u>Services:</u> Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress</p>	<p>School-wide</p> <p>(School receives portion of LEA-wide services)</p>	<p>Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management</p>	<p>Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management</p>	<p>Supplemental Copier Rental, Duplicating \$9,499 (LCFF Base 4000,5000)</p> <p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000</p>
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		monitoring tools			system Contract \$120,000 (LCFF base 5000)	system Contract \$120,000 (LCFF base 5000)	(LCFF base 5000)
<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p><u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p>	School-wide		<p>Custodians/ plant managers \$164,145</p>	<p>Maintain custodians/ plant managers \$164,145</p>	<p>Maintain custodians/ plant managers \$164,145</p>
		<p>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.</p> <p><u>Services:</u> Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more</p>	School-wide		<p>Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)</p>	<p>Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)</p>	<p>Additional custodial operational supplies \$11, 999 (LCFF Supp/Con 4000)</p>
		<p>(School</p>		<p>Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820</p> <p>Safe Schools Manager</p>	<p>Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820</p> <p>Maintain Safe Schools</p>	<p>Child, Welfare, and Attendance, Police Serv (Chacon) (LCFF base 5000, 3000) \$12,820</p> <p>Maintain Safe Schools</p>	

		positive school climates.	receives portion of LEA-wide services)		\$100,000 (LCFF base 2000, 3000)	Manager \$100,000 (LCFF base 2000, 3000)	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)
			(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)

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

<p>education of students at GW Carver</p>		<p>Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.</p> <p>Action 3.2 Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p> <p>Services Translation and interpretation services are provided in five languages by bilingual staff.at district events and in schools</p>	<p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p>		<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Maintain Matriculation and Orientation (MOC) translators \$678,769 (LCFF Supp/Con 2000, 3000)</p>
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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 (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	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)?		
					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	<ul style="list-style-type: none"> • <i>Basic Services</i> • <i>Implementation of State Standards</i> • <i>Course Access</i> • <i>Student Achievement</i> • <i>Other Student Outcomes</i> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>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.</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Services: Offer on-going professional learning including, on-site collaboration, and job-embedded</p>	<p>ELs</p> <p>ELs</p>		<p>Supplemental Instructional Materials Spanish language resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 (LCFF EL– Chacon 1000,</p>	<p>Supplemental Instructional Materials Spanish language resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 LCFF EL– Chacon 1000,</p>	<p>Supplemental Instructional Materials Spanish language resources will be provided for Spanish ESL support. (\$5,852 LCFF EL, 4000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides \$1,906 LCFF EL– Chacon 1000,</p>

		<p>instructional coaching as a means to support the implementation of the CCSS, especially to low income, EL, foster and student with special needs.</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation</p> <p>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.</p> <p>Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to</p>	<p>Low Income Students</p> <p>ELs, Low Income students, Foster youth</p> <p>(School receives portion of LEA-wide Foster Youth</p>	<p>3000)</p> <p>CCSS instructional materials are provided to students district-wide. \$ 10,000 (LCFF Low Income – McCoy 4000)</p> <p>Professional Development \$20,000 (LCFF Low Income – McCoy) \$6,000 LCFF EL McCoy; \$58,235 LCFF Low Income- McCoy Conferences \$10,000 (LCFF Low Income 5000- McCoy)</p> <p>Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p>	<p>3000)</p> <p>CCSS instructional materials are provided to students district-wide \$10,000 LCFF Low Income – McCoy 4000)</p> <p>Professional Development \$20,000 (LCFF Low Income – McCoy) \$6,000 LCFF EL McCoy; \$58,235 LCFF Low Income- McCoy Conferences \$10,000 (LCFF Low Income 5000- McCoy)</p> <p>Maintain Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p>	<p>3000)</p> <p>CCSS instructional materials are provided to students district-wide \$ 10,000 LCFF Low Income – McCoy 4000)</p> <p>Professional Development \$20,000 (LCFF Low Income – McCoy) \$6,000 LCFF EL McCoy; \$58,235 LCFF Low Income- McCoy Conferences \$10,000 (LCFF Low Income 5000- McCoy)</p> <p>Maintain Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p>
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		<p>carry out the responsibilities of the Foster Youth Services Department</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction</p> <p>Increase expanded learning opportunities such as before, during, and after school interventions, enrichment programs and summer programs</p> <p>Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p>	<p>services)</p> <p>ELs; Low Income students; Foster youth</p> <p>ELs; Low Income students; Foster youth</p> <p>Low Income students</p> <p>(School receives portion of LEA-wide Foster Youth</p>		<p>Resource Teachers \$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000</p> <p>Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)</p> <p>Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)</p> <p>Foster Youth Services staff- see page 24 (Title I Part D 1000-4000) Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>	<p>Resource Teachers \$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000</p> <p>Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)</p> <p>Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)</p> <p>Maintain Foster Youth Services staff - see page 24 (Title I Part D 1000-4000) Additional FYS Associate- (\$65. 000 (LCFF base 1000,3000)</p>	<p>Resource Teachers \$344,170; (LCFF Low Income 4 FTE—Chacon; \$105,000 (LCFF EL—McCoy; \$298,673 LCFF Low Income 2 FTE- Chacon 1000,3000</p> <p>Instructional Aide: (LCFF Low Income: \$67,291- Chacon; LCFF Low Income \$50,000 McCoy; LCFF EL \$6,000 McCoy)</p> <p>Extended Day, Teacher Temporary: (LCFF Low Income \$20,999- Chacon; \$58,235 McCoy)</p> <p>Maintain Foster Youth Services staff - see page 24 (Title I Part D 1000-4000) Additional FYS Associate- (\$65. 000 (LCFF base 1000,3000)</p>
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		<p>Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time</p> <p><u>Services</u> Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools</p> <p>Provide additional academic assessment data for ELs and reclassified students who have not made adequate progress</p>	<p>services) ELs; Low Income students; Foster youth</p> <p>ELs</p>		<p>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)</p> <p>Management Information Technician \$90,000 (Title III 2000, 3000)</p>	<p>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)</p> <p>Maintain Management Information Technician \$90,000 (Title III 2000, 3000)</p>	<p>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)</p> <p>Maintain Management Information Technician \$90,000 (Title III 2000, 3000)</p>
<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>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.</p>					

