

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: City Arts and Tech Academy

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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>Envision Schools Support Office leadership developed a draft LCAP template for Envision Schools based on the goals of the charter organization. The template was presented to the Envision Board on April 10, 2014 for review. Envision Support office leadership provided an Envision LCAP template to principals on April 29, 2014 and received feedback from principals on the proposed goals, metrics, and activities.</p> <p>Principals then shared the draft Envision LCAP template with their leadership team at the site and identified additional specific site goals and activities for the subgroups at their site. Impact Academy notified parents through written invitation and phone calls home and held a Parent Advisory Council meeting in May. At the Parent Advisory Council meeting, the Impact Academy staff engaged parents in a review of the plan. Written feedback from parents was charted. The site LCAP leadership teams then responded in writing to comments from the Parent Advisory Council.</p> <p>Based on parent, teacher, and principal feedback, site leadership teams finalized site LCAP plans and re-submitted them to the Support Office LCAP leadership team for review and for preparation for a June Board presentation.</p> <p>Time-line for Envision Education’s LCAP Process:<br/>           March- SO Lead Team prepares Envision’s LCAP template<br/>           April- Board and Principals review Envision’s LCAP Template<br/>           May- LCAP Community Meetings at Sites. SO support to sites<br/>           June- Site teams finalize LCAPs.<br/>               Board reviews and approves each site’s LCAP<br/>           July- SO submits Envision’s LCAP to our Authorizers</p> | <p>The monthly CAT parents’ council meeting held on May 2<sup>nd</sup>, 2015 was dedicated in its entirety to discussion and feedback about both the new LCFF and LCAP accountability systems. We had a dozen parents in attendance, representing a diverse mix of our African American, Latino, and White families. Spanish translation was provided for approximately 50% of the participants.</p> <p>The first portion of the meeting was an overview of the LCFF and its potential implications for the both CAT and public education in California in general. After hosting a Q&amp;A section on LCFF, the convened participants reviewed the eight priorities associated with the LCAP, and then provided feedback on the initial goal proposal. That feedback was then incorporated into the revised draft of the LCAP. Provided below is an overview parents’ priority concerns within the goals.</p> <p><b>Goal #1. Increase the number of students ready for college level coursework</b></p> <ul style="list-style-type: none"> <li>• Incorporate more physical education into the college ready curriculum</li> </ul> <p><b>Goal #2. Develop a College-Going Culture that engages families and community members</b></p> <ul style="list-style-type: none"> <li>• Strengthen the parent action committee – school site council</li> <li>• More motivation for parents to contribute</li> <li>• Add school requirements for parent participation</li> <li>• Start with a committee with ideas (forming other committees for goals)</li> <li>• Internet postings in Spanish</li> <li>• Newsletter – suggestion box</li> <li>• Invite families to contribute to graduation committee – disseminate information earlier</li> </ul> <p><b>Goal #3 Provide an emotionally and physically safe learning environment</b></p> <ul style="list-style-type: none"> <li>• More celebrations – fiestas (December 16<sup>th</sup>, etc.) special meals</li> </ul> <p><b>Goal #4. Increase services and supports for our lowest performing students that include English Learners and students with disabilities</b></p> <ul style="list-style-type: none"> <li>• More tutoring support for struggling students</li> <li>• Expand the CAT reading program</li> </ul> <p>These priorities informed the development of our LCAP.</p> |

**Annual Update:**

All activities performed in 2014-15 will continue. In addition for 2015-16, an LCAP survey will be administered to gain feedback.

**Annual Update:**

The CAHSEE metrics/actions/outcomes were removed due to the suspension of the CAHSEE CDE graduation requirement.

**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).

**Actions/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?



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| <b>GOAL 1:</b>                              | <b>Increase the number of students ready for college level coursework</b>   | Related State and/or Local Priorities:<br>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"/><br>COE only: 9 ___ 10 ___<br>Local: Specify _____         |                              |
| <b>Identified Need:</b>                     | Students need to perform on statewide assessments.<br><b>Metrics:</b> API, CAASPP/EAP, SAT, AP Tests, Credentialed Teachers, CCSS Standards-Based Curriculum, CSP Proficiency   |   |                              |
| <b>Goal Applies to:</b>                     | Schools: City Arts and Tech<br>Applicable Pupil Subgroups: All  |   |                              |
| <b>LCAP Year 1: 2015-16</b>                 |   |   |                              |
| <b>Expected Annual Measurable Outcomes:</b> | 1. Increase API by target growth<br>2. Establish baseline on Smarter Balanced 11 <sup>th</sup> grade Summative Assessment/EAP<br>3. Increase 5% of students designated ready for college coursework<br>4. Increase 5% of students scoring 3 or better on AP Tests<br>5. 95% or above appropriately credentialed teachers<br>6. Implement CCSS Standards-Based Curriculum in ELA and Math<br>7. 100% of students reach proficiency on CSP<br>8. 100% of Envision students will have access to UC/CSU A-G Courses |   |                              |
| <b>Actions/Services</b>                     | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b> |
| 1. Establish API baseline                   | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                              |
| 2. a. Establish CAASPP/EAP baseline         | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |                              |

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| <p>2. b. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)</p>                                   | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |
| <p>2. c. Offer PD to teachers and Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Professional Development, Teacher Stipends \$22,000<br/><br/>Object Codes 1100, 3000, 5800</p> |
| <p>3. Continue implementation of College Spring SAT Test prep curriculum in 11<sup>th</sup> grade Advisory</p>                                       | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Tech Solutions \$13,333<br/><br/>Object Codes 5800</p>   |
| <p>4. Continue to offer all students AP courses</p>  | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |
| <p>5. a-Hire appropriately credentialed teachers</p>   | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other SubgroupsⓈSpecify)_____</p>  | <p>Principal \$40,000<br/><br/>Object Codes 1300, 3000</p>  |

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| <p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p> | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/> <hr/> OR:<br/> <u>  </u> Low Income pupils <u>  </u> English Learners<br/> <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/> <u>  </u> Other SubgroupsⓈSpecify) _____</p>  | <p>Lead teachers<br/> \$2,500 per teacher<br/><br/> Object Codes<br/> 1100,3000</p>                                    |
| <p>6. a All core teachers will use and/or create Common Core aligned instructional materials.</p>  | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/> <hr/> OR:<br/> <u>  </u> Low Income pupils <u>  </u> English Learners<br/> <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/> <u>  </u> Other SubgroupsⓈSpecify) _____</p>  |  |
| <p>6. b Teachers participate in PD around common core instructional strategies</p>   | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/> <hr/> OR:<br/> <u>  </u> Low Income pupils <u>  </u> English Learners<br/> <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/> <u>  </u> Other SubgroupsⓈSpecify) _____</p>  | <p>Professional Development,<br/> Teacher Stipends<br/> \$35,000<br/><br/> Object Codes<br/> 1100, 3000,<br/> 5800</p> |
| <p>7. a. Continue to implement 10<sup>th</sup> grade benchmark portfolio defense</p>   | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/> <hr/> OR:<br/> <u>  </u> Low Income pupils <u>  </u> English Learners<br/> <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/> <u>  </u> Other Subgroups:(Specify) _____</p> |  |
| <p>7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.</p>                       | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/> <hr/> OR:<br/> <u>  </u> Low Income pupils <u>  </u> English Learners<br/> <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/> <u>  </u> Other Subgroups:(Specify) _____</p> |  |

