

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name

City Arts and Tech High

Contact Name and Title

Brianna Winn

Principal

Email and Phone

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2017-20 Plan Summary

The Story

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

The mission of City Arts & Technology High School (CAT) is to transform the lives of students – especially those who will be the first in their family to attend college – by preparing them for success in college, in careers, and in life. CAT serves students citywide. We draw students from nearly every zip code in the city but particularly from the Excelsior, Visitation Valley, Bayview and Mission areas of San Francisco. Currently, CAT has 288 students enrolled in grades 9-12. There are 53% male and 47% female students. The current student body is comprised of the following percentages of racial/ethnic groups: African American, 16%; Asian, 2%; Hispanic/Latino, 59%; White, 7%; Filipino, 5%; Two or More, 9%; and unknown/decline to state, 1%.

CAT participates in the Federal Title I, Part A program and implements Title I as a schoolwide program which is designed to promote schoolwide reform and to upgrade the entire educational operation of the school to support students in their achievement toward meeting the state's challenging academic achievement standards. CAT also participates in the California Assessment of Student Performance and Progress (CAASPP), including Smarter Balanced Assessments (SBAC) in Literacy and Math, and the newly created California Science Test (CAST). The school is rich in community involvement. Some programs include: Boys and Girls Club of San Francisco, San Francisco Mime Troupe Youth Theater Project, Youth Art Exchange, San Francisco Village, Primed and Prepped: A Hospitality Management/Culinary Arts Program, Facing History's Innovative Schools Network, San Francisco Student Ambassador Equity Group, College Spring (SAT support and mentoring program), and uAspire (financial literacy counseling for college).

LCAP Highlights

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

The following highlights were identified in a recent mid-cycle WASC report in March 2017 and reflect the highlights of our LCAP moving forward.

- 1) There is an overall school climate of equity with all staff members' opinions being heard and respected that creates a family atmosphere.
- 2) There is a positive school culture where students, parents, staff, and administration are happy and proud of the school outcomes and support each other inside and outside of school.
- 3) There is a spirit of collaboration with staff who meet formally and informally to discuss curriculum and review student data to guide instruction.
- 4) Instruction is given in a variety of ways that uses a student-centered model with lessons that are engaging and focused on preparing students for college and life after high school.
- 5) As a method of faculty retention, the Envision administration is working toward monetary changes to encourage teacher retention.
- 6) There are an improved relationship and stronger connection between the Envision administration and CAT staff with teacher support in the areas of coaching, professional development, and tech support.
- 7) CAT has increased the number of both AP and intervention classes.
- 8) The Envision Education organization has developed a financial plan that provides for program sustainability to ensure the continuation of their schools.
- 9) The new administrative team works professionally and collaboratively toward student achievement goals.

Review of Performance

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

Greatest Progress

Some of the greatest areas of achievement or improvement include:

- 1) Maintaining an overall high graduation rate for all students.
- 2) Improving math and literacy scores on the CAASP assessment.

In 2015-2016, CAT moved from a 5-period to a 6-period school day. This programmatic change has allowed the school to add more math and English support classes for students who are below grade-level in those subjects. There is now a math support class or alternative course option for every core math class offered at CAT including: Algebra 1 lab, Geometry lab, Algebra 2 lab, and Personal Finance (i.e. senior students with significant skill gaps in math are able to take this course in lieu of Pre-Calculus). This programmatic change was introduced in response to stagnant SBAC math scores over the past 2 years.

Additionally, the school now offers literacy support classes for students in all grade levels. Before the 2015-16 school year, literacy lab courses were offered only to 9th graders. The addition of math and literacy lab courses has allowed students who were below grade level to receive two periods of instruction a day in these critical content areas.

Finally, CAT's shift to a 6-period school day has allowed us to add the following AP courses to our program: AP Spanish, AP Language, AP US History, and AP Studio Art. The move to a 6-period day and subsequent addition of support and acceleration courses has resulted in a high graduation rate for all, and improved graduation rates for certain subgroups (i.e. socioeconomically disadvantaged and Latino students). Additionally, our CAASP scores have grown 20% in literacy and 10% in math over the past two years. This significant school wide achievement growth is largely rooted in students' increased access to the aforementioned courses.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The greatest area of need includes:

- 1) Lowering suspension rates, particularly for African-Americans, English Language Learners, and students with disabilities.

We are actively working to reduce our suspension rates and find the best ways to support students. In 2016, we instituted new Student Success Team (SST) meetings that include parents, students, teachers, and administrators as part of the Response to Intervention process. Students involved in these meetings are struggling with academics, behavior, or attendance and many belong to the subgroups mentioned above. The Student Success Team supports students before behaviors escalate to suspendable offenses. The students who participate in this process meet regularly with administrators to review behavior or attendance contracts and to discuss progress towards the goals created by the Student

Success Team. Additionally, administrators have worked closely with SFUSD to include practices that mirror theirs so that we can collaborate on students who are receiving suspensions and may be at risk for expulsion.

