

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

Trade Tech Charter High School actively enlists the community – inside and outside the walls of the school – to provide a safe, positive and caring educational environment that facilitates the growth and development of students who are self-motivated, competent and lifelong learners. This includes partnerships with community colleges, other institutes of higher learning, Rotaries, Chambers of Commerce, local industry, local trades businesses, and community-based organizations, all of which are fundamental to our success and the continuing strength of our contributions to the local workforce.

We are an engaged-learning, CTE focused school. While we serve all students that enroll as a charter high school, being an alternative high school allows us to reach out in unique ways and help students that have traditionally struggled in school.

Rigorous core academics equip students with the knowledge to ensure they graduate college ready. This year, we have a student accepting his delayed entry into UC Berkeley and another to San Francisco State University.

What distinguishes Trade Tech is the foundational focus of **Cradle to Career**. Our student have the opportunities to immediately apply their knowledge and develop critical thinking, problem solving, and conceptual understanding in a practical, real-world context. This is accomplished through a unique combination of STEM-based Education, with access to a-g coursework for ALL core academics, as well as advanced construction, manufacturing and computer science courses. We provide meaningful and relevant project-based learning, Career Technical Education, with a focus on:

Building and Construction Industry

Manufacturing and Product Development

Engineering Design

Engineering/Mechatronics

Computer Science

Jobs, Pre-Apprenticeships and Paid Internships at Industry Partners

Opportunities for Concurrent and Dual-Enrollment with Community Colleges

These learning experiences equip students with the skills and attitude essential for success in life, college and the workplace. It gives them a distinct competitive edge as they pursue high-demand, high-wage jobs in the local economy.

Daily Advisories using Personal Learning Plans (PLPs) and Leveled Assessment Testing serve as roadmaps to ensure each student's success. They inform the support and educational services needed to tap their full potential and achieve their personal and academic goals. Trade Tech provides expanded learning opportunities for students identified as at-risk or academically low-achieving, especially those who have not been successful in traditional classrooms.

Recognizing that "passion is the greatest motivator," Trade Tech is designed to align with what youth are seeking. They are looking for:

Work that is of value,

Concentrated skills training that gives them access to well-paying employment,

A means to continue their education and development,

Personal and peer support to overcome difficulties,

A set of positive values strong enough to compete successfully with the culture of the streets and give meaning to life,

And a clear vision of who they can become.

LCAP Highlights

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

The biggest change to this year's LCAP is the reformation of our goals and metrics to better represent our foci at our school. The new and updated goals better align our funding to our identified areas of need.

The 3 new goals are set to better reflect the state's 3 cluster areas and 8 state priorities and how they reflect our school. Additionally, our focus on CTE is given now a local priority and is more prominent in our LCAP.

Review of Performance

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

Greatest Progress

Math has been our focus this year. We have worked to increase our math instruction through CTE. The result of the focus starting last year is an average growth of almost 2 academic years last year and over a year of growth in the first half of this school year. (Data according to NWEA Measured Academic Progress (MAP) assessment data given 3 times per year)

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

Greatest Needs

Our suspension rate remains higher than average. While this on the surface appears to be troubling, we see a large influx of students after the school year begins. 20% of the students we currently have enrolled did not begin this school year at Trade Tech.

In analyzing our suspensions by analyzing students that have 3 or 4 years at Trade Tech and in every case, those students have none to fewer days of suspension over time. This indicates a change in behavior patterns, in part, by holding students accountable for their actions, but then providing services when they return to remediate their behavior and accept them back. Professional Development and stronger organizational solutions are needed to reduce the incidence of suspension and find alternatives that change behavior without the loss of instructional time.

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

Performance Gaps

Performance in ELA has been flat. While reading has been a strength in our instructional plan, it is no longer enough to just read more. We will begin to learn and adapt methodology to increase our students’ literacy throughout our courses and the advisory program. Our MAP data is showing inconsistencies in their reading abilities and we will look at ways to address reading in the coming year.

Comprehensive Support and Improvement

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

Schools Identified

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

We have not been identified as a CSI school.

Support for Identified Schools

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

Not Applicable.

