

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
Metropolitan Education District	Pilar Vazquez-Vialva, Director of Educational Services	pvvialva@metroed.net 408-723-6704

2017-20 Plan Summary

The Story

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

Silicon Valley Career Technical Education (SVCTE) Center is accredited by the Western Association of Schools and Colleges in San Jose, California. SVCTE offer students programs in 11 industry sectors which can lead to pathways to careers in Agriculture, Arts and Media, Building and Construction, Engineering, Fashion Design, Health Sciences and Medical Technology, Hospitality, Tourism, and Recreation, Information Technology, Public Services and Transportation. SVCTE offers students over 90 industry certificates to students in 20 pathways. Students intern at local hospitals, dental offices, government facilities, and private businesses. All SVCTE classes offer students capstone completion credit.

The University of California has approved 21 CTE course curricula that meets UC a-g requirements. Courses are articulated with six local community colleges. Currently, we offer 4 dual enrollment courses in partnership with the community colleges. We have a Joint Partner Agreement (JPA) with six districts in Santa Clara County and we serve their students including students in charter schools or alternative programs. The Joint Partnership Agreement (JPA) includes: Eastside Union High School District, San Jose Unified School District, Campbell Unified School District, Milpitas School District, Los Gatos/Saratoga School District and Santa Clara Unified School District.

Students join us from 41 high schools and programs and we serve an average of 1500 students. An estimated 50% of our students are eligible to receive free and reduced lunch and an estimated 20% receive Special Education services from their district. MetroED and SVCTE developed strategic goals to meet the educational and operational needs of students entering the workforce in the 21st Century.

Strategic goals are measured twice a year with clear measurable goals and action steps. The top priorities are: Build a Collaborative and Healthy Culture, Improve Instruction for Student Outcomes, Increase Enrollment to 1800 Students, Achieve Financial Stability and Sustainability and Enhance Technology Knowledge, Usage and Delivery which all align to the state's eight priorities. In 2016, SVCTE opened MAPin center to provide students' college and career counseling.

Our overarching goals are to continue to increase access for all students to attend our CTE courses within the JPA and charter schools, provide students opportunities to learn specific skills and earn industry certificate(s), earn high school and UC a-g credit and experience other electives that can lead to career pathways in college and beyond. We continuously plan for and provide high quality course options for all students.

CTE Student Organizations are an instrumental component to student leadership and learning at SVCTE. Students participate in SKILLS USA and HOSA competitions every year and 50 students participated and over 20 won a metal in the SKILLS Regional, State, and National competitions and HOSA state competition.

LCAP Highlights

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

The key features of this year's LCAP are:

- Increased student enrollment; especially in the AM session
- Increased dual enrollment course offerings from 2 to 4
- Added an advanced course for Culinary Arts
- Added a dual enrollment MOU agreements with another community college
- Established JPA Case Manager and Administrators Learning Walks & Meeting per semester
- Hosted JPA and other community partner events at SVCTE

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

An increase of high-wage, high-skill course offerings, redesigned course outline, increased UC a-g articulation courses and increased internships providing more students real live work experiences. Offered two dual enrollment courses. Increased job related certificates offered to students. All 2 & 3 hour course outlines are completed and Board approved.

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

Develop business partnerships to increase course outcomes and sustainability. Increase student access to SVCTE courses and increase student enrollment. Improve work based learning opportunities and partnerships. Differentiate teacher professional development to improve teaching and learning for all students. Develop or adopt a post-secondary data collection tool to learn about the college and career status of former students. Provide professional development on instructional strategies for students with special needs. Strategy to increase funding for all programs and provide more industry training and certification opportunities for teachers and students. On-going funding from the state and grants. Advocate for direct State funding for CTE centers.

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

Provide options for 24 CTE programs, college and career planning, and internships. Increase the number of students attending SVCTE to earn CTE credentialing for college and career readiness.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

Conditions of Learning (*State priorities 1, 2 & 7*):

1. Teachers will be appropriately assigned and fully credentialed in CTE Model Curriculum Standards and course requirements
 - a) Every student has access to standards-aligned instructional materials
 - b) Ensure that facilities are maintained and in good repair
2. Implementation of the state CTE standards and performance standards to allow students to access Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students
7. Access to a broad course of study and programs for all students including technology and relevant curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected

1. 100% SVCTE teachers are fully credentialed as measured by CTC, Williams Act report approved credentialing agency, CTE industry teacher standards and MetroED teacher qualification requirements. 97% of students will have access to standards-aligned instructional materials as measured by Williams Act Textbook Inventory (updated annually every fall).
2. 97% of MetroED's facilities will be maintained and in good repair as measured by facility reports.
3. 100% of facility repairs will be *prioritized* and include an action plan with timeline that is communicated to key stakeholders.
4. Increase student internships to include more classes and opportunities
5. Increase UC a-g Approved Courses by 3%; 21 and dual UC for 2-3 classes.
6. Increase entry-level employment skills in industry upon graduating from high school by measuring number of students placed in internships and workforce.