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

Performance Gaps

Under suspension rates, there is a performance gap for African American students, English Language Learners, and students with disabilities. These students are suspended at higher rates than their counterparts. See the "Review of Needs" section for the plan to address this performance gap.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

The two main ways we would like to increase services for these student subgroups include:

- 1) Partnering with more outside community organizations to provide additional mentoring and college/career supports for our students.
- 2) Increasing and improving outreach efforts to families, particularly Spanish-speaking families and the parents of students who are struggling with behavior and attendance challenges. (i.e. through the "Student Success Team" process)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,081,742
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$706,775

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. General certificated and classified salaries and benefits not otherwise specified in the LCAP
2. General supplies
3. Facilities costs and Building repairs & maintenance

- 4. Depreciation costs
- 5. Special Education Costs
- 6. General & Administrative Costs

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$2,665,000

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Increase the number of students ready for college-level coursework

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Increase students meeting and exceeding standards in Math and Literacy by 5%.

Increase 5% of students designated ready for college coursework.

Actual

Increased students meeting and exceeding standards in Math by 14% and Literacy by 7%.

Increased 5% of students designated ready for college coursework.

Expected

Increase 5% of students scoring 3 or better on AP Tests.

95% or above appropriately credentialed teachers.

Implement and use CCSS Standards-Based Curriculum.

100% of students reach proficiency on CSP

100% of Envision students will have access to UC/CSU A-G Courses

Actual

Increased 5% of students scoring 3 or better on AP Tests.

100% credentialed teachers.

Implemented and used CCSS Standards-Based Curriculum.

100% of students reach proficiency on CSP

100% of Envision students will have access to UC/CSU A-G Courses

Actions/Services

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

Action 1

Planned Actions/Services

Students will improve in Math and Literacy SBAC by 5% for met and/or exceeding the standard (Score 3 and 4).

Actual Actions/Services

Students will improve in Math by 14% and Literacy SBAC by 7% for met and/or exceeding the standard (Score 3 and 4).

Budgeted Expenditures

\$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

Estimated Actual Expenditures

\$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

Action 2**Planned Actions/Services**

Continue to administer CCSS/CAASPP aligned interim assessments, i.e. Common Interim Assessments (CIAs).

Actual Actions/Services

Continued to administer CCSS/CAASPP aligned interim assessments, i.e. Common Interim Assessments (CIAs).

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 3**Planned Actions/Services**

Track teachers use of CIA data to inform instructional next steps.

Actual Actions/Services

Tracked teachers use of CIA data to inform instructional next steps.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 4**Planned Actions/Services**

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory.

Actual Actions/Services

Continued implementation of College Spring SAT Test prep curriculum in 11th grade Advisory.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 5**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Continue to offer all students AP courses and administer practice tests for these courses.

Continued to offer all students AP courses and administer practice tests for these courses.

N/A

N/A

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hire appropriately credentialed teachers

Hired 100% credentialed teachers

\$40,000 = Principal 1000-1999:
Certificated Personnel Salaries

\$40,000 = Principal 1000-1999:
Certificated Personnel Salaries

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

Offered differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

\$40,000 = Principal 1000-1999:
Certificated Personnel Salaries

\$40,000 = Principal 1000-1999:
Certificated Personnel Salaries

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

All core teachers will use and/or create Common Core aligned instructional materials.

All core teachers will used and/or created Common Core aligned instructional materials.

N/A

N/A

Action 9

Planned Actions/Services

Teachers participate in PD around common core instructional strategies.

Actual Actions/Services

Teachers participated in PD around common core instructional strategies.

Budgeted Expenditures

\$35,00 = Professional Development, Teacher Stipends
1000-1999: Certificated Personnel Salaries

Estimated Actual Expenditures

\$35,00 = Professional Development, Teacher Stipends
1000-1999: Certificated Personnel Salaries

Action 10

Planned Actions/Services

Continue to implement 10th grade benchmark portfolio defense.

Actual Actions/Services

Continued to implement 10th grade benchmark portfolio defense.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 11

Planned Actions/Services

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.

Actual Actions/Services

Provided teachers and students time to refine portfolio artifacts and their defense in an advisory period.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.

Continued to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.

N/A

N/A

Analysis

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

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

CAT staff administers the CCSS/CAASPP-aligned Common Interim Assessments at three points in the school year in preparation for the SBAC and SAT. Additionally, AP teachers administer multiple practice tests in preparation for AP exams and administrators provide college-readiness presentations twice a year to students in every grade-level. School-wide achievement goals are linked to SBAC and AP achievement and growth.

