Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Allegra Alessandri Principal	allegra-alessandri@scusd.edu 916-395-5266

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

Our vision is to provide a public Waldorf high school education ensuring that our students can successfully engage the world.

George Washington Carver School of Arts and Science is a four-year high school with an enrollment at 297 in grades 9 through 12. We anticipate growing each year until we reach capacity at 400 students. George Washington Carver is a college preparatory school and stresses the value of higher education. To that end, we have more graduation requirements than other high schools in Sacramento. We pair our graduation requirements with the University of California a-g entrance requirements.

George Washington Carver is proud of its cultural and socioeconomic diversity. Currently, 48.8% of the student population participates in the free or reduced lunch program. The ethnic makeup is comprised of 6 nationalities, with the largest groups being Caucasian, Asian, African-American, Russian and Hispanic.

George Washington Carver receives the Action Civics grant acknowledging the powerful education students receive in citizenship and contributing to their community. All faculty attend Waldorf professional development throughout the school year through the WEST program (Waldorf Education Seminar for Teachers). Our program is enhanced by we have planted a substantial garden and small orchard. Students participate in sowing and harvesting our vegetables. We also have installed a professional cable TV broadcasting studio in partnership with Access Sacramento. Carver was recognized as one of the best schools in California by the US News annual reporting on national high schools.

George Washington Carver School of Arts and Science has two aims: to prepare students to be successful in college and to help them learn about the world so they will come to know themselves.

To achieve this vision, we help students develop critical thinking and creative problem-solving skills using a rigorous college-preparatory curriculum that integrates the arts and issues of social justice and environmental stewardship. Our dedicated teachers act as guides pointing the way so that students can find their own unique path toward becoming intelligent, self-confident, and socially responsible.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Goal 1 Increase the number of students meeting the UC a-g requirements.
Goal 2 Parent, family and community stakeholders will become more fully engaged as partners at Carver high school.
Goal 3 Improve school climate with targeted intervention and support.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

George Washington Carver School of Arts and Sciences students' SAT scores exceed state and district averages. In 2018, 100% of 11th graders took the SAT during the school day with the testing fee paid by the authorizing district. The average score was 916, well over the state average of 903. This is notable given that every student in the 11th grade, including students with identified learning disabilities, took the test.

In comparing the performance of George Washington Carver Grade 11 students to entering students at UC Davis and CSU Sacramento, students show strong results in English Reading and Writing skills, with 21 students scoring at or above the 25th percentile range of admitted students at UC Davis, and 44 students scoring in the same category for Sacramento State.
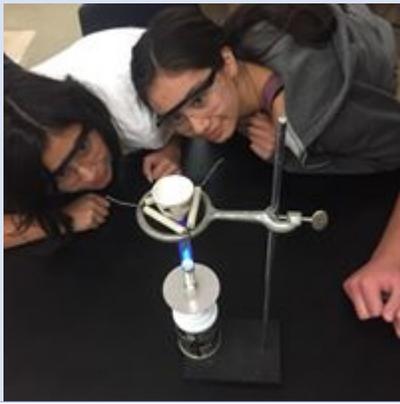
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

To improve the challenging suspension rate of 8.5% reported on the California School Dashboard, GWC is implementing Restorative Practices to provide students with alternative consequences. Academic Achievement in Mathematics and English Language Arts, as measured by the 11th grade SBAC assessment, shows the school is performing below the state average with a greater identified need in Mathematics. After school 7th period tutoring will be provided to improve these student outcomes.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The state Dashboard shows that white students are performing marginally better than low income students in graduation rate, but these numbers fluctuate each year due to the small numbers in each student group.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

George Washington Carver School of Arts and Science has been identified for comprehensive support and improvement (CSI).

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Carver will plan and implement Restorative Practices in addition to Academic Intervention and Assessment. In Summer 2019, teachers will attend a four day professional development session to better support student needs.

As a locally funded (dependent) charter in the Sacramento City Unified School District, Carver does not receive Title I funds due to not meeting the district threshold of 50% or greater students qualifying for free or reduced-price meals. The funds allocated for Comprehensive Support and Improvement were based on a per-student formula from the authorizer, and resulted in an allocation that was below the per-school state average.

