

Introduction:

LEA: The Met Sacramento **Contact (Name, Title, Email, Phone Number):** Vince Wolfe, Principal, vince-wolfe@metsacramento.org, (916)395-5417 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
School survey sent to families each Spring.	The School receives data about School Climate and Culture from parents' perspectives, communication with teachers and administration, and their students' exposure to real-world learning. From this data, we can assess whether adjustments have to be made on the LCAP and any corresponding budget items.
School survey sent to students each Spring.	The school receives data about School Climate and Culture from students' perspectives, student access to teachers for help and support, relationships

Parent meetings with advisors 4 or more times per year.

with adults on campus, being academically challenged, and real world learning and internship work. From this data, we can assess whether adjustments have to be made on the LCAP and any corresponding budget items.

Over 25 weekly staff meetings per school year.

Advisors (main teachers for each student) meet with each family 4 times per year after exhibitions. These meetings, while directed at the student, inform the staff collectively about challenges of the curriculum, the state of the school culture and climate, preparing students for college, and much more. This information is usually shared out either at staff meetings, through email, or through regular conversations between the principal and the teachers.

Principal survey sent to entire staff each year.

Teachers, administration, RSP teacher, and sometimes office staff meet the majority of Friday afternoons for 60 minutes. These meetings allow the school Gives the administration feedback on the state of the school. The survey results are published and the main findings are put on each staff meeting agenda to remind everyone of what needs to be adjusted. For example, it was noted that staff needed more collaboration time

School Advisory Board meetings (specifically, the meetings on December 18th, 2014, January 8th, 2015, and May 14th, 2015.)

In multiple meetings, the principal presented the LCAP format in parallel with the SIPSA format in order for the board and public attendees in order to define priorities and goals. Once goals were generated and written in detail for the SIPSA, they were approved and then aligned with the LCAP goals. The LCAP itself was then re-introduced as a draft in May, 2015 and will be approved in early June, 2015.

School Advisory Board (SAB) meetings (other meetings).

SAB meetings, in general, are a vehicle for parents, students, staff, and community members to bring issues and/or ideas to the table. Examples of issues discussed (that pertain the the LCAP goals) are participatory budgeting process for the 2016-17 school year, finding ways to fund cultural events on campus, providing more translation services (in Spanish) for parents who speak limited English, college and career readiness in the form of college trips, and much more.

District-led surveys

Survey data from the district helped inform broader goals for the Sacramento City Unified School District.

Daily email and Schoology feedback from parents, students, and staff. Because of the heavy technology use at the Met Sacramento, parents and students regularly email staff about concerns, celebrations, and other important information.

The administration looks for patterns in emails to determine any needs that should be addressed. For example, the in-house Student Information System, Schoology, was not being used as effectively as the staff had hoped. This can be addressed with improved training of parents and students around the use of Schoology.

Mentor feedback forms/surveys

Since each student at the Met Sacramento has an internship as an integral and

<p>Teacher meetings with Mentors approximately once per month during the school year</p> <p>Sacramento County Office of Education SBAC/CAASP testing seminar</p>	<p>central part of their curriculum, the students' mentors' feedback is essential in determining the effectiveness of the program. Mentors are provided a weekly survey to give feedback as well as an end-of-year survey.</p> <p>Individual qualitative feedback from mentors informs our staff about internship culture, how it supports our students, and ways the Met can improve in this area.</p> <p>The seminar clarified testing needs for the Common Core Assessments.</p>
<p>Annual Update:</p> <p>Results of previous year plans were presented at School Advisory Board Meetings and also at Staff meetings.</p>	<p>Annual Update:</p> <p>Feedback reinforced the need to create an authentic LCAP plan that fit the Met Sacramento High School's mission and vision, rather than that of the district. Feedback also reinforced the idea that the school needed more emphasis on ELA Common Core skills, College/Career curriculum and experiences, and further enhancing student engagement. This feedback was used to help create the plan for the 2015-16 LCAP.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL 1:</p>	<p>To prepare students to be career and college ready and meet Common Core State Standards through the application of authentic real world projects and work based learning experiences alongside more traditional instructional delivery methods.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> • Continue to have appropriately credentialed teachers [staff position control based on needs - 5 math, 3 ELA, 2 Spanish, 1 Art, 3 Social Science, 3 science] • Work with the district to maintain school facilities [district building, appropriate budget allocation in 2015-16 budget] • Continue to implement CCSS in ELA and Math across the curriculum [Master Schedule] • Continue to provide access for English learners to the CCSS standards. Increase reclassification rate [currently 0%] • Continue to provide curriculum and classes that meet the A-G requirements [Master schedule, currently offering classes in English, Math, Social Science, Science, Art, P.E., Foreign language, and Internship-based electives] • Increase percentage of students who graduate having met the A-G requirements [Current year - 35%] • Maintain internship program, which includes CTE, applied arts, work-based learning, and real-world learning [95% internship rate] • Maintain low dropout rates for all groups [EL - 0%; SPED - 0%, Low Income - 3.4%, All students - 3.4%] • Increase cohort graduation rates for EL and SPED students, maintain for Low Income and All students [EL - 60%, SPED - 66.7%, Low Income - 90%, All students - 90%]. However, it is important to retain the 5th-year option for those students who need more time • Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year]. (This program substitutes for an AP program) • Establish API baseline [no API for current year] • Establish CAASP baseline [no CAASP scores for current year] • Maintain high rate of CAHSEE completion [Math - 84%, ELA - 90+%] • Maintain attendance rate of 97% or higher [current rate = 97+%] • Reduce or eliminate chronic absenteeism rate [current rate unknown] • Maintain 100% student participation in Pathways/Career Academy through the internship program and corresponding curricula 	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Met Sacramento High School Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Increase ELA staff by 1 FTE • Continue to maintain school facilities • Continue to provide curriculum and classes that meet the A-G requirements. • Increase reclassification rate to 5% • Increase percentage of students who graduate A-G ready to 40% • Maintain internship program at 95% or higher • Maintain low dropout rates [EL - 0%, SPED - 0%, Low Income 3.4%, All students - 3.4%]. • Increase cohort graduation rate for EL to 80%. Increase SPED cohort graduation rate to 80%. Maintain All Student cohort graduation rate at 90% • Maintain Early College program for 9th-12th graders at 30% of students enrolled over the school year • Establish API baseline • Establish CAASP baseline • Maintain high rate of CAHSEE passage at 84% for Math and 90% for ELA • Increase of % of students prepared for college as indicated on the EAP, up to 10% (English) and 25% (Math) from 2011-12 results • Maintain 100% student participation in Pathways/Career Academy through internship program and corresponding curriculum
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers, regular Ed 1000-1999: Certificated Personnel Salaries Base 1,484,969</p> <hr/> <p>Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 27,325</p> <hr/> <p>Supplemental Textbooks 4000-4999: Books And Supplies Sup 07 F/R 4200</p>
<p>Offer on-going professional learning. Services will include:</p> <ul style="list-style-type: none"> • On-site collaboration, • Instructional coaching at the district, • Attending conferences, • Professional Learning for SPED staff, • Substitutes for teachers attending professional development 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u></p>	<p>Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3000</p> <hr/> <p>Teacher substitute pay 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2000</p> <hr/> <p>Work-based learning Professional development, at district and over summer 2000-2999: Classified Personnel Salaries Sup 07 F/R 1500</p> <hr/> <p>Special Education Encroachment 7000-7439: Other Outgo Base 189,300</p>