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

The addition of AP courses (i.e. AP US History and AP Literature and Composition) and ERWC were in response to this goal. These courses ask students to read and write about college-level expository texts, skills they are ultimately asked to demonstrate on high stakes assessments like the SBAC and SAT. Additionally, we have increased the number of math and English intervention courses to allow our lower-skilled students to practice literacy and math skills two times during the school day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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

To support new Envision teachers, Envision Schools has increased the amount of coaching support provided to new teachers in recent years. All new teachers are observed and debrief observations with an instructional coach once a week. Additionally, struggling teachers are put on a Support Plan that involves the network instructional coach and administrator collaborating to provide feedback and instructional support to the struggling teacher. Lastly, next year, bi-weekly after school coaching support will be offered to new teachers to augment the network coaching they receive each week.

Additional coaching and teacher support are strongly believed to increase the number of students ready for college-level coursework.

Goal 2

Develop a College-Going Culture that engages families and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

20% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey.

65% of parents will attend back to school night

65% of parents will participate in Defense, a part of the CSP program.

65% of parents will attend college application/Financial Aid workshop.

Actual

20% of parents/guardians gave feedback on the LCAP by attending a FTC meeting or completing a survey.

65% of parents attended back to school night

65% of parents participated in Defense, a part of the CSP program.

65% of parents attended college application/Financial Aid workshop.

Expected

All students will complete a 2 or 4-year college application

Actual

100% of students completed a 2 or 4-year college application

Actions/Services

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

Action 1

Planned Actions/Services

Facilitate Family meeting to review the LCAP with parents/families

Actual Actions/Services

Facilitated Family meeting to review the LCAP with parents/families

Budgeted Expenditures

\$250 = Parent Meetings 4000-4999: Books And Supplies

Estimated Actual Expenditures

\$250 = Parent Meetings 4000-4999: Books And Supplies

Action 2

Planned Actions/Services

Use tracking system to attendance at Exhibitions

Actual Actions/Services

In lieu of Exhibitions, CAT organizes multiple college-focused evening events for students and families including Back-to- School Night, FAFSA night, and College Night.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 3

Planned Actions/Services

Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions

Actual Actions/Services

Continued parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions

Budgeted Expenditures

\$3,800 = Translation services for parent communications 2000-2999: Classified Personnel Salaries

Estimated Actual Expenditures

\$3,800 = Translation services for parent communications 2000-2999: Classified Personnel Salaries

Action 4

Planned Actions/Services

Provide parents after-school workshops on financial aid and provide parents with college application workshops

Actual Actions/Services

Provided parents with a college application workshop and college informational presentations led by the College Advisor, administrators and teachers.

Budgeted Expenditures

\$250 = Parent Meetings 4000-4999: Books And Supplies

Estimated Actual Expenditures

\$250 = Parent Meetings 4000-4999: Books And Supplies

Action 5

Planned Actions/Services

College Counselor holds 1-on-1 meetings with each senior every fall semester.

Actual Actions/Services

College Counselor holds 1-on-1 meetings with each senior every fall semester.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 6

Planned Actions/Services

College counselor pushes into senior computer lab to support with applications.

Actual Actions/Services

College counselor pushed into senior computer lab to support with applications.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

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

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

Students and families receive regular communication and information regarding college-readiness through monthly parent meetings led by the Principal and College Advisor, grade-level college presentations facilitated by the Principal and College Advisor, and through written and oral communication from the school in English and Spanish. Additionally, there are several college-prep evening events offered to students and families throughout the school year including: FAFSA Night, College Night and Back-To-School Night.

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

This year monthly parent meetings were moved to Wednesday evenings instead of Saturday mornings. Due to declining parent attendance this year, we are considering moving parent meetings to a different date/time next year. On the other hand, students report that the addition of 8 grade-level college presentations has increased their college-readiness awareness. Lastly, increasing efforts to celebrate students who demonstrate college-readiness has been extremely effective in increasing the culture of academic excellence at CAT. For example, recognizing honor roll recipients, core values winners, Cal Grant A recipients, etc. have all been in service of improving CAT's college-going culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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

Major changes made to this goal include the addition of grade-level college presentations and increased communication with students regarding the

importance of standardized test scores, GPA and rigorous course selection.

Goal 3

Provide an emotionally and physically safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Decrease % of students expelled to 1% or less

Increase ADA to 95% or above.

Decrease Chronic Absenteeism to 7% or below.

Increased Graduation Rate to 92.5%.

Actual

Decrease % of students expelled to 1% or less. (Only 1 student was expelled).

ADA is approximately 93%.

Chronic Absenteeism is about 24%.

Graduation Rate is 90.4%

Expected

Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American.

Increase in student and parent feelings of safety and school connectedness to 89% or above

Decrease Suspension Rate to 13% or below

Maintain facilities to standard.

100% of Envision students will have access to Mandatory Advisory.

Actual

Dropout Rate is 4% or less for Hispanic and 10% or less for African American.