		<p>Services: Mental and physical health supports are provided by nurses and social workers.</p> <p>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</p>	Low Income students		<p>Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)</p>	<p>Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)</p>	<p>Social Workers - \$110,000 (LCFF Low Income 1000,3000- McCoy)</p>
		<p>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.</p>	ELs; Low Income students; Foster youth		<p>Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) <i>Spanish Language Books to Support ELs</i> \$2,000 (LCFF EL 4000)- Chacon</p>	<p>Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) <i>Spanish Language Books to Support ELs</i> \$2,000 (LCFF EL 4000)- Chacon</p>	<p>Library Books \$5,000 (LCFF Low Income 4000-McCoy) \$15,273 (LCFF EL 2000, 3000) <i>Spanish Language Books to Support ELs</i> \$2,000 (LCFF EL 4000)- Chacon</p>
			Low Income students		<p>Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500 (LCFF McCoy)</p>	<p>Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500 (LCFF McCoy)</p>	<p>Equipment (Instructional Tech)- \$8988 (LCFF Low Income-Chacon); \$4,500 (LCFF McCoy)</p>
		Ensure LEA foster	(School		Foster Youth Services staff	Foster Youth Services staff	

		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)
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. 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)

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

- 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 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 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						5/28/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant						
	2013-14	2014-15	2015-16**	2016-17**		
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		1,516,698	1,546,400	1,576,102		
2. 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					
3. 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		
6. 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%		
*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.						
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP						
		2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 425,434	\$ 1,384,360	\$ 341,541		
Current year Minimum Proportionality Percentage (MPP)		7.68%	26.73%	5.25%		

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.

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)

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.

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
<p>Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p>November 6, 2013 Parent Advisory Committee Meeting with</p> <p>December 16, 2013 Parent Advisory Committee Meeting</p> <p>January 22, 2014 Parent Advisory Committee Meeting</p> <p>February 13, 2014 Parent Advisory Committee Meeting</p> <p>April 2, 2014 Parent Advisory Committee Meeting</p>	<p>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.</p> <p>Janielle Kubinec, WestEd Director of Comprehensive School Assistance Program explained Local Control Funding Formula.</p> <p>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.</p> <p>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.</p> <p>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>.</p> <p>This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p> <p>Focused on presenting DRAFT LCAP to gather Parent Advisory Committee feedback, concerns, and questions.</p> <p>GW Carver 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</p>

Involvement Process	Impact on LCAP
<p>February –March 7, 2014 School Site Engagement April 6, 2014 School Site Council Meeting April 7, 2014 Parent Meeting</p> <p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p> <p>SCUSD Governing Board Presentations January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP June 5, 2014 Public Hearing June 19, 2014 LCAP and Budget Approval</p>	<p>Time (CPT) and staff meetings. Feedback was collected through surveys. 100% of sites were engaged.</p> <p>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.</p> <p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>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.</p> <p>The draft LCAP was posted on the district website and shared broadly in order to gather feedback from all stakeholders.</p> <p>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.</p>

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?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: 2012-13 Cohort Rate: 90.7 ELs: 100 Low Income: 90 (DataQuest Graduation Data – Cohort Data by Program)</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>2013</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p>GW Carver’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 continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample</p>	All		<p>Increase school wide Cohort graduation rate: to 92% Maintain ELs: 100% Increase Low Income: 92%</p> <p>Establish math and ELA proficiency baselines as measured by the</p>	<p>Increase school wide Cohort graduation rate to 94% Maintain ELs: 100% Increase Low Income: 94%</p> <p>To be determined using 2014-2015 baseline data</p>	<p>Increase school wide Cohort graduation rate to 95% Maintain ELs: 100% Increase Low Income: 95%</p> <p>To be determined using 2014-2015 baseline data</p>	<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>API: 787 Low Income: 782 EL: 700 (DataQuest – API Report))</p> <p>Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 21% Math: 0% (Linked Learning Office Data)</p> <p>Increase A-G completion rate 2012-13 A-G completion: 28.2% (DataQuest-12th Grade Graduates Completing all courses required by UC/CSU report)</p> <p>Increase AP Exam Pass Rates</p>	<p>opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school. 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</p>			<p>CAASPP.</p> <p>API remains frozen at 2013 levels: API: 787 Low Income: 782 EL: 700</p> <p>Increase % of student prepared for college as indicated on EAP English: 22% Math: 5%</p> <p>Increase A-G pass rates to 33%</p> <p>Increase AP Exam Pass Rate: 10%</p>	<p>API remains frozen at 2013 levels: API: 787 Low Income: 782 EL: 700</p> <p>Increase % of student prepared for college as indicated on EAP English: 25% Math: 7%</p> <p>Increase A-G completion to 37%</p> <p>Increase AP Exam Pass Rate: 11%</p>	<p>API growth targets to be reset by CDE</p> <p>Increase % of student prepared for college as indicated on EAP English: 27% Math: 9%</p> <p>Increase A-G completion to 42%</p> <p>Increase AP Exam Pass Rate: 12%</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>2012-13: 11th/12th grades pass rates: 9% (Linked Learning and Data Quest)</p> <p>Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office)</p> <p>Reclassification Rate: 2013-14: 20%</p>	<p>partnerships that expose students to career pathways through internships and service learning.</p>				<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Reclassification Rate:22: %</p>	<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Reclassification Rate:: 24%</p>	<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Reclassification Rate:26%</p>	
<p>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:</p> <p>To increase student engagement in</p>	<p>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.</p>							<p>Student Engagement; School Climate; Basic Services;</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>schools district wide as indicated by the:</p> <p>2013 School Attendance Rate; 96.3% (ARE))</p> <p>2012-13 Chronic Absence Rates (the percent of students who have been absent for more than 10% of their enrolled days) School Wide: 7.62% (Integrated Services)</p> <p># of Suspensions 2013: 13 (Dataquest)</p> <p>2012-13 Cohort Drop Out Rate: 4.7 EL: 0 Low Income: 6.7 (Dataquest Cohort Outcome Data</p>				<p>School-wide attendance rates will increase to 97%</p> <p>Decrease Chronic Absence rates 10% and higher: School Wide: 7%</p> <p># of Suspensions will decrease to 11</p> <p>Decrease Cohort Drop Out Rate to 4% Maintain EL at 100% Decrease Low Income to 6%</p>	<p>School-wide attendance rates will increase to 98%</p> <p>Decrease Chronic Absence rates 10% and higher: School Wide: 6.5%</p> <p># of Suspensions will decrease to 10</p> <p>Decrease Cohort Drop Out Rate to 3.5% Maintain EL at 100% Decrease Low Income to 5%</p>	<p>Maintain school-wide attendance rates at 98%</p> <p>Decrease Chronic Absence rates 10% and higher: 6%</p> <p># of Suspensions will decrease to 9</p> <p>Decrease Cohort Drop Out Rate to 3% Maintain EL at 100% Decrease Low Income to 4%</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p> <p>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.</p>	All	LEA-wide				<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	

