



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name

Sacramento City Unified School District

Contact Name and Title

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Principal

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2017-20 Plan Summary

The Story

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

Sacramento New Technology High School (SNTHS), a “dependent” charter, is a small, safe, college preparatory, innovative high school based upon a very successful national model of project based learning associated with the over 200 NewTech Network schools across the country and around the globe. New Tech uses Project Based Learning as its primary method of curriculum delivery and technology as a primary tool. Project Based Learning or “PBL” is where learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts. This is a challenging and exciting approach to learning that will better prepare students for college and careers in the 21st Century. All New Tech graduates will be proficient in the Sacramento New Technology Five Learning Outcomes: Knowledge and Thinking, Agency, Collaboration, Written Communication and Oral Communication. New Tech’s vision is to support the unique needs of every student in an environment where they can feel safe and experience academic success. New Technology student’s complete additional

graduation requirements: 260 credits, 12 college units, Profession Digital Portfolio, job shadows, community service, and an Internship.

Sacramento New Technology High School was founded, developed and continues to be governed by highly-qualified and vision-aligned educators and community leaders. The entire staff shares the explicit belief that all students, regardless of socio-economic background, can learn and should have access to a high quality public high school education. Our school community works with the greater community to support student-centered learning which enables New Tech to offer a challenging college preparatory education for all students in the greater Sacramento Metropolitan area. At full implementation, New Tech will be a small (9-12) high school with 200-300 students. The School is located on a District property and does not project any facilities needs at this time.

Sacramento City Unified School District is a forward thinking district that chooses to offer a broad range of secondary educational environments and opportunities to a diverse population of students. Sacramento New Technology High School is a school that has proven to help SCUSD fill this need by preparing and graduating high percentages of students who are College and Career Ready. Furthermore, New Tech students are enrolling and persisting in two and four-year schools at an extraordinary rate. New Tech offers students interested in a small, safe, and academically challenging and supportive environment a place to engage, learn and achieve.

LCAP Highlights

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

College and Career Readiness has a very specific meaning at New Tech. When New Tech says it is focused on getting students college and career ready it means that every New Tech graduate leaves aware, eligible, and prepared to pursue postsecondary education or training without the need for remedial courses.

Aware - The student understands post-secondary options and sees the importance of continuing their education.

Eligible - The student completes requirements necessary for college entrance.

Prepared - The student graduates from high school with the skills necessary to further education without remediation.

Priority One Humanities

Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text; develop and articulate more comprehensive written and spoken responses to text; utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects; and develop writing skills that demonstrate growth in mastery of language. These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP, and students who are not producing grade level work.

Priority Two Mathematics

Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or "critical areas". Project Based Learning fosters an independent and team capacity to apply learned concepts, develop 'agency' and persevere. Measurable benchmarks and/or formative

assessments, and follow-up testing will be utilized to ensure individual student progress, including EL students, students who have a 504 plan or IEP, and students who are not producing grade level work.

Priority Three English Language Learners

Examine how the school supports its English Language Learners and increase the percentage of students meeting the requirements of reclassification. Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School, by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.

Review of Performance

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

Greatest Progress

Things New Tech is most proud of is the attention our students and staff give to our Learning Outcomes:

Learning Outcomes: Knowledge and Thinking, Collaboration, Written and Oral Communication, Agency

Additionally, I am immensely proud of our Climate and Culture, our Suspension Rate which is in Green.

Based on the California School Dashboard, the graduation rate has maintained. Suspension rate declined 3.3%, improving from a red indicator to green.

New Tech earned a full six year Western Association of Schools and Colleges (WASC) accreditation from June 2013 to June 2019.

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

Greatest Needs

According to the California School Dashboard, the progress of English Learners is an area of need, and continues to be a focus of New Tech. While the College-Career Indicator is not fully operational yet, the percent of students who are prepared for post-secondary is 32.4%, with 37.8% approaching prepared, and 29.7% identified as “not prepared.” The school needs to continue to work towards its mission of preparing all students for post-secondary success.

Our Graduation rate declined in 2017-18 and I believe it was due to the controversy associated with our site. Administration changed towards the end of 4th quarter and there was a feel of uncertainty on campus. In the area of Math, we are still struggling but feel we have the correct personnel in place to move us forward. Our English Learners are still an area of concern but feel now that it's a Goal we have better focus on them.