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| <p>8. Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
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**LCAP Year 2: 2016-17**

| <p>Expected Annual Measurable Outcomes:</p>  | <ol style="list-style-type: none"> <li>1. Increase API by 5 points</li> <li>2. Increase CASSPP 90% Literacy &amp; 75% Math-All students and all statistically significant subgroups</li> <li>3. Increase 5% of students designated ready for college coursework.</li> <li>4. Increase 5% of students scoring 3 or better on AP Tests</li> <li>5. 95% or above appropriately credentialed teachers</li> <li>6. CCSS Standards-Based Curriculum</li> <li>7. 100% of students reach proficiency on CSP</li> <li>8. 100% of Envision students will have access to UC/CSU A-G Courses</li> </ol> |   |  |
|--|---|---|--|
| <p><b>Actions/Services</b></p>   | <p><b>Scope of Service</b></p>  | <p><b>Pupils to be served within identified scope of service</b></p>  | <p><b>Budgeted Expenditures</b></p>                              |
| <p>1. Make 95% or more students participate in CAASPP assessment.</p>  | <p>Charter-wide</p>   | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Tech Solutions<br/>\$10,000<br/><br/>Object Code<br/>5800</p> |
| <p>2. a. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)</p> | <p>Charter-wide</p>   | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |

|  |                     |  |  |
|--|---------------------|--|--|
| <p>2. b. Track teachers use of CIA data to inform instructional next steps.</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |
| <p>3. Continue implementation of College Spring SAT Test prep curriculum in 11<sup>th</sup> grade Advisory</p>                               | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |
| <p>4. Continue to offer all students AP courses and administer practice tests for these courses.</p>   | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |
| <p>5. a-Hire appropriately credentialed teachers</p>   | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Principal<br/>\$40,000<br/><br/>Object Codes<br/>1300, 3000</p>                   |
| <p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p> | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Lead teachers<br/>\$2,500 per<br/>teacher<br/><br/>Object Codes<br/>1100,3000</p> |
| <p>6. All core teachers will use and/or create Common Core aligned instructional materials.</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |

|   |              |  |  |
|---|--------------|--|--|
| 6. b Teachers participate in PD around common core instructional strategies   | Charter-wide | <input checked="" type="checkbox"/> X ALL<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Professional Development, Teacher Stipends \$35,000<br><br>Object Codes 1100, 3000, 5800 |
| 7. a. Continue to implement 10 <sup>th</sup> grade benchmark portfolio defense  | Charter-wide | <input type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  |
| 7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.               | Charter-wide | <input type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  |
| 8. Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary. | Charter-wide | <input type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____   |  |

**LCAP Year 3: 2017-18**

|                                      |   |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> <li>1. Increase API by target growth</li> <li>2. Increase CASSPP 95% Literacy &amp; 80% Math-All students and all statistically significant subgroups</li> <li>3. Increase 5% of students designated ready for college coursework.</li> <li>4. Increase 5% of students scoring 3 or better on AP Tests</li> <li>5. 100% or above appropriately credentialed teachers</li> <li>6. CCSS Standards-Based Curriculum</li> <li>7. 100% of students reach proficiency on CSP</li> <li>8. 100% of Envision students will have access to UC/CSU A-G Courses</li> </ol> |
|--------------------------------------|---|

| Actions/Services   | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures   |
|--|------------------|---|---|
| 1. Increase API by 5 points  | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Tech Solutions<br>\$10,000<br><br>Object Code 5800  |
| 2. a. Increase percent of students who score met or exceeded on the CAASPP by 10% in both Literacy and Math.         | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 2. b. Continue to administer CCSS/CAASPP aligned interim assessments, ie- Common Interim Assessments (CIAs)          | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 2. c. Train teachers in the use of a data protocol to use the data from the CIAs to inform instructional next steps. | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Professional Development,<br>Teacher Stipends<br>\$35,000<br><br>Object Codes<br>1100, 3000, 5800 |
| 3. Continue implementation of College Spring SAT Test prep curriculum in 11 <sup>th</sup> grade Advisory             | Charter-wide     | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |

|  |                     |  |   |
|--|---------------------|--|---|
| <p>4. Continue to offer all students AP courses and administer practice tests for these courses.</p>   | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |   |
| <p>5. a-Hire appropriately credentialed teachers</p>   | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Principal<br/>\$40,000<br/><br/>Object Codes<br/>1300, 3000</p>  |
| <p>5. b Offer differential salaries for shortage areas of math, Science, Learning Specialists (Special Education credentialed), Spanish.</p> | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Lead teachers<br/>\$2,500 per<br/>teacher<br/><br/>Object Codes<br/>1100,3000</p>                                      |
| <p>6. All core teachers will use and/or create Common Core aligned instructional materials.</p>  | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |   |
| <p>6. b Teachers participate in PD around common core instructional strategies</p>   | <p>Charter-wide</p> | <p><u>  X  </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups (Specify)_____</p> | <p>Professional<br/>Development,<br/>Teacher<br/>Stipends<br/>\$22,000<br/><br/>Object Codes<br/>1100, 3000,<br/>5800</p> |



|  |                     |  |  |
|--|---------------------|--|--|
| <p>7. a. Continue to implement 10<sup>th</sup> grade benchmark portfolio defense</p>   | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>7. b. Provide teachers and students time to refine portfolio artifacts and their defense in an advisory period.</p>               | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>8. Continue to offer A-G courses per the CAT graduation requirements and have counselor approve any new courses as necessary.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> X ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |

|   |   |  |  |
|---|---|--|--|
| <b>GOAL 2:</b>  | 2: Develop a College-Going Culture that engages families and community members.   | Related State and/or Local Priorities:<br>1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local: Specify _____  |  |
| <b>Identified Need:</b>   | All students including first generation students benefit from college-going culture<br><b>Metric:</b> LCAP Review Meeting Attendance, Family Conference Attendance, Translated communication, College Application completion  |  |  |
| <b>Goal Applies to:</b>   | Schools: City Arts and Tech<br>Applicable Pupil Subgroups: All  |  |  |
| <b>LCAP Year 1: 2015-16</b>   |   |  |  |
| <b>Expected Annual Measurable Outcomes:</b>                           | 1. 15% of parents/guardians give feedback on the LCAP by attending a school meeting or completing a survey<br>2. 60% of parents will participate in Exhibitions, a part of the CSP program<br>3. 60% of parents will attend back to school night<br>4. 60% of parents will attend college application/Financial Aid workshop<br>5. All students will complete a 2 or 4-year college application |  |  |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>                         |
| 1. Facilitate Family meeting to review the LCAP with parents/families | Charter-wide  | __X__ ALL<br>-----<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ | Parent Meetings<br>\$350<br><br>Object Codes<br>4700 |
| 2. Use tracking system to attendance at Exhibitions                   | Charter-wide  | __X__ ALL<br>-----<br>OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____ |  |

|   |              |   |   |
|---|--------------|---|---|
| 3. Continue parent communication which includes translated invitations and automated calls home translated into Spanish, and provide translation services | Charter-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Staff Translator<br>\$2,700<br><br>Object Codes<br>2400, 3000 |
| 4. Provide parents after-school workshops on financial aid and provide parents with college application workshops   | Charter-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Parent Meeting<br>Supplies \$350<br><br>Object Codes<br>4700  |
| 5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.   | Charter-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 5. b. College counselor pushes into senior computer lab to support with applications.   | Charter-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |

**LCAP Year 2: 2016-17**

|                                      |  |   |                              |
|--------------------------------------|--|---|------------------------------|
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> <li>1. 20% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey</li> <li>2. 65% of parents will attend back to school night</li> <li>3. 65% of parents will participate in Exhibitions, a part of the CSP program</li> <li>4. 65% of parents will attend college application/Financial Aid workshop</li> <li>5. All students will complete a 2 or 4-year college application</li> </ol> |   |                              |
| <b>Actions/Services</b>              | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b> | <b>Budgeted Expenditures</b> |

|   |                     |  |  |
|---|---------------------|--|--|
| <p>1. Facilitate Family meeting to review the LCAP with parents/families</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Parent Meetings \$350<br/><br/>Object Codes 4700</p>  |
| <p>2. Use tracking system to attendance at Exhibitions</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |
| <p>3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions</p> | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Translation services for parent communication s \$2,704<br/><br/>Object Codes 2400/3000</p> |
| <p>4. Provide parents after-school workshops on financial aid and provide parents with college application workshops</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Parent Meetings \$350<br/><br/>Object Codes 4700</p>  |
| <p>5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.</p>  | <p>Charter-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |

|   |              |   |  |
|---|--------------|---|--|
| 5. b. College counselor pushes into senior computer lab to support with applications. | Charter-wide | <input checked="" type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
|---|--------------|---|--|

**LCAP Year 3: 2017-18**

| Expected Annual Measurable Outcomes:   | 1. 25% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey<br>2. 70% of parents will attend back to school night<br>3. 70% of parents will participate in Exhibitions, a part of the CSP program<br>4. 70% of parents will attend college application/Financial Aid workshop<br>5. All students will complete a 2 or 4-year college application |   |  |
|--|--|---|--|
| Actions/Services   | Scope of Service   | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
| 1. Facilitate Family meeting to review the LCAP with parents/families  | School-wide  | <input checked="" type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Parent Meetings<br>\$350<br><br>Object Codes<br>4700         |
| 2. Use tracking system to attendance at Exhibitions  | School-wide  | <input checked="" type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
| 3. Continue parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish, and provide translation services at academic exhibitions | Charter-wide   | <input checked="" type="checkbox"/> X ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Staff Translator<br>\$2,700<br><br>Object Codes<br>2400/3000 |

|  |                     |   |   |
|--|---------------------|---|---|
| <p>4. Provide parents after-school workshops on financial aid and provide parents with college application workshops</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Parent Meetings \$350<br/><br/>Object Codes 4700</p> |
| <p>5.a College Counselor holds 1-on-1 meetings with each senior every fall semester.</p>                                 | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |
| <p>5. b. College counselor pushes into senior computer lab to support with applications.</p>                             | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |

|   |   |   |   |  |
|---|---|---|---|--|
| <b>GOAL 3:</b>  | 3: Provide an emotionally and physically safe learning environment.   |   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8__<br>COE only: 9__ 10__<br>Local: Specify _____ |  |
| Identified Need:  | Every student needs a safe environment to learn.<br><b>Metric:</b> Expulsion rates, ADA, Chronic Absenteeism, Average Class size, Grad Rate, Dropout Rate, Student/Parent Perceptions, Suspension Rate, Lesson Plans  |   |   |  |
| Goal Applies to:  | Schools:  | City Arts and Tech  |   |  |
|   | Applicable Pupil Subgroups:   | All   |   |  |
| <b>LCAP Year 1: 2015-16</b>   |   |   |   |  |
| Expected Annual Measurable Outcomes:  | 1. Decrease % of students expelled to 1% or less<br>2. Increase ADA to 94% or above<br>3. Decrease Chronic Absenteeism to 7% or below<br>4. Increased Graduation Rate to 92.5%<br>5. Decrease Dropout Rate to 5% or less for Hispanic and 15% or less for African American<br>6. Increase in student and parent feelings of safety and school connectedness to 95% or above<br>7. Decrease Suspension Rate to 12% or below<br>8. Maintain facilities to standard<br>9. 100% of Envision students will have access to Mandatory Advisory |   |   |  |
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>  |  |
| 1. <b>Restorative Discipline:</b> VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community. | School-wide   | __X__ ALL<br>-----<br>OR:<br>__ Low Income pupils __ English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | Principal<br>\$20,000<br><br>Object Codes<br>1300, 3000   |  |

|  |                    |   |   |
|--|--------------------|---|---|
| <p>2. Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All households are notified immediately when a student is absent.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Vice Principal \$38,000<br/>Office Manager \$50,000<br/>Tech Solutions \$10,000<br/><br/>Object Codes 1300, 2400, 3000, 5800</p> |
| <p>3. a Hold mid-quarter and end of quarter family meetings for students who continue to miss school.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Vice Principal \$38,000<br/>Tech Solutions \$10,000<br/><br/>Object Codes 1300, 2400, 3000, 5800</p>                             |
| <p>3. b Admin work with learning specialists to determine students who may be having attendance issues due to disabilities.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Learning Specialists \$196,000<br/><br/>Object Codes 1100,3000</p>   |
| <p>4. Teachers and administrators collaborate to identify students who are at risk of dropping out of school.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |
| <p>5. Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Family leads \$8,000<br/><br/>Object Codes 1300, 3000</p>  |
| <p>6. Continue to offer Students access to psychological</p>   | <p>School-</p>     | <p><input checked="" type="checkbox"/> ALL<br/>-----</p>  |   |