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	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)?		
					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	<ul style="list-style-type: none"> • <i>Basic Services</i> • <i>Implementation of State Standards</i> • <i>Course Access</i> • <i>Student Achievement</i> • <i>Other Student Outcomes</i> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Services: A basic educational program is provided to all students attending GW Carver as the foundation to developing Career and College Ready students.</p>					
				School – wide	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179	Classroom teachers -12.3 FTE; (LCFF Base-1000, 3000) \$1,192, 179
				School – wide	Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base-2000) \$ 161,198	Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base-2000) \$ 161,198	Classified Staff (Clerical Staff, Registrar, Office Manager, Clerical Substitute) (LCFF Base-2000) \$ 161,198
				School-	Basic facilities costs and	Basic facilities costs and	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

		<p>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</p> <p>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).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core</p>		<p>receives a portion of LEA-wide services)</p> <p>School-Wide</p>	<p>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)</p> <p>Special Education program funded from SCUSD SELPA encroachment fee (LCFF base 7000; \$185,709)</p>	<p>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)</p> <p>Special Education program funded from SCUSD SELPA encroachment fee (LCFF base 7000; \$185,709)</p>	<p>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)</p> <p>Special Education program funded from SCUSD SELPA encroachment fee (LCFF base 7000; \$185,709)</p>
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		<p>instruction.</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>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.</p>		School-Wide	<p>Supplemental Textbooks, Books, Materials, Production Services \$90,300 (LCFF Base 4000,5000)</p>	<p>Supplemental Textbooks, Books, Materials, Production Services \$20,300 (LCFF Base 4000,5000)</p>	<p>Supplemental Textbooks, Books, Materials, Production Services \$20,300 (LCFF Base 4000,5000)</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p><u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>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.</p> <p><u>Services:</u> Assistance to school sites in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p>		<p>School-Wide</p> <p>School-Wide</p> <p>(School receives portion of LEA-wide services)</p>	<p>Custodians \$70,956 (LCFF 2000, 3000)</p> <p>Custodial operational supplies \$10,000 (LCFF 4000)</p> <p>Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p>	<p>Maintain custodians \$70,956 (LCFF 2000, 3000)</p> <p>Custodial operational supplies \$10,000 (LCFF 4000)</p> <p>Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p>	<p>Maintain custodians \$70,956 (LCFF 2000, 3000)</p> <p>Custodial operational supplies \$10,000 (LCFF 4000)</p> <p>Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p>
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		<p>Community based positive programs support families and schools to prevent attendance problems</p> <p>Mental and physical health supports are provided by nurses and social workers.</p> <p>Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based</p>		<p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p>	<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000, 5000)</p> <p>Social/Emotional Learning – Professional Development, Coordinator (\$163,000 grant funds)</p>	<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000, 5000)</p> <p>Social/Emotional Learning – Professional Development, Coordinator (\$163,000 grant funds)</p>	<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000, 5000)</p> <p>Social/Emotional Learning – Professional Development, Coordinator (\$163,000 grant funds)</p>
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		<p>learning, extended extracurricular, and expanded learning program involvement</p> <p>Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.</p>		(School receives portion of LEA-wide services)	<p>Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Technology Upgrade \$10,200 (LCFF base)</p>	<p>Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Technology Upgrade \$10,200 (LCFF base)</p>	<p>Computers, Carts, Internet Upgrade, Network Upgrade (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Technology Upgrade \$10,200 (LCFF base)</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students at GW Carver</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Service: District provides parent outreach and education services.</p>		(School receives portion of LEA-wide services)	<p>District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement \$150,000 (LCFF base; Title I 2000, 3000)</p>

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%.

**Minimum Proportionality Percentage (MPP):
Summary Supplemental & Concentration Grant**

	2013-14	2014-15	2015-16**	2016-17**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>				
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			
3. Difference [1] less [2]				
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate				
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				
6. 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%
*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.				
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP				
		2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year	\$	-	\$ -	\$ -
Current year Minimum Proportionality Percentage (MPP)		0.00%	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

Introduction:

LEA: New Technology High School

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.

