SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 11.7

Meeting Date: December 8, 2016

Subject: Approve College Readiness Block Grant Plan

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: December 8, 2016)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: College and Career Readiness

Recommendation: Board to hear the recommendation of the College Career Readiness Office for the use of the College Readiness Block Grant Funds provided by the State.

Background/Rationale: The State of California has allocated one-time funding to Local Educational Agencies (LEAs) to provide additional supports to students in grades 9-12 that will increase the number who enroll in institutions of higher education and complete an undergraduate degree within four years. The funding is particularly intended to assist unduplicated students, namely those identified as socially economically disadvantaged, foster youth, and English learners (see Education Code sections 42238.01 and 42238.02) in achieving these goals.

District staff has worked with stakeholders to draft a plan for how the funds will be used to serve the targeted population. The activities identified align to the District's LCAP plan and are intended to address the challenges these students face in matriculating into college.

Financial Considerations: The District has been allocated a total of $1,221,734 and each of the three dependent charter schools (The Met, New Technology, and George Washington Carver) has been allocated a total of $75,000.

LCAP Goal(s): College, Career and Life Ready Graduates

Documents Attached:
1. Executive Summary
2. District Plan
3. George Washington Carver's Plan
4. The Met's Plan
5. New Technology High School Plan

Estimated Time of Presentation: N/A	
Submitted by:	Iris Taylor, Ed.D., Chief Academic Officer, Joe Stymeist, Director, College Career Readiness, Matt Turkie, Assistant Superintendent of Curriculum and Instruction
Approved by:	José L Banda, Superintendent

I. Overview of the Title

The State of California has allocated funding to Local Educational Agencies (LEAs) to provide additional supports to students in grades 9-12 that will increase the number who enroll in institutions of higher education and complete an undergraduate degree within four years. The funding is particularly intended to assist unduplicated students, namely those identified as socially economically disadvantaged, foster youth, and English learners (see Education Code sections 42238.01 and 42238.02) in achieving these goals.

The district must develop a plan outlining how the funds will increase and improve services to ensure college readiness including how the activities align with the district's LCAP plan and how it will meet the needs of its unduplicated students. The plan must also outline how the district will measure the impact of the activities on unduplicated students' access and matriculation into higher education. The plan must be approved by the district's governing Board and submitted to the California Department of Education (CDE) by January 1, 2017.

II. Driving Governance

A focus on equity and college, career, and life ready graduates is the heartbeat of SCUSD's Strategic Plan 2016-21 and the district's LCAP Goals. College attainment, however, does not occur by happenstance, especially for students who would be first generation college students and who may not have family members who are able to provide the necessary guidance and supports. This is disproportionately the case among students who are identified as socio-economically disadvantaged, foster youth, and English Learners.

SCUSD's data is consistent with this nation-wide trend. Currently, 12% of English learners, 24% of socio-economically disadvantaged, and 10% of foster youth participate in AP courses in 2015-2016. The 2015-2016 data on student performance on AP exams indicate that 44% of English Learners, 52% of socio-economically disadvantaged, and 50% of foster youth who took AP exams passed with a 3 or higher. Additionally, the California Assessment of Student Performance and Progress (CAASPP) test results are another indicator of the students who are college ready at the end of 11th grade. These data reflect that in mathematics, 6% of English learners and 22% of socio-economically disadvantaged students assessed ready at the end of 11th grade in 2015-2016. Similarly, 12% of English learners and 45% of socio-economically disadvantaged students assessed ready in ELA at the end of 11th grade.

These data clearly indicate a critical need for improvement. Research on supports that assists these students in navigating college going processes speak to the importance of: a) access to and

support with acquiring key cognitive strategies and content knowledge through rigorous academic courses; b) key learning strategies/social emotional learning competencies such as goal setting, persistence, self-awareness, motivation, self-efficacy, and study skills; c) transition knowledge including knowing what courses and assessments to take to be admitted into an appropriate postsecondary program, understanding financial aid options and procedures, and knowing how to self-advocate; and d) experiences at higher education campuses such as college visits, and college fairs, (Conley, 2012; The Executive Office of the President, 2014).

As such, district staff has worked with stakeholders, namely site administrators and members of the LCAP Advisory Committee to draft a plan for how the funds will be used to serve the targeted population. The activities identified align to the District's LCAP plan, (specifically activities described in 1.1.G, 1.2.A, 1.2.D, 1.2.E), and are intended to address the challenges these students face. They are strategic practices that will result in an increase in post-secondary enrollment and will build the confidence, preparedness, and persistence of these students to achieve an undergraduate degree within four years.