|   |                    |  |  |
|---|--------------------|--|--|
| <p>counseling services. Allow Students to request to see a counselor.</p>   | <p>wide</p>        | <p>OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p>   |  |
| <p>6. b VPSS mediates conflict between students when they quarrel with peers and teachers.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         -----<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>7. <b>Behavioral RTI:</b> students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         -----<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Principal<br/>\$20,000<br/><br/>Object Codes<br/>1300, 3000</p>                                       |
| <p>8. Address facilities issues in a timely manner to ensure the facility is in good repair</p>   | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         -----<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Vice Principal<br/>\$7,700<br/>Maintenance<br/>\$3,000<br/><br/>Object Codes<br/>1300, 3000, 5600</p> |
| <p>9. 100% of students will participate in advisory classes that develop their academic identity</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>         -----<br/>         OR:<br/> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |

**LCAP Year 2: 2016-17**

| <p><b>Expected Annual Measurable Outcomes:</b></p>   | <ol style="list-style-type: none"> <li>1. Decrease % of students expelled to 1% or less</li> <li>2. Increase ADA to 95% or above</li> <li>3. Decrease Chronic Absenteeism to 7% or below</li> <li>4. Increased Graduation Rate to 92.5%</li> <li>5. Decrease Dropout Rate to 4% or less for Hispanic and 10% or less for African American</li> <li>6. Increase in student and parent feelings of safety and school connectedness to 89% or above</li> <li>7. Decrease Suspension Rate to 13% or below</li> <li>8. Maintain facilities to standard</li> <li>9. 100% of Envision students will have access to Mandatory Advisory</li> </ol> |  |   |
|--|---|--|---|
| <p><b>Actions/Services</b></p>   | <p><b>Scope of Service</b></p>  | <p><b>Pupils to be served within identified scope of service</b></p>   | <p><b>Budgeted Expenditures</b></p>   |
| <p>1. <b>Restorative Discipline:</b> VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community.</p>           | <p>Charter-wide</p>   | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Principal<br/>\$20,000<br/><br/>Object Codes<br/>1300, 3000</p>  |
| <p>2. Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All households are notified immediately when a student is absent.</p> | <p>Charter-wide</p>   | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Vice Principal<br/>\$38,000<br/>Office Manager<br/>\$50,000<br/>Tech Solutions<br/>\$10,000<br/><br/>Object Codes<br/>1300, 2400,<br/>3000, 5800</p> |
| <p>3. a Hold mid-quarter and end of quarter family meetings for students who continue to miss school.</p>  | <p>Charter-wide</p>   | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Vice Principal<br/>\$38,000<br/>Office Manager<br/>\$50,000<br/>Tech Solutions<br/>\$10,000<br/><br/>Object Codes<br/>1300, 2400,</p>                |

|  |             |   |   |
|--|-------------|---|---|
|  |             |   | 3000, 5800  |
| 4. Teachers and administrators collaborate to identify students who are at risk of dropping out of school.   | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 5. Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.   | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 6.a Continue to offer Students access to psychological counseling services. Allow Students to request to see a counselor.  | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Family leads<br>\$8,000<br><br>Object Codes<br>1300, 3000 |
| 6. b VPSS mediates conflict between students when they quarrel with peers and teachers.  | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| 7. <b>Behavioral RTI:</b> students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy. | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Principal<br>\$20,000<br><br>Object Codes<br>1300, 3000   |

|   |             |   |   |
|---|-------------|---|---|
| 8. Address facilities issues in a timely manner to ensure the facility is in good repair      | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Vice Principal<br>\$7,700<br>Maintenance<br>\$3,000<br><br>Object Codes<br>1300, 3000, 5600 |
| 9. 100% of students will participate in advisory classes that develop their academic identity | School-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |

**LCAP Year 3: 2017-18**

| Expected Annual Measurable Outcomes:  | <ol style="list-style-type: none"> <li>1. Decrease % of students expelled to 1% or less</li> <li>2. Increase ADA to 96% or above</li> <li>3. Decrease Chronic Absenteeism to 7% or below</li> <li>4. Increased Graduation Rate to 92.5%</li> <li>5. Decrease Dropout Rate to 3% or less for Hispanic and 5% or less for African American</li> <li>6. Increase in student and parent feelings of safety and school connectedness to 89% or above</li> <li>7. Decrease Suspension Rate to 11% or below</li> <li>8. Maintain facilities to standard</li> <li>9. 100% of Envision students will have access to mandatory Advisory</li> </ol> |   |  |
|---|--|---|--|
| <b>Actions/Services</b>   | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>                                 |
| 1. <b>Restorative Discipline:</b> VPSS collaborates with parents, students, and teachers to determine how students who violate school policy can make amends by serving the school community. | Charter-wide   | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | Vice Principal<br>\$20,000<br><br>Object Codes<br>1300, 3000 |

|  |                     |   |   |
|--|---------------------|---|---|
| <p>2. Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All households are notified immediately when a student is absent.</p> | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Vice Principal \$8,000<br/>Office Manager \$50,000<br/>Tech Solutions \$10,000<br/><br/>Object Codes 1300, 2400, 3000, 5800</p>  |
| <p>3. a Hold mid-quarter and end of quarter family meetings for students who continue to miss school.</p>  | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Vice Principal \$38,000<br/>Office Manager \$50,000<br/>Tech Solutions \$10,000<br/><br/>Object Codes 1300, 2400, 3000, 5800</p> |
| <p>4. Teachers and administrators collaborate to identify students who are at risk of dropping out of school.</p>  | <p>School-wide</p>  | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |
| <p>5. Freshman advisory use curriculum that provides lesson about how to socially, emotionally, and academically adjust to high school.</p>  | <p>School-wide</p>  | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |   |