The WASC process and Charter Renewal process of 2017 helped the school and the community identify that it is not currently responsive to the needs of all learners and academic achievement for all is the school's equity issue. The school, with the help of the District and the New Tech Network are developing a plan of training and ongoing support throughout the year to help teachers better serve all students.

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

Performance Gaps

The California School Dashboard for Mathematics in 2018 is red. Steps taken this year 2018-19 in regards to math was creating a math boot camp during our winter break and having students come who were going to be taking math 3 in the spring to get them ready for the rigorous curriculum they would be using. Some students had not had math for over a year and some for a semester. I felt it was necessary to bring them up to par and prepare them for math 3. The math boot camp was very successful and plan on continuing that process. Having the right personnel on staff will continue to impact our scores and I feel students are learning all the necessary skills needed to raise our SBAC math scores.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Priority One: Humanities

Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text, develop and articulate more comprehensive written and spoken responses to text, utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects, and develop writing skills that demonstrate growth in mastery of language.

These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

18-19

Maintain 100% of students participating in Pathways/Career Academy.
 Establish math and ELA proficiency baselines as measured by CAASPP results expected in July 2015.
 Graduation Rate will increase to 95% (schoolwide)
 A-G completion rate will increase by 2% per year
 Establish baseline for College Readiness with 11th Grade CAASPP results
 Literacy Tasks, Benchmark Assessments,
 Admin Walk-through log,
 Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback
 Student Progress on Ongoing Interventions
 Increase attendance from 96.68% to 97%.
 Decrease Chronic Absence rate from 12%
 Decrease suspension rate from 5.882%
 Begin to develop Restorative Practices
 Increase parent information events from 2 per year.

Actual

18-19 Actual

100% of students participate in Pathways/Career Academy.
 Math 2018: 12.2% Met/Exceeded
 ELA 2018: 40.4% Met/Exceeded
 Graduation Rate (2018) is 86.5%
 A-G completion rate (2018) is 68.8%
 College Readiness baseline (11th Grade "Exceeded")
 Math 2018: 7.32%
 ELA 2018: 19%
 Literacy Tasks, Benchmark Assessments, Admin Walk-through log - no longer applicable to LCAP
 Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback is ongoing.
 Student Progress on Ongoing Interventions
 Attendance rate (midyear - March 22, 2019) 95.5%
 Chronic Absence rate (midyear - March 31, 2019) 12.7%
 Suspension rate (midyear - March 22, 2019) is 6.73%
 Restorative Practices is implemented.
 Parent information events are year round.

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
Staffing	Staffing is implemented according to plan. Professional development held twice a year. Software purchase not necessary.	Staffing Base 126,410.40	126,410.40
Professional Development		Professional Development Title I 400	400
Hardware/Software		Hardware/Software Sup 07 F/R 817	0
Post-secondary Success		Post Secondary Success Sup 07 F/R 655	0
Parent Outreach			

Parent Outreach Sup 09 EL 120

120

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Resource Teachers	RSP teacher is on staff.	Staffing 1000-3000 Sup 07 F/R 126,090	126,090

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.

The implementation in 2018-19 was on target. Plans implemented.

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

We believe this goal for humanities has been effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funds were not expended for software or post secondary success.

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.

The resource titled "Post Secondary Success" will be eliminated in the 2019-20 plan. Software will continue in the budget. The metrics titled "literary tasks, benchmark assessments, administrative walk through" will be removed from the LCAP as they are not applicable. The metrics for Mathematics will be moved to Goal 2.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Priority Two Mathematics

Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or “critical areas”.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>18-19 Student learning results on Individual Assessments of Knowledge and Thinking (IAKTS), Student progress on four year math sequence, Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback</div>	<div>2018-19 Actual</div> <div>Individual Assessments of Knowledge and Thinking (IAKTS) - discontinued Four year math sequence is fulfilled by community college courses. Student progress on targeted interventions is ongoing. Admin Walk-through log - no longer applicable to LCAP Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback - no longer applicable to LCAP</div>

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
Staffing	New staffing implemented.	Staffing Title I 32,300	Title I 32,300
Hardware/Software		Professional Development Sup 07 F/R 500	Suppl/Con 500
Professional Development		Hardware/Software Title I 1796	Title I 1796
Supplemental Resources		Supplemental Resources Sup 07 F/R 616	Suppl/Con 616
Post Secondary Success		Post Secondary Success/ Parent Outreach Title I 845	Title I 0
Parent Outreach			

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.