Actual

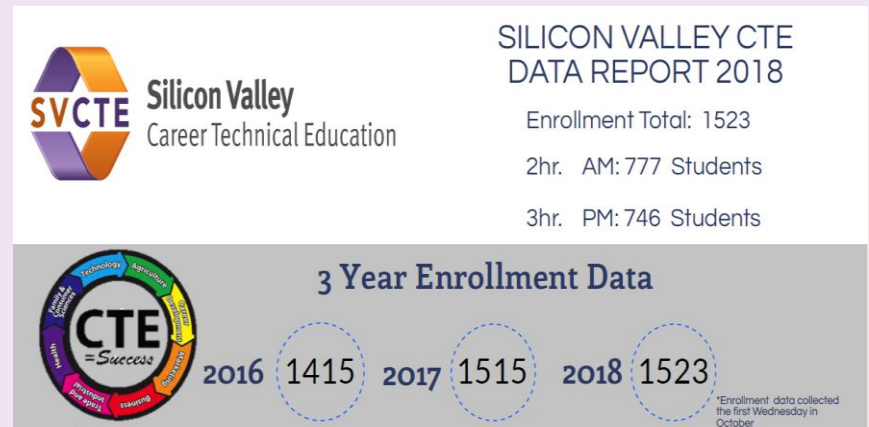
- 100% (30) of SVCTE teachers are appropriately assigned and fully credentialed as measured by California Teacher Commission, Ventura COE, approved credentialing agency, CTE industry teacher standards and MetroED teacher qualification requirements.
- 100% of students have access to standards-aligned instructional materials.
- 80% of MetroED's facilities are maintained and in good repair as measured by safety standards, facility reports, walk-throughs and by FIT State report.
- Repairs are identified, a process and protocol leads to action steps.
- Analyzed process for internship MOUs to determine need for 2019-20; increased job shadowing and internship sites for various pathways by an estimated 5%

Expected

7. Increase articulation agreements and implement dual enrollment option by 3 classes.
8. Increase student retention from time of application and acceptance to the first day of school by 15%.
9. Course Completion rate: 85%
10. Course outline completion: 95%

Actual

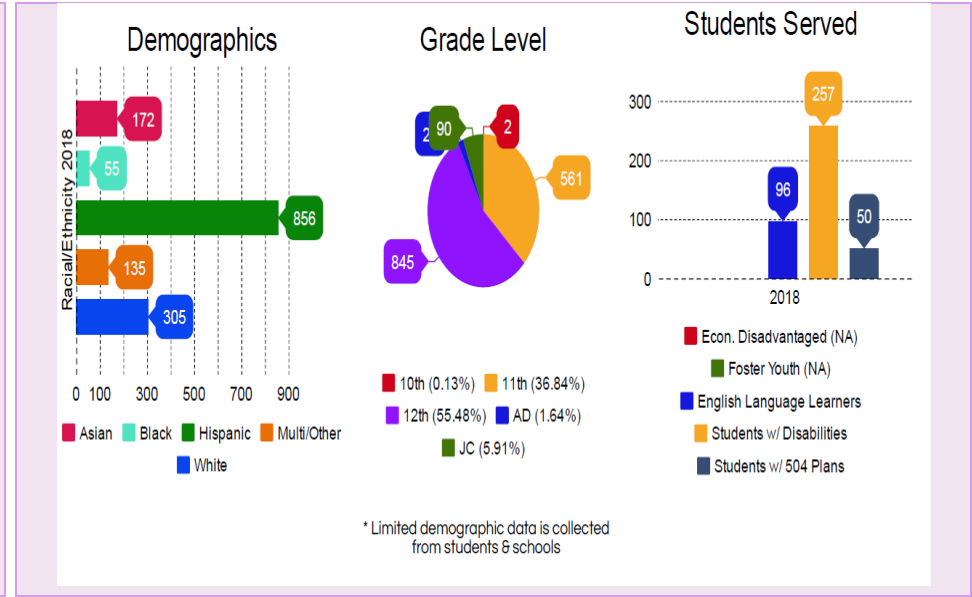
- AM schedule implemented and AM & PM enrollment balanced.
- 2 new UC a-g courses approved – Medical Health has dual approval (d & g) and Metals Technology has d & g approval.
- 1 new dual enrollment agreement and class; Sports Medicine and Kinesiology with Foothill Community College.
- Increased and maintained Fall enrollment from 1361 (2017) to 1382 (2018).
- Course Completion Rate: 93%
- Course outline completion: 100%