Monitoring and Evaluating Effectiveness

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

Not Applicable.

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1

We want our students to achieve higher proficiency using course materials that are representative of our focus on career and college readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,7,8]

Annual Measurable Outcomes

Expected

Actual

The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.1 (10% increase) from the prior year.

English saw no growth on state testing.
Math saw a growth of 258% on state testing.

MAP results are a leveled assessment. Overall, students will increase by an average of 1.25 years in Math and 1.1 years in ELA and Reading.

English saw a growth of 1.2 grade levels.
Math saw a growth of 1.5 grade levels.
Reading saw a growth of 1 grade level.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Instructional Materials,

We have worked with science and CTE to

9000 LCFF CPA

28,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth. The focus for 2018-19 will be Science and certain elective programs.</p>	<p>revise curriculum. For a week in June, 2019, staff will work to revise all curriculum to better meet the necessary changes for all subgroups.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The PD focus will be on finishing the collaboration and cross-curricular development for CTE/elective and core academics as well as advisory improvements.</p>	<p>9 staff participated in the careers conference and 2 teachers went to subject area conferences. Other PD through the year was offered during Staff Development days and staff meetings.</p>	<p>26000 LCFF CPA</p>	<p>19000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to</p>	<p>Materials are being looked at for Construction and Mechatronics for development and purchase this summer</p>	<p>4000 S&C</p>	<p>4000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth.

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Library materials will be updated and made available for student use and check out.

Over 250 library books were added this year.

1500 LCFF

1500

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Library materials will be updated and made available for student use and check out.

Over 250 library books were added this year.

1500 S&C

1500

Analysis

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

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

The professional development, and additional materials purchases were made according to the planned actions or will continue this summer.

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

Overall growth was above expectations in Math and English. Reading fell short of our goal this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We have found the need to revisit and revise all curricula this summer. As we worked through, we realized how much work needed to be done. We have 5 days for all staff to meet to work immediately after the student year ends.

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

None

Goal 2

Our students need to be given more opportunities to be college and career ready through additional course work, activities and related field trips.

State and/or Local Priorities addressed by this goal:

State Priorities: [2,3,4,6,7,8]

Annual Measurable Outcomes

Expected

Actual

For 2018-19 courses not yet approved for a-g will be evaluated for a-g submission. Courses selected will be modified using a balance of Rigor, Relevance and Relationships to meet or exceed the standards for UCCI submission. 85% of all courses will be a-g approved.

We actually have worked to have over 90% of our courses a-g accepted.

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

2 parent meetings, back to school and 2 open houses were held. In addition, 4 SSC meeting were scheduled and 1 advisory meeting was held off site.

Time will be scheduled for two CTE staff members to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.

An additional prep period was provided for CTE staff to meet with industry and work together.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

85% of all courses will be a-g approved.

90% of Courses are a-g

3000 LCFF CPA CTEIG

1200

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.</p>	<p>2 parent meetings, back to school and 2 open houses were held. In addition, 4 SSC meeting were schedule and 1 advisory meeting was held off site.</p>	<p>1500 CPA CTEIG</p>	<p>500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site. Students in 80% of the CTE courses will be offered at least one study trip to a relevant workplace each year.</p>	<p>An additional prep period was provided for CTE staff to meet with industry and work together. In addition, hours were paid for updating curriculum.</p>	<p>22000 LCFF CPA CTEIG</p>	<p>14500</p>

Analysis

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

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

Staff has completed all a-g offerings to ensure diversity and UC admissions. Parents were listened to and informed of the workings of our school, including activities and events on campus. Staff worked with industry to better meet their needs and will continue adjusting curriculum this summer.

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

All groups and subgroups seem content with our offerings and engagement. While we can always get better, parents and the community have come together to work with us.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

It is insignificant, but the labor costs were overestimated for each area.

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

None

Goal 3

Our students will attend school more often and improve behavior.

State and/or Local Priorities addressed by this goal:

State Priorities: [3,5,6,7]

Annual Measurable Outcomes

Expected

Actual

The school calendar will include 180 student days.

180 student days remains

Staff will work to maintain a minimum of 94% attendance rate.