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.

Vision: 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
<p data-bbox="177 560 1257 597">Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p data-bbox="317 737 1051 774">November 6, 2013 Parent Advisory Committee Meeting with</p> <p data-bbox="317 1130 1002 1167">December 16, 2013 Parent Advisory Committee Meeting</p>	<p data-bbox="1257 560 2021 699">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.</p> <p data-bbox="1257 737 2021 1089">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.</p> <p data-bbox="1257 1130 2021 1373">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.</p>

<p>January 22, 2014 Parent Advisory Committee Meeting</p>	<p>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>.</p>
<p>February 13, 2014 Parent Advisory Committee Meeting</p>	<p>This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p>
<p>April 2, 2014 Parent Advisory Committee Meeting</p>	<p>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.</p>
<p>February –March 7, 2014 School Site Engagement February 20, 2014: School Site Council and PTSA February 24, 2014: Administered staff surveys; to students at advisory classes February 24, 2014: Link to survey to parents on school network</p>	<p>New Tech 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.</p>
<p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p>	<p>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.”</p> <p>SCUSD trained over 115 PEVs. PEVs include community members, parents, community partners, school board</p>

<p>SCUSD Governing Board Presentations</p> <p>January 6, 2014 Present Community Engagement Plan – LCAP</p> <p>March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP</p> <p>June 5, 2014 Public Hearing</p> <p>June 19, 2014 LCAP and Budget Approval</p>	<p>members, DELAC, DAC, Department of Social Justice, and Foster Family Agencies.</p> <p>PEVs distributed LCAP surveys to their respective networks. PEV Cycle #1: Over 1,200 respondents to survey.</p> <p>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.</p> <p>The draft LCAP was posted on the district website and shared broadly in order to gather feedback from all stakeholders.</p> <p>Responses to the draft LCAP and updates to the 2014-15 budgets 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 budgets.</p>
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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?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroup(s) (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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>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)</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p>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</p>	All	LEA-wide		<p>Increase Cohort graduation rate to School wide: 95 ELs: 90 Low Income: 95</p>	<p>Increase Cohort graduation rate to School wide: 98 ELs: 95 Low Income: 98</p>	<p>Increase Cohort graduation rate to School wide: 100 ELs: 100 Low Income: 100</p>	<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>

<p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>2013 API: 732 Low Income: 720 EL: 685 SPED: 630 (Dataquest – API Report))</p> <p>Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 18% Math: 0% (Linked Learning Office Data)</p> <p>Increase a-g completion. 2012-13 a-g completion: 98.4% (DataQuest-12th Grade Graduates Completing all</p>	<p>continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school. 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</p>				<p>Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>API remains frozen at 2013 levels: API: 732 Low Income: 720 EL: 685 (Dataquest – API Report)</p> <p>Increase % of student prepared for college as indicated on EAP English: 28% Math: 10%</p> <p>Maintain a-g course completion rates to: 98.4%</p>	<p>To be determined using 2014-2015 baseline data</p> <p>API remains frozen at 2013 levels: API: 732 Low Income: 720 EL: 685 Dataquest – API Report)</p> <p>Increase % of student prepared for college as indicated on EAP English: 38% Math: 20%</p> <p>Maintain a-g course completion rates to: 98.4%</p>	<p>To be determined using 2014-2015 baseline data</p> <p>API growth targets to be reset by CDE</p> <p>Increase % of student prepared for college as indicated on EAP English: 48% Math: 30%</p> <p>Maintain a-g course completion rates to: 98.4%</p>	
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<p>courses required by UC/CSU report)</p> <p>Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office)</p> <p>Reclassification Rate 2012-13: 40% (ARE)</p>	<p>well as partnerships that increase summer, during- and after-school opportunities for students.</p>				<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Increase reclassification rate to 50%</p>	<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Increase reclassification rates to 60%</p>	<p>Maintain # of students participating in Pathways/Career Academy students: 100%</p> <p>Increase reclassification rates to 70%</p>	
<p>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:</p> <p>2013 School wide Attendance Rate; 95.66% (ARE)</p> <p>2012-13 Chronic Absence Rates (the percent of students who have been</p>	<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p> <p>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</p>	<p>All</p>	<p>LEA-wide</p>		<p>School-wide attendance rates will increase to 97%</p>	<p>Maintain School-wide attendance rates at 97%</p>	<p>Maintain School-wide attendance rates at 97%</p>	<p>Student Engagement; School Climate; Basic Services;</p>

<p>absent for more than 10% of their enrolled days) School Wide: 12.3% (Integrated Services)</p> <p># of Suspensions 2013: School Wide: 21 total suspensions</p> <p>2012-13 Cohort Drop Out Rate: 2.9% EL: 14.3% Low Income: 4% (Dataquest Cohort Outcome Data)</p>	<p>healthy. School based LCFF with other site and grant funds provide staff that 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.</p>				<p>Decrease Chronic Absence rates 10% and higher: School Wide 12%</p> <p># of Suspensions will decrease: 16</p> <p>Maintain School wide Cohort Drop Out Rate: 2.9% Decrease EL: 12% Decrease Low Income: 3%</p>	<p>Decrease Chronic Absence rates 10% and higher: School Wide: 11.7%</p> <p># of Suspensions will decrease : 11</p> <p>Maintain School wide Cohort Drop Out Rate: 2.9% Decrease EL: 10% Maintain Low Income: 3%</p>	<p>Decrease Chronic Absence rates 10% and higher: School Wide: 11.4%</p> <p># of Suspensions will decrease : 6</p> <p>Maintain School wide Cohort Drop Out Rate: 2.9% Decrease EL: 8% Maintain Low Income: 3%</p>	
<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p> <p>Parent Resource Centers: 0</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.</p> <p>To ensure that New Technology High</p>	<p>All</p>	<p>LEA-wide</p>		<p>Establish Parent Resource Center</p>	<p>Maintain Parent Resource Center</p>	<p>Maintain Parent Resource Center</p>	<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>