On the family survey, 71% of families responded favorably to school safety and 65% responded favorably to school fit.

Suspension rate is at 9.1%.

Maintained facilities to standard.

100% of Envision students enrolled in Mandatory Advisory.

Actions/Services

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

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Restorative Discipline: VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community.

Restorative Discipline: VPSS collaborated with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community.

\$20,000 = Principal 1000-1999: Certificated Personnel Salaries

\$20,000 = Principal 1000-1999: Certificated Personnel Salaries

Action 2

Planned Actions/Services

Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All households are notified immediately when a student is absent.

Actual Actions/Services

Implemented comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All households are notified immediately when a student is absent.

Budgeted Expenditures

\$45,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries
 \$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

Estimated Actual Expenditures

\$45,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries
 \$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Hold mid-quarter and end of quarter family meetings for students who continue to miss school.

Held mid-quarter and end of quarter family meetings for students who continue to miss school.

\$45,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries
 \$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

\$45,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$50,000 = Office Manager 2000-2999: Classified Personnel Salaries
 \$10,000 = Tech Solutions 5000-5999: Services And Other Operating Expenditures

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teachers and administrators collaborate to identify students who are at risk of dropping out of school.

Teachers and administrators collaborated to identify students who are at risk of dropping out of school.

N/A

N/A

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.

Freshman advisory used curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.

N/A

N/A

Action 6

Planned Actions/Services

Continue to offer Students access to psychological counseling services. Allow Students to request to see a counselor.

Actual Actions/Services

Continued to offer Students access to psychological counseling services. Allow Students to request to see a counselor.

Budgeted Expenditures

\$7,200 = Family leads 1000-1999: Certificated Personnel Salaries

Estimated Actual Expenditures

\$7,200 = Family leads 1000-1999: Certificated Personnel Salaries

Action 7

Planned Actions/Services

VPSS mediates conflict between students when they quarrel with peers and teachers.

Actual Actions/Services

VPSS mediated conflict between students when they quarrel with peers and teachers.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 8

Planned Actions/Services

Behavioral RTI: students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy.

Actual Actions/Services

Behavioral RTI: students who struggle to stay focused in class were identified and received additional mentoring and coaching in conflict management and personal advocacy.

Budgeted Expenditures

\$20,00 = Principal 1000-1999: Certificated Personnel Salaries

Estimated Actual Expenditures

\$20,00 = Principal 1000-1999: Certificated Personnel Salaries

Action 9

Planned Actions/Services

Address facilities issues in a timely manner to ensure the facility is in good repair

Actual Actions/Services

Addressed facilities issues in a timely manner to ensure the facility is in good repair

Budgeted Expenditures

\$9,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$4,000 = Maintenance 5000-5999: Services And Other Operating Expenditures

Estimated Actual Expenditures

\$9,000 = Vice Principal 1000-1999: Certificated Personnel Salaries
 \$4,000 = Maintenance 5000-5999: Services And Other Operating Expenditures

Action 10

Planned Actions/Services

100% of students will participate in advisory classes that develop their academic identity

Actual Actions/Services

100% of students participated in advisory classes that develop their academic identity

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

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

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

CAT has implemented a new approach to our community meetings and building school culture overall. The student Leadership class has increased its presence in the school through community meeting facilitation and event coordination. Advisory continues to be held twice a week and focuses on maintaining A-G eligibility and progress on portfolio artifacts.

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

There is a need to continue to increase student leadership within the school. For this reason, next year CAT will implement a School Site Council comprised of students, parents and staff members. Students will be able to bring proposals before this group that they feel will improve school culture and students' sense of belonging. Additionally, next year we are adding a class to provide targeted social emotional supports to our highest need students. This class will be taught by CAT's Special Education teachers and will focus on providing effective and consistent social emotional supports and skills for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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

One significant change that was made was the implementation of student and parent surveys this year. These surveys address students' feelings of physical and emotional safety while at school. We are using the results of these surveys to plan for the upcoming school year.

Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

60% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC.

Redesignate Fluent 95% of ELs by the 12th grade.

Decrease the % of IEP students receiving NC's to 5% or below.

Increase students passing Math Lab to 97%.

Actual

TBD

TBD

35% of IEP students received an NC grade.

85% of students are passing Math Lab.

Expected

Improved Reading ability for 9th graders enrolled in Reading Lab by one grade level.

Actual

Average reading ability for 9th graders increased by one grade level.

Actions/Services

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

Action 1

Planned Actions/Services

9th and 10th grade English teachers will integrate the ReadingPlus screener assessment into their curriculum

Actual Actions/Services

9th and 10th grade English teachers administered the ReadingPlus screener assessment into their curriculum.

Budgeted Expenditures

\$3,000 = ReadingPlus 4000-4999: Books And Supplies

Estimated Actual Expenditures

\$3,000 = ReadingPlus 4000-4999: Books And Supplies

Action 2

Planned Actions/Services

Teachers will incorporate SDAIE strategies into their instruction.