96.8% attendance achieved

[For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

14% all stars and 87.5% honor level 1 students

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The school calendar will include 180 student days.

180 student days

27000 LCFF

28000

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive

Added a dean of students and attendance clerk

6500 LCFF

38000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

regular attendance updates and more frequent notices of tardies and absences.

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1 status.

14% all stars and 87.5% honor level 1 students

4000 LCFF CPA

2000

Action 4

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The school calendar will include 180 student days.

180 student days

7000 S&C

7000

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Staff will work to maintain a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

96.8% attendance achieved

600 S&C

600

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

For 2018-19, 18% of students will be All Stars and 60% will maintain Honor Level 1

14% all stars and 87.5% honor level 1

1000 S&C

1000

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

status.

students

Analysis

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

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

All goals were implemented as expected, with the exception of attendance. Adding an Academic Dean and Attendance Clerk paid off in an increase of 3.1% in attendance.

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

Very effective. We missed the mark on All Stars, but that is a subjective metric compared to the Honor Level 1 status.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We added an Academic Dean and Attendance Clerk to work on attendance related issues.

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

None

Goal 4

Our students will be prepared for college & career and graduate from high school.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,5]

Annual Measurable Outcomes

Expected

Actual

**Competency planning for CTE and elective instructors.
Collaborative Common Core planning for core instructors.**

The planning was changed to occur in June so that we can focus on the task.

15% of Sophomore class will take the PSAT. Parents will receive education about the MAP testing 3 times annually with their student's scores. Student and parent resources will be purchased or developed to help students and parents learn more about post high school college and career options.

51% of our 10th grade students took the PSAT.

Credit Recovery Pass Rate goals will be set for 90% of courses begun will be completed. **90% of courses deficient will be made up by students.**

100% of seniors made up their classes and over 90% of juniors made up their classes. Pass rate was 92% and 90% of all classes have been made up.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses.
Competency planning for CTE and elective

Staff has met with industry and community, but The planning was changed to occur in June so that we can focus on the task.

8000 LCFF CTEIG CPA

3500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
instructors. Collaborative Common Core planning for core instructors.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
15% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	51% of our 10 th grade students took the PSAT.	1700 LCFF	1200

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	100% of seniors made up their classes and over 90% of juniors made up their classes. Pass rate was 92% and 90% of all classes have been made up. 10 th grade does not do credit recovery.	35000 LCFF	35000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
15% of Sophomore class will take the PSAT. 100% of 9 th grade parents will receive education about the MAP testing and their student's results.	51% of our 10 th grade students took the PSAT.	300 S&C	300

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff, technology and material resources will be allocated to assist 10 th , 11 th and 12 th grade students to pass core courses during credit recovery. 90% of courses deficient will be made up by students.	100% of seniors made up their classes and over 90% of juniors made up their classes. Pass rate was 92% and 90% of all classes have been made up. 10 th grade does not do credit recovery.	23000 S&C	23000

Analysis

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

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

The implementation of these goals was as expected. CTE staff met with industry throughout the year, Advisors worked with 10th graders to sign up for the PSAT and credit recovery scheduling was a priority for 11th and 12 grade students.

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

Very effective, we exceeded all our expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expected to be right on budget with these areas.

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

No changes

Goal 5

Our learning materials, teacher assignment and retention and facilities will promote achievement and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities: [1,2,3,4,7,8]

Annual Measurable Outcomes

Expected

Actual

100% of teaching staff will be credentialed. Induction costs will be covered by the school.

100% is credentialed, 3 teachers are in induction

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

All course materials are available to all students. Appropriate purchases were made to ensure access for all students. We have been under construction in a construction and PE facility. Other classrooms have accommodated in the meantime.

Staff will receive a 2% raise in both salary and benefits.