			<p>Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Sup 07 F/R 1500</p>
<p>Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:</p> <ul style="list-style-type: none"> • Providing eBooks, especially for Low-income students, • CCSS instructional materials/software with embedded assessments, • Computer Hardware including Chromebooks and Carts, • Software for student portfolios and Hapara student-management systems. • Fleet of Chromebooks to send home with students who need them (borrowed) 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology (OverDrive eBooks and digital Library) 4000-4999: Books And Supplies Sup 07 F/R 6,000</p> <p>Technology (hardware) 4000-4999: Books And Supplies Sup 07 F/R 15,000</p> <p>Technology (laptop carts) 4000-4999: Books And Supplies Base 3,000</p> <p>Hapara Software 4000-4999: Books And Supplies Sup 07 F/R 1500</p> <p>E-Portfolio programs (cloud-based software) 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>13 Chromebook laptops with protective shells 4000-4999: Books And Supplies Sup 07 F/R 4,500</p>
<p>Align Common Core curriculum/metrics with current Met curriculum. Services include:</p> <ul style="list-style-type: none"> • Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory. • Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core. • Purchasing supplemental novels, textbooks, and art curriculum 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>

LCAP Year 2: 2016-17

- Expected Annual Measurable Outcomes:
- Maintain ELA staff
 - Continue to maintain school facilities
 - Continue to provide curriculum and classes that meet the A-G requirements.
 - Increase reclassification rate to 6%
 - Increase percentage of students who graduate A-G ready to 45%
 - Maintain internship program at 95% or higher
 - Maintain low dropout rates [EL - 0%, SPED - 0%, Low Income 3.4%, All students - 3.4%].
 - Maintain cohort graduation rate for EL at 80%. Increase SPED cohort graduation rate to 85%. Maintain All Student cohort graduation rate at 90%
 - Maintain Early College program for 9th-12th graders at 30% of students enrolled over the school year
 - Establish API baseline
 - Establish CAASP baseline
 - Maintain high rate of CAHSEE passage at 84% for Math and 90% for ELA
 - Increase of % of students prepared for college as indicated on the EAP, up to 15% (English) and 30% (Math)
 - Maintain 100% student participation in Pathways/Career Academy through internship program and corresponding curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers, regular Ed 1000-1999: Certificated Personnel Salaries Base 1,484,969</p> <p>Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 27,325</p> <p>Supplemental Textbooks 4000-4999: Books And Supplies Sup 07 F/R 4200</p>
<p>Offer on-going professional learning. Services will include:</p> <ul style="list-style-type: none"> • On-site collaboration, • Instructional coaching at the district, • Attending conferences, • Professional Learning for SPED staff, • Substitutes for teachers attending professional development 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u></p>	<p>Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3000</p> <p>Teacher substitute pay 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2000</p> <p>Work-based learning Professional development, at district and over summer 2000-2999: Classified Personnel Salaries Sup 07 F/R 1500</p> <p>Special Education Encroachment 7000-7439: Other Outgo Base 189,300</p> <p>Special Education Digital materials (eBooks), particularly for</p>

			<p>Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Sup 07 F/R 1500</p>
<p>Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:</p> <ul style="list-style-type: none"> • Providing eBooks, especially for Low-income students, • CCSS instructional materials/software with embedded assessments, • Computer Hardware including Chromebooks and Carts, • Software for student portfolios and Hapara student-management systems. • Fleet of Chromebooks to send home with students who need them (borrowed) 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology (OverDrive eBooks and digital Library) 4000-4999: Books And Supplies Sup 07 F/R 6,000</p> <p>Technology (hardware) 4000-4999: Books And Supplies Sup 07 F/R 15,000</p> <p>Technology (laptop carts) 4000-4999: Books And Supplies Base 3,000</p> <p>Hapara Software 4000-4999: Books And Supplies Sup 07 F/R 1500</p> <p>E-Portfolio programs (cloud-based software) 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>13 Chromebook laptops with protective shells 4000-4999: Books And Supplies Sup 07 F/R 4,500</p>
<p>Align Common Core curriculum/metrics with current Met curriculum. Services include:</p> <ul style="list-style-type: none"> • Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory. • Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core. • Purchasing supplemental novels, textbooks, and art curriculum 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>