	<p>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.</p>							
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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 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	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)?		
					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	<ul style="list-style-type: none"> • <i>Basic Services</i> • <i>Implementation of State Standards</i> • <i>Course Access</i> • <i>Student Achievement</i> • <i>Other Student Outcomes</i> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Services: A basic educational program is provided to all students in attending New Technology High School as the foundation to developing Career and</p>	School-wide School-wide		<p>Classroom teachers and Substitutes— \$1,037,619 (LCFF Base)</p> <p>Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical Substitute)</p>	<p>Classroom teachers and Substitutes— \$1,037,619 (LCFF Base)</p> <p>Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical Substitute)</p>	<p>Classroom teachers and Substitutes— \$1,037,619 (LCFF Base)</p> <p>Classified Staff (Clerical Staff, Registrar, Officer Manager, Clerical Substitute)</p>

		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

		<p>technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative</p> <p>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).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p> <p>Action1.3: Develop an infrastructure for on-going analysis of student performance and progress by</p>	<p>LEA-wide</p> <p>(School receives a portion of LEA-wide services)</p>		<p>are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000)</p> <p>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)</p>	<p>are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000)</p> <p>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)</p>	<p>are provided at all high schools. Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant, LCFF base 1000, 3000)</p> <p>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)</p>
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		<p>providing teacher release time and collaborative learning time.</p> <p>Services: Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress</p>	(School receives portion of LEA-wide services)		<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)</p>	<p>Student progress is monitored through the District benchmark assessments and the Data Director Data Management system Contract \$120,000 (LCFF base 5000)</p>
<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p>Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>Action 2.2: All schools will become safer, more culturally competent environments, where students learn social</p>	<p>School-wide School-wide</p>		<p>Custodian: \$55,164 (LCFF Base)</p> <p>Custodial operational supplies: \$4,000(LCFF Base)</p>	<p>Maintain Custodian: \$55,164 (LCFF Base)</p> <p>Maintain custodial operational supplies: \$4,000(LCFF Base)</p>	<p>Maintain Custodian: \$55,164 (LCFF Base)</p> <p>Maintain custodial operational supplies: \$4,000 LCFF Base</p>

		<p>and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>Services: Supports and training for positive school climates, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems. Community based positive programs support families and schools to prevent attendance problems</p>	(School receives portion of LEA-wide services)		<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p>	<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p>	<p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p>
		<p>Mental and physical health supports are provided by nurses and social workers.</p>	(School receives portion of LEA-wide services)		<p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p>	<p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p>	<p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p>
			(School receives portion of LEA-wide services)		<p>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)</p>	<p>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)</p>	<p>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)</p>

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

the education of students at GW Carver		<p>education.</p> <p>Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.</p>	(School receives portion of LEA-wide services)		<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p>
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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 (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	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)?		
					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	<ul style="list-style-type: none"> • Basic Services • Implementation of State Standards • Course Access • Student Achievement • Other Student 	<p><i>Schools were allocated funds based on the number of Free/Reduced students (Low Income) and English Learners (EL) Section 3B indicates the expenditures that</i></p>					

	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>school sites will make to fulfill the LCAP goals and sub goals</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Services: Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation</p> <p>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</p> <p>Foster youth receive educational</p>	<p>Low-income</p> <p>ELs; Low Income students; Foster youth</p> <p>(School receives</p>		<p>Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)</p> <p>Counselor \$79,544 (LCFF Low Income and EL 1000,3000)</p> <p>Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)</p> <p>Youth Services Program Associate \$59,000 (LCFF</p>	<p>Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)</p> <p>Maintain Counselor \$79,544 (LCFF Low Income and EL 1000,3000)</p> <p>Maintain Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)</p> <p>Youth Services Program Associate \$59,000 (LCFF</p>	<p>Supplemental Instructional Materials: \$30,760 (LCFF Low Income 4000)</p> <p>Maintain Counselor \$79,544 (LCFF Low Income and EL 1000,3000)</p> <p>Maintain Intern Specialist \$81,045 (LCFF Low Income 2000) \$15,750 (LCFF EL 2000)</p> <p>Youth Services Program Associate \$59,000 (LCFF</p>
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		<p>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</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p><u>Services:</u> Provide instructional assistants to help engage and support students while teachers facilitate small-group instruction</p> <p>Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p>	<p>portion of LEA-wide Foster Youth services)</p> <p>ELs; Low Income students, Foster Youth</p> <p>(School receives portion of LEA-wide Foster Youth services)</p>	<p>base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)</p> <p>Foster Youth Services staff- see page 21 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>	<p>base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Maintain Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)</p> <p>Foster Youth Services staff- see page 21 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>	<p>base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Maintain Resource Teachers \$205,983 (LCFF Low Income 1000, 3000) \$63,697 (LCFF EL 1000,3000)</p> <p>Foster Youth Services staff- see page 21 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>
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<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>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</p> <p><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.</p>	<p>(School receives portion of LEA-wide Foster Youth services</p>		<p>Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)</p>	<p>Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)</p>	<p>Foster Youth Services staff – See page 21 (Title I Part D 1000-4000)</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>SNTHS staff provides presentation on curriculum and instruction and college readiness. They maintain communication with parent/guardians through an online</p>					

the education of students at New Technology		school network.					
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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, 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						5/28/14
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant						
	2013-14	2014-15	2015-16**	2016-17**		
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		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					
3. 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		
6. 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%		
*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.						
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP						
		2014-15	2015-16	2016-17		
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 128,542	\$ 468,446	\$ 471,039		
Current year Minimum Proportionality Percentage (MPP)		6.52%	25.36%	24.17%		

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: 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.

