

Introduction:

LEA: Sacramento New Technology High School **Contact (Name, Title, Email, Phone Number):** Kenneth Durham, Principal, kenneth-durham@scusd.edu, 916 433 2839 **LCAP Year:** 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>These are the various stakeholders:</p> <p>During the Monday Common Planning Time meetings, staff input was solicited and noted. Weekly Monday 7:45-9:00 am</p> <p>The Advisory Board consisting of parents, community members, teachers, administration, and students meets the first Wednesday of each month, reviewed all sections of the WASC Progress Report and the Single Plan for</p>	<p>During the 2014-2015 school year, Sacramento New Technology High School Stakeholders met regularly to address the Critical Areas of Concern. The School Development and Improvement Plan was updated to address the WASC Critical Areas of Concern and both documents were addressed in the Single Plan for Student Achievement.</p> <p>Goals and priorities have been reviewed at regular meetings and these goals and priorities are included in the LCAP. Review dates for LCAP were April 22,</p>

<p>Student Achievement. 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.</p> <p>The School Site Council consisting of parents, teachers, administration, and students meets on the second Tuesday of each month and ensures that the Single Plan for Student Achievement is implemented faithfully by addressing the focus areas and the critical areas of concern, and making sure that categorical funds are appropriately managed.</p> <p>The English Learner Advisory Board meets quarterly and works to address the concerns of the English Learner Community and to bring these students and families into greater participation. They are working to implement changes that will positively impact families of English Language Learners.</p> <p>The PTSA consisting of parents, teachers, and students meets the second Tuesday of each month following the School Site Council meeting. PTSA addresses the concerns of the students and parents they represent and supports staff and students with extracurricular activities such as college visits and field trips and scholarships.</p> <p>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.</p>	<p>2015 with ELAC, May 6, 2015 with Site Advisory Board (governing board); May 12, 2015 with School Site Council and PTSA.</p> <p>On May 20, 2015 Public Viewing and May 21, 2015 Final Public Viewing for approval by the SAB.</p>
<p>Annual Update: The Annual Update was shared April 22, 2015 with ELAC, May 6, 2015 with the Site Advisory Board; May 12, 2015 with the School Site Council and PTSA.</p>	<p>Annual Update: Stakeholders agreed that the goals for Sacramento New Technology HS should be unique to reflect the program offered.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	Priority One: Humanities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
	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.	

Identified Need :	Instructional shift , English Language Development, Data Based Decision Making, Defense of Learning, ELA Intervention		
Goal Applies to:	Schools:	Sacramento New Technology High School	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	LEA wide	<input checked="" type="checkbox"/> All	Staffing Base 126,410.40
Professional Development		OR: <input type="checkbox"/> Low Income pupils	Professional Development Title I 400
		<input type="checkbox"/> English Learners	Hardware/Software Sup 07 F/R 817
Hardware/Software		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Post Secondary Success Sup 07 F/R 655

Post-secondary Success Parent Outreach		English proficient _ Other Subgroups: (Specify)	Parent Outreach Sup 09 EL 120
Resource Teachers (1.44 FTE)		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staffing 1000-3000 Sup 07 F/R 126.090

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	LEA wide	<input checked="" type="checkbox"/> All	Staffing Base 126,410.40
Professional Development		OR: _ Low Income pupils	Professional Development Title I 400
Hardware/Software		_ English Learners	Hardware/Software Sup 07 F/R 817
Post-secondary Success		_ Foster Youth	Post Secondary Success Sup 07 F/R 655
Parent Outreach		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Parent Outreach Sup 09 EL 120

Resource Teachers	LEA wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing 1000-3000 Sup 07 F/R 126,090
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	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.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing Professional Development Hardware/Software Post-secondary Success Parent Outreach	LEA wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing Base 126,410.40 Professional Development Title I 400 Hardware/Software Sup 07 F/R 817 Post Secondary Success Sup 07 F/R 655 Parent Outreach Sup 09 EL 120
Resource Teachers	LEA wide	<input type="checkbox"/> All OR:	Staffing 1000-3000 Sup 07 F/R 126,090