LCAP Year 3: 2017-18

- Expected Annual Measurable Outcomes:
- Maintain ELA staff
 - Continue to maintain school facilities
 - Continue to provide curriculum and classes that meet the A-G requirements.
 - Increase reclassification rate to 8%
 - Increase percentage of students who graduate A-G ready to 50%
 - Maintain internship program at 95% or higher
 - Maintain low dropout rates [EL - 0%, SPED - 0%, Low Income 3.4%, All students - 3.4%].
 - Maintain cohort graduation rate for EL at 80%. Maintain SPED cohort graduation rate to 85%. Maintain All Student cohort graduation rate at 90%
 - Maintain Early College program for 9th-12th graders at 30% of students enrolled over the school year
 - Establish API baseline
 - Establish CAASP baseline
 - Maintain high rate of CAHSEE passage at 84% for Math and 90% for ELA
 - Increase of % of students prepared for college as indicated on the EAP, up to 20% (English) and 35% (Math)
 - Maintain 100% student participation in Pathways/Career Academy through internship program and corresponding curriculum

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teachers, regular Ed 1000-1999: Certificated Personnel Salaries Base 1,484,969</p> <p>Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 27,325</p> <p>Supplemental Textbooks 4000-4999: Books And Supplies Sup 07 F/R 4200</p>
<p>Offer on-going professional learning. Services will include:</p> <ul style="list-style-type: none"> • On-site collaboration, • Instructional coaching at the district, • Attending conferences, • Professional Learning for SPED staff, • Substitutes for teachers attending professional development 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>SPED</u></p>	<p>Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3000</p> <p>Teacher substitute pay 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2000</p> <p>Work-based learning Professional development, at district and over summer 2000-2999: Classified Personnel Salaries Sup 07 F/R 1500</p> <p>Special Education Encroachment 7000-7439: Other Outgo Base 189,300</p> <p>Special Education Digital materials (eBooks), particularly for</p>

			<p>Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Sup 07 F/R 1500</p>
<p>Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:</p> <ul style="list-style-type: none"> • Providing eBooks, especially for Low-income students, • CCSS instructional materials/software with embedded assessments, • Computer Hardware including Chromebooks and Carts, • Software for student portfolios and Hapara student-management systems. • Fleet of Chromebooks to send home with students who need them (borrowed) 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Technology (OverDrive eBooks and digital Library) 4000-4999: Books And Supplies Sup 07 F/R 6,000</p> <p>Technology (hardware) 4000-4999: Books And Supplies Sup 07 F/R 15,000</p> <p>Technology (laptop carts) 4000-4999: Books And Supplies Base 3,000</p> <p>Hapara Software 4000-4999: Books And Supplies Sup 07 F/R 1500</p> <p>E-Portfolio programs (cloud-based software) 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>13 Chromebook laptops with protective shells 4000-4999: Books And Supplies Sup 07 F/R 4,500</p>
<p>Align Common Core curriculum/metrics with current Met curriculum. Services include:</p> <ul style="list-style-type: none"> • Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory. • Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core. • Purchasing supplemental novels, textbooks, and art curriculum 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>

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

GOAL 2:	Improve outreach and access to all parents and students, including those who speak languages other than English.		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	<ul style="list-style-type: none"> Continue to elicit feedback from parents in order to make decisions for the school [School Advisory Board meeting notes, Schoolwide survey, district survey results] Continue to promote parental participation in their students' exhibitions, along with other school events [record of parent sign-ins for exhibitions] Promote more parental participation from parents of EL students at back-to-school night and other school events [estimate of EL parents attending events; estimate by staff] Maintain suspension numbers (using restorative justice techniques) at below 5 per year for non drug or violence-related offenses [incident report, 3 incidents of suspension for offenses other than drug-related or violence-related; out of 21 suspensions] Maintain 0% expulsion rate Continue to monitor parent, staff, student surveys about school safety and maintain high rate of satisfaction [81% of student respondents agreed with statement, "school is safe" while only 5% of students said they felt unsafe; 92% of parent respondents agreed with the statement "the school atmosphere was conducive to learning" with 8% of parents neither agreed nor disagreed with that statement] Continue to conduct Safety Plan meeting at School Advisory Board meeting, with invites for parents and community members to attend 		
Goal Applies to:	Schools:	Met Sacramento High School	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain processes to elicit feedback from parents and students Promote overall parent participation in exhibitions, along with other school events Increase parental participation from parents of EL students at back-to-school night and other school events. Create baseline by collecting information and data at the event. Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses Maintain 0% expulsion rate Continue to monitor parent, staff, and student surveys about school safety Continue to conduct Safety Plan meeting at School Advisory Board meeting, with invites for parents and community members to attend 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Using Technology to communicate with all families. Services include: <ul style="list-style-type: none"> Funding Schoology, the Met's in-house Learning 	Schoolwide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils	Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Sup 07 F/R 7,500 Computer hardware for parent-resource room 4000-4999:

<p>Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.</p> <ul style="list-style-type: none"> • Provide a space for parents to use technology to check on their students' progress, research college and career information, and find out about scholarships. 		<p><input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Books And Supplies Sup 07 F/R 1,500 Computer software for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500 Furniture for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500</p>
<p>Provide funding for Spanish translation services. Services include:</p> <ul style="list-style-type: none"> • One-on-one translation for parent/teacher meetings or parent/principal meetings. • Translation services for all call messaging to families • Translation services for important document translation • Spanish-language presentations and information at Back to school night. 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Sup 09 EL 2000 Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Sup 09 EL 1500 Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Sup 07 F/R 400</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain processes to elicit feedback from parents and students • Promote overall parent participation in exhibitions, along with other school events • Increase parental participation from parents of EL students at back-to-school night and other school events. • Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses • Maintain 0% expulsion rate • Continue to monitor parent, staff, and student surveys about school safety • Continue to conduct Safety Plan meeting at School Advisory Board meeting, with invites for parents and community members to attend
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Using Technology to communicate with all families. Services include:</p> <ul style="list-style-type: none"> • Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery. • Provide a space for parents to use technology to check on their students' progress, research college and career information, and find out about 	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Sup 07 F/R 7,500 Computer hardware for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 1,500 Computer software for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500 Furniture for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500</p>

scholarships.			
<p>Provide funding for Spanish translation services. Services include:</p> <ul style="list-style-type: none"> • One-on-one translation for parent/teacher meetings or parent/principal meetings. • Translation services for all call messaging to families • Translation services for important document translation • Spanish-language presentations and information at Back to school night. 		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Sup 09 EL 2000</p> <p>Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Sup 09 EL 1500</p> <p>Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Sup 07 F/R 400</p>

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain processes to elicit feedback from parents and students • Promote overall parent participation in exhibitions, along with other school events • Increase parental participation from parents of EL students at back-to-school night and other school events. • Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses • Maintain 0% expulsion rate • Continue to monitor parent, staff, and student surveys about school safety • Continue to conduct Safety Plan meeting at School Advisory Board meeting, with invites for parents and community members to attend
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Using Technology to communicate with all families. Services include:</p> <ul style="list-style-type: none"> • Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery. • Provide a space for parents to use technology to check on their students' progress, research college and career information, and find out about scholarships. 	Schoolwide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Sup 07 F/R 7,500</p> <p>Computer hardware for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 1,500</p> <p>Computer software for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500</p> <p>Furniture for parent-resource room 4000-4999: Books And Supplies Sup 07 F/R 500</p>
<p>Provide funding for Spanish translation services. Services include:</p> <ul style="list-style-type: none"> • One-on-one translation for parent/teacher meetings or parent/principal meetings. 	Schoolwide	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Sup 09 EL 2000</p> <p>Provide funding for Spanish translation service for all-call</p>

<ul style="list-style-type: none"> • Translation services for all call messaging to families • Translation services for important document translation • Spanish-language presentations and information at Back to school night. 		<ul style="list-style-type: none"> _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	<p>messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Sup 09 EL 1500</p> <hr/> <p>Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Sup 07 F/R 400</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	In order to engage and honor student work, the Met Sacramento should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments already being used.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<ul style="list-style-type: none"> Maintain attendance rates at over 97% [2014-15 year 97.24%] Maintain chronic absence rate at below 3% [no data available for 2014-15, 3% for previous year] Maintain dropout rate for all cohorts at below 10% [EL - 0%, SPED - 0%, Low Income - 3.4%, All students - 3.4%] Increase cohort high school graduation rate for EL and SPED students [EL - 60%, SPED - 66.7%] Establish baseline for passage of students from Integrated Math I to Integrated Math II [no data available, baseline will be set at end of current year]
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Goal Applies to:	Schools: Met Sacramento High School	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain attendance rates at 97% or higher Maintain chronic absence rate at below 3% Maintain low dropout rate for all cohorts, below 10% Increase EL cohort graduation rate to 80% Increase SPED cohort graduation rate to 80% Establish baseline for passage rate from Integrated Math I to Integrated Math II
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create opportunities for teachers to develop assessments more holistically assess students. Services include: <ul style="list-style-type: none"> Summer work in content areas (developing assessments) Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects. 	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000 Teacher pay for summer work (rubric creation) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000
Materials for College/Career assessments and Common Core assessments. Services include:	Schoolwide	<input checked="" type="checkbox"/> All OR:	Purchase Self-Directed-Search Assessments and guide students through the "My Roadmap" project. 4000-4999:

<ul style="list-style-type: none"> • Self-Directed Assessment (Myers-Brigs) • Technology for built-in assessments on Schoology 	e	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Books And Supplies Sup 07 F/R 2000 Staff Schoology training on integrating assessments 0
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain attendance rates at 97% or higher • Maintain chronic absence rate at below 3% • Maintain low dropout rate for all cohorts, below 10% • Increase EL cohort graduation rate to 80% • Increase SPED cohort graduation rate to 80% • Maintain growth in passage rate from Integrated Math I to Integrated Math II
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create opportunities for teachers to develop assessments more holistically assess students. Services include: <ul style="list-style-type: none"> • Summer work in content areas (developing assessments) • Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects. 	Schoolwide	_ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000 Teacher pay for summer work (rubric creation) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000
Materials for College/Career assessments and Common Core assessments. Services include: <ul style="list-style-type: none"> • Self-Directed Assessment (Myers-Brigs) • Technology for built-in assessments on Schoology 	Schoolwide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Self-Directed-Search Assessments and guide students through the "My Roadmap" project. 4000-4999: Books And Supplies Sup 07 F/R 2000 Staff Schoology training on integrating assessments 0