Expected

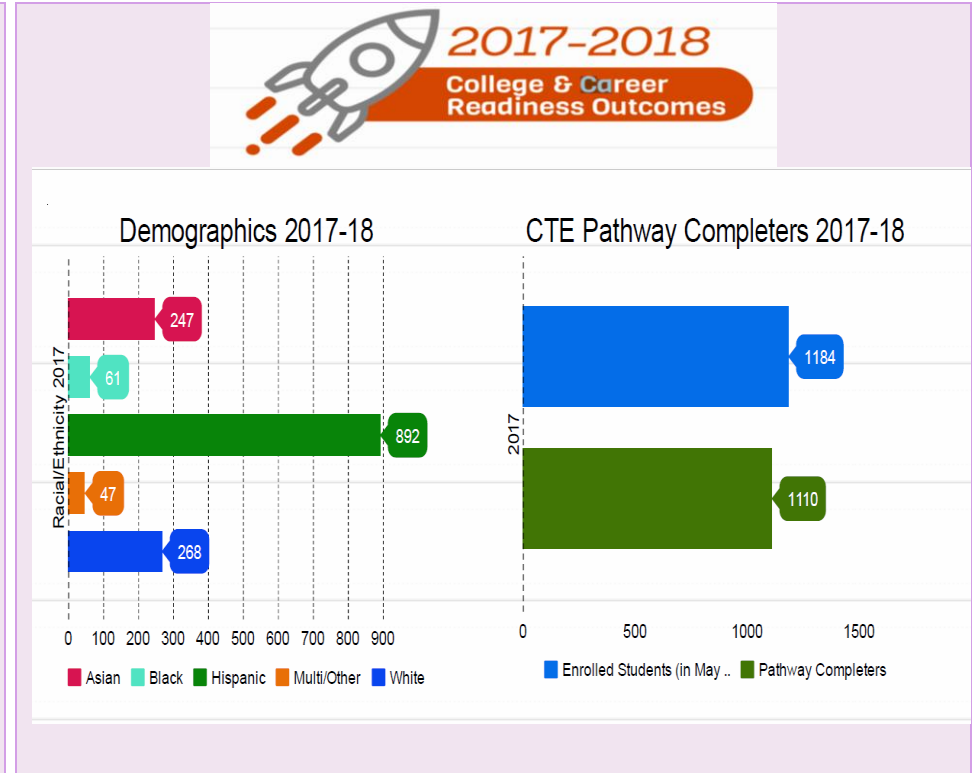
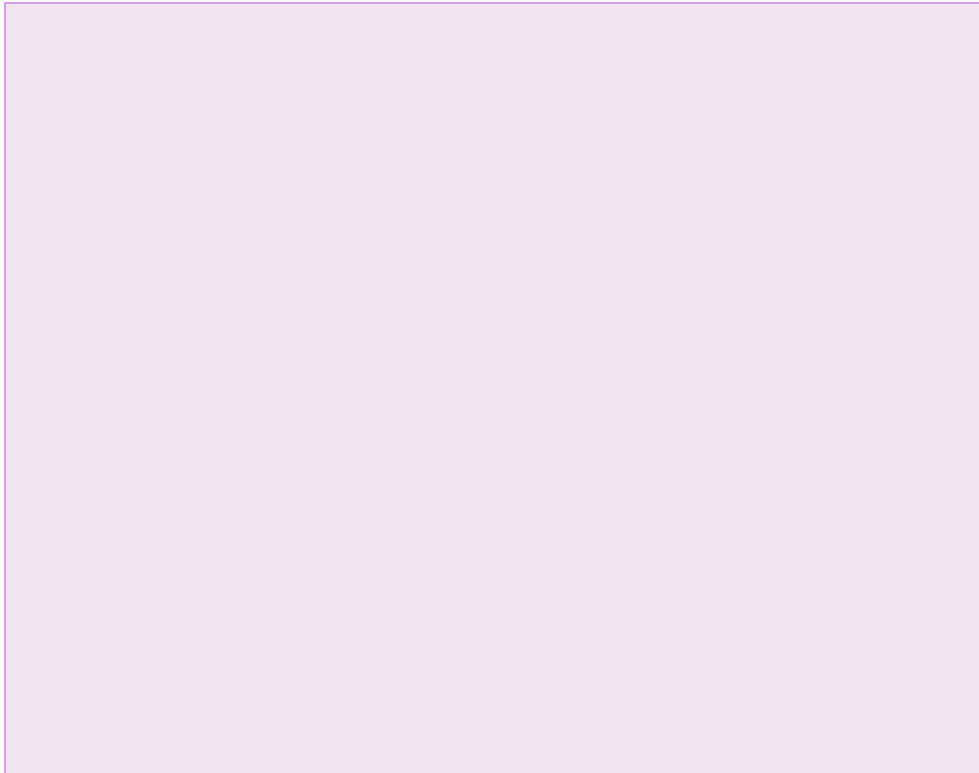