III. Budget

The College Readiness Block Grant provides $1,221,734 in one-time funding and is based upon an equal amount of funding per unduplicated students enrolled in grades 9-12 during the 2015-16 school year. It is important to note that charter schools serving at least one unduplicated student in grades 9-12 receive an allocation of at least $75,000 and are not included in the district allocation. Funds must be expended by the end of the 2018-2019 school year.

College Readiness Block Grant	Total Cost
District Allocation (Students in grades 9-12)	$1,221,734
New Technology	$75,000
George Washington Carver	$75,000
The Met	$75,000
TOTAL	**$1,446,734**

IV. Goals, Objectives and Measures

SCUSD goal for college, career, and life readiness is to increase the number and percent of its students who matriculate into higher education and successfully complete degrees and programs that contribute to their ability to become gainfully employed and lead productive lives. Embedded

within this goal are equity goals to increase these percentages for unduplicated students and to close the opportunity gap that also persists for African American, Latino, underrepresented Asian student groups, and students with disabilities. Below are the indicators that will be tracked annually to determine progress towards this goal.

Indicators/Metrics to Monitor
Increase the percent of all students as well as unduplicated students, underrepresented racial and ethnic student groups, and students with disabilities who…
● Successfully complete all 9th grade core classes with a "C" or better
● Passing score on an AP or IB Exam
● Take the SAT exam
● Participate in at least one college visit
● Take at least one AP, IB, or Dual Enrollment course and pass with a C or better
● Successfully complete University of California (UC) a-g course requirements
● Complete the Free Application for Federal Student Aid (FAFSA)
● Enroll in and pass a senior year bridge course with a "C" or better

Major Initiatives

The College Readiness Block Grant will provide an opportunity to implement District-wide strategies combined with site-based options that uniquely fit the needs of each high school. The strategies outlined below have been designed to address the issues that keep our English learners, socio-economically disadvantaged, and foster youth graduates from successfully matriculating from high school to a post-secondary education without the need for remediation, and earning a four-year degree. Dependent charters have each received a site based allocations of $75,000 and have developed a site-based plan outlining how their grant funds will be used.

District Wide Activities
Funding from the College Readiness Block Grant will be used to support the following district-wide activities

- District-wide Administration of College Readiness Exams and Fee Waivers
  Access to requisite college readiness exams are a major barrier to student entry into four-year institutions in part due to the fees required to take these assessments. Funds will therefore be used to provide fee waivers for all unduplicated students who sit for AP and IB exams. In addition, the district will also explore district-wide administration of the PSAT/NMSQT and SAT exams with stakeholders.

- Dual Enrollment
  Not all SCUSD schools offer AP courses due to limited space in students' schedules when specific courses are required to meet instructional program requirements. These sites will use the funds to provide dual enrollment opportunities to unduplicated students.

- College Visits for all Unduplicated 10th Grade Students
  Funds will be used to provide transportation for all 10th grade students to participate in one college visit to a local four-year institution

- Implementation of the California Colleges Guidance Initiative (CCGI)
  CCGI is a web-based platform that allows students to engage in goal setting, exploration, and research about college goal processes and then allows counselors to track and monitor their progress in successfully navigating college entry requirements and processes.

- Access to Kahn Academy SAT Preparation and Content/Skills Gap Resource
  All students will be provided with access to the rich resources available on the Kahn Academy website including free SAT preparation. Students will be provided with supports to effectively use the system.

- Access to Senior Year Bridge Courses
  The District has partnered with California State University Sacramento (CSUS) to implement/develop senior year bridge courses that when taken and passed with a "C" or better, allows students to bypass placement exams and remedial courses and enter into credit-bearing courses. The senior year bridge courses are *Expository Reading and Writing (ERWC)* and *Early Assessment Program Senior Year Math (ESM)) courses)*

Site-Based Options

Each site will be provided with an allocation of funding to meet the needs of their specific student populations and that align to their site context. The funds must be used to support unduplicated student's access to supports for college and will be selected from the menu of options outlined below. Site administrators may also pose additional activities by submitting a written proposal to the College Career Readiness Office that outlines how the proposed activity will meet the established goal and how progress will be assessed.