		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 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".	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Professional Development/Support, Content Literacy, Driving Questions, Data Based Decision Making, Math Intervention

Goal Applies to: Schools: Sacramento New Technology High School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide: Math Teachers	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing \$32,300.00 Title I
Hardware/Software			Professional Development \$500.00 Sup 07 F/R
Professional Development			Hardware/Software \$1796.00 Title I
Supplemental Resources			Supplemental Resources \$616.00 Sup 07 F/R
Post Secondary Success			Post Secondary Success/ Parent Outreach \$845.00 Title I
Parent Outreach			

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide: Math Teachers	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing \$32,300.00 Title I
Hardware/Software			Professional Development \$500.00 Sup 07 F/R
Professional Development			Hardware/Software \$1796.00 Title I
Supplemental Resources			Supplemental Resources \$616.00 Sup 07 F/R
Post Secondary Success			Post Secondary Success/ Parent Outreach \$845.00 Title I
Parent Outreach			

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide: Math Teachers	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing \$32,300.00 Title I
Hardware/Software			Professional Development \$500.00 Sup 07 F/R
Professional Development			Hardware/Software \$1796.00 Title I
Supplemental Resources			Supplemental Resources \$616.00 Sup 07 F/R
Post Secondary Success			Post Secondary Success/ Parent Outreach \$845.00 Title I

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

GOAL 3:	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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need : Defense of Learning, Project Development

Goal Applies to: Schools: Sacramento New Technology High School
 Applicable Pupil Subgroups: All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes: 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%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staffing \$32,299.60 Sup 09 EL
Professional Development			Professional Development \$100.00 Title I
Hardware/Software			Hardware/Software \$200.00 Sup 09 EL
Supplemental Resources			Supplemental Resources \$200.00 Sup 07 F/R
Parent Outreach/Post Secondary Success			Parent Outreach/Post Secondary Success \$120.00 Title I

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	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%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staffing \$32,299.60 Sup 09 EL
Professional Development			Professional Development \$100.00 Title I
Hardware/Software			Hardware/Software \$200.00 Sup 09 EL
Supplemental Resources			Supplemental Resources \$200.00 Sup 07 F/R
Parent Outreach/Post Secondary Success			Parent Outreach/Post Secondary Success \$120.00 Title I

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	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%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staffing	Schoolwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Staffing \$32,299.60 Sup 09 EL
Professional Development			Professional Development \$100.00 Title I
Hardware/Software			Hardware/Software \$200.00 Sup 09 EL
Supplemental Resources			Supplemental Resources \$200.00 Sup 07 F/R
			Parent Outreach/Post Secondary Success \$120.00 Title I

Parent Outreach/Post Secondary Success		_ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Increase percent of students who are on track to graduate college and career ready.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify <u>Pillar 1, District Strategic Plan; District Guide to Success</u>	
Goal Applies to:	Schools:	New Technology High School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<p>1. Increase cohort graduation rate: ALL: from 92.7% to 95%; EL: from 85.7% to 90%; Low Income: from 92% to 95%.</p> <p>2. Establish math and ELA proficiency baselines as measured by the CAASPP. Establish math and ELA below proficiency baselines as measured by the CAASPP.</p> <p>3. API remains frozen at 2013 levels: API: 732; Low Income: 720; EL: 685</p> <p>4. Increase % of students prepared for college as indicated on EAP English: from 18 to 28%; Math: from 0 to 10%.</p> <p>5. Maintain a-g course completion rate at 98.4%</p> <p>6. Maintain # of students participating in Pathways / Career Academy students at 100%.</p> <p>7. Increase Reclassification rate from 40% to 50%</p>		Actual Annual Measurable Outcomes:	<p>1. 2013-14 cohort graduation rate: ALL: 91.1%; EL: 100%; Low Income: 90.9%.</p> <p>2. Not available yet. New Technology High School will use the 2014-15 data to establish baselines.</p> <p>3. California State Board of Education is working on the creation of a similar metric.</p> <p>4. EAP exemptions: 18%.</p> <p>5. Students completing a-g courses: 68.3%</p> <p>6. New Technology High School's model is that all students are in a Pathway.</p> <p>7. Reclassification rate: 40%</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Action 1.1	Classroom teachers and substitutes		New Technology HS had full staff for	Classroom teachers and substitutes