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| <p>6.a Continue to offer Students access to psychological counseling services. Allow Students to request to see a counselor.</p>  | <p>School-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p>        | <p>Family leads \$8,000<br/><br/>Object Codes 1300, 3000</p>                                 |
| <p>6. b VPSS mediates conflict between students when they quarrel with peers and teachers.</p>  | <p>School-wide</p> | <p><u> X </u> ALL<br/>-----<br/>--<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> |  |
| <p>7. <b>Behavioral RTI:</b> students who struggle to stay focused in class are identified and they receive additional mentoring and coaching in conflict management and personal advocacy.</p> | <p>School-wide</p> | <p><u> X </u> ALL<br/>-----<br/>--<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p> | <p>Principal \$20,000<br/><br/>Object Codes 1300, 3000</p>                                   |
| <p>8. Address facilities issues in a timely manner to ensure the facility is in good repair</p>   | <p>School-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p>        | <p>Vice Principal \$7,700<br/>Maintenance \$3,000<br/><br/>Object Codes 1300, 3000, 5600</p> |
| <p>9. 100% of students will participate in advisory classes that develop their academic identity</p>  | <p>School-wide</p> | <p><u> X </u> ALL<br/>-----<br/>OR:<br/>__ Low Income pupils __ English Learners<br/>__ Foster Youth __ Redesignated fluent English proficient<br/>__ Other Subgroups:(Specify)_____</p>        |  |

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| <b>GOAL 4:</b>  | 4: Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504).  | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local: Specify _____   |  |
| Identified Need:  | Our lowest performing students need additional targeted support<br><b>Metric:</b> CELDT, RFEP Rates, IEP course completion   |   |  |
| Goal Applies to:  | Schools:   | City Arts and Tech  |  |
|   | Applicable Pupil Subgroups:  | English Learners, African American students, Students with Special Needs  |  |
| <b>LCAP Year 1: 2015-16</b>   |  |   |  |
| Expected Annual Measurable Outcomes:  | 1. 59% of ELLs will score Early Advanced and Advanced on the CELDT<br>2. Redesignate Fluent 95% of ELs by the 12 <sup>th</sup> grade<br>3. Decrease the % of IEP students receiving NC's to 5% or below<br>4. Implement Intervention Tracking logs in Illuminate to 1x/month per grade for all Tier 2 students<br>5. Improved Reading ability for 9 <sup>th</sup> graders enrolled in Reading Lab by one grade level |   |  |
| <b>Actions/Services</b>   | <b>Scope of Service</b>  | <b>Pupils to be served within identified scope of service</b>   | <b>Budgeted Expenditures</b>                   |
| 1. 9 <sup>th</sup> and 10 <sup>th</sup> grade English teachers will integrate the Accelerated Reader (AR) program into their curriculum | Charter-wide   | __ALL<br>-----<br>OR:<br>__ Low Income pupils __X English Learners<br>__ Foster Youth __Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ | AR/STAR<br>\$3,000<br><br>Object Codes<br>4200 |
| 2. Teachers will incorporate SDAIE strategies into their instruction.   | Charter-wide   | __ALL<br>-----<br>OR:<br>__ Low Income pupils __X English Learners<br>__ Foster Youth __Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ |  |
| 2.b. RFEP 33% of ELs each year  | School-Wide  | __ALL<br>-----<br>OR:<br>__ Low Income pupils __X English Learners<br>__ Foster Youth __Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ |  |

|   |              |   |   |
|---|--------------|---|---|
| 3. Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs. | Charter-wide | <input type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups:(Specify) <b>Students with IEP's</b> | Learning Specialists<br>\$196,000<br><br>Object Codes<br>1100, 3000 |
| 4. Implement blended learning in Math Lab   | Charter-wide | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____                       |   |
| 5. Add Reading Lab course into Master Schedule for 3 sections as an intervention for 9 <sup>th</sup> graders.                   | School-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____                       |   |

**LCAP Year 2: 2016-17**

| Expected Annual Measurable Outcomes:  | 1. 60% of ELLs will score Early Advanced and Advanced on the CELDT<br>2. Redesignate Fluent 95% of ELs by the 12 <sup>th</sup> grade<br>3. Decrease the % of IEP students receiving NC's to 5% or below<br>4. Increase students passing Math Lab to 97%<br>5. Improved Reading ability for 9 <sup>th</sup> graders enrolled in Reading Lab by one grade level |  |  |
|---|---|--|--|
| <b>Actions/Services</b>   | <b>Scope of Service</b>   | <b>Pupils to be served within identified scope of service</b>  | <b>Budgeted Expenditures</b>                   |
| 1. 9 <sup>th</sup> and 10 <sup>th</sup> grade English teachers will integrate the Accelerated Reader (AR) program into their curriculum | Charter-wide  | <input checked="" type="checkbox"/> ALL<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ | AR/STAR<br>\$3,000<br><br>Object Codes<br>4200 |



|  |                     |  |  |
|--|---------------------|--|--|
| <p>2. Teachers will incorporate SDAIE strategies into their instruction.</p>   | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                                  |  |
| <p>2.b. RFEP 33% of ELs each year</p>  | <p>School-Wide</p>  | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                       |  |
| <p>3. Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.</p> | <p>Charter-wide</p> | <p><input type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ <b>Students with IEP's</b> _____</p> | <p>Learning Specialists<br/>\$196,000<br/><br/>Object Codes<br/>1100, 3000</p> |
| <p>4. Continue to implement blended learning in Math Lab</p>   | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                                  |  |
| <p>5. Continue to offer Reading Lab course offering and revise curriculum as needed.</p>   | <p>School-Wide</p>  | <p><input checked="" type="checkbox"/> ALL<br/>-----<br/>OR:<br/><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br/><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br/><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                                  |  |

**LCAP Year 3: 2017-18**

| <p>Expected Annual Measurable Outcomes:</p>  | <ol style="list-style-type: none"> <li>1. 65% of ELLs will score Early Advanced and Advanced on the CELDT</li> <li>2. Redesignate Fluent 95% of ELs by the 12<sup>th</sup> grade</li> <li>3. Decrease the % of IEP students receiving NC's to 5% or below</li> <li>4. Increase students passing Math Lab to 100%</li> <li>5. Improved Reading ability for 9<sup>th</sup> graders enrolled in Reading Lab by one grade level</li> </ol> |  |  |
|--|--|--|--|
| <p><b>Actions/Services</b></p>   | <p><b>Scope of Service</b></p>   | <p><b>Pupils to be served within identified scope of service</b></p>   | <p><b>Budgeted Expenditures</b></p>  |
| <p>1. 9<sup>th</sup> and 10<sup>th</sup> grade English teachers will integrate the Accelerated Reader (AR) program into their curriculum</p> | <p>Charter-wide</p>  | <p><u>  </u> ALL<br/>-----<br/>OR:<br/><u>  </u> Low Income pupils <u>  X  </u> English Learners<br/><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups:(Specify)_____</p>                                  | <p>AR/STAR<br/>\$3,000<br/><br/>Object Codes<br/>4200</p>                      |
| <p>2. Teachers will incorporate SDAIE strategies into their instruction.</p>   | <p>Charter-wide</p>  | <p><u>  </u> ALL<br/>-----<br/>OR:<br/><u>  </u> Low Income pupils <u>  X  </u> English Learners<br/><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups:(Specify)_____</p>                                  |  |
| <p>2.b. RFEP 33% of ELs each year</p>  | <p>School-Wide</p>   | <p><u>  </u> ALL<br/>-----<br/>OR:<br/><u>  </u> Low Income pupils <u>  X  </u> English Learners<br/><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/><u>  </u> Other Subgroups:(Specify)_____</p>                                  |  |
| <p>3. Learning Specialists meet weekly with teachers to modify curriculum and make accommodations for students with special needs.</p>       | <p>Charter-wide</p>  | <p><u>  </u> ALL<br/>-----<br/>OR:<br/><u>  </u> Low Income pupils <u>  </u> English Learners<br/><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient<br/><u>  X  </u> Other Subgroups:(Specify)_____ <b>Students with IEP's</b> _____</p> | <p>Learning Specialists<br/>\$196,000<br/><br/>Object Codes<br/>1100, 3000</p> |