Actual



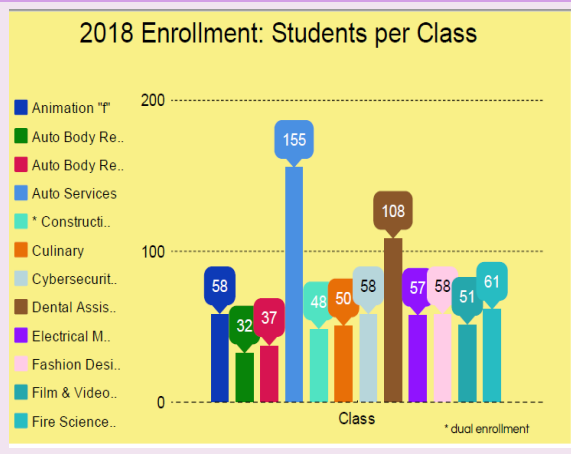
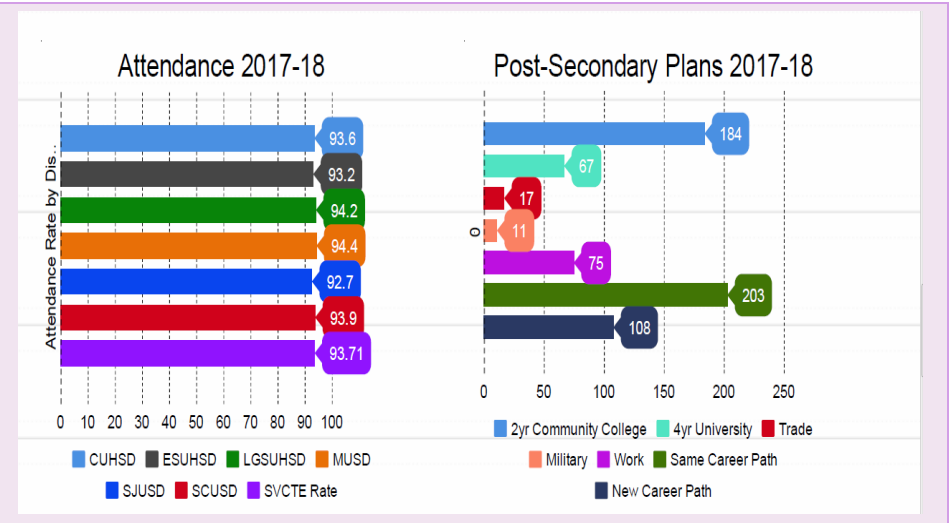
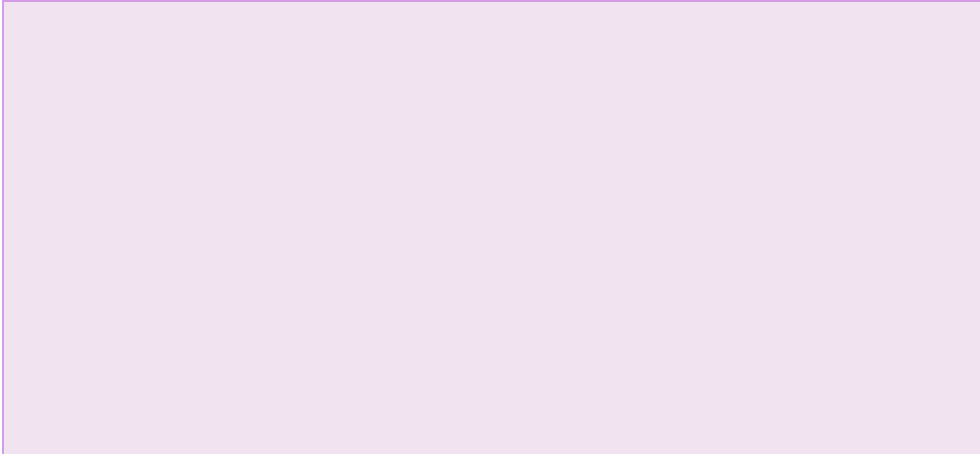
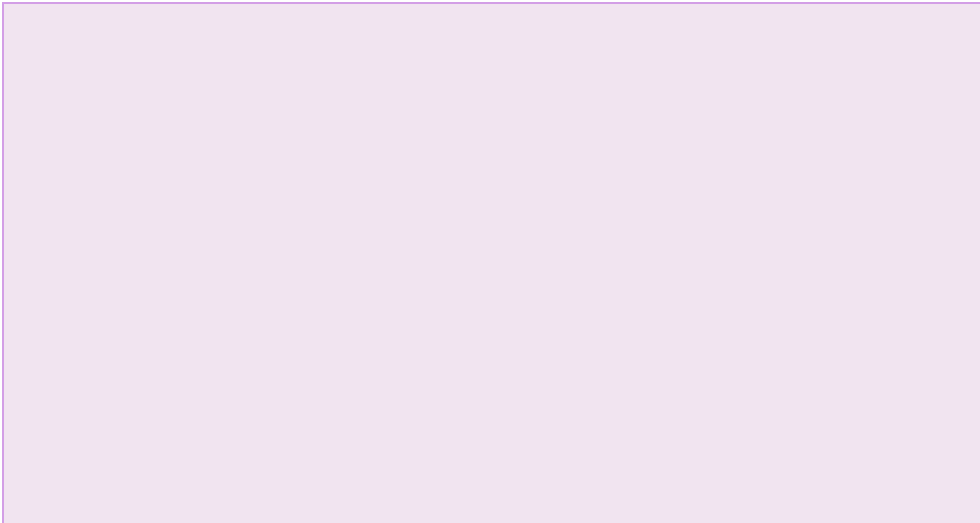
Expected