Staff received at least a 2% raise and the same in benefits as we went to a new benefits model. 90% of employee coverage is covered by the district, with the remainder of the money going to buy down the dependent costs.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of teaching staff will be credentialed. Induction costs will be covered by the school.	100% is credentialed, 3 teachers are in induction	45000 LCFF Educator Effectiveness	45000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.	All course materials are available to all students. Appropriate purchases were made to ensure access for all students. We have been under construction in a construction and PE facility. Other classrooms have accommodated in the meantime.	900000	1000000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Staff will receive a 2% raise in both salary and benefits.	Staff received at least a 2% raise and the same in benefits as we went to a new benefits model. 90% of employee coverage is covered by the district, with the remainder of the money going to buy down the dependent costs.	37000 LCFF	37000

Analysis

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

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

Staff is fully credentialed, all courses have up to date materials and access, and staff is adequately compensated.

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

While we have 2 retirements, we have no other staff turn-over. All classes have online access and print materials as needed for their curricula.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We are leasing a new space and the build out costs have gone way over our estimations in both time and money.

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

None

Goal 6

Our students will graduate with a sense of confidence in developing relationships with employers and elders. Included in this is the ability to converse with adults and have meaningful interactions.

State and/or Local Priorities addressed by this goal:

State Priorities: [3,4,6,7,8]

Annual Measurable Outcomes

Expected

Actual

Staffing for CSR will be a max of 20:1 schoolwide with 16:1 in CTE classes. This compares to 32:1 in traditional high schools.

14:1 average in all classes, with 11:1 in CTE

Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating.

Graduation this year will be 100% in 4 years. We anticipate no 5th year seniors.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

The baseline of 20:1 will be maintained. This ratio requires an additional 60% staffing over 32:1 ratios.

14:1 average in all classes, with 11:1 in CTE

1000000 LCFF

1101000

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Our 5 year graduation rate will remain

Our 4 year rate will be 100% this year

30000 LCFF

42000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
above 97.5% Credit recovery and counseling will be utilized to assist students in graduating.			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The baseline of 20:1 will be maintained. This ratio requires an additional 60% staffing.	[Add actual actions/services here]	95000 S&C	95000

Analysis

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

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

This is a staff intensive goal. We needed additional time and hours in our credit recovery, tutoring and counseling to meet the goals

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

The goals were all exceeded.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Staffing costs increased with the need for more credit recovery and tutoring.

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

None

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

The School Site Council reviewed the LCAP at its meeting. Site council meetings were scheduled from 8 to 9 am on October 9, December 11, February 12 and April 9. We only had parents in attendance on October 9th, the other days were prepared, but had no attendance. We had Parent Meetings on September 13th, October 4th and May 16th.

We had our advisory meeting on December 6th.

The board reviews goals, progress and updates at every board meeting.

Impact on LCAP and Annual Update

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

Input was received from parents and students on the direction of our school.

As a result, we will offer an SAT prep course and additional counseling next year. Additionally, we will return to a single lunch and extend advisory due to the input we received.

One concern from our staff and MAP results was the inconsistent growth of reading. As a result, we will plan Professional Development and Advisory planning to supplement the program with some strategies for reading as a staff.

We added a new goal for English Learners. While they remain a small portion of our student body (less than 5% this year – 8 students), we have not seen the growth we would have liked to see in that population. We did have two of our 8 students reclassified this year.

Our suspension rate remains high, but has begun to decrease over past years. We have created a goal to reduce the rate of suspensions and look at the other statistics pertaining to suspensions. The Dashboard only looks at one Metric, the number of student

suspended in a year. We want to look at longitudinal data to see if we are reducing the number of days of suspension and if there are alternatives that may work now that the state is providing more leeway in this area.

CTE participation rate is also a new goal as the state's measure of College and Career Readiness includes this metric. We plan to start tracking it closely to improve participation and pathway completions.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

Our Conditions of Learning will promote achievement, career awareness and academic growth for all students, including EL, low socio-economic and Special Education.