Actual Actions/Services

Teachers will incorporated SDAIE strategies into their instruction.

Budgeted Expenditures

N/A

Estimated Actual Expenditures

N/A

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

RFEP 33% of ELs each year.

TBD

N/A

N/A

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

Learning Specialists met weekly with teachers to modify curriculum and make accommodations for students with special needs.

\$225,000 = Learning Specialists
1000-1999: Certificated
Personnel Salaries

\$225,000 = Learning Specialists
1000-1999: Certificated
Personnel Salaries

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to implement blended learning in Math Lab

Continued to implement blended learning in Math Lab through IXL/

N/A

N/A

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Continue to offer Reading Lab course offering and revise curriculum as needed.

Continued to offer Reading Lab course offering and revise curriculum as needed.

N/A

N/A

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

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

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

CAT added professional development for all intervention teachers this year. For literacy intervention teachers, they were given a professional development release day to work with Reading Plus staff on strengthening their curriculum and data-informed teaching practices. Weekly Special Education meetings happen to discuss supports students need in all classes and how to ensure students are on track to be A-G compliant. Blended learning software continues to be utilized in all math classes including Math Lab courses to support teachers and students at varying math skill levels.

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

CAT continues to hold student talk sessions geared towards identifying low achieving students and improving its wrap-around services for these students. Learning Specialists often engage general education teachers and administrators when students with IEPs need more support. There is room for improvement on the frequency of which these meetings occur. More training and support to teachers could increase the use and results of the software used to support skill gaps in both literacy and math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No difference as the expenditure budget is determined the year prior and all expenses are used during the year of actual implementation.

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

As previously noted, CAT will be adding one period of an intensive skill and social emotional support class for Special Education students. Our desired outcome is that students in this class will be more successful in their academic classes with the targeted support of CAT's Learning Center staff.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

The Principal shared the draft Envision LCAP template with her leadership team at the site and identified specific site goals and activities for the subgroups at her site. CAT engaged parents in a review of the plan at a monthly parent meeting in May. Written feedback from parents was collected.

Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.

Time-line for Envision Education's LCAP Process:

March - SO Lead Team prepares Envision's LCAP template

April - Board and Principals review Envision's LCAP Template.

May - LCAP Community Meetings at sites. SO support to sites.

June - Site teams finalize LCAPs. Board reviews and approves each site's LCAP

July - SO submits Envision's LCAP to our Authorizers

All activities performed in 2017-18 will continue. In addition, the LCAP survey/family engagement will be administered to gain feedback.

Impact on LCAP and Annual Update

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

The monthly CAT parent meeting held on May 2, 2018 was dedicated to discussion and feedback about both the new LCFF and LCAP accountability systems. Spanish translation was provided for the participants.

The first portion of the meeting was an overview of the LCFF and its potential implications for both CAT and public education in California in general. That feedback was then incorporated into the revised draft of the LCAP. Everyone who came expressed positivity about the school's goals and the direction the school is taking to serve students.

City Arts and Tech is continuing a focus on rigor and plans to strengthen its AP and lab course program to provide students with the needed skills to be college and career ready.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Increase the number of students ready for college-level coursework.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:**Identified Need:**

To increase performance on statewide assessments.

To improve student engagement ownership of educational experience through critical thinking, and communication and collaboration and development of growth mindset.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP SBAC Results	ELA: 57% Math: 15%	N/A	Increase CASSPP who met or exceeded in Literacy to 67% and 25% in Math.	Increase CASSPP who met or exceeded in Literacy to 72% and 30% in Math.
EAP Results	ELA: 13% Math: 1%	N/A	Increase 5% of students designated ready for college coursework.	Increase 5% of students designated ready for college coursework.
Increase 5% of students designated ready for college coursework.	37.9% of AP Students scored 3 or better	N/A	Increase 5% of students scoring 3 or better.	Increase 5% of students scoring 3 or better.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialed Teachers	100% credentialed teachers	N/A	90% or above appropriately credentialed teachers	90% or above appropriately credentialed teachers
CCSS and NGSS Curriculum	100% of Math, ELA, and Science teachers use CCSS or NGSS aligned curriculum.	N/A	100% of Math, ELA, and Science teachers use CCSS or NGSS aligned curriculum.	100% of Math, ELA, and Science teachers use CCSS or NGSS aligned curriculum.
College Success Portfolio (CSP)	100% of students reach proficiency on CSP.	N/A	100% of students reach proficiency on CSP.	100% of students reach proficiency on CSP.
A-G Course Access	100% of Envision students will have access to UC/CSU A-G Courses.	N/A	100% of Envision students will have access to UC/CSU A-G Courses.	100% of Envision students will have access to UC/CSU A-G Courses.