Mathematics curriculum has been designed for individualized learning. As an example, in Math 3, half of the students are doing Math 3 and half are doing preCalculus, as per the students' interest. Tutoring is being offered and a Math boot camp was offered in the Spring 2019.

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

The actions are being implemented to improve outcomes on the California School Dashboard (SBAC).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Post secondary success/parent outreach funds not utilized.

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.

Individual Assessments of Knowledge and Thinking (IAKTS) - discontinued - will be removed from 2019-20 plan

Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback - - no longer applicable to LCAP and will be removed from 2019-20.

A new metric will be added to show the performance of students on CAASPP in Math.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Priority Three English Language Learners

Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School,by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>18-19 Individual Assessments of Knowledge and Thinking (IAKTS), College Readiness Assessments, Projects, Defense of Learning Student success on ELD objectives and interventions, English Learner Reclassification Rate will increase by 2% AMAO 2 will increase by 2%</p>	<p>Individual Assessments of Knowledge and Thinking (IAKTS) - not applicable to LCAP College Readiness Assessments, Projects, Defense of Learning - ongoing Student success on ELD objectives and interventions - ongoing English Learner Reclassification Rate (as of May 2019): 18.9% AMAO 2 - discontinued</p>

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
Staffing	There are 35 English learners at New Technology. Each student receives EL interventions in all classes.	Staffing Sup 09 EL 32,299.60	Suppl/Con EL 32,299.60
Professional Development		Professional Development Title I 100	Title I 100
Hardware/Software		Hardware/Software Sup 09 EL 200	Suppl/Con EL 200
Supplemental Resources		Supplemental Resources Sup 07 F/R 200	Suppl/Con 200
Parent Outreach/Post Secondary Success		Parent Outreach/Post Secondary Success Title I 120	Title I 120

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.

English learners are receiving more attention through professional learning. This is a focus area.

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

The staff is continuing to improve intervention strategies for all English learners through daily and weekly implementation in all classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Individual Assessments of Knowledge and Thinking (IAKTS) - not applicable; will be discontinued. College Readiness Assessments now provided by the authorizing district. Projects, Defense of Learning
Student success on ELD objectives and interventions - vague metric will be revised. AMAO 2 is not measured any longer by the state.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

These are the various stakeholders:

During the Monday Common Planning Time meetings, staff input was solicited and noted. Weekly Monday 8:10-9:30 am

The Advisory Board consisting of parents, community members, teachers, administration, and students meets the last Tuesday of each month, to discuss School Plan for Student Achievement (SPSA) and any other school related issues. The Advisory Board ensures that the focus areas and areas of critical concern are being addressed by staff in the classroom. The Advisory Board also reviews reports from the School Site Council and ensures that the school charter is in full effect. In 2019-20, the school will no longer write a SPSA, and will only write the LCAP.

The School Site Council consisting of parents, teachers, administration, and students meets on the last Tuesday of each month and ensures that the SPSA is implemented faithfully by addressing the focus areas and the critical areas of concern, and making sure that categorical funds are appropriately managed.

The PTSA consisting of parents, teachers, and students meets generally the last Tuesday of each month and supports staff and students with extracurricular activities such as college visits and field trips and scholarships, parent workshops.

The staff Leadership Team consists of teachers, who represent each core department, and administration. Staff Leadership Team meets approximately every other month during the Monday Common Planning Time.

The Annual Update was shared May 28 with ELAC and School Site Council. The final LCAP was adopted by Sacramento City Unified trustees at the Board meeting on June 20, 2019.

Impact on LCAP and Annual Update

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

During the 2018-19 school year, Sacramento New Technology High School Stakeholders met regularly to review data and discuss areas of concern.

Stakeholders agreed that the goals for Sacramento New Technology HS should be unique to reflect the program offered.

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)

Modified Goal

Goal 1

Priority One Humanities

Expand the capacity to assess individual student academic growth by implementing activities where students will with greater independence, read, analyze and draw meaning from multiple forms of text, develop and articulate more comprehensive written and spoken responses to text, utilize literature to substantiate thoughts and respond to essential and provocative questions within course projects, and develop writing skills that demonstrate growth in mastery of language.