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 7]

Local Priority: CTE

Identified Need:

Our courses need to prepare students for success from Cradle to Career. We have experienced more students applying to 4 year universities than we have in the past. Our facilities need to better aide in the preparation of students for their futures. We have had to combine multiple programs together due to space constraints. We will make a continued investment in facilities to meet our growing needs. With the growth, staff will need to continue to refine their craft. Professional development will be revised to be more effective.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Courses will be a-g approved	75% of all courses will be a-g approved.	75%	85%	85%
Staff will revise	All courses are in need	Modified Metric	Modified Metric	50% of CTE curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
curriculum and CTE courses will maintain competencies to align Common Core standards with the CTE standards for all courses	of revision to include focus on Math and reading throughout curricula			will be revised by the Spring on 2020
Teaching staff will be credentialed with 2 year induction costs covered by the school.	100%	100%	100%	100%
Every student will have access to all course materials. We will be 100% compliant with the Williams Act.	100%	100%	100%	100%
Adequate facilities will be provided and all facilities will be maintained appropriately.	Classes will have adequate space and will not be shared (doubled up) with other classes/programs.	80%	90%	95%
Professional development and meetings will be provided to ensure	Two Meeting per week on average, participation at Career Conference, 6 days of paid professional development days. Paid	60% of staff	65% of staff	70% of staff

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
employees will be an integral and valued part of the instructional design, development and growth of Trade Tech	curriculum days/hours as specified. Subject area conferences as available and scheduled.			
The school calendar will include 180 student days.	175 student days required for Charter Schools	180 Days	180 Days	180 Days
Staffing for CSR will be an average of at the most 20:1 schoolwide with 16:1 in CTE classes.	20:1 with 16:1 CTE	14:1 with 10:1	14:1 with 11:1	18:1 with 13:1

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, FY and LI

LEA-Wide

All

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2018-19 Actions/Services

Every student will have access to all course materials. Adequate facilities will be provided. All facilities will be maintained appropriately.

2019-20 Actions/Services

Our facilities will be Safe, Clean and Functional.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	708,000	900000	1112000
Source	LCFF, SB740	LCFF, SB740	LCFF, SB740
Budget Reference	Salary(1000, 2000), Benefits(3000), Services(5000)	Salary(1000, 2000), Benefits(3000), Services(5000)	2000, 4000, 5000, 6000

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA Wide

Location(s):

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

All

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2018-19 Actions/Services

Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2019-20 Actions/Services

Our staff will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development. Class sizes will average no more than 20:1 with 180 student days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	868800	1000000	1520000
Source	LCFF	LCFF	LCFF, SSP, CPA, CTEIG, SWP
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	1000, 2000, 3000, 5000

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA Wide

Location(s):

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

All

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2018-19 Actions/Services

Our teachers will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development

2019-20 Actions/Services

Our staff will be appropriately credentialed, assigned and compensated and be given the opportunity for appropriate professional development. Class sizes will average no more than 20:1 with 180 student days

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	89200	95000	100000
Source	S&C	S&C	S&C
Budget Reference	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000	1000, 2000, 3000, 5000

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA Wide

Location(s):

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

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2018-19 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2019-20 Actions/Services

Our CTE pathway and elective courses will be career relevant to local workforce needs and college preparation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	8000	4000
Source	LCFF, CTEIG, CPA	LCFF, CTEIG, CPA	LCFF, CPA, CTEIG, SSP, SWP
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	1000, 3000, 4000, 5000

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA Wide

Location(s):

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

All

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2018-19 Actions/Services

Staff will work with interest groups to refine certificate programs. CTE courses will work on competencies to align Common Core standards with the CTE standards for all courses. Competency planning for CTE and elective instructors. Collaborative Common Core planning for core instructors.

2019-20 Actions/Services

Our CTE pathway and elective courses will be career relevant to local workforce needs and college preparation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,500	8000	24000
Source	LCFF, CTEIG, CPA	LCFF, CTEIG, CPA	S&C
Budget Reference	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	Salary(1000, 2000), Benefits(3000), Books and Supplies(4000), Services(5000)	1000, 3000, 4000, 5000

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA Wide

Location(s):

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

All

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth.

2018-19 Actions/Services

Instructional Materials, supplementary materials and curriculum materials will be reviewed and acquired for Core subject areas and CTE courses to better align courses with state standards and needs of all students, expressly including materials designed for Homeless, Low Income, EL and Foster Youth.