|  |                     |  |  |
|--|---------------------|--|--|
| <p>4. Continue to implement blended learning in Math Lab</p>                             | <p>Charter-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>5. Continue to offer Reading Lab course offering and revise curriculum as needed.</p> | <p>School-Wide</p>  | <p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |

## 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?

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|--|--|--|
| <b>Original GOAL 1 from prior year LCAP:</b> | Increase the number of students ready for college level coursework | <b>Related State and/or Local Priorities:</b><br>1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5__ 6__ 7 <u>X</u> 8 <u>X</u><br>COE only: 9__ 10__<br>Local : Specify _____ |
|--|--|--|

|                         |                             |                                 |
|-------------------------|-----------------------------|---------------------------------|
| <b>Goal Applies to:</b> | Schools: City Arts and Tech | Applicable Pupil Subgroups: All |
|-------------------------|-----------------------------|---------------------------------|

|   |  |   |  |
|---|--|---|--|
| <b>Expected Annual Measurable Outcomes:</b> | 1. Establish API baseline<br>2. Establish baseline on Smarter Balanced 11 <sup>th</sup> grade Summative Assessment/EAP<br>3. 17% pass or conditionally ready on EAP ELA and 13% Conditionally ready on the Math<br>4. Increase the number of students who score 3+ on AP Tests by 5%<br>5. 90% of teachers will be appropriately assigned and credentialed<br>6. Pilot CCSS Standards-Based Curriculum<br>7. 100% of students reach proficiency on CSP<br>8. 87% of students will pass CAHSEE Math and 83% of students will pass CAHSEE English. | <b>Actual Annual Measurable Outcomes:</b> | 1. Did not establish – Not Available<br>2. Established baseline on Smarter Balanced 11 <sup>th</sup> grade Summative Assessment/EAP<br>3. EAP Did not establish – Results Not Available<br>4. 1.9% of students scored 3+ on AP Tests (last year was 0.6%)<br>5. 95% of teachers piloted CCSS Standards-Based Curriculum<br>7. 100% of students reached proficiency on CSP<br>8. 80% passed CAHSE ELA and 86% passed Math |
|---|--|---|--|

**LCAP Year: 2014-15**

| Planned Actions/Services  |  | Actual Actions/Services  |   |
|---|--|--|---|
|   | Budgeted Expenditures                            |  | Estimated Actual Annual Expenditures              |
| School Administrators will use data from previous years' STAR/CST and CASHEE exams, and API Scores to establish a baseline and goal for CAASPP. Take SBAC test.<br>Google Chrome Books for Student Assessment \$5,000 | Tech Solutions \$7,000<br><br>Object Codes: 6400 | Took 11 <sup>th</sup> grade SBAC Tests. Could not determine ELA & Math baselines by Socio-economically disadvantaged, African-American, English because scores were not yet released | Tech Solutions \$23,000<br><br>Object Codes: 6400 |
| <b>Scope of service:</b>  | School-wide                                      | <b>Scope of service:</b>   | School-wide                                       |
| <u>X</u> ALL  |  | <u>X</u> ALL   |   |

|   |   |   |   |
|---|---|---|---|
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| Create interim assessments for 11th and 12th graders that include EAP and ELM questions. Align curriculum to interim assessments  |   | Created interim assessments for 9 <sup>th</sup> - 12th graders that include EAP and ELM questions in both Literacy and Math   |   |
| <b>Scope of service:</b>  |   | <b>Scope of service:</b>  |   |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| Provide students and families with information about accessing AP support programs.<br>Ensure learning specialists are applying for and providing appropriate testing accommodations for all students with special needs.                                       | AP Exams<br>\$3,500<br><br>Object Codes<br>5800       | Provided students and families with information about accessing AP support programs.<br>Ensure learning specialists are applying for and providing appropriate testing accommodations for all students with special needs.                                      | AP Exams<br>\$11,000<br><br>Object Codes<br>5800      |
| <b>Scope of service:</b>  | School-wide   | <b>Scope of service:</b>  | School-wide   |
| <input checked="" type="checkbox"/> ALL   |   | <input checked="" type="checkbox"/> ALL   |   |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |   |
| Maintain an online tracking document to monitors student progress towards proficiency on individual tasks and provide students with quarterly progress reports for students to determine their progress towards proficiency                                     | Tech Solutions<br>\$3,000<br><br>Object Codes<br>4300 | Tracked student progress towards proficiency on individual tasks and provided students with quarterly progress reports for students to determine their progress towards proficiency   | Tech Solutions<br>\$3,000<br><br>Object Codes<br>4300 |

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| Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____               |  | Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____   |  |
| The college counselor will work with all teachers to ensure courses are A-G approved. Both students and staff fill complete annual credit analysis to ensure students are on track for CSU eligible graduation. | Tech Solutions<br>\$13,333<br><br>Object Codes<br>5800 | The college counselor worked with all teachers to ensure courses are A-G approved. Both students and staff completed annual credit analysis to ensure students are on track for CSU eligible graduation and made arrangements fro credit recovery when necessary. | Tech Solutions<br>\$13,333<br><br>Object Codes<br>5800 |
| Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____               |  | Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____   |  |
| All Juniors participate in an eight month SAT and college tutoring program called College Spring.   | Tech Solutions<br>\$13,333<br><br>Object Codes<br>5800 | All Juniors participated in an eight month SAT and college tutoring program called College Spring.  | Tech Solutions<br>\$13,333<br><br>Object Codes<br>5800 |
| Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____               |  | Scope of service:<br>School-wide<br>___X___ ALL<br>OR:<br>___Low Income pupils ___English Learners<br>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____   |  |