Actual



Expected

Actual



SVCTE Students' Progress

- Attendance rate: 94.44%
- Dual Enrollment: 190 students
- Internships: 344+ students
- SkillsUSA Competitors: 82 students
- HOSA Competitors: 18
- Ambassadors: 30
- Teen Animation International Competitors: 30 +/-

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attract, develop and retain talented staff through a high quality standardized hiring process that screens, interviews, and offers employment to qualified candidates and highly qualified CTE instructor, support staff, and management.	Completed Summer 2018 Hired a new principal in 09/2018 Hired a new program representative 12/2018 Hired a new CTE teacher Jan. 2018 Continued with STEAM specialist	\$336,000	\$390,000
Ensure students have access to clean, safe, well-maintained facilities. Replace the 12000 volt electrical switch. Retrofit building 500 and parking lot lighting. Continue deferred maintenance projects (lighting, roofing, painting, etc.). Add updated map and new signage throughout campus.	Switch gear to be replaced Summer 2019. Water main repaired Fall 2018. New campus signage Winter 2018. On-going maintenance prioritized by safety and usability. New campus cameras.	\$700,00	\$60,000
Increase UC a-g Approved Courses to 21 courses.	18 courses; 1 course eliminated UC status (Culinary Arts); added 2 dual UC status to pathways	\$102,000	\$25,000
Revise district and school strategic plan and align resources to the strategic plan and LCAP by monitoring and adjusting goals to meet the needs of students.	Updated strategic plan and developed new goals. Continuous improvement by analyzing actions to goals and measuring success; adjusting action steps as needed.	\$20,000	\$20,000
Build Mechatronics class	Completed	\$140,000	\$167, 084
Implement Google Classroom features (SIS/LMS)	Completed	\$125,000	\$125,000

Analysis

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

Actions and services for this goal were generally implemented as planned with a few exceptions primarily due to timelines for hiring staff and unanticipated needs for additional staff or resources to support full implementation. Funding impacted how the goals were implemented and who was responsible for some projects. This was as a result of changes in staffing due to funding and other reasons. Grants for proposed projects were decreased and projects were delayed as a result. A shift in priorities influenced a few plans and are postponed until additional funding is available.

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.

Changes were not made to the goals from prior years. Goals were added based on the needs of students for the new school year after data analysis and funding changes. The strategic plan and WASC action plan determined goals for revision, including adding new goals to meet the needs of all students. There are not significant changes to this year's LCAP revision. In this LCAP version, additional data is reported and aligned to the California College and Career Dashboard that support comprehensive school districts CC Dashboard outcomes.

Goals, Actions, & Services 1

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Conditions of Learning (*State priorities 1, 2 & 7*): College and Career Readiness:

1. Teachers will be appropriately assigned and fully credentialed in CTE Model Curriculum Standards and course requirements

a) Every student has access to standards-aligned instructional materials

b) Ensure that facilities are maintained and in good repair

2. Implementation of the state CTE standards and performance standards to allow students to access Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students.