2019-20 Actions/Services

Our school will offer a broad course of study, available for all students, with classes that are implemented using academic state content standards and relevant materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	9000	93000
Source	LCFF, CPA	LCFF, CPA	LCFF, CPA
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)	4000, 5000

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

New Goal

Goal 2

Our Student Outcomes will provide opportunities for students to progress in ELA, Reading and Mathematics while preparing students for cradle to career opportunities

State and/or Local Priorities addressed by this goal:

State Priorities: [4, 8]

Local Priorities: CTE

Identified Need:

As identified in meetings, on our dashboard and oversight meetings, all of our students need to show growth in a variety of manners. MAP and state testing measure academics differently and both need to reflect an instructional institution committed to improving student achievement. Other measures need to be implemented and tested for validity of multiple measure assessments.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percentage of students scoring proficient or above on state assessments will increase by a multiplier of 1.05 (5% increase) from the prior	2015 Math 0% proficient ELA 29% proficient	2016 Math 5% proficient ELA 30% proficient	2017 Math 10% proficient ELA 32% proficient	2018 Math 15% proficient ELA 34% proficient

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
year				
Measured Academic Progress assessment results are a leveled assessment. Overall, students will increase by an average of 3 points or about 1.25 years in Math and 2 points or about 1.1 years in ELA and Reading.	<p>Math RIT will increase by 3 points, ELA and Reading will increase by 2 points.</p> <p>Increase is dependent upon Fall testing.</p>	<p>Math RIT will increase by 3 points, ELA and Reading will increase by 2 points.</p> <p>Increase is dependent upon Fall testing.</p>	<p>Math RIT will increase by 3 points, ELA and Reading will increase by 2 points.</p> <p>Increase is dependent upon Fall testing.</p>	<p>Math RIT will increase by 3 points, ELA and Reading will increase by 2 points.</p> <p>Increase is dependent upon Fall testing.</p>
The number of Sophomore class members that will take the PSAT will increase by 5% each year until 50% takes the test.	This test was not offered in 2016-17	10%	15%	20%
90% of courses deficient will be made up by students	70% of courses were made up in 2016-17	90%	90%	90%
25% of EL students will advance in ELPAC levels or	1 of 8 students in 2016-17 advanced.	25%	25%	25%

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA-Wide

Location(s):

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

All

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Our English Learners will be given targeted opportunities and receive assistance to become proficient.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			17000
Source			S&C
Budget Reference			1000, 3000, 5000

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

EL, FY and LI

LEA-Wide

All

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2018-19 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2019-20 Actions/Services

We will use multiple measures of student success including increasing graduation rate, improving attendance, project completion and CTE pathway completion. We will increase our access to credit recovery staff, maintain communication with parents, adapt our projects to higher interest groups and rework our CTE pathways to better serve our local industry.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1400	6500	144000
Source	LCFF	LCFF	LCFF, CTEIG, SWP
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	1000, 2000, 3000, 4000

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA-Wide

Location(s):

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

All

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will increase in performance on state and district assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			8000
Source			LCFF

Year

2017-18

2018-19

2019-20

Budget
Reference

[Empty box for Budget Reference 2017-18]

[Empty box for Budget Reference 2018-19]

1000, 3000, 5000

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

New Goal

Goal 3

Our Schoolwide Engagement will include working with staff, industry, local community and parent groups to create opportunities for communication, input and positive student engagement and make earning a diploma meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: [3, 5, 6]

Local Priority: CTE

Identified Need:

For a CTE school, involvement of parents, community and industry are critical to our continued focus and success. All groups have expressed interest in providing input as we do our part to prepare students from the Cradle to Careers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A minimum of 2 parent and community meetings will be held	2 parent meetings are held annually	At least 2 parent meetings	At least 2 parent meetings	At least 2 parent meetings
A minimum of 1 Advisory Council	1 advisory council meeting has been held annually	1 advisory council meeting will be held	1 advisory council meeting will be held	1 advisory council meeting will be held
Staff will work to	Over the last years,	94%	94%	94%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
maintain a minimum of 94% attendance rate	attendance has been between 88 and 93%			
15% of students will be All Stars and 75% will maintain Honor Level 1 status	15% All Stars 75% Honor Level 1	15% All Stars 60% Honor Level 1	18% All Stars 60% Honor Level 1	15% All Stars 75% Honor Level 1
Our 5 year graduation rate will remain above 97.5%. Credit recovery will be utilized to assist students in graduating	97.5%	97.5%	97.5%	97.5%
We will reduce our overall suspension rate by 10% annually	New Goal 13.4% is our 2018 rate	New Goal	New Goal	12.1%
We will have a CTE participation rate of 95% and a CTE Pathway Completion Rate of 50%.	Participation of 80% Pathway Completion of 40%	New Goal	New Goal	95% 50%
Students will complete a climate survey in the Spring semester of odd years	80% of students will complete	New Goal	New Goal	80%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA-Wide