<p>Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: A basic educational program is provided to all students attending New Technology High School as the foundation to developing Career and College Ready students.</p> <p>Funding of additional 2 days added to certificated and classified contracts (formerly furlough days).</p>	<p>Base 1,037,619</p> <p>Classified staff (Clerical staff, Registrar, Office Manager, clerical substitute)</p> <p>Base 150,843</p> <p>Basic facilities costs and oversight (pro-rata share) Utilities (Electricity, Gas, City) Base 150,843</p> <p>End of furlough days</p> <p>Suppl/Con 1,598,407</p>	<p>the 2014-15 school year.</p> <p>Utilities costs increased.</p> <p>The school received a portion of the funding that ended furlough days for staff. We are unable to report the actual amount, but include the districtwide amount.</p>	<p>Base 1,019,611</p> <p>Classified staff (Clerical staff, Registrar, Office Manager, clerical substitute)</p> <p>Base 143,841</p> <p>Utilities</p> <p>Base 201,162</p> <p>End of furlough days</p> <p>Suppl/Con 1,598,407</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1</p> <p>Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide CCSS-aligned instructional materials with embedded</p>	<p>Common Core State Standards (CCSS) for teachers, principals and instructional aides. Resources: State CCSS funding, Title I, Title II, grant funds.</p> <p>Other</p> <p>CCSS instructional materials are provided to students district-wide</p> <p>4000-4999: Books And Supplies Other 1,500,000</p> <p>Supplemental Instructional Materials</p> <p>4000-4999: Books And Supplies</p>	<p>New Technology HS participated in districtwide professional learning to support implementation of CCSS.</p> <p>The school received a portion of LEA-wide services, but we are unable to specify an amount for professional learning.</p> <p>We are able to specify the amount for instructional materials, though all funds were not expended.</p>	<p>Common Core State Standards (CCSS) for teachers, principals and instructional aides Other</p> <p>CCSS instructional materials 4000-4999: Books And Supplies Grant 44,606</p> <p>Supplemental instructional materials</p> <p>4000-4999: Books And Supplies Sup 07 F/R 11,602</p> <p>4000-4999: Books And Supplies Title I 9,777</p>