7. Access to a broad course of study and programs for all students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 7

Local Priorities: Implement a student accountability framework to gather and analyze data to drive decisions. Increase UC a-g course approvals and provide rigorous instruction that will enable students to complete CTE course(s) prepared for college and career.

Identified Need:

Identified a need to create a rigorous CTE course of study aligned to CTE, CCSS, and NGSS state standards. Curriculum is not consistently aligned to standards. Goal to provide all students access to resources for their course with the option to earn certificate(s) and participate in course related extra-curricular activities in a safe and industry equipped facility.

Expected Annual Measurable Outcomes 1

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cleared teacher credentialed in CTE 30 – 30 teachers credentialed	100	100	100	100
Student access to instructional material & equipment	75	85	95	100
Facilities are safe and conducive for teaching and learning	70	70	80	90
Access to Google Classroom Features	0	50	75	100
Collect & Disaggregate CDE CCR Dashboard Indicators (current and 3 year trend)	0	50	75	100

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)

All students

Location(s):

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

School - SVCTE

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

<i>Modified</i>	<i>Modified</i>	<i>Unchanged</i>
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide PD to teachers that enables them to create cross curricular units with other CTE courses.	New Teacher mentor program (4 teacher mentor stipends).	New Teacher mentor program (3 teacher mentors).
Principal Collaborative PLC – building teacher leadership capacity; SIS trainers.	Principal Collaborative PLC – building teacher leadership capacity.	Principal Collaborative PLC – building teacher leadership capacity.
Redesign the AM session to 2 hours; modify the curriculum to 340 hours.	Continue to develop CTE Model curriculum aligned to CCSS Standards and NGSS.	Continue to develop CTE Model curriculum aligned to CCSS Standards and NGSS.
Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.	Use the 11 Elements Course Review to determine the strengths, areas of improvement and action steps to provide a high quality course.
Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan to support new programs.	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.	Determine facilities needing immediate repairs and service to improve the conditions of the classroom environment and prioritize and create an action plan.
Implement 1-2 dual enrollment course offerings.	Increase number of college credit course offerings by two.	Increase number of college credit course offerings by two.
Gather and align some data used for CA College and Career Indicator (CCR) to local indicators of success.	Gather and align relevant data used for CA College and Career Indicator (CCR) to local indicators of success.	Gather and align relevant data used for CA College and Career Indicator (CCR) to local indicators of success.
Intentionally left blank	Provide PD to teachers that enables them to create cross curricular units with other CTE courses and increase Google Classroom skills for optimal usage.	Provide PD to teachers that enables them to create cross curricular units with other CTE courses and increase Google Classroom skills for optimal usage.
Intentionally left blank	Develop advanced course outlines	Develop advanced course outlines

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$190,00	\$140,000	\$150,000
Source	General, Building Funds & CTEIG	General and Building Funds	General and CTEIG
Budget Reference	Funds 010 & 210	Funds 010 & 210	Funds 010 & 387

GOAL 2

Pupil Outcomes (*State priorities 4*):

Student achievement as measured by performance of students who are “college and career ready, the number of students who pass a dual enrollment course and receive college credit.

- a. % of students completed CTE or UC a-g courses
- b. % of students demonstrating college preparedness as measured by:
 - i. Number of completers
 - ii. Number of interns
 - iii. Number of industry certificates
- c. Evaluate qualitative information from Program Quality Assessments (PQA’s) and Employer Advisory Boards (EABs)
- d. Seek feedback from all of our stakeholders – administrators, teachers, bargaining unit and other school personnel
- e. Collect data on local priorities including:
 - iv. Courses in each industry sector
 - v. 12th grade post-secondary plans
 - vi. 12th grade high school graduation

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2 & 7

Local Priorities: Implement a student accountability framework to gather and analyze data to drive decisions. Increase UC a-g course approvals and provide rigorous instruction that will enable students to complete CTE course(s) prepared for college.

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 75% of students complete CTE sequence or UC a-g courses as measured by number of students enrolled in SVCTE UC a-g courses and/or a CTE sequence of courses.
2. 80% of students will demonstrate college preparedness as measured by: CTE course completer, internship, and industry certification(s).
3. Evaluate the effectiveness of 100% of our CTE courses as measured by the PQA and EAB process. Summarize this analysis in a biennial review for each course.
4. Administer annual student, parent, teacher and staff surveys to track progress and identify areas for improvement.
5. Collect data on each program as measured by course enrollment, completers, industry certifications, internships and industry-related employment.
6. Expand access to enrollment and persistence in CTE courses by offering selected CTE courses to 10th graders.