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

To increase CAASPP performance by 5%, the Principal and College Advisor will facilitate two college presentations per grade level each year. They will also facilitate a standardized testing presentation for all juniors before CAASPP testing.

2019-20 Actions/Services

To increase CAASPP performance by 5%, the Principal and College Advisor will facilitate two college presentations per grade level each year. They will also facilitate a standardized testing presentation for all juniors before CAASPP testing.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$500	\$500
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Materials	4000-4999: Books And Supplies Materials

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

To increase the percentage of students who exceed standard on the CAASPP by 5% in both Literacy and Math, we will offer AP courses in ELA and math and continue to facilitate grade-level college presentations twice per year.

To increase the percentage of students who exceed standard on the CAASPP by 5% in both Literacy and Math, we will offer AP courses in ELA and math and continue to facilitate grade-level college presentations twice per year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$4,975	\$4,975
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies AP course materials	4000-4999: Books And Supplies AP course materials

Action #3

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Continue to administer CCSS/CAASPP aligned interim assessments, i.e. Common Interim Assessments (CIAs).

2019-20 Actions/Services

Continue to administer CCSS/CAASPP aligned interim assessments, i.e. Common Interim Assessments (CIAs).

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$2,000	\$2,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures Illuminate Software	5000-5999: Services And Other Operating Expenditures Illuminate Software

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Engage teachers in three data dives per year (one after each CIA) to help them examine data, set goals and inform instructional next steps.

Engage teachers in three data dives per year (one after each CIA) to help them examine data, set goals and inform instructional next steps.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$2,000	\$2,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures Professional Development	5000-5999: Services And Other Operating Expenditures Professional Development

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory.

2019-20 Actions/Services

Continue implementation of College Spring SAT Test prep curriculum in 11th grade Advisory.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount	N/A	\$16,000	\$16,000
Source	N/A	Other	Other
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures College Spring	5000-5999: Services And Other Operating Expenditures College Spring

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to offer all students AP courses and administer practice tests for these courses.

Continue to offer all students AP courses and administer practice tests for these courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$13,000	\$13,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures AP Test Fee Scholarships	5000-5999: Services And Other Operating Expenditures AP Test Fee Scholarships

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Hire appropriately credentialed teachers.

Hire appropriately credentialed teachers.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

\$5,000

\$5,000

\$7,550

\$7,550

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures TFA contracts 5000-5999: Services And Other Operating Expenditures REACH/ New Leader Contracts	5000-5999: Services And Other Operating Expenditures TFA contracts 5000-5999: Services And Other Operating Expenditures REACH/ New Leader Contracts

Action #8

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Continue offering differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

2019-20 Actions/Services

Continue offering differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$30,000	\$30,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Stipends	1000-1999: Certificated Personnel Salaries Stipends

Action #9

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

All core teachers will continue use and/or create Common Core and NGSS aligned instructional materials

2019-20 Actions/Services

All core teachers will continue use and/or create Common Core and NGSS aligned instructional materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$13,000	\$13,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Books/Textbooks/Materials etc.	4000-4999: Books And Supplies Books/Textbooks/Materials etc.

Action #10

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Teachers participate in PD around common core instructional strategies.

Teachers participate in PD around common core instructional strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$39,525	\$39,525
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Professional Development Stipends	1000-1999: Certificated Personnel Salaries Professional Development Stipends

Action #11

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to implement 10th grade benchmark portfolio defense.

Continue to implement 10th grade benchmark portfolio defense.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$3,000

\$3,333

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Learning Management Software (e-portfolio) (LMS)	4000-4999: Books And Supplies Learning Management Software (e-portfolio) (LMS)

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.

Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	Advisory Lessons	Advisory Lessons

Action #13

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.

Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$26,738

\$26,700

Source

N/A

Base

Base

Year

2017-18

2018-19

2019-20

**Budget
Reference**

N/A

2000-2999: Classified Personnel
Salaries
College Advisor

2000-2999: Classified Personnel Salaries
College Advisor

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

Unchanged

Goal 2

Develop a College-Going Culture that engages families and community members.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

All students including first generation students benefit from college-going culture

Metric: LCAP Review Meeting Attendance, Family Conference Attendance, Translated communication, College Application completion

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

LCAP Input meetings	5% of parents/guardians gave feedback on the LCAP by attending a parent meeting or completing a survey.	N/A	11% of parents/guardians gave feedback on the LCAP by attending a parent meeting or completing a survey.	15% of parents/guardians gave feedback on the LCAP by attending a parent meeting or completing a survey.
Parent Attendance - Back to School	40% of parents attended back to school night.	N/A	60% of parents will attend back to school night.	70% of parents will attend back to school night.
Parent Attendance - CSP Defense	30% of parents will participate in Defense, a part of the CSP program.	N/A	50% of parents will participate in Defense, a part of the CSP program.	60% of parents will participate in Defense, a part of the CSP program.
Parent Attendance - Financial Aid Workshop	30% of parents attended college application/Financial Aid workshop.	N/A	50% of parents will attend college application/Financial Aid workshop.	60% of parents will attend college application/Financial Aid workshop.
College Applications	100% of students applied to a 2 or 4 year college.	N/A	100% of students applied to a 2 or 4 year college.	100% of students applied to a 2 or 4 year college.