<p>assessments to ensure a quality CCSS implementation.</p>	<p>Sup 07 F/R 30,760</p>		
<p>Scope of Service Schoolwide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Schoolwide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 1.1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: Provide professional learning development of communities of practice, and job-embedded coaching to increase access to A-G courses, career technical education courses, and work-based learning experiences in order to expand the Linked Learning initiative.</p>	<p>Linked Learning Pathways and career technical education prepare students for postsecondary education and careers. Work based learning and career technical education courses, and work based learning experiences are provided at all high schools. 1000-3000 Grant 6,300,000</p> <p>Counselor 1000-3000 Sup 07 F/R 79,544</p> <p>Intern Specialist 2000-3000 Sup 07 F/R 81,045 2000-3000 Sup 09 EL 15,750</p>	<p>New Technology HS includes 21st Century career exploration with strategic partnerships that expose students to career pathways through internships and service learning. This high school receives a portion of district grant funding.</p> <p>Allocation for the Counselor increased because of step and column increases as well as an increase in health benefits paid by the district.</p>	<p>Linked Learning Pathways grant funds districtwide support work-based learning and career technical education courses.</p> <p>Counselor 1000-3000 Sup 07 F/R 103,541</p> <p>Intern Specialist 2000-3000 Sup 07 F/R 88,306</p>
<p>Scope of Service Schoolwide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service Schoolwide</p> <hr/> <p>X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>Action 1.1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: Foster youth receive educational counseling from a Foster Youth Services Department staff member with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department.</p>	<p>Youth Services Program Associate 1000-3000 Base 59,000 1000-3000 Title ID 29,000</p>	<p>New Technology HS receives a portion of district-wide services for foster youth.</p> <p>The Program Associate described in this service was not hired this year.</p>	<p>Youth Services Program Associate 1000-3000 Base</p>
<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 1.1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.</p> <p>Service: For students with disabilities: Provide specific professional learning opportunities to special education teachers on Common Core implementation. Implement specific teaching strategies to assist students with disabilities in accessing Common</p>	<p>Professional Development and curricular resources 1000-4000 Base 177,295</p>	<p>New Technology HS receives a portion of districtwide services.</p> <p>The special education department is funded from SCUSD SELPA encroachment.</p>	<p>Professional Development and curricular resources 1000-4000 Base 159,528</p>

<p>Core instruction (i.e. Universal Design for Learning).</p> <p>Identify and adopt curricular resources for students with moderate to severe disabilities so that they can access Common Core instruction.</p>			
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Students with Disabilities</u></p>	
<p>Action 1.2</p> <p>Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.</p> <p>Services:</p> <p>Provide instructional assistants to help engage and support students while teachers facilitate small group instruction.</p>	<p>Resource Teachers</p> <hr/> <p>1000-3000 Sup 07 F/R 205,983</p> <hr/> <p>1000-3000 Sup 09 EL 63,697</p>	<p>New Technology High School uses Resource Teachers to provide differentiated instruction.</p>	<p>Resource Teachers 1000-3000</p> <hr/> <p>266,401</p>
<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service Schoolwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

<p>proficient _ Other Subgroups: (Specify)</p>		<p>_ Other Subgroups: (Specify)</p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.</p> <p>Services: Funds are allocated for academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.</p>	<p>Foster Youth Services staff</p> <hr/> <p>Title ID</p> <p>Additional Foster Youth Associate 65,000</p>	<p>New Technology High School receives services for identified foster youth as a portion of districtwide allocation, as needed.</p> <p>The district was not able to hire the additional foster youth associate this year.</p>	<p>Foster Youth Services staff</p> <hr/> <p>Additional Foster Youth Associate</p>
<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p>_ All ----- OR: _ Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 1.3 Implement a comprehensive early literacy assessment system comprised of screening, diagnostic, and progress monitoring tools.</p> <p>Services: Student progress is monitored through the District benchmark assessments and the Data Director Data Management system contract.</p>	<p>Data Director Data Management System 5000-5999: Services And Other Operating Expenditures Base 120,000</p>	<p>New Technology High School receives a portion of this districtwide service.</p>	<p>Data Director Data Management System</p> <hr/> <p>5000-5999: Services And Other Operating Expenditures Base 120,000</p>