|   |             |  |   |  |
|---|-------------|--|---|--|
| Purchase the Accelerated Reader program that includes STAR reading diagnostics and quizzes<br>Incoming G9 students will be given a reading placement exam to determine their grade level equivalency. |             | Tech Solutions<br>\$3,200<br><br>Object Codes<br>4300  | Purchased the Accelerated Reader program that includes STAR reading diagnostics and quizzes and incoming G9 students were given a reading placement exam to determine their grade level equivalency | Tech Solutions<br>\$3,200<br><br>Object Codes<br>4300  |
| Scope of service:   | School-wide |  | Scope of service:   | School-wide  |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____   |             |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____  |  |
| Build and implement common core aligned math program using a blended learning approach. Will provide 1:1 or 1:2 Google chromebooks for all math class.  |             | New Teacher Training,<br>Lead Teacher Training,<br>Instructional Materials, Tech Solutions<br>\$24,900<br><br>Object Codes<br>1100, 3000,<br>4300,5800 | Implemented common core aligned math program using a blended learning approach. Provided 1:2 Google chromebooks for all math class.   | New Teacher Training,<br>Lead Teacher Training,<br>Instructional Materials, Tech Solutions<br>\$24,900<br><br>Object Codes<br>1100, 3000,<br>4300,5800 |
| Scope of service:   | School-wide |  | Scope of service:   | School-wide  |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____  |             |  | OR:<br>__Low Income pupils __English Learners<br>__Foster Youth __Redesignated fluent English proficient<br>__Other Subgroups:(Specify)_____  |  |
| Only hire teachers that are appropriately assigned and credentialed and have current teachers out of  |             |  | Only hired teachers that are appropriately credentialed and continued to work with teachers out of state credentials.   |  |



|  |             |   |  |             |
|--|-------------|---|--|-------------|
| compliance get credentialed in the subject area they are teaching  |             |   |  |             |
| Scope of service:  | School-wide |   | Scope of service:  | School-wide |
| <input checked="" type="checkbox"/> ALL  |             |   | <input checked="" type="checkbox"/> ALL  |             |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |             |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><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 CAHSEE goal will be removed due to the 3-year suspension. We will continue to reiterate on our CASSPP/CCSS aligned Common Interim Assessments. Teachers will continue to evaluate the effectiveness of their curriculum and instructional strategies. |  |             |

|                                       |  |  |   |
|---------------------------------------|--|--|---|
| Original GOAL 2 from prior year LCAP: | Develop a College-Going Culture that engages families and community members  | Related State and/or Local Priorities:<br>1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |   |
| Goal Applies to:                      | Schools: City Arts and Tech<br>Applicable Pupil Subgroups: All   |  |   |
| Expected Annual Measurable Outcomes:  | 1. 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey<br>2. 60% of parents will attend back to school night<br>3. 60% of parents will participate in Exhibitions, a part of the CSP program<br>4. 60% of parents will attend college application/Financial Aid workshop<br>5. All students will complete a 2 or 4-year college application | Actual Annual Measurable Outcomes:   | 1. Roughly 15% of parents/guardians give feedback on the LCAP by attending a FTC meeting or completing a survey<br>2. 60% of parents attended back to school night<br>3. 60% of parents attended Exhibitions<br>4. 60% of parents attended college application/Financial Aid workshop in Winter 2015<br>5. All students completed a 2 or 4-year college application |
| <b>LCAP Year: 2014-15</b>             |  |  |   |
| Planned Actions/Services              |  | Actual Actions/Services  |   |

|   |             | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures                         |
|---|-------------|--|---|--|
| 1. Parents will be notified of UC course requirements and graduation requirements in the Envision handbook to be given to parents and students upon enrollment and at required parent conferences.  |             | Parent Meetings<br>\$1,670<br><br>Object Codes<br>4700, 5800 | 1. Parents were notified of UC course requirements and graduation requirements in the Envision handbook to be given to parents and students upon enrollment and at required parent conferences.   | Parent Meetings<br>\$1,670<br><br>Object Codes<br>4700, 5800 |
| Scope of service:   | School-wide |  | Scope of service:   | School-wide  |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
| 2. Prepare and mail home flyers to all households.  |             | Parent Meetings<br>\$1,670<br><br>Object Codes<br>4700, 5800 | 2. Mailed home flyers to all households.  | Parent Meetings<br>\$1,670<br><br>Object Codes<br>4700, 5800 |
| Scope of service:   | School-wide |  | Scope of service:   | School-wide  |
| <input checked="" type="checkbox"/> ALL   |             |  | <input checked="" type="checkbox"/> ALL   |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |             |  | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify)_____ |  |
| 3. Develop a strategy for improved parent communication which includes translated invitations to academic exhibitions, automated calls home translated into Spanish   |             | Translation Services<br>\$2,704<br><br>Object Codes<br>5800  | 3. Developed a strategy for improved parent communication which included translated invitations to academic exhibitions, automated calls home translated into Spanish   | Translation Services<br>\$2,704<br><br>Object Codes<br>5800  |

|   |              |   |   |              |  |
|---|--------------|---|---|--------------|--|
| Scope of service:   | Network-wide |   | Scope of service:   | Network-wide |  |
| <input checked="" type="checkbox"/> ALL   |              |   | <input checked="" type="checkbox"/> ALL   |              |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____                                |              |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:(Specify) _____                                |              |  |
| 4.College counselor meets individually with seniors to counsel them through the application process.  |              |   | 4.College counselor met individually with seniors to counsel them through the application process.  |              |  |
| Scope of service:   | School-wide  |   | Scope of service:   | School-wide  |  |
| <input type="checkbox"/> ALL  |              |   | <input type="checkbox"/> ALL  |              |  |
| OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u> |              |   | OR:<br><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with IEPs</u> |              |  |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?  |              | More direct outreach to parents/guardians will continue to be a focus. In addition more school-hosted events will continue to engage families in the college application process. Attendances at IEP meetings were removed because CAT has a 100% attendance rate for parent/Guardians as required. |   |              |  |

|                                       |   |   |
|---------------------------------------|---|---|
| Original GOAL 3 from prior year LCAP: | Provide an emotionally and physically safe environment  | Related State and/or Local Priorities:<br>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"/><br>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/><br>Local : Specify _____ |
| Goal Applies to:                      | Schools: <u>City Arts and Tech</u><br>Applicable Pupil Subgroups: <u>All, African Americans, Hispanic/Latino</u>  |   |
| Expected Annual Measurable Outcomes:  | 1. Decrease % of students expelled to 1% or less<br>2. Increase ADA to 93% or above<br>3. Decrease Chronic Absenteeism to 10% or below<br>4. Increase Graduation Rate to 92%<br>5. Decrease Dropout Rate to 6% or less for Hispanic and | Actual Annual Measurable Outcomes:<br>1. 0% of students were expelled<br>2. ADA for 2014-15 was 93.58%<br>3. Chronic Absenteeism was more than 10%<br>4. Graduation Rate for 2014-15 was 83.62%<br>5. Dropout Rate was less than 6%   |

|  |   |
|--|---|
| <p>15% or less for African American</p> <p>6. Increase in student and parent feelings of safety and school connectedness to 89% or above</p> <p>7. Decrease Suspension Rate to 14% or below</p> <p>8. Maintain School Facilities</p> | <p>6. Increase in student and parent feelings of safety and school connectedness to 89%</p> <p>7. Suspension Rate was 16.67%</p> <p>8. Facilities were maintained</p> |
|--|---|