To address these inequities, Carver will focus on building a sustainable system for student achievement through professional development and community resources.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Carver will provide Restorative Practices and then monitor the reduction of suspensions. Additionally, Carver will train teachers and implement ongoing monitoring of student progress using__Smarter Balanced Interim Assessments_____.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

In order to increase percentage of students who are on track to graduate college and career ready, there is a need to provide additional academic support for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan Pillar 1; GTS

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers appropriately assigned and credentialed.	Teachers appropriately assigned and credentialed. High school graduation rate was 88.9% in 2018. Math proficiency: 98.9 points below standard ELA proficiency: 12.3 points below standard Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency College readiness (% Exceeded on SBAC): Math: 3.77% ELA: 14.81% 2018 a-g completion rate: 44.6%

Expected	Actual
18-19 Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%. Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015 Increase Common Core Professional Learning from 2 teachers to 4 teachers Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP). Increase a-g completion from 33% 12th grade graduates completing all UC/CSU Required Courses to 35% Increase percent of students scoring 3 or above on AP exams from 13.5% to 14% Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 35% to 37% Increase reclassification rate from 22% to 25%	Increase percent of students scoring 3 or above on AP exams from 13.5% to 14% Increase percent of students earning 3 or more California State University, Sacramento -ACE credit from 35% to 37% Reclassification rate: 16.7%
Metric/Indicator Student access to standards-aligned instructional materials. **18-19** 100% of students have access to standards-aligned instructional materials **Baseline** 100% of students have access to standards-aligned instructional materials	18-19 100% of students have access to standards-aligned instructional materials

Expected	Actual
Metric/Indicator Administrator and teachers possess knowledge of state standards, including ELD standards, and have the capacity to develop standards-aligned lessons and assessments.	Metric/Indicator Administrator and teachers possess knowledge of state standards, including ELD standards, and have the capacity to develop standards-aligned lessons and assessments.
Metric/Indicator Student achievement in grade 11 on standardized ELA assessment (CAASPP) **Baseline** 2015-16 CAASPP achievement (status) is 43.1 points above level 3.	Metric/Indicator Student achievement in grade 11 on standardized ELA assessment (CAASPP) 18-19 12.3 points below level 3

	Expected		Actual
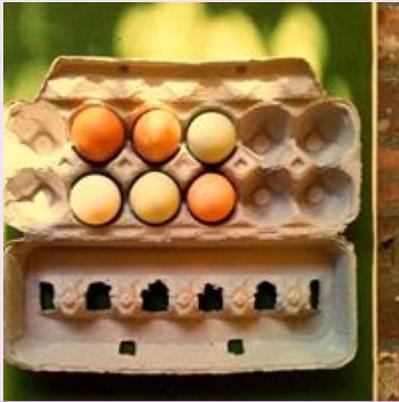
Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reduce FTE for Resource teacher to .4	Reduced FTE for Resource to 0	Salary .4 FTE 1000-3000 Suppl/Con 46,000	0 0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Add .5 FTE English teacher to work with underclass students to ensure a-g completion and post-secondary preparedness.	Add .5 FTE English teacher to work with underclass students to ensure a-g completion and post-secondary preparedness.	Salary .5 FTE 1000-3000 Suppl/Con 52,525	.5 FTE 1000-3000 Suppl/Con 52,525
		Supplemental Instructional Materials 4000-4999: Books And Supplies Suppl/Con 333	4000-4999: Books And Supplies Suppl/Con 333