- Technology
  Sites may purchase additional computer carts to increase student access to college preparatory resources such as CCGI and assessment preparation and content knowledge building resources such as Kahn Academy

- Professional Learning for Teachers and Counselors

Access to rigorous college preparatory course work has been identified as a barrier to college for low income students, particularly those who may not have attained the prerequisite skills needed to be successful in such courses. Instruction that supports these students is critical. Sites may therefore use the funds for professional learning for staff focused on instructional approaches that support unduplicated students to be successful with rigorous college preparatory course content.

- Additional College Visits
  Funds may be used to provide transportation for unduplicated students in grades 9-12 to participate in visits to local four-year institutions.

- Interventions and Supports for Unduplicated Students
  Unduplicated students often have not been prepared to successfully complete rigorous courses and may need additional assistance and time to do so. Sites will be able to use the funds to provide such academic interventions and supports.

VI. Results

The CDE requires that all Local Educational Agencies (LEAs) report how the funding is impacting the targeted student groups. Staff will also provide a minimum of an annual reporting on student progress to the Board.

VII. Lessons Learned/Next Steps

Staff will report on lessons learned and next steps in the annual reporting to the Board. Lessons learned will be utilized to inform revisions to the activities that sites engage in to increase unduplicated students' matriculation into an array of post-secondary institutions.

References:

Conley, D. (2012). A Complete Definition of College and Career Readiness. http://bostonbeyond.org/wp-content/uploads/2016/06/Conley-college-readiness-definition-2012.pdf

The Executive Office of the President (2014). Increasing College Opportunities for Low Income Students: Promising Models and a Call to Action. https://www.whitehouse.gov/sites/default/files/docs/white_house_report_on_increasing_college_opportunity_for_low-income_students_1-16-2014_final.pdf

District Plan Overview and Rationale:

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SCUSD's data is consistent with this nation-wide trend. Currently, 12% of English learners, 24% of socio-economically disadvantaged, and 10% of foster youth participate in AP courses. Additionally, the California Assessment of Student Performance and Progress (CAASPP) test results are another indicator of the students who are college ready at the end of 11th grade. These data reflect that 65% of English learners, 51% of socio-economically disadvantaged and 33% of foster youth are assessing ready at the end of 11th grade.

These data clearly indicate a critical need for improvement. Research on supports that assists these students in navigating college going processes speak to the importance of: a) access to and support with acquiring key cognitive strategies and content knowledge through rigorous academic courses; b) key learning strategies/social emotional learning competencies such as goal setting, persistence, self-awareness, motivation, self-efficacy, and study skills; c) transition knowledge including knowing what courses and assessments to take to be admitted into an appropriate postsecondary program, understanding financial aid options and procedures, and knowing how to self-advocate; and d) experiences at higher education campuses such as college visits, and college fairs, (Conley, 2012; The Executive Office of the President, 2014).

As such, district staff has worked with stakeholders, namely site administrators and members of the LCAP Advisory Committee to draft a plan for how the funds will be used to serve the targeted population. The activities identified align to the District's LCAP plan, (specifically activities described in 1.1.G, 1.2.A, 1.2.D, 1.2.E), and are intended to address the challenges these students face. They are strategic practices that will result in an increase in post-secondary enrollment and will build the confidence, preparedness, and persistence of these students to achieve an undergraduate degree within four years.

Strategies:

The College Readiness Block Grant will provide an opportunity to implement District-wide strategies combined with site-based options that uniquely fit the needs of each high school. The strategies outlined below have been designed to address the issues that keep our English learners, socio-economically disadvantaged, and foster youth graduates from successfully matriculating

from high school to a post-secondary education without the need for remediation and earning a four-year degree. Dependent charters have each received site based allocations of $75,000 and have developed a site-based plan outlining how their grant funds will be used.