LCAP Year 3: 2017-18

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|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Maintain attendance rates at 97% or higher • Maintain chronic absence rate at below 3% • Maintain low dropout rate for all cohorts, below 10% • Increase EL cohort graduation rate to 80% • Increase SPED cohort graduation rate to 80% • Maintain growth in passage rate from Integrated Math I to Integrated Math II |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create opportunities for teachers to develop assessments more holistically assess students. Services include:</p> <ul style="list-style-type: none"> • Summer work in content areas (developing assessments) • Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects. 	Schoolwide	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000</p> <hr/> <p>Teacher pay for summer work (rubric creation) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 5,000</p>
<p>Materials for College/Career assessments and Common Core assessments. Services include:</p> <ul style="list-style-type: none"> • Self-Directed Assessment (Myers-Brigs) • Technology for built-in assessments on Schoology 	Schoolwide	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase Self-Directed-Search Assessments and guide students through the "My Roadmap" project. 4000-4999: Books And Supplies Sup 07 F/R 2000</p> <hr/> <p>Staff Schoology training on integrating assessments 0</p>

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

GOAL 4:	The Met Sacramento High School should continue to provide cultural and artistic opportunities that help keep students engaged. The Met met should also provide opportunities for students to have college and career experiences outside of school.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	<ul style="list-style-type: none"> Maintain parental involvement in Met cultural events Increase art curriculum Maintain student participation in Gateway partnerships for low-income and EL students, including NOLS and Wilderness Creative Writing course [roster of students who participated in 2014-15] Increase student participation in out-of-school career and college experiences [no data available, baseline setting year]
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Goal Applies to:	Schools: Met Sacramento High School	
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain or increase parental involvement in Met cultural events [more than 75 attendees per event] Increase art supplies and curriculum [add photography and ceramics materials and curriculum to the Studio Art class] Maintain student participation in Gateway partnerships for low-income and EL students [1-3 students involved] Increase student participation in out-of-school career and college experiences to 4 field trips
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create or enhance school activities outside the regular school day that promote engagement and give college and career experiences.	Schoolwide	_ All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials for cultural events (Black History and Cinco De Mayo) 4000-4999: Books And Supplies Sup 07 F/R 600 Provide resources for class or small-group trips to college and career experiences (bus rental) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3500 Provide resources for class or small-group trips to college and career experiences (entrance fees, other fees) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 500 Support the "Gateway partnership grant" for the NOLS course. This will send 2-3 minority, low income students to summer leadership courses, along with at least one low income, EL student on a Wilderness Creative writing course designed for EL students. 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2000

<p>Enhancing school activities that promote engagement and college and career experiences.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide a stipend for a mentor/teacher to help run the bike collective for students projects. 5000-5999: Services And Other Operating Expenditures Base 2000</p> <p>Purchase art supplies to enhance the Met's art program. 4000-4999: Books And Supplies Sup 07 F/R 5000</p> <p>Continue Met After School Music program 2 days per week. Includes instruction on various musical genres for all levels. 1000-1999: Certificated Personnel Salaries Sup 07 F/R 4500</p>
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain or increase parental involvement in Met cultural events [more than 75 attendees per event] • Increase art supplies and curriculum [add photography and ceramics materials and curriculum to the Studio Art class] • Maintain student participation in Gateway partnerships for low-income and EL students [1-3 students involved] • Maintain student participation in out-of-school career and college experiences to 4 field trips
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Create or enhance school activities outside the regular school day that promote engagement and give college and career experiences.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Materials for cultural events (Black History and Cinco De Mayo) 4000-4999: Books And Supplies Sup 07 F/R 600</p> <p>Provide resources for class or small-group trips to college and career experiences (bus rental) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3500</p> <p>Provide resources for class or small-group trips to college and career experiences (entrance fees, other fees) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 500</p> <p>Support the "Gateway partnership grant" for the NOLS course. This will send 2-3 minority, low income students to summer leadership courses, along with at least one low income, EL student on a Wilderness Creative writing course designed for EL students. 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2000</p>
<p>Enhancing school activities that promote engagement and college and career experiences.</p>	<p>Schoolwide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Provide a stipend for a mentor/teacher to help run the bike collective for students projects. 5000-5999: Services And Other Operating Expenditures Base 2000</p> <p>Purchase art supplies to enhance the Met's art program. 4000-4999: Books And Supplies Sup 07 F/R 5000</p> <p>Continue Met After School Music program 2 days per week. Includes instruction on various musical genres for all levels.</p>

		(Specify)	1000-1999: Certificated Personnel Salaries Sup 07 F/R 4500
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain or increase parental involvement in Met cultural events [more than 75 attendees per event] Increase art supplies and curriculum [add photography and ceramics materials and curriculum to the Studio Art class] Maintain student participation in Gateway partnerships for low-income and EL students [1-3 students involved] Maintain student participation in out-of-school career and college experiences to 4 field trips 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create or enhance school activities outside the regular school day that promote engagement and give college and career experiences.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Materials for cultural events (Black History and Cinco De Mayo) 4000-4999: Books And Supplies Sup 07 F/R 600 Provide resources for class or small-group trips to college and career experiences (bus rental) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 3500 Provide resources for class or small-group trips to college and career experiences (entrance fees, other fees) 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 500 Support the "Gateway partnership grant" for the NOLS course. This will send 2-3 minority, low income students to summer leadership courses, along with at least one low income, EL student on a Wilderness Creative writing course designed for EL students. 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2000
Enhancing school activities that promote engagement and college and career experiences.	Schoolwide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provide a stipend for a mentor/teacher to help run the bike collective for students projects. 5000-5999: Services And Other Operating Expenditures Base 2000 Purchase art supplies to enhance the Met's art program. 4000-4999: Books And Supplies Sup 07 F/R 5000 Continue Met After School Music program 2 days per week. Includes instruction on various musical genres for all levels. 1000-1999: Certificated Personnel Salaries Sup 07 F/R 4500