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>After the review of the prior year's LCAP, we want to take a reflective approach and do an intentional systematic analysis of programs already in place – are they effective? Are these programs helping us to achieve the college and career ready goal? We need to be sure our decisions are helping kids and if not, make modifications.</p> <p>The 2014-15 LCAP was constructed using the goals of our authorizing school district. Going forward, Sacramento New Technology High School (SNTHS) goals will be more reflective of the program offered.</p> <p>As we plan for the future, we will make sure that staffing is appropriate – for example, do we need bilingual paraprofessionals to help with our student and parent population? We will review professional development and training, to see what is most effective and be strategic in use of resources.</p> <p>There was a need to make a data correction in the A-G completion rate. The target metric for 2015-16 has been adjusted.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: <u>New Technology High School</u> Applicable Pupil Subgroups: <u>All</u>
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Expected Annual Measurable Outcomes:	Schoolwide attendance rate will increase from 95.66% to 97%. Chronic Absence rate will decrease from 12% to 10%. Number of suspensions will decrease from 21 to 16. Maintain low cohort dropout rate of 2.9% Decrease EL dropout rate from 14.3% to 12% Decrease low income dropout rate from 4% to 3%	Actual Annual Measurable Outcomes:	Schoolwide attendance rate: 96.68% Chronic Absence rate: Data not available as of 5/20/15. Number of suspensions: 15. Suspension rate per 100 students: 5.882. Cohort dropout rate: 6.7% EL dropout rate: 0% Low income dropout rate: 6.1%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services								
	Budgeted Expenditures		Estimated Actual Annual Expenditures							
Action 2.1 Students will be provided cleaner, better maintained learning environments Services: Cleaner, better maintained schools are more inviting comfortable learning environments to encourage students to attend school.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Custodian</td> </tr> <tr> <td style="text-align: center;">Base 55,164</td> </tr> <tr> <td style="text-align: center;">Custodial operational supplies</td> </tr> <tr> <td style="text-align: center;">Base 4,000</td> </tr> </table>	Custodian	Base 55,164	Custodial operational supplies	Base 4,000	Custodian allocation has not been fully expended because substitute custodial staff was used for part of the year, which is not reflected here.	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Custodian Base 24,890</td> </tr> <tr> <td style="text-align: center;">Custodial operational supplies</td> </tr> <tr> <td style="text-align: center;">Base 3,900</td> </tr> </table>	Custodian Base 24,890	Custodial operational supplies	Base 3,900
Custodian										
Base 55,164										
Custodial operational supplies										
Base 4,000										
Custodian Base 24,890										
Custodial operational supplies										
Base 3,900										

Scope of Service Schoolwide		Scope of Service Schoolwide	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Action 2.2 All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.</p> <p>Services: Supports and training for positive school climate, including bullying prevention, Restorative Justice, and Positive Behavior Intervention Support systems. Community based positive programs support families and schools to prevent attendance problems.</p> <p>Mental and physical health supports are provided by nurses and social workers.</p> <p>District Connect Center provides insurance enrollments and support services for students with academic, behavior, attendance and/or social/emotional concerns.</p>	<p>Attendance, Dropout Prevention Coordinator and Specialist, Attendance Incentives</p> <hr/> <p>1000-4000 Base 75,000</p> <p>Nurses, Health Aides, Social Workers</p> <hr/> <p>1000-3000 Base 520,000</p> <p>District Connect Center 1000-3000 Base 200,000</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management</p> <hr/> <p>1000-3000 Base 200,000</p> <p>Social/Emotional Learning -- Professional Development, Coordinator</p> <hr/> <p>Grant 163,000</p>	<p>These services are for student support districtwide. New Technology HS receives a portion of the services as described.</p>	<p>Attendance, Dropout Prevention Coordinator and Specialist, Attendance Incentives</p> <hr/> <p>1000-4000 Base 75,000</p> <p>Nurses, Health Aides, Social Workers</p> <hr/> <p>1000-3000 Base 520,000</p> <p>District Connect Center 1000-3000 Base 200,000</p> <p>Bullying Prevention Specialist; PBIS Coaching, Data Management 1000-3000 Base 200,000</p> <p>Social/Emotional Learning - Professional Development, Coordinator</p> <hr/> <p>Grant 163,000</p>