District Wide Activities

Funding from the College Readiness Block Grant will be used to support the following district-wide activities

- District-wide Administration of College Readiness Exams and Fee Waivers
  Access to requisite college readiness exams are a major barrier to student entry into four-year institutions in part due to the fees required to take these assessments. Funds will therefore be used to provide fee waivers for all unduplicated students who sit for AP and IB exams. In addition, the district will also explore district-wide administration of the PSAT/NMSQT and SAT exams with stakeholders.
- Dual Enrollment
  Not all SCUSD schools offer AP courses due to limited space in students' schedules when specific courses are required to meet instructional program requirements. These sites will use the funds to provide dual enrollment opportunities to unduplicated students.
- College Visits for all Unduplicated 10th Grade Students
  Funds will be used to provide transportation for all 10th grade students to participate in one college visit to a local four-year institution
- Implementation of the California Colleges Guidance Initiative (CCGI)
  CCGI is a web-based platform that allows students to engage in goal setting, exploration, and research about college goal processes and then allows counselors to track and monitor their progress in successfully navigating college entry requirements and processes.
- Access to Kahn Academy SAT Preparation and Content/Skills Gap Resource
  All students will be provided with access to the rich resources available on the Kahn Academy website including free SAT preparation. Students will be provided with supports to effectively use the system.
- Access to Senior Year Bridge Courses
  The District has partnered with California State University Sacramento (CSUS) to implement/develop senior year bridge courses that when taken and passed with a "C" or better, allows students to bypass placement exams and remedial courses and enter into credit-bearing courses. The senior year bridge courses are *Expository Reading and Writing (ERWC)* and *Early Assessment Program Senior Year Math (ESM)) courses)*

Site-Based Options

Each site will be provided with an allocation of funding to meet the needs of their specific student populations and that align to their site context. The funds must be used to support unduplicated student's access to activities and services that improve their college readiness and will be selected from the menu of options outlined below. Site administrators may also pose additional activities by submitting a written proposal to the College Career Readiness Department that outlines how the proposed activity will meet the established goal and how progress will be assessed.

- Technology
  Sites may purchase additional computer carts to increase student access to college preparatory resources such as CCGI and assessment preparation and content knowledge building resources such as Kahn Academy
- Professional Learning for Teachers and Counselors
  Access to rigorous college preparatory course work has been identified as a barrier to college for low income students, particularly those who may not have attained the prerequisite skills needed to be successful in such courses. Instruction that supports these students is critical. Sites may therefore use the funds for professional learning for staff focused on instructional approaches that support unduplicated students to be successful with rigorous college preparatory course content.
- Additional College Visits
  Funds may be used to provide transportation for unduplicated students in grades 9-12 to participate in visits to local four-year institutions.
- Interventions and Supports for Unduplicated Students
  Unduplicated students often have not been prepared to successfully complete rigorous courses and may need additional assistance and time to do so. Sites will be able to use the funds to provide such academic interventions and supports.

Assessment and Monitoring

Indicators/Metrics to Monitor
Increase the percent of all students as well as unduplicated students, underrepresented racial and ethnic student groups, and students with disabilities who…
Successfully complete all 9th grade core classes with a "C" or better
Passing score on an AP, IB Exam
Take the SAT exam

Participate in at least one college visit
Take at least one AP, IB, or Dual Enrollment course and pass with a C or better
Successfully complete University of California (UC) a-g course requirements
Complete the Free Application for Federal Student Aid (FAFSA)
Enroll in and pass a senior year bridge course with a "C" or better

Fidelity of Implementation

Coupled with rigorous academics, a systems approach to delivering items such as AP/IB fee reimbursement, funding for CCGI, transportation for college visits/tours, and required college entry assessments are all excellent ways to ensure college readiness for our students. In addition, individual school sites have varying needs based on their context and demographics. For some it may be a need for additional technology to support a broader use of the CCGI system, or to allow more students to conduct college research, complete the FASFA, or access online SAT preparation tools such as the Kahn Academy. For others the need may be funding to pay staff for after school tutoring, or to fund professional learning opportunities for teachers and counselors that provide college readiness supports to students. The SCUSD College and Career Readiness Department will oversee these expenditures to ensure that they are used to implement strategies and systems that positively affect the students identified in this proposal.

Budget

Strategy	Period	Cost
AP Test/IB Diploma Test Fee Reimbursement	2017 - 2019	$393,800
College Testing Bundle for all students grades 9-12 Includes:	2018 - 2019	$325,700
Transportation for College Visits/Tours (Targeted 10th graders from each high school, one trip per year for three years)	2017 - 2019	$147,000
California College Guidance Initiative (CCGI)	2018 - 2019	$105,000
Site-Based Options - Include: Technology to support college readiness activities Professional Learning opportunities for teachers and counselors Teacher Stipends for Tutoring or Teaching Intervention Courses	2017 - 2019	$210,976
Indirect Cost	2017 - 2019	$39,258
	Total	$1,221,734

Plan Overview and Rationale:
Carver's plan is to increase college exposure to and college admissions for all high school students. LCAP 1.1; 1.1 E; 1.1H

Currently at Carver 50% of seniors apply to four year public colleges. Another 45% attend community colleges. About 5% of our students enlist into the military. Only about 10% of our graduating seniors apply to private four years which offer generous financial aid and close student contact. Only about 25 % of our seniors take the SAT or ACT.