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Due to budget cuts and lower than projected enrollment, the Resource position was cut from .4 to 0. We were able to offer a zero period credit recovery course through district support.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students were able to recover course credits through the zero period online coursework.
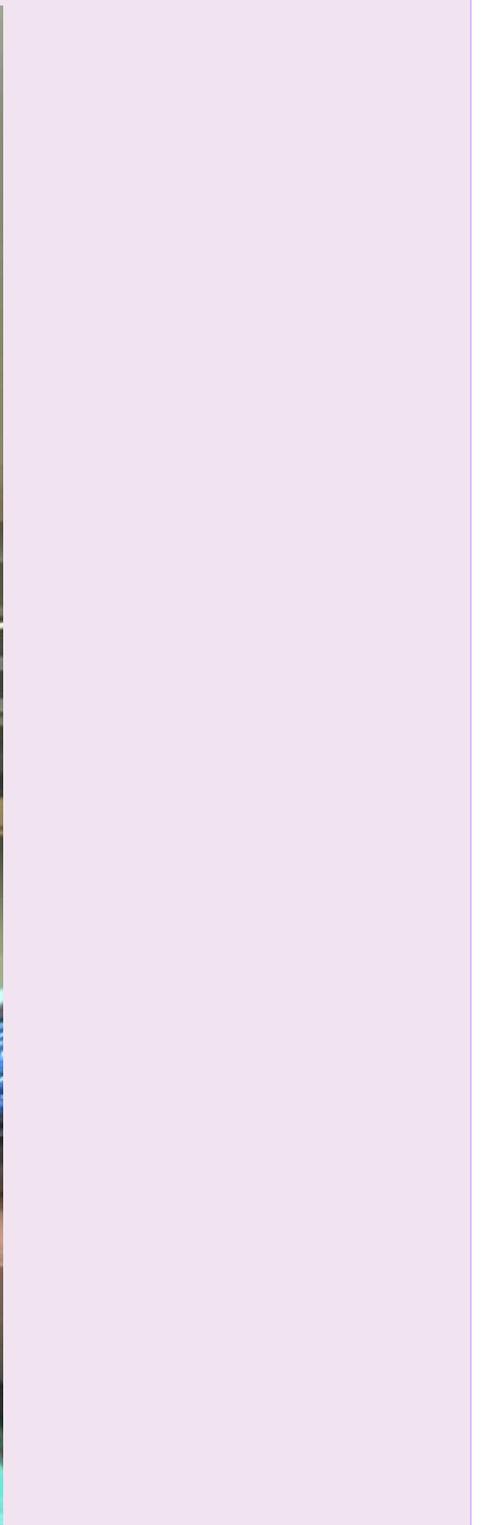
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

School utilized district funding in lieu of school budget to offer credit recovery rather than academic support.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

The school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
18-19 Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5% 2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2016-17 goal is decrease to 11% 2016-17 goal: decrease from 8 to 7.5 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.	Attendance (midyear): Chronic Absence rate (midyear): Maintained dropout and expulsion rates at 0.

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

		Visual arts teacher 1000-3000 Suppl/Con 105,591	1000-3000 Suppl/Con 105,591

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parent Advisory Meetings 8/29/18, 10/3/18, 11/7/18, 1/9/19, 5/8/19

Advisory Board meetings 11/28/19, 3/6/19

Student Council meetings 9/17/18, 11/19/18, 1/28/19

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Parent Advisory meetings provided a forum to inform, educate and gather input and feedback from critical stakeholder: parents,and community members. The meeting focused on learning about the State priorities-- student engagement, parent engagement, basic services and other student outcomes.

Carver principal and staff engaged in discussion of the Local Control Funding Formulas and State Priorities. Principal and parents discussed CSI funding and needs.

Students learned about the Local Control Funding Formulas and State Priorities. They shared out ideas in the areas of Student achievement, School climate, course access and Common Core. Principal and students discussed CSI funding and needs.

All stakeholders had the opportunity to provide feedback on the plan at the district level and to learn more about the state priorities, and required metrics.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

In order to increase percentage of students who are on track to graduate college and career ready, there is a need to provide additional academic support for struggling students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan Pillar 1; GTS

Identified Need:

Struggling students need additional academic supports

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teachers appropriately assigned and credentialed.		Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%.	Maintain high school graduation rate which was Cohort Rate of 100% in 2013-14 at 100%; EL maintain at 100%; Low Income maintain at 100%.	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015 Increase Common Core Professional Learning from 2 teachers to 4 teachers Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP). Increase a-g completion from 33% 12th grade graduates completing all UC/CSU Required Courses to 35%	Math & ELA proficiency goals for 11th grade for the 2015-16 school year will be set upon receipt of 2014-15 baseline data expected 7/2015 Increase Common Core Professional Learning from 2 teachers to 4 teachers Provide professional learning in Visual and Performing Arts focusing on Arts Integration for 100% of teachers Maintain 100% textbook sufficiency Increase percent of students who demonstrate college and career readiness through establishment of baseline with 2014-15 11th grade SBAC (formerly EAP). Increase a-g completion from 33% 12th grade graduates completing all UC/CSU Required Courses to 35%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Increase percent of students scoring 3 or above on AP exams from 13.5% to 14% Increase percent of students earning 3 or more California State University, Sacramento-ACE credit from 35% to 37% Increase reclassification rate from 22% to 25%	Increase percent of students scoring 3 or above on AP exams from 13.5% to 14% Increase percent of students earning 3 or more California State University, Sacramento-ACE credit from 35% to 37% Increase reclassification rate from 22% to 25%	
Student access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
Administrator and teachers possess knowledge of state standards, including ELD standards, and have the capacity to develop standards-aligned lessons and assessments.				
Student achievement in grade 11 on standardized ELA assessment (CAASPP)	2015-16 CAASPP achievement (status) is 43.1 points above level 3.	Increase status of all students' ELA		