ACTUAL

- 83% 1st / 2nd semester UC a-g credits earned report (1267 students of total enrollment:1523)
- 78% 1st / 2nd semester Completers grade report (1184 students of 1523)
- 11 Elements bi-annual course review updated June 2019
- Student/Staff/Parent survey administered May 2019
- Collect end of the year data; on-going data collection and reporting to JPA districts and high school
- Data collected in Infinite Campus gradebook/CTE tab/enrollment
- Less than five 10th grade students end of year 2019

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development and collaboration time for teachers implementing UC a-g approved course curriculum; created a calendar	Hired STEAM specialist to realign current standards to meet A-G standards	\$156,000	\$72,738
Clearly define CTE course sequences that start in our K-12 JPA school districts and articulate to our 12-14 community college partners.	Articulations are still in process with local community colleges and sequencing with JPA partners. Increased UC a-g approved courses from 18 to 20 curricula and launched 2 dual enrollment courses.	\$26,905	\$26,905
Analyze the effectiveness of each CTE course through the Program Quality Assessment (PQA) and Employer Advisory Board (EAB) process. Summarize key findings from these processes in each course's biennial review.	PQA completed. The biannual report was completed, 2015/2016; 11 Elements April 2017; biannual report June 2019	\$ 3,600	\$ 3,600
Send out Climate Survey on three consecutive occasions to elicit at least 40% response from our external stakeholders (parents and students) and at least 60% response from our internal stakeholders (teachers and staff).	In progress, Staff Climate Survey November 2016, Student Interest Survey February 2017. Youth Truth Staff and Student Survey February 2018 MetroED Climate Survey January 2019 Youth Truth Staff and Student Survey March 2019	\$1,900	\$1,900
Collect End-of-Year Data on our SVCTE students: enrollment, completers, industry certifications, internships, and industry-related employment. Compare this data to previous years to see growth and areas for improvement over time.	Created online system. Teachers enter student data. Done May; new data entry for May 2018. Programmer improved Survey design to collect and disaggregate student data.	\$3,800	\$3,800

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase course completers	76.8%	78%	80%	85%
Increase number of students in internships	24.8%	29%	33%	37%
Increase number of students participating in work based learning	0	10%	10%	15%
Increase industry certificates	50 certs	60	62	65
Increase dual enrollment courses	0	1 class	2 classes	3 classes
Increase UC a-g course approvals	17	18	18	19
Increase post-secondary college and trade admissions	0	268	300	350

Planned Actions / Services

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):

*All students**School - SVCTE***Actions/Services**

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

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

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

*Modified**Modified**Unchanged*

Collect student data using SIS and multiple surveys

Collect and disaggregate student data using SIS and multiple surveys

Collect and disaggregate student data using SIS and multiple surveys

Analyze student achievement data for mastery of course objectives, competencies and certificates.

Analyze student achievement data for mastery of course objectives, competencies and certificates.

Analyze student achievement data for mastery of course objectives, competencies and certificates.

Align certificates and competencies to the CTE state standards

Align certificates and competencies to the CTE state standards

Align certificates and competencies to the CTE state standards

Incorporate Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers

Improve and increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers

Increase Work Based Learning experiences into CTE courses: provide PD for teachers in which a common set of standards for work based readiness are utilized for all teachers

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

Increase the number of students engaged in internships or other quality work based learning experiences in the summer / senior year jobs aligned with the pathway career theme

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$190,000	\$142,000	\$150,000
Source	General, Building Funds & CTEIG	General and CTEIG	General and CTEIG
Budget Reference	Funds 010 & 210	Funds 010 & 210	Funds 010 & 210

Goal 3

Engagement (State priorities 3, 5, & 6):

3. *Parent Involvement* – seek parent partnership and input in decision making

5. *Pupil Engagement* – increase student attendance rate and reduce chronic absenteeism rate and increasing student participation in Skills USA

6. *School Climate* – improve school climate by reducing suspension rate

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, & 6

Local Priorities: Student leadership development, school climate

Annual Measurable Outcomes

Expected

- 1) 90% accurate parental email in the SIS.
- 2) Increase parental attendance to parent/teacher night; college and career nights.
- 3) Implement a communication model with the parents to specifically keep them updated on school programs and student performance.
- 4) Expand the enrollment of CTE courses, especially in courses with a decline in enrollment.
- 5) Launch CTE Signing Event with a goal of building relationships and improving enrollment at the start of the school year.
- 6) Parent engagement and communication increases determined by participation, feedback, survey.
- 7) Increase student extra-curricular participation in CTSO's.