In order to improve the numbers of students applying to four year colleges, we wish to increase our students understanding of colleges and college admissions. We intend to achieve our goals with these strategies: We plan to increase the hours of our college adviser. The college advisor will have more time to counsel individual students and to offer parent programs to increase understanding about college options. Each year the college advisor will plan four bus tours of colleges for all students in grades 9-12. Parents will be invited and encouraged to attend as well. The college advisor will plan a college fair of technical programs and local colleges. We will invite our local Waldorf elementary schools to attend to increase their expose to high school and college. We plan to direct funds to cover the cost of AP, SAT and ACT exams for low income students. We will offer students after school SAT and ACT preparation classes in the spring.

Strategies:
We will increase college advisor hours in order to create more opportunities for students to visit college campus. Our college advisor will plan and arrange four bus tours of colleges. This will include visiting at least three college campuses, learning about opportunities at each of these, learning about admissions requirements and taking a walking tour of the campuses. This exposure of colleges will enable all students in 9th -12th grades student to see opportunities for their future. The college advisor will reach out to parents as early as ninth grade providing them college admissions information, financial aid and scholarship information. Our goal is for families to consider and plan for college as early as possible. The college advisor will plan and host a college fair on campus for Carver students and neighboring middle schools. Our goal is to invite middle school students to learn about the pathway from high school to college and for students to consider and plan for college as early as possible.

In order to increase students' preparation and opportunities for taking the college entry exams (ACT and SAT), we will offer an after-school SAT/ACT preparation class every spring for Juniors. We will pay for the cost of a teacher to guide students through the Khan Academy SAT and ACT preparation.

We will cover the cost of AP exams once paid by the state for certain students.

Assessment and Monitoring:

Strategy	Metric to Monitor	Target/Goal
Contract college advisor	College advisor 2x week	Organization a, planning and completion of the strategies
Four parent education and information events	Family Attendance at the events	Attendance of at least 100 families throughout the year or 25 families/event
Students applying to four year colleges	Percentage of students four year college	75% of our students applying to four year colleges and at least one private college.
Implementation of SAT/ACT prep Pay for AP few waivers	Number of students participating Total number of qualifying students	75% of juniors attend prep class in Spring 100% of qualified students receive fee waiver.
Four college bus tours/year	Number of students and parents attending	100% of students attending one college bus tour each year for a total of three bus tours and 12 colleges.
Purchase computers to facilitate SAT ?ACT prep classes	Number of computers purchased	Three new computers.
Host technical college and community college fair at	One fair with 20 schools	Three college fairs—one each spring with Carver students

Carver Campus		attending and 300 middle school students from AM Winn and Alice Birney and Albert Einstein attending

Fidelity of Implementation

Our plan will be faithfully implemented with the increase of personnel in the position of a contracted College Advisor to support the development, organization, planning and implementation. Through the grant we are able to increase staffing to do the work to make these activities happen. The principal and the Parent Guild will support the college advisor through community outreach, parent newsletters and fliers. The principal will oversee the process to insure fidelity.

Budget

Strategy	Period	Cost
College Advisor	2017 - 2019	$22,500
Transportation for College Visits/Tours	2017 - 2019	$32,000
SAT/ACT Prep Teacher	2017 - 2019	$12,000
AP Testing Fee Waivers	2017 - 2019	$3,000
Laptops for College Apps and SAT prep	2017 - 2017	$3,090
Indirect Cost	2017 - 2019	$2,410
	Total	$75,000

Plan Overview and Rationale:
The Met Sacramento High School's (the Met) plan is to increase exposure to colleges, in general, and college admissions, in particular for all high school students. LCAP 1.1; 1.1 E; 1.1H

Currently, for graduating seniors, the Met has a college acceptance rate that ranges from 35%–45%. Of those acceptances, some students choose to go to community college for various reasons (close to home, lower cost, comfort with the community college system) even though they were accepted to 4-year institutions. Aside from 4-year college acceptances, about 50% of Met students attend community college right after high school. Another small percentage either go into trade schools, take a gap year, or go right into the work force. The Met has many students who transfer into our school after 9th grade year. A significant percentage of these transfer students are not on the a-g track. Some are very credit deficient even for high school graduation.