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Specific Student Groups: Students below grade level	Specific Schools: George Washington Carver School of Arts and Science

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Maintain Resource teacher to provide support for struggling students.	Reduce FTE for Resource teacher to .4	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	94,092	46,000	105,599
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	1000-3000 Salary 1.0 FTe	1000-3000 Salary .4 FTE	1000-3000 Salary 1.0 FTE (expected)

Action 2

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: George Washington Carver School of Arts and Science Specific Grade Spans: 9-10

Actions/Services

	New Action	Unchanged Action
	Add .5 FTE English teacher to work with underclass students to ensure a-g completion and post-secondary preparedness.	

Budgeted Expenditures

Amount		52,525	55,525
Source		Suppl/Con	Suppl/Con
Budget Reference		1000-3000 Salary .5 FTE	1000-3000 Salary .5 FTE
Amount		333	333
Source		Suppl/Con	Suppl/Con
Budget Reference		4000-4999: Books And Supplies Supplemental Instructional Materials	4000-4999: Books And Supplies Supplemental Instructional Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

The school will provide more varied opportunities to enhance student learning and increase student engagement through the arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

In order to fulfill this goal, the school needs to fund the art teacher.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5%	Maintain FIT (Facilities Inspection Tool) Inspection Rating at 100% School-wide Attendance Rate for 2014-15 is unavailable; 2013 baseline was 95.66%; 2016-17 goal is increase to 97.5%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2016-17 goal is decrease to 11% 2016-17 goal: decrease from 8 to 7.5 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.	2012-13 Chronic Absence Rate was 12.3% (adjusted from 7.62%) ; 2014-15 rates are not available; 2016-17 goal is decrease to 11% 2016-17 goal: decrease from 8 to 7.5 per 100 students Maintain Expulsion Rate of 0%. Dropout rate will be maintained at 2014-15 level: 0% school wide; EL 0%; Low income 0%.	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	Specific Schools: George Washington Carver School of Arts and Science

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide integrated arts instruction to students		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	94,092	105,591	125,591
Source	Suppl/Con	Suppl/Con	Suppl/Con
Budget Reference	1000-3000 Salary for visual arts teacher (1.0 FTE)	1000-3000 Visual arts teacher	1000-3000 Visual arts teacher

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Improve school climate and student engagement with targeted intervention and support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                         Priority 4: Pupil Achievement (Pupil Outcomes)
                         Priority 5: Pupil Engagement (Engagement)
                         Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Alternative discipline methods, and professional development to support implementation of these methods, will be in place to support a reduced suspension rate.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Dashboard Suspension Indicator	Fall 2017 Dashboard: 3.1% suspended (green)	Fall 2017 Dashboard: 3.1% suspended (green)	Fall 2018 Dashboard: 8.5% suspended (red)	Fall 2019 Dashboard: 6% or lower (green)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$

Percentage to Increase or Improve Services

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$199,931

Percentage to Increase or Improve Services

9.1%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The chartering authority (SCUSD) allocated funds to dependent (indirect funded) charter George Washington Carver School of Arts and Science based on unduplicated numbers of EL, low income, and foster youth to ensure that George Washington Carver could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for George Washington Carver is $199,931. LCFF supplemental and concentration grant funds were budgeted for a Resource Teacher, and instructional materials. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

George Washington Carver 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 the targeted subgroups. George Washington Carver's School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$188,518	7.71%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The chartering authority (SCUSD) allocated funds to dependent (indirect funded) charter George Washington Carver School of Arts and Science based on unduplicated numbers of EL, low income, and foster youth to ensure that George Washington Carver could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for George Washington Carver is $188,518. Out of this amount, approximately $77,764 LCFF supplemental and concentration grant funds were budgeted for a Resource Teacher, increased technology, instructional materials, and parent outreach support. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. George Washington Carver 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 the targeted subgroups. George Washington Carver's School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.

The calculated percentage by which services must be increased for the unduplicated students is 7.71%.

For the 2017-18 school year, additional services to support students in the target groups include:
- Funding for a resource teacher (.5 FTE) to provide targeted intervention and monitoring of students who are identified to be at risk of failing to meet academic standards
- Purchase of a second computer cart with laptops to engage students in project-based learning activities and provide more exposure to technology
- Additional instructional materials for English Learners and students below proficiency level