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

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Increase the percent of students who are on track to graduate college and career ready.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Pillar 1, District Strategic Plan; District Guide to Success</u>
Goal Applies to:	Schools: The Met Sacramento Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	1. Increase high school graduation rate (2012-2013): Cohort Rate: from 93.4% to 95% Low Income: from 93.8% to 95% Maintain EL graduation rate at 100% 2. Beginning in 2014-15, growth will be measured using CAASPP <ul style="list-style-type: none"> Establish math and ELA proficiency baselines as measured by the CAASPP. Establish math and ELA below proficiency baselines as measured by the CAASPP. 3. API remains frozen at 2013 levels: API: 710 Low Income: 657 EL: 507 4. Increase % of students who demonstrate college preparedness on EAP: 2011-12 Results English: from 9% to 10% Math: from 23% to 25% 5. Increase a-g completion rate. 2012-13 from 36.7% to 41% 6. Maintain the number of students participating in Pathways/Career Academies at 100%	Actual Annual Measurable Outcomes: 1. High school graduation rate (2013-2014): Cohort Rate: 89.8% Low Income: 60% EL: 60% 2. Beginning in 2014-15, growth will be measured using CAASPP 3. API remains frozen at 2013 levels: API: 710 Low Income: 657 EL: 507 4. Increase % of students who demonstrate college preparedness on EAP: 2012-13 Results English: 7% Math: 3% 5. Increase a-g completion rate. 2013-14: 24% 6. Students participating in Pathways/Career Academies: 100% 7. Reclassification Rate: 0%

7. Increase Reclassification Rate from 0 - 5%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: A basic educational program is provided to all students in attending The Met School as the foundation to developing Career and College Ready students.</p> <p>Funding of additional 2 days added to certificated and classified contracts. (formerly furlough days)</p> <p>Provide Common Core State Standards (CCSS) aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies</p> <p>1000-4000 Base 1,285,404</p> <p>End of Furlough Days</p> <p>1000-3000 Suppl/Con 1,598,407</p> <p>CCSS instructional materials are provided to students district-wide</p> <p>4000-4999: Books And Supplies Other 1,500,000</p> <p>Supplemental Instructional Materials, Textbooks, Books, Production Services</p> <p>4000-4999: Books And Supplies Sup 07 F/R 72,336</p>	<p>The Met provided full staffing for the 14-15 school year, including an end of furlough days.</p> <p>All instructional materials were available for every student.</p> <p>The Met had budgeted for technology (computers and correlating infrastructure). However, a Linked Learning grant paid for a large portion of the computer purchase.</p> <p>Another large purchase was made under a different action (below, Action 1.2).</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies</p> <p>1000-1999: Certificated Personnel Salaries Base 1,299,880</p> <p>End of Furlough Days</p> <p>CCSS instructional materials are provided to students district-wide</p> <p>4000-4999: Books And Supplies Sup 07 F/R 40,138</p>
<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Action 1.1:	Professional Learning for CCSS for	Provided standards-aligned curriculum,	Professional Learning for CCSS for

<p>Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the Common Core State Standards (CCSS).</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 Common Core State Standards (CCSS), especially to low income, EL, foster youth and students with special needs.</p>	<p>teachers, principal, and instructional assistants</p> <p>1000-4000 Other 3,000,000</p> <p>Professional development contracts</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 2,000</p> <p>Conferences</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 8,500</p>	<p>assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Offered on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the Common Core State Standards (CCSS).</p> <p>Offered on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the Common Core State Standards (CCSS), especially to low income, EL, foster youth and students with special needs.</p> <p>Did not need the full 8,500 for the Big Picture conference because of financial aid from Big Picture Co.</p>	<p>teachers, principal, and instructional assistants</p> <p>1000-1999: Certificated Personnel Salaries Other 3,505</p> <p>Professional development contracts</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 1800</p> <p>Conferences</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 1,800</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service:</p>	<p>Linked Learning State Initiative staff and Materials \$6,300,000 (Perkins Grant) 1000-4000 Grant</p>	<p>Received portion of Linked Learning Grant, used to purchase technology.</p>	<p>School receives a portion of the LEA-wide services.</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. 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.</p>			
<p>Scope of Service: Districtwide (high school)</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide (high school)</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1: Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: 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</p>	<p>Youth Services Program Associate 1000-3000 Base 59,000 1000-3000 Title ID 29,000 Additional Foster Youth Services Associate 1000-3000 Base 65,000</p>	<p>It is not clear that the Met received this funding for the 2014-15 year. If so, it was included in the base funding formula.</p>	<p>Youth Services Program Associate</p> <hr/> <p>Additional Foster Youth Services Associate</p>