The Met does not offer Advance Placement (AP) courses, rather, we have a stable and fruitful relationship with Sacramento City College (SCC), which allows our students to take college courses both on and off of the Met campus. We have a SCC counselor on our campus four hours per week.

In order to improve college-going culture, in general, and college acceptances for our graduating class, specifically, we want to increase our students understanding of college admissions, give them more support in meeting a-g requirements, give them more chances to recover credits and get back on the a-g track if they have fallen behind, and expose students to more college experiences both on and off campus. We also want to give all 10th and 11th grade students the chance to take the PSAT.

Strategies:
PSAT:
All 10th and 11th graders will have the chance to practice the SAT test by taking the PSAT. Results from the PSAT can be used to further bolster students' preparation for college.

After School Tutoring:
After school Math, English, and Science tutoring will help support students in understanding the content so that they can maintain grades of C or better in order to remain a-g qualified.

California College Guidance Initiative (CCGI):
All students will have access to CCGI which will help them prepare for college and career options once they graduate.

Credit Recovery Summer School and Math Summer School:
The Aventa (credit recovery program) coordinator will be paid to host a week-long, intensive credit recovery class to help students recover credits needed for graduation and/or a-g. The 6-week long Integrated Math I summer school program will give Math I students with a D or lower the chance to reengage with the curriculum to improve understanding and be able to move on to the next Math course.

College Tours:
All 11th grade students will take a day-long bus tour of at least 2 colleges.

Purchase 25 Chromebooks:
Adding 25 Chromebooks (laptops) to our arsenal will bring the school closer to a 1:1 student-computer ratio. Given that our school uses CCGI (California College Guidance Initiative), an online platform to support students towards college acceptance, computers are essential for student access, particularly low income students.

9th Grade College Coordinator:
A staff member will be paid a stipend to coordinate a 9th grade college visit. He/she will also bring Sacramento State University students and alumni onto campus to work with 9th and 10th graders and inspire them to stay on the a-g track.

College Night Coordinator:
A stipend will be paid to a staff member to support parents, particularly low-income parents, about the college process (applications, scholarships, requirements, etc.).

Assessment and Monitoring

Indicators/Metrics to Monitor
Increase the percent of all students as well as unduplicated students, underrepresented racial and ethnic student groups, and students with disabilities who…
Successfully complete all 9th grade core classes with a "C" or better
Demonstrate college readiness potential on the PSAT (Preliminary Scholastic Aptitude Test)
Participate in at least one college visit

Take at least one Dual Enrollment course and pass with a C or better
Successfully complete University of California (UC) a-g course requirements
Complete the Free Application for Federal Student Aid (FAFSA)
Enroll in and pass a senior year bridge course with a "C" or better

Fidelity of Implementation

Several of these strategies are either continuing or further bolstering strategies that already exist at the site. Therefore, we have the structures in place to support them

- PSAT testing is already occurring for all 10th (until next year, covered by the district) but now will be offered for 11th as well.
- Chromebooks are already the computer of choice for our school. We have chrome carts, software to manage them, and teachers are trained in the use of these devices.
- We already have a Math tutoring program after school – however, the grant funding for that program is running out.
- We ran a credit recovery program (Aventa) last summer for a week using one-time funds – the college block grant gives us 3 years of support. We ran a summer school Integrated Math I program last year using district funds.

Several of the strategies are new:

- Several staff have wanted to offer after school tutoring in ELA and Science, but without pay, it is difficult to sustain. Our staff will gladly take this on.
- We have already planned a College Tour for our current 12th graders. Once we have "piloted" this process by the end of November, 2016, we will be set to have successful implementation over the next 3 years for all of our 11th graders.

The 9th grade college coordinator and the College Night coordinator will be new stipends for current staff.