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
<p data-bbox="252 393 1341 428">Parent Advisory Meetings (Nov 6, Dec 16, Jan 22, Feb 13, April 2)</p> <p data-bbox="352 574 1024 605">November 6, 2013 Parent Advisory Committee Meeting</p> <p data-bbox="352 967 1024 998">December 16, 2013 Parent Advisory Committee Meeting</p> <p data-bbox="352 1214 1024 1245">January 22, 2014 Parent Advisory Committee Meeting</p>	<p data-bbox="1344 393 2435 500">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.</p> <p data-bbox="1344 537 2435 784">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.</p> <p data-bbox="1344 857 2435 1032">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.</p> <p data-bbox="1344 1073 2435 1180">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>.</p> <p data-bbox="1344 1253 2435 1360">This Parent Advisory Committee Meeting focused on continuing to learn about the state priorities: <u>Student Engagement</u>, <u>Parent Engagement</u>, <u>Basic Services</u> and <u>Other Student Outcomes</u>. Input and feedback were recorded.</p> <p data-bbox="1344 1393 2435 1425">A DRAFT LCAP was presented to the Parent Advisory Committee, who shared their</p>

Involvement Process	Impact on LCAP
<p>February 13, 2014 Parent Advisory Committee Meeting</p> <p>April 2, 2014 Parent Advisory Committee Meeting</p> <p>February –March 7, 2014 School Site Engagement School Site Council Meeting: February 13, 2014</p> <p>Community Engagement Process through Public Education Volunteers PEV Cycle #1: Feb 5 – Mar 11 PEV Cycle #2: Mar 24– April 21</p> <p>SCUSD Governing Board Presentations January 6, 2014 Present Community Engagement Plan – LCAP March 20, 2014 Update Board on Engagement/Outreach and present draft LCAP June 5, 2014 Public Hearing June 19, 2014 LCAP and Budget Approval</p>	<p>feedback, concerns, and questions. Responses to their questions have been posted to www.scusd.edu/LCAP.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>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.</p> <p>The draft LCAP was posted on the district website and shared broadly in order to gather feedback from all stakeholders.</p>

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?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal 1: In order increase the percentage of students who are on track to graduate college and career ready, there is a need to:</p> <p>Increase high school graduation rate: 2012-13 Cohort Rate: 93.4 ELs: 100</p>	<p>Goal 1: Increase percent of students who are on-track to graduate college and career ready</p> <p>The MET’s goal is to provide students with a relevant, rigorous and well-rounded education that includes 21st-century career</p>						<p>Basic Services Implementation of State Standards Course Access Student Achievement Other Student Outcomes Pillar I, District Strategic Plan District Guide to Success</p>	
				Increase Cohort graduation rate to	Maintain Cohort graduation rate to	Maintain cohort graduation rate at :		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Low Income: 93.8 (Dataquest Graduation Data – Cohort Data by Program)</p> <p>Beginning in 2014-15, growth will be measured using CAASPP</p> <p>2013 API: 710 Low Income: 657 EL: 507 (Dataquest – API Report))</p>	<p>exploration and that meets four-year college and university requirements. We've continued to invest in professional development for teachers and principals that accelerates student learning by giving children ample opportunities to think critically, work with others, solve problems, struggle with difficult tasks and enjoy school. 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</p>			<p>95%; Maintain ELs: 100%; Increase Low Income: 95%</p> <p>Establish math and ELA proficiency baselines as measured by the CAASPP.</p> <p>Establish math and ELA below proficiency baselines as measured by the CAASPP.</p> <p>API remains frozen at 2013 levels: API: 710 Low Income: 657 EL: 507</p>	<p>95%; ELs: 100%; Low Income: 95%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>API remains frozen at 2013 levels: API: 710 Low Income: 657 EL: 507</p>	<p>95% ELs: 100%; Low Income: 95%</p> <p>To be determined using 2014-2015 baseline data</p> <p>To be determined using 2014-2015 baseline data</p> <p>API growth targets to be reset by CDE</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: 9% Math: 23% (Linked Learning Office Data)</p> <p>Increase a-g completion. 2012-13 a-g completion: 36.7% (DataQuest-12th Grade Graduates Completing all courses required by UC/CSU report)</p> <p>Number of students enrolled in Pathways /Career Academies: 2013-14: 100% (Linked Learning Office)</p>	<p>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.</p>				<p>Increase % of student prepared for college as indicated on EAP English: 10% Math: 25%</p> <p>Increase a-g pass rates to: 41%</p> <p>Maintain # of students participating in Pathways/Career Academy students: 100%</p>	<p>Increase % of student prepared for college as indicated on EAP English: 12% Math: 28%</p> <p>Increase a-g completion to: 46%</p> <p>Maintain # of students participating in Pathways/Career Academy students: 100%</p>	<p>Increase % of student prepared for college as indicated on EAP English: 14% Math: 31%</p> <p>Increase a-g completion to 51%</p> <p>Maintain # of students participating in Pathways/Career Academy students: 100%</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		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%	
<p>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:</p> <p>2013 School Attendance Rate: 97.75% (Data Dashboard)</p> <p>2012-13 Chronic Absence Rates (the percent of students</p>	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.				School-wide attendance rates will increase to 98% Decrease Chronic Absence rates 10% and	School-wide attendance rates will be maintained at 98% Decrease Chronic Absence rates 10% and	School-wide attendance rates will be maintained at 98% Maintain Chronic Absence rates 10%	Student Engagement; School Climate; Basic Services;