These activities will include measurable benchmarks and/or formative assessments, and follow-up testing to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Instructional shift , English Language Development, Data Based Decision Making, Defense of Learning, ELA Intervention

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Participation in Pathways/Career Academy	100%	Maintain 100% of students participating in Pathways/Career Academy.	Maintain 100% of students participating in Pathways/Career Academy.	Maintain 100% of students participating in Pathways/Career Academy.
CAASPP English Language Arts	Established math (11% Met/Exceeded) and ELA (42% Met/Exceeded) proficiency baselines as measured by 2015 CAASPP 2016 Math (15%) and ELA (30%) proficiency	Increase by 2% a year Actual: 2017 Math (15%) and ELA (37.5%) proficiency	Increase by 2% a year Actual: 2018 Math (12.2%) and ELA (40.4%) proficiency	Increase by 2% a year
Graduation Rate	Graduation Rate will increase to 95% (schoolwide)	Graduation Rate will increase to 95% (schoolwide) Actual 2018: 86.5%	Graduation Rate will increase to 95% (schoolwide) Actual 2019: not available	Graduation Rate will increase to 95% (schoolwide)
A-G Completion	A-G completion rate will increase by 2% per year	A-G completion rate will increase by 2% per year Actual 2018: 68.8%	A-G completion rate will increase by 2% per year Actual 2019: not available	A-G completion rate will increase by 2% per year
College Readiness (ELA)	Establish baseline for College Readiness with 11th Grade CAASPP results (2015: 11% Exceeded 2016: 7% Exceeded)	Increase by 2% a year 2017 Actual: 12.5%	Increase by 2% a year 2018 Actual: 19%	Increase by 2% a year
Formative Assessments	Literacy Tasks, Benchmark Assessments, Admin Walk-through log, Checks for Understanding, as evidenced by	Literacy Tasks, Benchmark Assessments, Admin Walk-through log, Checks for Understanding, as evidenced by	Literacy Tasks, Benchmark Assessments, Admin Walk-through log, Checks for Understanding, as evidenced by	Discontinued metric

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Administration walk-through log and teacher peer feedback; Student Progress on Ongoing Interventions	Administration walk-through log and teacher peer feedback; Student Progress on Ongoing Interventions	Administration walk-through log and teacher peer feedback; Student Progress on Ongoing Interventions	
Attendance Rate	Increase attendance to 97%	Increase attendance from 96.68% to 97%.	Increase attendance to 97%.	Maintain attendance at 97%
Chronic Absence	Chronic absence rate over 12%	Decrease Chronic Absence rate from 12%	Decrease Chronic Absence rate from 12%	Decrease Chronic Absence rate from 12%
Suspension Rate	Suspension rate is over 5%	Decrease suspension rate from 5.882%	Decrease suspension rate from 5.882%	Decrease suspension rate from 5.882%
Restorative Practices Implementation	Implementation	Begin Restorative Practices Implementation	Continue Restorative Practices Implementation	Continue Restorative Practices Implementation
Parent Information Events	Offer at least two parent information events each year.	Maintain parent information events at 2 per year.	Maintain parent information events at 2 per year.	Maintain parent information events at 2 per year.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

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 Action

2017-18 Actions/Services

Staffing
Professional Development
Hardware/Software
Post-secondary Success
Parent Outreach

2018-19 Actions/Services

Staffing
Professional Development
Hardware/Software
Post-secondary Success
Parent Outreach

2019-20 Actions/Services

Staffing (Teachers, Counselor)
Professional Development
Supplemental Instructional Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	126,410.40	126,410.40	139,768
Source	Base	Base	Suppl/Con
Budget Reference	Staffing	Staffing	1000-3000 Staffing

Amount	400	400	13,523
Source	Title I	Title I	Title I
Budget Reference	Professional Development	Professional Development	1000-3000 Staffing
Amount	817	817	2500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	Hardware/Software	Hardware/Software	1000-6000 Professional Learning
Amount	655	655	6000
Source	Sup 07 F/R	Sup 07 F/R	Title I
Budget Reference	Post Secondary Success	Post Secondary Success	4000-7000 Supplemental Instructional Materials
Amount	120	120	
Source	Sup 09 EL	Sup 09 EL	
Budget Reference	Parent Outreach	Parent Outreach	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Resource Teachers