<p>supports and remediation in order to decrease the adverse effects of school mobility on foster youth.</p>			
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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>Service 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>Professional Development: (LCFF Base, \$185,709- SCUSD SELPA SPED encroachment; IDEA 1000-5000, 7000)</p>	<p>The Special Education program is funded from SCUSD SELPA encroachment.</p>	<p>Special Education Encroachment 7000-7439: Other Outgo Base 175,712</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u> 		<ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u> 	
<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 after school interventions, enrichment programs and summer programs. Expand summer learning programs to prevent summer learning loss for low income, EL and students with special needs.</p>	<p>Resource Teachers</p> <hr/> <p>1000-3000 Sup 07 F/R 213,664</p> <p>Teacher Pay per diem for Intervention</p> <hr/> <p>1000-3000 Sup 07 F/R 15,000</p> <p>Expanded Learning Supplemental textbooks, books, materials, production services</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 25,000</p>	<p>Resource teachers were provided for students.</p> <p>Math tutoring intervention was paid for by a Math grant. The Met continued with it's after-school band program. That stipend was paid from a different account.</p> <p>Along with books, a large batch of Chromebooks (laptops) were purchased along with corresponding carts and software to run on those laptops.</p>	<p>Resource Teachers</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Sup 07 F/R 223,059</p> <hr/> <p>Teacher Pay per diem for Intervention</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Sup 07 F/R 522</p> <hr/> <p>Expanded Learning Supplemental textbooks, books, materials, production services</p> <hr/> <p>4000-4999: Books And Supplies Sup 07 F/R 60,045</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>Action 1.2 Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Services: Funds are allocated for academic</p>	<p>Foster Youth Services staff (see Goal 1.1)</p> <hr/> <p>1000-3000 Title ID</p> <p>Additional FYS Associate</p> <hr/> <p>1000-3000 Base 65,000</p>		

<p>supports and remediation in order to decrease the adverse effects of school mobility on foster youth.</p>			
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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>Services: Provide collaboration time for teachers to analyze student work and monitor student progress and identify students who are in need of additional supports.</p>	<p>Teacher subs for Academic Conferences</p> <p>1000-3000 Sup 07 F/R 2,430</p>	<p>Teachers were given release time to analyze student work and identify students in need of support. The majority of this time was done during staff meetings and during regular school hours.</p>	<p>Teacher subs for Academic Conferences</p> <p>0001-0999: Unrestricted: Locally Defined Sup 07 F/R 1,486</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, For the 2014-15 school year, the Met High School mostly followed the district's goals. However, as the understanding of the</p>			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

LCAP process has become more clear, the Met is now moving towards creating an LCAP that reflects the needs of the Met High School specifically. This entails changing the goals to more accurately reflect the school needs rather than the whole district's needs, although there is a fair amount of overlap in those needs.

Also, because of a change in district formulas, the 2015-16 budget is less contingent on the Free and Reduced percentages, when compared to the 2014-15 year budget. For example, for the 2014-15 year, out of a budget of approximately 2.4 million, over \$350,000 was directly due to the Free and Reduced Lunch percentage being over 51%. Less than 51% would have dropped the budget by over \$350,000. However, for the 2015-16 year, there is not such a drastic drop if a school didn't reach the 51%. While the Met did reach 53%, there was concern that it might not reach that every year, since it is so close. Therefore, a more conservative budget approach was taken (in planning the 2014-15 school year) to ensure that any programs and/or staffing that was initiated could be sustained over time, even if the school did not reach the 51% Free and Reduced threshold.

It appears that in future years, including next year (15-16), this conservative approach will not be needed, at least not to the same extent. This is because the formula used to calculate funds for the Met site was vastly different, with a far smaller amount tied to meeting that 51% threshold.

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

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

Original GOAL 2 from prior year LCAP:	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: The Met	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. School Attendance Rate will increase from 97.75 (2012-13) to 98%. 2. Chronic Absence Rate will decrease to 3% 2012-13 School Wide: 3.65% 3. Decrease number of suspensions from 18 (2013) to 17. 4. Maintain Cohort Drop Out Rate under 2% (2012-13): 1.6% Maintain EL and Low Income Drop Out Rate at 0%	Actual Annual Measurable Outcomes:	1. School Attendance Rate (2013-14): 97.24% 2. Chronic Absence Rate will decrease to 3% School Wide: No Data available 3. 2014-15 suspension number was 28. However, all could be considered mandatory suspensions (drugs, fights, or incidents involving police) 4. Maintain Cohort Drop Out Rate under 2% (2012-13): 1.6% EL dropout rate was 0%, Low Income drop out rate: 3.4
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 2.1: Students will be provided cleaner, better maintained learning environments. Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.	Custodian 2000-3000 Base 73,041 Custodial Operational Supplies 4000-4999: Books And Supplies Base 4,300	A full time plant manager/custodian position was maintained for the 2014-15 year, along with custodial supplies.	Custodian 71,428 Custodial Operational Supplies 4,300
Scope of Service	Schoolwide	Scope of Service	Schoolwide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</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: Assistance in developing and maintaining safe school plans and relationships with students and staff to facilitate safer, more positive school climates.</p> <p>Community based positive programs support families and schools to prevent attendance problems.</p>	<p>Safe Schools Manager 1000-3000 Base</p> <hr/> <p>Attendance, Drop out Prevention Coordinator and Specialist, Attendance Incentives</p> <hr/> <p>2000-3000 Base</p>	<p>The Met did not fund these amounts but rather the district. School receives portion of LEA-wide services.</p>	
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 2.2 All schools will become safer, more</p>	<p>Nurses; Health Aides; Social Workers 1000-3000 Base 520,000</p>	<p>The Met did not fund these amounts but rather the district. The Met has an on-</p>	

<p>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. District Connect Center staff provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p>	<p>Connect Center 1000-3000 Base 200,000</p> <p>Bullying Prevention Specialist</p> <p>1000-3000 Base</p> <p>PBIS Coaching and Data Management</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Social Emotional Learning Coordinator and Professional Development</p> <p>1000-3000 Grant</p>	<p>call nurse and has used the Connect Center on a regular basis.</p>	
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2</p> <p>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: 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</p>	<p>Foster Youth Services Staff (see Goal 1.1) 1000-4000 Title ID</p>	<p>School receives portion of LEA-wide services</p>	