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Facilitate family meeting to review the LCAP with parents/families.

2019-20 Actions/Services

Facilitate family meeting to review the LCAP with parents/families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$350	\$350
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Parent Meeting Supplies	4000-4999: Books And Supplies Parent Meeting Supplies

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Use tracking system for attendance at Family Conferences.

Use tracking system for attendance at Family Conferences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$500	\$500
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Tech Solutions	4000-4999: Books And Supplies Tech Solutions

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue parent communication which includes translated invitations to school events, automated calls home translated into Spanish, and provide translation services at meetings and events.

Continue parent communication which includes translated invitations to school events, automated calls home translated into Spanish, and provide translation services at meetings and events.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$40,000

\$40,000

Year	2017-18	2018-19	2019-20
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures Translation Services	5000-5999: Services And Other Operating Expenditures Translation Services

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Provide parents after-school workshops on financial aid and college info sessions.

Provide parents after-school workshops on financial aid and college info sessions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$350	\$350
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Parent Meeting Supplies	4000-4999: Books And Supplies Parent Meeting Supplies

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

College Advisor holds 1-on-1 meetings with each senior every Fall semester and each junior every Spring semester.

College Advisor holds 1-on-1 meetings with each senior every Fall semester and each junior every Spring semester.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$27,000

\$27,000

Source

N/A

Base

Base

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	2000-2999: Classified Personnel Salaries College Advisor	2000-2999: Classified Personnel Salaries College Advisor

Action #6

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

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

2017-18 Actions/Services

N/A

2018-19 Actions/Services

College Advisor supports students one-on-one and in Advisory with college applications.

2019-20 Actions/Services

College Advisor supports students one-on-one and in Advisory with college applications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$24,000	\$24,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures Field Trips to College Campuses	5000-5999: Services And Other Operating Expenditures Field Trips to College Campuses

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

Unchanged

Goal 3

Provide an emotionally and physically safe learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7

Local Priorities:

Identified Need:

Every student needs a safe environment to learn.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Expulsion Rate

0% of students expelled

N/A

Decrease/Maintain number of students expelled to 1% or less

Decrease/Maintain number of students expelled to 1% or less

Suspension Rate	13.2% of students suspended	N/A	Decrease Suspension Rate to 10% or below	Decrease Suspension Rate to 9% or below
Decrease Suspension Rate to 9% or below	16% Chronic Absenteeism	N/A	Decrease Chronic Absenteeism to 7% or below	Decrease Chronic Absenteeism to 7% or below
Graduation Rate	90.4% Graduation Rate	N/A	Increased Graduation Rate to 93.5%	Increased Graduation Rate to 94.0%
Dropout Rate	Dropout Rate to 8.9% for Hispanic and 0% for African American	N/A	Decrease Dropout Rate to 3% or less for Hispanic and 5% or less for African American	Decrease Dropout Rate to 3% or less for Hispanic and 5% or less for African American
Parent and Student Survey	No Survey Given	N/A	Increase in student and parent feelings of safety and school connectedness to 75% or above.	Increase in student and parent feelings of safety and school connectedness to 80% or above.
Facilities Maintenance	Facilities to maintained to standard.	N/A	Maintain facilities to standard.	Maintain facilities to standard.

Advisory Curriculum/Lesson Plans	100% of Envision students have access to mandatory Advisory	N/A	100% of Envision students will have access to mandatory Advisory	100% of Envision students will have access to mandatory Advisory
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Planned Actions/Services

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

Action #1

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Restorative Discipline: VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community.

Restorative Discipline: VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$500 \$500	\$500 \$500
Source	N/A	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	N/A	<p>5000-5999: Services And Other Operating Expenditures Restorative Justice Professional Development</p> <p>5000-5999: Services And Other Operating Expenditures National Equity Project Professional Development</p>	<p>5000-5999: Services And Other Operating Expenditures Restorative Justice Professional Development</p> <p>5000-5999: Services And Other Operating Expenditures National Equity Project Professional Development</p>
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Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in- person conferences). All households are notified immediately when a student is absent.

Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in- person conferences). All households are notified immediately when a student is absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration

Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures PowerSchool 5000-5999: Services And Other Operating Expenditures School Messenger	5000-5999: Services And Other Operating Expenditures PowerSchool 5000-5999: Services And Other Operating Expenditures School Messenger
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Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Hold mid-quarter and end of quarter family meetings for students who continue to be truant.