Actual

- Infinite Campus SIS determined 60% email addresses confirmed; 2018-19 – 95% parent email addresses entered.
- CTE Signing Night was a success, over 800 attended; redesigning to 3 days 18-19.
- Increased parent participation by offering 3 CTE Signing Nights instead of Open House; an estimated 1000 parents and students attended the 3-day event.
- Stabilized enrollment for 2018-19 and anticipate an improved stabilization of enrollment for 2019-20.
- Parent Survey increased from 138 to 322 completed.
- Increased by 17 students; less students participated in SkillsUSA State; Increased number of HOSA participants by 10 students; same number of students competed.
- Increased Ambassador Student Leadership Program from 30 to 48.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Host a Parent Open House, Information Night in the Fall and Spring and College Night	Done	\$4,000	\$4,000
Increase number of students competing in Regional, State, and National SKILLS USA competition	Done. 42 competed in State; 5 Nationals	\$40,000	\$30,000
Increase HOSA participation in state competitions	Done. 8 students competed.	\$10,500	\$12,500
CTE Signing Days	Done	\$8,300	\$8,300
Reduce absenteeism	On-going	\$10,000	\$10,000
Increase number of students competing in HOSA	Done. 17 students registered; 8 students competed	\$12,000	\$12,200

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Engagement (State priorities 3, 5, & 6):

- 3. Parent Involvement – seek parent partnership and input in decision making
- 5. Pupil Engagement – increase student attendance rate and reduce chronic absenteeism rate and increasing student participation in Skills USA
- 6. School Climate – improve school climate by reducing suspension rate

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, & 6

Local Priorities:

Identified Need:

Identified a need to increase parent and student engagement / participation in school related outreach events and include parents and students in decision making. Need to include parents in college and career programs to support student post-secondary success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in College and Career events	0	48%	53%	60%
Parent/Student/Staff Survey Responses	0	138	450	600
Increase Student Enrollment – CBEDs data	1311	1515	1523	1600
Student participation in CTSOs	65	78	102	150
Reduce absenteeism	93%	92%	93%	95%

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 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):

All Students

All - SVCTE

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Develop a communication strategy for parents, students and high schools using new SIS which will be measured by attendance, feedback and surveys

2018-19 Actions/Services

Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys

2019-20 Actions/Services

Improve communication to parents, students and JPA high schools which will be measured by attendance, feedback and surveys

Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys

Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys

Schedule parent and community engagement meetings success will be measured by feedback and attendance from parents and community members using surveys

Invite parents to participate in Map Your Future Events workshops or presentations to engage parents on college and career

Invite parents to participate in MapIn Events workshops or presentations to engage parents on college and career

Invite parents to participate in MapIn Events workshops or presentations to engage parents on college and career

Implement parent outreach to learn about CTE and the options available to their student: showcase, information night, college and career presentations

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2017-18 Actions/Services

Develop 1-2 opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

2018-19 Actions/Services

Increase and improve opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

2019-20 Actions/Services

Increase opportunities for students to participate in community service projects that will enhance real-life learning experiences and community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$13,000	\$12,000	\$11,000
Source	General Fund	General Fund	General Fund
Budget Reference	Fund 010	Fund 010	Fund 010

Stakeholder Engagement

LCAP Year: *2018-19*

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?

An initial LCAP meeting was held on October 9 with the LCAP team and director of educational services. Jan 18 staff was invited to be a part of the LCAP team committee. The LCAP team was formed, 1 counselor, 1 curriculum specialist, 1 cabinet member, 1 manager and 1 school administrator. The team met and created a timeline with actions and outcome expectations on: March 1, March 22 and May 17. The Survey was administered on May 3- May 25. The LCAP presentation at the Board meeting is on June 13th, 2019. Stakeholder meetings focused on college and career readiness due to the nature of our program. Parents engaged in discussions at our parent college and career nights and dual enrollment meetings.

Impact on LCAP and Annual Update

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

The meetings impacted the LCAP by providing specific services and actions as identified by the team. The team's feedback was invaluable in outlining what SVCTE has accomplished, how it was accomplished and the funding needing to improve the services we provide for all students. The survey results also aided in developing the LCAP specifically in improving communication and engagement. Thus far, we continue to reflect and improve upon our communication with multiple stakeholders. On-going review of curriculum and instruction is necessary to improve student learning and we aim to be the best in CTE in the Bay Area.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 11,100,000

100%

Metropolitan Education District was awarded CTEIG for 2019-20, a budget explaining how the funds will support the 11 Elements of High-Quality CTE is available.