Budget

Strategy	Period	Cost
Testing Bundle for all students grades 9-12 Includes: PSAT 8/9 for all 9th grade students PSAT/NMSQT for all 10th graders PSAT/NMSQT for all 11th graders SAT for all 12th graders (with essay)	2018 - 2019	$8,209
Transportation for College Visits/Tours	2017 - 2019	$8,000
California College Guidance Initiative (CCGI)	2018 - 2019	$2,409
Computer Cart – Chromebooks	2017 - 2019	$12,000
After School Tutoring	2017 - 2019	$22,172
Summer School 5 days 3.5hr/day 4 weeks/2 teachers	2017 - 2019	$16,800
Aventa (Credit Recovery) Stipend	2017 - 2019	$3,000
Indirect Cost	2017 - 2019	$2,410
	Total	$75,000

Plan Overview and Rationale:
Our plan is to increase college exposure for students and college admissions for all high school students.

In order to improve the numbers of students applying to four year colleges, we wish to increase our students understanding of colleges and college admissions. We intend to achieve our goals with these strategies: Expand student and family access to our college pathways consultant. Have all students in grades 9-12 attend at least one college tour annually and encourage parents to attend as well. Annually fund the PSAT and SAT for all students. Continue our Implementation of CCGI for all students. Pilot the use of NWEA Assessments to identify every student's learning level three times annually. Purchase technology to support CCGI and NWEA Assessments.

Strategies:
College Pathways Consultant:
This year we contracted with a consultant to provide workshops for students and parents focused on educating our families about the college and scholarship application process. This individual held 12 workshops for families as well as offered students and families individual one-on-one time to help them with the application and FAFSA process. We would like to continue and expand the partnership.

College Tours:
Following a model implemented by our sister school, Napa New Tech, in the Fall of 2016, we will have a college tour day. On this day we will coordinate and offer a college tour to every New Tech student. We will encourage families and community partners to attend with us. Each tour will be to different schools and we will offer students a choice in which tour they attend.

College Exams:
The district currently supports the PSAT for all 10th graders. For the past two years, New Tech has also supported the PSAT for all 9th graders. Beginning next year will provide PSAT 8/9 for all 9th grade students, PSAT/NMSQT for all 10th and 11th graders, and the SAT for all 12th graders. Multiple opportunities for our students to take these exams will improve their success rates on college entry exams.

California College Guidance Initiative (CCGI):
All students will have access to CCGI which will help them prepare for college and career options once they graduate.

Northwest Evaluation Association (NWEA) Assessments:
Our staff, student, and parent leaders are currently investigating the use of the NWEA MAP Assessment for implementation in January/February of 2017. MAP stands for Measures of Academic Progress and is a computer adaptive assessment that measures each student's learning level in reading, language usage, and mathematics (includes Spanish-language version of MAP Mathematics). The assessments are given 3 times a year and the individual student data is available for teacher use within 24 hours. New Tech would like to pilot the assessment in an effort to identify and utilize a tool that can help teachers better differentiate instruction with targeted supports in an effort to better prepare students for college and career.

Technology to Support College Readiness Activities:
We intend to purchase additional technology to support the implementation of CCGI in every advisory class for every student. Additionally, the devices will support our pilot of NWEA Assessments.

Assessment and Monitoring

Indicators/Metrics to Monitor
Increase the percent of all students as well as unduplicated students, underrepresented racial and ethnic student groups, and students with disabilities who…
Successfully complete all 9th grade core classes with a "C" or better
Demonstrate college readiness potential on the PSAT (Preliminary Scholastic Aptitude Test)
Participate in at least one college visit
Take at least one Dual Enrollment course and pass with a C or better
Successfully complete University of California (UC) a-g course requirements
Complete the Free Application for Federal Student Aid (FAFSA)
Enroll in and pass a senior year bridge course with a "C" or better
Attend student and family college readiness workshops
Achieve the growth metrics from the NWEA Assessment pilot program

Fidelity of Implementation

Our plan will be faithfully implemented and overseen by our school site council with input from the site leadership team and our Charter Advisory Board.

Budget

Strategy	Period	Cost
Testing Bundle for all students grades 9-12 Includes: PSAT 8/9 for all 9th grade students PSAT/NMSQT for all 10th graders PSAT/NMSQT for all 11th graders SAT for all 12th graders (with essay)	2018 - 2019	$5,570
Transportation for College Visits/Tours	2017 - 2019	$18,000
California College Guidance Initiative (CCGI)	2018 - 2019	$1,634
Computer Carts – Chromebooks	2017 - 2019	$29,386
College Pathway Consultant	2017 - 2019	$9,000
NWEA Assessment Pilot	2017 - 2019	$9,000
Indirect Cost	2017 - 2019	$2,410
	Total	$75,000