<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.</p> <p>Services: Computer hardware to enhance instruction and provide career technical and college readiness activities.</p>	<p>Complete computer carts, Internet upgrade, Network Upgrade</p> <p>4000-4999: Books And Supplies Bond 500,000</p>	<p>These technology upgrades are part of a districtwide bond measure. New Technology High School receives a portion of these purchases.</p>	<p>Complete computer carts, Internet upgrade, Network Upgrade</p> <p>4000-4999: Books And Supplies Bond 500,000</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Action 2.3 Schools will provide more varied opportunities for students to become interested in school and learning</p>	<p>Foster Youth Services staff (see Goal 1.1)</p>	<p>The school receives a portion of the services provided by Foster Youth Services staff, as needed. No expenditure associated with this</p>	

<p>through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.</p> <p>Services: Ensure foster youth liaison has adequate time, knowledge, and resources to fully execute the responsibilities of the Foster Youth Ed Liaison in order to decrease adverse effects of school mobility on foster youth.</p>		<p>service.</p>	
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The 2014-15 LCAP was constructed using the goals of our authorizing school district. Going forward, Sacramento New Technology High School (SNTHS) goals will be more reflective of the program offered.</p> <p>Although SNTHS does not have a goal specifically to address positive school climate, we plan to develop strategies to support student engagement and school climate under our 2015-16 Goal 1. Over the summer, staff will begin training in Restorative Practices to create a school environment where the focus of discipline is to correct unwanted behavior.</p> <p>School climate includes physical space. Over the summer, we will plan a transformation of physical space including a deep cleaning so that the physical appearance is impeccable on Day 1. That process will be repeated over the winter break. Our stakeholders have expressed concern that the school's physical appearance could be better maintained throughout the year.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Parents, family and community stakeholders will become more fully engaged as partners in the education of students in the SCUSD.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: <u>New Technology High School</u> ----- Applicable Pupil Subgroups: <u>All</u>		
Expected Annual Measurable Outcomes:	Establish Parent Resource Center to ensure school is open and welcoming to families and community partners.	Actual Annual Measurable Outcomes:	There is no available room on campus to establish a stand-alone Parent Resource Center.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Action 3.1 Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.</p> <p>Service: District provides parent outreach and education services and the establishment of site Parent Resource Centers.</p> <p>SNTHS staff provides presentations on curriculum and college readiness. They maintain communication with parent/guardians through an online school network.</p>	<p>District Parent Resource Center staff 2000-3000 Base</p> <hr/> <p>2000-3000 Title I 150,000</p>	<p>New Technology High School receives support from the District Parent Resource Center staff (communication to families, trainings and workshops offered) as a portion of the district-wide services.</p> <p>There is no expense allocated at the school site for this support.</p>	<p>District Parent Resource Center staff 2000-3000 Base</p> <hr/> <p>2000-3000 Title I 150,000</p>
Scope of Service	Schoolwide	Scope of Service	Schoolwide

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The 2014-15 LCAP was constructed using the goals of our authorizing school district. Going forward, Sacramento New Technology High School (SNTHS) goals will be more reflective of the program offered. The district's goal to include a Parent Resource Center at every school site is something that we will consider in the future. However, for SNTHS, parent and community engagement will be included in our academic conversations with families throughout the school year.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$249,170</u>
<p>In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter 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.</p> <p>The estimated supplemental and concentration grant funding for Sacramento New Technology High School (SNTHS) is \$249,170. Out of this amount, approximately \$161,498 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. Because funds from the May revise were allocated after the close of the school year for this charter school, the difference, representing the additional funds, will have to be reviewed by the School Advisory Board immediately upon re-convening for the 2015-16 school year.</p> <p>The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. 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.</p>	

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

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

11.5	%
8	

The calculated percentage by which services must be increased for the unduplicated count is 11.58%.

As mentioned in Section 3A, LCFF funds were allocated proportionally to the dependent charter schools, such as Sacramento New Technology High School, with low income, English Learner and foster youth populations. Schools with higher concentrations of unduplicated students received higher allocations of LCFF funds.

The funds allocated to Sacramento New Technology High School will be principally directed towards staff that provide direct service to unduplicated students. Additional FTEs for three 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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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