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>who have been absent for more than 10% of their enrolled days) School Wide: 3.65% (Integrated Services)</p> <p># of Suspensions 2013: 18 (Data Dashboard)</p> <p>2012-13 Cohort Drop Out Rate: 1.6% EL: 0% Low Income: 0% (Dataquest Cohort Outcome Data)</p>				<p>higher school wide to 3%</p> <p># of suspensions will decrease to 17</p> <p>Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%</p>	<p>higher school wide to 2%</p> <p># of suspensions will decrease to 16</p> <p>Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%</p>	<p>and higher school wide at 2%</p> <p># of suspensions will decrease to 15</p> <p>Maintain Cohort Drop Out Rate under 2% Maintain EL: 0% Low Income: 0%</p>		
<p>Goal 3: Bring to scale the successful stakeholder engagement strategies being used at various sites in the district.</p>	<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUUSD. To ensure that The MET Sacramento</p>	All	LEA-wide				<p>Parent Involvement; Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			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.)
	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.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Parent Resource Center 2013-14: 0	High School is open 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.				Create a Parent Resource Center	Maintain the Parent Resource Center	Maintain the Parent 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 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	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)?		
					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	<ul style="list-style-type: none"> • <i>Basic Services</i> • <i>Implementation of State Standards</i> • <i>Course Access</i> • <i>Student Achievement</i> • <i>Other Student Outcomes</i> • <i>Pillar I, District Strategic Plan</i> • <i>District Guide to Success</i> 	<p>Goal 1: Increase the percent of students who are on-track to graduate college and career ready</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p>Services: A basic educational program is provided to all students in attending The Met School as the foundation to developing Career and College Ready</p>	School-wide		<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000, 3000; 4000, 5000)</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000, 3000; 4000, 5000)</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies (LCFF Base, 1,285,404 (1000, 3000; 4000, 5000)</p>

	<p>students.</p> <p>Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)</p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation</p> <p>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</p>	<p>LEA-Wide</p> <p>(School receives a portion of LEA-wide services</p> <p>(School receives a portion of LEA-wide services</p> <p>School receives portion of LEA-wide services</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p> <p>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).</p> <p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).</p> <p>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</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides State CCSS funding (to be determined)</p> <p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).</p> <p>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</p>	<p>End of Furlough Days \$1,598,407 (LCFF Supp/Con 1000 - 3000)</p> <p>Professional learning for Common Core State Standards (CCSS) for teachers, principals and instructional aides State CCSS funding (to be determined)</p> <p>CCSS instructional materials are provided to students district-wide \$1,500,000 (State CCSS funding 4000).</p> <p>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</p>
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		<p>Learning initiative</p> <p>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</p> <p>Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> <p>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.</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>	<p>\$6,300,000(Perkins Grant)</p> <p>Youth Services Program Associate \$59,000 (LCFF base OC 1000, 3000) Foster Youth Services staff \$29,000 (Title I Part D OC 1000, 3000)</p> <p>Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p> <p>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)</p>	<p>(Perkins Grant)</p> <p>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)</p> <p>Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p> <p>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)</p>	<p>(Perkins Grant)</p> <p>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)</p> <p>Additional FYS Associate- \$65,000 (LCFF base OC 1000, 3000)</p> <p>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)</p>
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		<p>Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with Moderate to Severe disabilities so that they can access Common Core instruction.</p>					
<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment .</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>Goal 2: Action 2.1: Students will be provided cleaner, better maintained learning environments.</p> <p><u>Services:</u> Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.</p> <p>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</p>	<p>School-Wide School-Wide</p>		<p>Custodian: \$70, 041 LCFF Base</p> <p>Custodial operational supplies: \$4,300 LCFF Base</p>	<p>Maintain custodian: \$70, 041 LCFF Base</p> <p>Maintain custodial operational supplies: \$4,300 LCFF Base</p>	<p>Maintain custodian/ plant managers: \$70, 041 LCFF Base</p> <p>Maintain custodial operational supplies: \$4,300 LCFF Base</p>

		<p>their engagement in learning.</p> <p>Services: Assistance in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates. Community based positive programs support families and schools to prevent attendance problems</p> <p>Mental and physical health supports are provided by nurses and social workers.</p>	<p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p>	<p>Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p> <p>Attendance, Drop-Out Prevention Coordinator & Specialist, Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p>	<p>Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p> <p>Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p>	<p>Maintain Safe Schools Manager \$100,000 (LCFF base 2000, 3000)</p> <p>Maintain Attendance, Drop-Out Prevention Coordinator & Specialist; Attendance Incentives \$75,000 (LCFF base 1000-4000)</p> <p>Maintain Nurses; Health Aides ; Social Workers \$520,000 (LCFF base 1000, 2000, 3000)</p> <p>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)</p>
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		<p>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.</p> <p>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</p>	<p>(School receives portion of LEA-wide services)</p> <p>(School receives portion of LEA-wide services)</p> <p>LEA-wide</p>		<p>Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)</p> <p>Social/Emotional Learning – Professional Development, Coordinator (\$163,000 grant funds 1000-3000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)</p> <p>Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>Maintain Bullying Prevention Specialist; PBIS Coaching, Data Management \$200,000 (LCFF base, Grant funds 1000, 3000; 5000)</p> <p>Maintain Social/Emotional Learning – Professional Development, Coordinator (To be determined.)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>
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		<p>extracurricular, and expanded learning program involvement</p> <p>Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.</p> <p>Foster Youth student engagement activities including fees for extracurricular activities in order to decrease adverse affects of school mobility on foster youth.</p>	<p>(School receives portion of LEA-wide services)</p> <p>LEA-wide</p>		<p>Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>Complete Computers, Carts, Internet Upgrade, Network Upgrade \$500,000 (Measure I, Measure Q Bonds 4000; 5000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>
<p>Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in</p>	<p>Parent Involvement Student Achievement; Other Student Outcomes; Implementation of State Standards</p>	<p>Goal 3: Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p>					