2018-19 Actions/Services

Resource Teachers

2019-20 Actions/Services

Parent Outreach and Communication

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	126,090	126,090	35,383
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-3000 Staffing	1000-3000 Staffing	1000-3000 Staffing: Clerk/Parent Advisor
Amount			10,000
Source			Suppl/Con
Budget Reference			1000-6000 Niche Software: Website
Amount			25,000
Source			Suppl/Con
Budget Reference			1000-7000 Security and Safety: Cameras, Fencing, Signage

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)

Modified Goal

Goal 2

Priority Two Mathematics

Improve student understanding and performance in mathematics by designing learning opportunities where content is organized into coherent, rigorous and relevant units of study or “critical areas”. Project Based Learning fosters an independent and team capacity to apply learned concepts, develop ‘agency’ and persevere. Measurable benchmarks and/or formative assessments, and follow-up testing will be utilized to ensure individual student progress, including EL students, students who have a 504 plan or IEP and students who are not producing grade level work.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Professional Development/Support, Content Literacy, Driving Questions, Data Based Decision Making, Math Intervention

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student learning results on Individual	Student learning results on Individual	Student learning results on Individual	Student learning results on Individual	Metric discontinued

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Assessments of Knowledge and Thinking (IAKTS)	Assessments of Knowledge and Thinking (IAKTS)	Assessments of Knowledge and Thinking (IAKTS)	Assessments of Knowledge and Thinking (IAKTS)	
Student progress on four year math sequence	Students encouraged to take four years of math	Student progress on four year math sequence	Student progress on four year math sequence	Student progress on four year math sequence
Formative assessments	Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback	Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback	Student progress on targeted interventions, Admin Walk-through log, Checks for Understanding, as evidenced by Administration walk-through log and teacher peer feedback	Metric discontinued
CAASPP Mathematics	Established math (11% Met/Exceeded) proficiency baseline as measured by 2015 CAASPP Actual 2016: 15%	Increase by 2% a year. Actual 2017: 15%	Increase by 2% a year. Actual 2018: 12.2%	Increase by 2% a year.
College Readiness as measured by CAASPP Mathematics	Percent exceeded: Actual 2015 1%; Actual 2016: 4%	Increase by 2% a year. Actual 2017: 0%	Increase by 2% a year. Actual 2018: 7.32%	Increase by 2% a year.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Staffing
Hardware/Software
Professional Development
Supplemental Resources
Post Secondary Success
Parent Outreach

2018-19 Actions/Services

Staffing
Hardware/Software
Professional Development
Supplemental Resources
Post Secondary Success
Parent Outreach

2019-20 Actions/Services

Staffing
Professional Development
Supplemental Instructional Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32,300	32,300	112,311
Source	Title I	Title I	Suppl/Con
Budget Reference	Staffing	Staffing	1000-3000 Staffing
Amount	500	500	2500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	Professional Development	Professional Development	1000-6000 Professional Development
Amount	1796	1796	0
Source	Title I	Title I	Title I
Budget Reference	Hardware/Software	Hardware/Software	Hardware/Software
Amount	616	616	6000
Source	Sup 07 F/R	Sup 07 F/R	Title I
Budget Reference	Supplemental Resources	Supplemental Resources	1000-6000 Supplemental Instructional Materials
Amount	845	845	
Source	Title I	Title I	
Budget Reference	Post Secondary Success/ Parent Outreach	Post Secondary Success/ Parent Outreach	

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Priority Three English Language Learners

Examine how the school supports its English Language Learners and increase the percentage of students meeting the requirements of reclassification. Establish a school-wide identification of the EL learners and increase collaboration and consistency of system practices of all adult stakeholders at New Technology High School, by calibrating norms and implementing school-wide and New Technology theories of practice, especially in regard to EL students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Defense of Learning, Project Development

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Formative assessments	Individual Assessments of Knowledge and Thinking (IAKTS), Projects,	Individual Assessments of Knowledge and Thinking (IAKTS), Projects,	Individual Assessments of Knowledge and Thinking (IAKTS), Projects,	Metric discontinued