**LCAP Year: 2014-15**

| Planned Actions/Services  |  | Actual Actions/Services   |  |
|---|--|---|--|
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures                                 |
| <p>1. Implementation of comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All notices sent home are also translated into Spanish.</p>  | <p>Translation Services<br/>\$2,704</p> <p>Object Codes<br/>5800</p> | <p>1. Implemented comprehensive attendance policy and program – including multiple notifications (letters, in-person conferences). All notices sent home were also translated into Spanish.</p>   | <p>Translation Services<br/>\$2,704</p> <p>Object Codes<br/>5800</p> |
| <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>   |  | <p>Scope of service:</p> <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>   |  |
| <p>2. Send letters home for students who are not meeting attendance policy. Hold mid-quarter and end of quarter family meetings for students who continue to miss school.</p>   |  | <p>2. Letters were sent home for students who are not meeting attendance policy. SARB meetings were held for students receiving 3<sup>rd</sup> truant letter.</p>   |  |
| <p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs</p> |  | <p>Scope of service:</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <input type="checkbox"/> Students with IEPs</p> |  |

|  |   |
|--|---|
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | There will be continued communication home. More goals were made for 2015-16 Goal 3 to ensure more parent involvement and engagement. |
|--|---|

|                                       |  |  |
|---------------------------------------|--|--|
| Original GOAL 4 from prior year LCAP: | Increase services and supports for our lowest performing students that include English Learners, African-American students, and students with special needs (IEP and 504). | Related State and/or Local Priorities:<br>1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__<br>COE only: 9__ 10__<br>Local : Specify _____ |
|---------------------------------------|--|--|

|                  |                             |   |
|------------------|-----------------------------|---|
| Goal Applies to: | Schools: City Arts and Tech | Applicable Pupil Subgroups: English Learners, Low-Income, students with special needs |
|------------------|-----------------------------|---|

|                                      |  |                                    |  |
|--------------------------------------|--|------------------------------------|--|
| Expected Annual Measurable Outcomes: | 1. 57% of students will pass the CELDT and at least 95% of students will be reclassified by their senior year.<br>2. Identify EL students who need extra support<br>3. Establish ELAC Committee<br>4. Exit 75% of Tier 2 students from Rtl | Actual Annual Measurable Outcomes: | 1. 52% of students scored Early Advanced or Advanced on the CELDT and 24% of students were reclassified<br>2. English Learner designations were added to the Rtl On Track Reports used to progress monitor students<br>3. CAT did not establish ELAC Committee<br>4. Less than 75% of Tier 2 students were exited from Rtl |
|--------------------------------------|--|------------------------------------|--|

**LCAP Year: 2014-15**

| Planned Actions/Services  |  | Actual Actions/Services   |  |
|---|--|---|--|
|   | Budgeted Expenditures  |   | Estimated Actual Annual Expenditures   |
| 1. The purpose of the CELDT exam will be shared with teachers, students and families of students classified as English Learners. The data from this assessment will used by teachers to provide targeted instructional and reading support through reading invention classes and regular classes as needed. | Instructional Lead Coaches, Tech Solutions<br>\$61,553<br><br>Object Codes<br>1100, 3000, 5800 | 1. CELDT exam information and EL statuses were shared with Family (Grade Level) teams and used in reviewing student Achievement 4x/year during off site PD. | Instructional Lead Coaches, Tech Solutions<br>\$61,553<br><br>Object Codes<br>1100, 3000, 5800 |
| Scope of service:   | Network-wide   | Scope of service:   | Network-wide   |

|   |  |   |  |
|---|--|---|--|
| <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                                       |  | <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>                                       |  |
| <p>2. Through on going reading assessments and goal setting teachers will be supporting students in their reading growth. Accelerated growth goals will be set for students who are behind grade level with special attention being given to those who are English Learners and/or special education students.</p>  |  | <p>2. Through on going reading assessments and goal setting teachers will be supporting students in their reading growth. Accelerated growth goals will be set for students who are behind grade level with special attention being given to those who are English Learners and/or special education students.</p>  |  |
| <p>Scope of service: Network-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  | <p>Scope of service: Network-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>3. Incoming G9 students will be given initial assessments in reading, math and through the state assessment CELDT. The scores from these assessments will be used to determine which students will be enrolled in academic intervention classes.</p>   |  | <p>3. Incoming G9 students were given initial assessments in reading, math and CELDT. The scores from these assessments were used during the selection of Tier 2 students.</p>  |  |
| <p>Scope of service: Network-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  | <p>Scope of service: Network-wide</p> <p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> |  |
| <p>4. Engage parents in a committee that advises the principal and school staff on programs and services for English Learners and Develop a master plan for EL education for the school</p>   |  | <p>4. Plan were made to engage parents in a committee that advises the principal and school staff on programs and services for English Learners and Develop a master plan for EL education for the school</p>   |  |

|  |              |   |  |              |  |
|--|--------------|---|--|--------------|--|
| Scope of service:  | Network-wide |   | Scope of service:  | Network-wide |  |
| __ ALL   |              |   | __ ALL   |              |  |
| OR:<br>__ Low Income pupils <input checked="" type="checkbox"/> English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ Other Subgroups:(Specify)_____ |              |   | OR:<br>__ Low Income pupils <input checked="" type="checkbox"/> English Learners<br>__ Foster Youth __ Redesignated fluent English proficient<br>__ 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?   |              | Rtl goals were restructured to ensure the progress monitoring in our Assessment System, Illuminate would track which students received, at what frequency interventions to improve the SST process. |  |              |  |

**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:   | \$ 552,905 |
| Approximately \$552,905 of LCFF revenues are derived from Supplemental and Concentration Grants was allocated to City Arts and Tech Academy. These funds will be expended in a school-wide manner because the school’s unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting school staffing, intervention specialists, instructional coaching, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students. |            |



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.

|    |   |
|----|---|
| 23 | % |
|----|---|

In the 2015-2016 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 23%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**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).