SCUSD		<p>Services: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.</p> <p>Provide prompt communication to foster guardians.</p>	<p>School receives portion of LEA-wide services)</p> <p>LEA-wide</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>	<p>District Parent Resource Center staff support parent engagement & establishment of Site Parent Resource Centers \$150,000 (LCFF base; Title I 2000, 3000)</p> <p>Foster Youth Services staff – See page 21 (Title I Part D 1000 - 4000)</p>
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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 (Include and identify all goals from Section 2, if applicable)	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	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)?		
					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	<ul style="list-style-type: none"> • 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 from Section 2, if applicable)	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	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)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
	<ul style="list-style-type: none"> District Guide to Success 	<p>school sites will make to fulfill the LCAP goals and subgoals.</p> <p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready</p> <p><u>Services:</u> 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 needs.</p> <p>Provide CCSS-aligned instructional materials with</p>	<p>ELs, Low Income students, Foster youth</p> <p>Low-Income</p>		<p>Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)</p> <p>Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336</p>	<p>Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)</p> <p>Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336</p>	<p>Professional Development Contracts \$2000 LCFF Low Income (5000) Conferences – \$8,500 LCFF Low Income(5000)</p> <p>Supplemental Instructional Materials, Textbooks, Books, Production Services - \$72,336</p>

Goal (Include and identify all goals from Section 2, if applicable)	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	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)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		<p>embedded assessments to ensure a quality CCSS implementation</p> <p>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</p> <p>Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed</p> <p>Services: Increase expanded learning opportunities such as before, during, and</p>	<p>(School receives portion of LEA-wide Foster Youth services)</p> <p>ELs; Low Income students; Foster</p>		<p>(LCFF Low Income 4000,5000)</p> <p>Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)</p>	<p>(LCFF Low Income 4000,5000)</p> <p>Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)</p>	<p>(LCFF Low Income 4000,5000)</p> <p>Youth Services Program Associate \$59,000 (LCFF base 1000,3000) Foster Youth Services staff \$29,000 (Title I Part D 1000,3000)</p> <p>Resource Teachers \$213,664 (LCFF Low Income 1000, 3000)</p>

Goal (Include and identify all goals from Section 2, if applicable)	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	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)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		<p>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.</p> <p>Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth</p> <p>Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time</p>	<p>youth</p> <p>Low-Income</p> <p>Low-Income</p> <p>(School receives portion of LEA-wide Foster Youth services)</p> <p>ELs; Low Income students; Foster youth</p>		<p>Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000)</p> <p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000)</p> <p>Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)</p> <p>Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>	<p>Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000)</p> <p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000)</p> <p>Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)</p> <p>Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>	<p>Teacher Pay Per Diem for Intervention \$15,000 (LCFF Low Income 1000,3000)</p> <p>Expanded Learning Supplemental Textbooks, Books, Materials, Production Services \$25,000 (LCFF Low Income 4000,5000)</p> <p>Teacher Subs for Academic Conferences \$2,430 (LCFF Low Income 1000,3000)</p> <p>Foster Youth Services staff- see Goal 1.1 (Title I Part D 1000-4000)</p> <p>Additional FYS Associate- \$65. 000 (LCFF base 1000,3000)</p>

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					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.</p>	<p>Student Engagement School Climate; Basic Services</p>	<p>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</p> <p><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.</p> <p>Ensure LEA foster youth liaison has adequate time,</p>	<p>Low-Income</p> <p>(School receives portion of</p>		<p>Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)</p> <p>Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000-4000)</p>	<p>Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)</p> <p>Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000-4000)</p>	<p>Equipment (Instructional Tech) \$22,000 (LCFF Low Income 4000)</p> <p>Foster Youth Services staff – See Goal 1.1 (Title I Part D 1000-4000)</p>

Goal (Include and identify all goals from Section 2, if applicable)	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	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)?		
					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 from Section 2, if applicable)	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	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)?		
					LCAP Year Year 1: 2014-2015	Year 2: 2015-16	Year 3: 2016-17
		<p>Action 3.2: Stakeholders will receive improved district and site communications, including translation/ Interpretation services.</p> <p><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</p> <p>Translation and interpretation services for parents of ELs are provided in five languages by bilingual staff at district events and in schools</p>	<p>ELs; Low Income students; Foster youth</p> <p>Low-Income</p>		<p>Site communications expenses \$1,500 (LCFF Low Income 5000)</p> <p>Translation services \$3,000 (LCFF Low Income 2000,3000)</p>	<p>Site communications expenses \$1,500 (LCFF Low Income 5000)</p> <p>Translation services \$3,000 (LCFF Low Income 2000,3000)</p>	<p>Site communications expenses \$1,500 (LCFF Low Income 5000)</p> <p>Translation services \$3,000 (LCFF Low Income 2000,3000)</p>

- 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 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 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

	2013-14	2014-15	2015-16**	2016-17**
1. LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		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			
3. Difference [1]/less [2]		267,090	(94,540)	278,980
4. Estimated Additional Supplemental & Concentration Grant Funding [3] * GAP funding rate		74,919	(32,096)	60,455
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		74,919	272,890	60,455
6. 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%
*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.				
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP				
		2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year		\$ 74,919	\$ 272,890	\$ 60,455
Current year Minimum Proportionality Percentage (MPP)		3.42%	12.46%	2.42%

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.