Hold mid-quarter and end of quarter family meetings for students who continue to be truant.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$14,000	\$14,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	2000-2999: Classified Personnel Salaries Case Manager-Attendance, Academic Counseling	2000-2999: Classified Personnel Salaries Case Manager-Attendance, Academic Counseling

Action #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Teachers and administrators collaborate to identify students who are at risk of dropping out of school.

2019-20 Actions/Services

Teachers and administrators collaborate to identify students who are at risk of dropping out of school.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Schoolzilla Software	4000-4999: Books And Supplies Schoolzilla Software

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

[Redacted]

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.

Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	Advisory Curriculum revision	Advisory Curriculum revision

Action #6

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

Students to be Served

Location(s)

[Redacted]

[Redacted]

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to offer Students access to psychological counseling services.

Continue to offer Students access to psychological counseling services.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$42,000

\$42,000

Source	N/A	Special Education	Special Education
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures PSC Counsellors	5000-5999: Services And Other Operating Expenditures PSC Counsellors

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

VPSS mediates conflict between students when they quarrel with peers and teachers.

VPSS mediates conflict between students when they quarrel with peers and teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	Conflict Mediation Professional Development	Conflict Mediation Professional Development

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Behavioral RTI: students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy.

Behavioral RTI: students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$42,000

\$42,000

Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Administration support (VPs, Deans)	1000-1999: Certificated Personnel Salaries Administration support (VPs, Deans)

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Address facilities issues in a timely manner to ensure the facility is in good repair.

Address facilities issues in a timely manner to ensure the facility is in good repair.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$3,000	\$3,000
Source	N/A	Base	Base
Budget Reference	N/A	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action #10

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

100% of students will participate in advisory classes that develop their academic identity

100% of students will participate in advisory classes that develop their academic identity

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source

N/A

N/A

N/A

**Budget
Reference**

N/A

N/A

N/A

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

Unchanged

Goal 4

Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Our lowest performing students need additional targeted support to be college-ready.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

CELDT/ELPAC Performance	48.8% of CELDT Test Takers scored Early Advanced or Advanced (Proficient)	N/A	60% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC	65% of ELLs will score Early Advanced and Advanced on the CELDT/ELPAC
Redesignation Rates	Redesignation Rates	N/A	Redesignate Fluent 45% of ELs each year	Redesignate Fluent 50% of ELs each year
Redesignate Fluent 50% of ELs each year	18% of IEP students are receiving at least one NC	N/A	Decrease the % of IEP students receiving NC's to 8% or below	Decrease the % of IEP students receiving NC's to 5% or below
Decrease the % of IEP students receiving NC's to 8% or below	1.7 Average Level Gain	N/A	Improve Reading level for 9th graders enrolled in Reading Lab by one grade level	Improve Reading level for 9th graders enrolled in Reading Lab by one grade level

Planned Actions/Services

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

Action #1

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

9th and 10th grade English teachers will integrate the Reading Plus program into their curriculum

2019-20 Actions/Services

9th and 10th grade English teachers will integrate the Reading Plus program into their curriculum

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies ReadingPlus Software	4000-4999: Books And Supplies ReadingPlus Software

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Teachers will incorporate SDAIE strategies into their instruction.

Teachers will incorporate SDAIE strategies into their instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$110,000	\$110,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Professional Development on SDAIE	1000-1999: Certificated Personnel Salaries Professional Development on SDAIE

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

RFEP ELs each year by reviewing RFEP criteria and completing forms

RFEP ELs each year by reviewing RFEP criteria and completing forms

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

N/A

Source	N/A	N/A	N/A
Budget Reference	N/A	Test Administration (CALPADS Updates for rosters, Admin, etc)	Test Administration (CALPADS Updates for rosters, Admin, etc)

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$225,000	\$225,000
Source	N/A	Special Education	Special Education
Budget Reference	N/A	1000-1999: Certificated Personnel Salaries Learning Specialists	1000-1999: Certificated Personnel Salaries Learning Specialists

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to implement blended learning in Math Lab in 3 core Math Classes

Continue to implement blended learning in Math Lab in 3 core Math Classes

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$1,350

\$1,350

Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Blended Learning System/Software (IXL etc.)	4000-4999: Books And Supplies Blended Learning System/Software (IXL etc.)

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Continue to offer Reading Lab course offering and revise curriculum as needed

Continue to offer Reading Lab course offering and revise curriculum as needed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$3,000	\$3,000
Source	N/A	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	4000-4999: Books And Supplies Reading Plus Software	4000-4999: Books And Supplies Reading Plus Software

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$128,826

Percentage to Increase or Improve Services

4.5%

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

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

Approximately \$128,826 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to City Arts and Tech Academy. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 4.5%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$417,000

18.6%

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

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

Approximately \$417,000 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to City Arts and Tech Academy. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

The minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 18.6%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.