Location(s):

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

All

Actions/Services

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

Unchanged

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

Unchanged

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

New

2017-18 Actions/Services

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and

2018-19 Actions/Services

A minimum of 2 parent and community meetings will be held. A minimum of 1 schoolwide advisory council and 2 subgroup meetings will be held. The curriculum and

2019-20 Actions/Services

We will seek parent input in decision making and promote parent involvement in their student's progress

2017-18 Actions/Services

competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

2018-19 Actions/Services

competency development team will present in the meeting and seek advice. Capital expenditures will be discussed at the meetings.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1500	1500	18000
Source	CPA, CTEIG	CPA, CTEIG	LCFF
Budget Reference	Books and Supplies(4000), Services(5000), Prof Services(5000)	Books and Supplies(4000), Services(5000), Prof Services(5000)	5000

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA-Wide

Location(s):

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

All

Actions/Services

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

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

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

Unchanged

Unchanged

New

2017-18 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site.

2018-19 Actions/Services

Time will be scheduled for two CTE staff member to have regular access to local industry with the specific purpose of creating opportunities for our students. These opportunities will be either at a workplace or at school or another appropriate site. Students in 80% of the CTE courses will be offered at least one study trip to a relevant workplace each year.

2019-20 Actions/Services

We will create and promote Core, CTE and Elective programs and opportunities for all students, especially for unduplicated pupils and special needs subgroups

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	19600	22000	89000
Source	LCFF, CPA, CTEIG	LCFF, CPA, CTEIG	LCFF, CPA
Budget Reference	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	5000

Action 3

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2018-19 Actions/Services

Staff will work to achieve a minimum of 94% attendance rate. Parents will receive regular attendance updates and more frequent notices of tardies and absences.

2019-20 Actions/Services

Students will engage in school and activities and act appropriately, learning the workforce skills necessary to succeed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1400	6500	25000
Source	LCFF	LCFF	LCFF, SWP
Budget	Salary(1000, 2000), Benefits(3000)	Salary(1000, 2000), Benefits(3000)	1000, 2000, 3000, 4000, 5000

Year	2017-18	2018-19	2019-20
Reference			

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

EL, FY and LI

Scope of Services:

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

LEA-Wide

Location(s):

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

All

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will engage in school and activities and act appropriately, learning the workforce skills necessary to succeed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			55576
Source			S&C
Budget Reference			1000, 2000, 3000, 4000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 186,576

10 %

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

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

Trade Tech is a single site, charter high school within the boundary of the Vista Unified School District. We are a small school (Fewer than 250 students) and all changes will be LEA-wide.

\$100000 of the S&C funding will be used to provide new and continuing personnel to programs that have been working and to new positions. We will continue to offer a success skills program to our students identified as struggling by NWEA MAP assessment, other local measures and teacher & parent recommendations. This program allows for high needs students to receive individualized attention and afterschool tutoring on a daily basis. Professional development and a part-time position to help staff review and modify curriculum as needed to meet the current state standards and accommodate the needs of our students.

\$24000 will be for working with our engaging CTE and elective programs to improve their reach with struggling students. Increasing their abilities to support math and English instruction is critical to the success of our students as they prepare for college and careers.

\$55576 to provide for staff and professional development for staff to work with student in activities that involve workforce skills. This may include field trips, job shadowing and career awareness activities and planning for students identified as high needs.

\$17000 is set aside for the staff to work to identify and implement targeted strategies for our English Learners in our Advisory programs and other courses that provide addition support to EL students.