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Defense of Learning; Student success on ELD objectives and interventions	Defense of Learning; Student success on ELD objectives and interventions	Defense of Learning; Student success on ELD objectives and interventions	
College Readiness assessments	CAASPP ELA: N size of EL students too small CAASPP Math: N size of EL students too small	Increase by .5%	Increase by .5%	Increase by .5%
Reclassification rate	Reclassification rate 2016-17: 5.3%	English Learner Reclassification Rate will increase by 2% Actual 2017-18: 2.6%	English Learner Reclassification Rate will increase by 2% Actual 2018-19: 18.9%	English Learner Reclassification Rate will increase by 2%
Annual Measurable Achievement Objective (AMAO) 2	Increase AMAO 2 by 2%	AMAO 2 will increase by 2%	AMAO 2 will increase by 2% Not reported by state	Metric discontinued

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Staffing

Professional Development

Hardware/Software

Supplemental Resources

Parent Outreach/Post Secondary Success

2018-19 Actions/Services

Staffing

Professional Development

Hardware/Software

Supplemental Resources

Parent Outreach/Post Secondary Success

2019-20 Actions/Services

Staffing

Supplemental Instructional Materials

Parent Outreach/Workshops

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	32,299.60	32,299.60	80,700
Source	Sup 09 EL	Sup 09 EL	Suppl/Con EL
Budget Reference	Staffing	Staffing	1000-3000 Staffing
Amount	100	100	4123
Source	Title I	Title I	Title I
Budget Reference	Professional Development	Professional Development	1000-6000 Supplemental Instructional Materials

Amount	200	200	1165
Source	Sup 09 EL	Sup 09 EL	Suppl/Con EL
Budget Reference	Hardware/Software	Hardware/Software	1000-6000 Supplemental Instructional Materials
Amount	200	200	827
Source	Sup 07 F/R	Sup 07 F/R	Title I
Budget Reference	Supplemental Resources	Supplemental Resources	4000-7000 Parent Workshops
Amount	120	120	
Source	Title I	Title I	
Budget Reference	Parent Outreach/Post Secondary Success	Parent Outreach/Post Secondary Success	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$409,327

Percentage to Increase or Improve Services

%

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

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

The chartering authority (SCUSD) allocated funds to dependent charter Sacramento New Technology High School (SNTHS) based on unduplicated numbers of English Learner, low income, and foster youth to ensure that SNTHS could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback. The calculated percentage by which services must be increased for the unduplicated count is ____%.

The funds allocated to Sacramento New Technology High School will be principally directed towards staff that provide direct service to unduplicated students. A Clerk/Parent Advisor (who will provide targeted outreach to parents of English Learners) will ensure that parents and caregivers understand the school's high quality instruction, assessment and interventions for struggling students. Resource teachers can provide opportunities for enhanced instruction for those students performing below proficiency. Funds will also be directed toward technology, security and professional development. To increase parent engagement, funds will be set aside to support events that provide information for parents and guardians so that they can guide their students. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$326,704

22.56%

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

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

The chartering authority (SCUSD) allocated funds to dependent charter Sacramento New Technology High School (SNTHS) based on unduplicated numbers of English Learner, low income, and foster youth to ensure that SNTHS could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback. The calculated percentage by which services must be increased for the unduplicated count is 22.56%.

The funds allocated to Sacramento New Technology High School will be principally directed towards staff that provide direct service to unduplicated students. Additional Resource Teachers (one of whom will solely support English Learners) will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Resource teachers can provide opportunities for enhanced instruction for those students performing below proficiency. Funds will also be directed toward technology and professional development. To increase parent engagement, funds will be set aside to support events that provide information for parents and guardians so that they can guide their students. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$319,784

20.53%

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

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

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter Sacramento New Technology High School based on unduplicated numbers of EL, low income, and foster youth to ensure that SNTHS could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for Sacramento New Technology High School (SNTHS) is \$319,784. LCFF supplemental and concentration grant funds were budgeted for expenditures such as resource teachers, professional development, technology supports, and parent outreach supplies. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. Sacramento New Technology High School will need to reference the LCAP and site plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to the targeted subgroups. Sacramento New Technology High School's School Site Council and School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.

The calculated percentage by which services must be increased for the unduplicated count is 20.53%.

The funds allocated to Sacramento New Technology High School will be principally directed towards staff that provide direct service to unduplicated students. Additional Resource Teachers (one of whom will solely support English Learners) will ensure that high quality instruction, assessment and interventions for struggling students will be implemented. Resource teachers can provide opportunities for enhanced instruction for those students performing below proficiency. Funds will also be directed toward technology and professional development. To increase parent engagement, funds will be set aside to support events that provide information for parents and guardians so that they can guide their students.