Youth.							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
<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>Complete Computers, Carts, Internet Upgrade, Network Upgrade</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Bond</p>	<p>School received a portion of LEA-wide services, including laptops, carts, and tech support</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	Districtwide	
Scope of Service	Districtwide						
Scope of Service	Districtwide						
Action 2.3	Equipment (Instructional Tech)	Resources to maintain libraries and					

<p>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: 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>4000-4999: Books And Supplies Sup 07 F/R 22,000</p>	<p>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>Scope of Service: Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As mentioned under Goal #1, for the 2014-15 school year, the Met High School mostly followed the district's goals. However, as the understanding of the LCAP process has become more clear, the Met is now moving towards creating an LCAP that reflects the needs of the Met High School specifically. This entails changing the goals to more accurately reflect the school needs rather than the whole district's needs, although there is a fair amount of overlap in those needs.</p> <p>Given that the Met parent, student, and staff surveys yielded data showing that the vast majority of students and parents feel that the Met is a safe environment that is conducive to learning, the shift in this goal (Climate) has been towards continuing to improve student engagement and improving outreach to parents. Student engagement is addressed further in Goal 4 of the 2015-16 LCAP. Goal 2 for 2015-16 deals with outreach to parents. Both are expected to increase student engagement by improving school climate and culture.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: The Met Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Create a Parent Resource Center.	Actual Annual Measurable Outcomes: Parent Resource Center not implemented.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Service: District provides parent outreach and education services and the establishment of Site Parent Resource Centers.	District Parent Resource Center staff support parent engagement and the establishment of Site Parent Resource Centers. 2000-3000 Base 2000-3000 Title I	The Met provides several opportunities for families to give feedback and participate as partners in education. School Surveys, district surveys, School Advisory Board meetings, and informal qualitative feedback to teachers and administration. None of these methods required expenditures from the budget.	
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Service: Provide prompt communication to foster guardians.	Foster Youth Services staff (see Goal 1.1) 1000-4000 Title ID	As mentioned above, stakeholders have several opportunities to give feedback and be educational partners.	
Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Districtwide _ All OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education. Service: Services to support parents in attending parent education, informational meetings, school events and in volunteering at the school.	Parent Meeting Supplies 4000-4999: Books And Supplies Sup 07 F/R 2,000	Parent meeting supplies were provided.	Parent Meeting Supplies 1,718
Scope of Service: Schoolwide _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners		Scope of Service: Schoolwide _ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</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 provided in five languages by bilingual staff at district events and in schools</p>	<p>Site Communication Expenses</p> <p>5000-5999: Services And Other Operating Expenditures Sup 07 F/R 1,500</p> <hr/> <p>Translation services</p> <p>2000-3000 Sup 07 F/R 3,000</p>	<p>School sites communicate regularly with parent/guardians through website, phone outreach, mailings and meetings, especially low income, ELs and students with disabilities</p> <p>A teacher was paid per diem to meet with families needing Spanish translation. This process was initiated approximately in February, 2015. Teacher met with families based on need.</p>	<p>Translation services 1000-1999: Certificated Personnel Salaries Sup 07 F/R 540</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As mentioned in the Annual Measurable Outcomes for Goals #1 and #2, during the 2014-15 school year, the Met High School mostly followed the district's goals. However, as the understanding of the LCAP process has become more clear, the Met is now moving towards creating an LCAP that reflects the needs of the Met High School specifically. This entails changing the goals to more accurately reflect the school needs rather than the whole district's needs, although there is a fair amount of overlap in those needs.</p> <p>The 2015-16 LCAP Goal #2 most closely addresses Goal #3 for the 2014-15 LCAP.</p>		

Note: there is a 4th goal in the 2015-16 LCAP which is not outlined in the 2014-15 LCAP. It is to provide assessments that measure not only academic, but also social-emotional and college and career ready skills in Met students. Therefore, adding this goal is technically a change that was made based on reviewing expenditures and services.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$159,549</u>
<p>In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter The Met based on unduplicated numbers of EL, low income, and foster youth to ensure that The Met could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.</p> <p>The estimated supplemental and concentration grant funding for The Met is \$159,549. Out of this amount, approximately \$95,200 LCFF supplemental and concentration grant funds were budgeted for expenditures such as increased professional development time, additional technology supports, cultural and artistic opportunities, and the implementation of a parent resource center. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups. Because funds from the May revise were allocated after the close of the school year for this charter school, the difference, representing the additional funds, will have to be reviewed by the School Advisory Board immediately upon re-convening for the 2015-16 school year.</p> <p>The table below indicates how expenditures 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 the targeted subgroups. The Met’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.</p>	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

6.56	%
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The calculated percentage by which services must be increased for the unduplicated students is 6.56%. As mentioned in Section 3A, these funds were allocated to all SCUSD schools that have low income and English learner populations.

Examples of school site expenditures to support the target subgroup students at The Met include:

- Purchase of digital materials including textbooks, hardware and software to provide increased access to resources for students with fewer resources
- Professional development in Common Core and Work-Based Learning for certificated and classified staff to better support students
- Implementation of a Parent Resource Center, including computer hardware and software, to foster communication and partnership with parents of unduplicated students
- Translation and interpretation services for parents whose first language is not English
- Creation of student assessments to monitor progress and provide necessary interventions
- Financial resources for cultural and artistic opportunities as well as college and career investigations

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).