Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics:</u> 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	NOVA Academy-Coachella		
Contact Name and Title	Lisa Hernandez, Principal	Email and Phone	<u>Lisa-hernandez@nova-academy.org</u> 760-398-9806

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Since 2005, NOVA Academy Early College High School has provided a rigorous yet nurturing learning environment that allows students the unique opportunity to earn college credits while completing high school. Founded on the belief that education opens a door to hope and the development of strong leaders, NOVA Academy offers an individualized approach to helping youth succeed. Our WASC-accredited programs feature academic and personal support designed to equip students for a seamless transition to college.

NOVA Academy serves approximately 200 students. Our facility is located in the city of Coachella and our student population is predominately Hispanic. The mission of NOVA Academy Early College High School is to inspire, educate and prepare all students to be successful in college, career, and in life. Our goal is to provide first generation college goers, students from low socio-economic backgrounds, and minority students access to an academically rigorous, blended high school/college curriculum. Early college high schools are small schools designed to help students earn both a high school diploma and up to two years of college credits toward a Bachelor's degree. Early college high schools have the potential to improve high school graduation rates, college retention rates and better prepare all students for high-skill careers by engaging them in a rigorous college preparatory curriculum.

Additionally, students at NOVA who attend college classes during their high school years have increased confidence in navigating the college system, feel more prepared for college, and have the potential of reducing their families' financial impact of college tuition after they graduate high school. NOVA Academy pays for student's college text books and tuition while they are taking college classes during their high school years.

NOVA Academy prepares students for the 21st century and offers advanced opportunities to gain the knowledge and skills needed to smoothly transition to higher education or to a career with marketable skills. The core values of NOVA are Family, The Whole Child, Early College High School, Academic Excellence and Compassion

Board Approved 6-27-2017

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

The highlights of this year's LCAP involved the following key features:

-Increased seminar courses: Seminar courses were expanded into the 9th and 11th, and 12th grade years. Seminars are used to target the "soft skills" student's need to be successful throughout high school and in to their future. These courses focused on typing skills, presentation skills, study skills, research skills and various learning types. These courses were also used to implement our college pathways program.

-Math Support Courses: The number of math support courses offered this year was increased based on a need found within out student population. These courses have assisted students with filling holes in their foundational skills so they could be more successful within their Integrated Math courses.

-ELD Supports: This year we were able to provide a beginners and advanced level ELD course. This allowed us to provide more support to the students based on their individual needs. The level of differentiation needed in each course declined so a focus on needs was easier to meet. Students overall have been redesignated at a higher rate.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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

Overall we have made marked improvement within our SBAC performance in both ELA and Math. We did not have Math baseline data, although we were successful in having all our students complete the SBAC exam. In ELA we saw students move from standards not met to standard met.

Overall within our entire campus we saw a decrease in our suspension and expulsion rates. I believe this is a testament to our adoption of a Positive Discipline program and providing more support to our students.

In 2016-2017 we had an opportunity to resdesignate more EL students then in years prior. This is due to a more focused ELD curriculum and differentiation of support across EL levels.

Referring to the LCFF Evaluation Rubrics, 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?

Board Approved 6-27-2017

GREATEST NEEDS

> We did see a decrease in the overall satisfaction and safety of the campus based on student input. There is a strong need to continue development of an anti-bullying program as well as continuing to implement mediation programs when conflict occurs.
>
> Our current enrollment program continues to struggle and has not shown a large increase in the last two years. Implementation of remediation programs in early high school could assist in moving students to becoming eligible during their junior year.

Referring to the LCFF Evaluation Rubrics, 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

> Our ELD and SPED population historically perform lower than the general population of students. It is important that we continue to provide support programs to close the gap for these students. ELD level courses will continue to support these efforts. As well as continued work with our SPED teacher and assistant to provide accommodations that will support learning.

Board Approved 6-27-2017

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

ELD courses will continue to be offered that meet the levels of our EL students. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs.

Support will also be offered for our RFEP students who may continue to struggle slightly in ELA courses despite their redesignation. Courses such as critical reading and writing supports will assist them in their academic growth within ELA.

LEA will provide an increased amount of parent involvement opportunities and is taking steps to reinforce positive behavior intervention systems as well as restorative justice practices.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$2,298,771
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$346,228

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures represented in the total General Fund Expenditures include schoolwide expenditures necessary to implement the mission of Nova Academy – "to inspire, educate and prepare all students to be successful in college, career and in life." The LCAP and General Fund Expenditures alike are used to support school wide activities such as the acquisition of technology, implementation of state approved common core, and an authentic focus on college preparedness for all students with an emphasis and additional support systems for the unduplicated pupils.

$2,272,086	Total Projected LCFF Revenues for LCAP Year

Board Approved 6-27-2017

Annual Update

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	NOVA Academy will increase *California Assessment of Student Performance and Progress* (CAASPP) achievement levels on the *Smarter Balanced Assessment System* (SBAC) within overall, special education (SPED) and English language learner (ELL) subgroup populations.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations in both ELA and Math.	There was a marked improvement in students' performance on the ELA portion of the SBAC. From the previous year, there was a +12 point increase. In Math students had not previously participated in the 2014-2015 SBAC so there was no identified progress.

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**

Actions/Services	**PLANNED**	**ACTUAL**
	Actions and services include freshmen, sophomore and junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC	Seminar courses were offered in freshmen and junior year. Sophomore was unable to happen due to staffing restrictions. Interim testing accorded utilizing SBAC and CDE resources. ELD curriculum was not purchased for the 2016-2017 school

	Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.	year. Curriculum is being reviewed for the 2017-2018 school year.
Expenditures	**BUDGETED** Expenditure amount of $144,349 will be made from General Fund; Object 1000-5000	**ESTIMATED ACTUAL** $297,856

Action 2

Actions/Services	**PLANNED** Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.	**ACTUAL** 100 additional Chromebooks were purchased for the campus to expand from 4 Chromebook carts to 7. This lead to over 220 Chromebooks across the entire campus and each student having access to technology. All eligible students were able to be tested at one time.
Expenditures	**BUDGETED** INCLUDED	**ESTIMATED ACTUAL** INCLUDED

Action 3

Actions/Services	**PLANNED** Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills.	**ACTUAL** Three math support courses were offered for students needing remedial support as well as one critical reading support course for those needing ELA support.

Expenditures	BUDGETED INCLUDED	ESTIMATED ACTUAL INCLUDED

Action **4**

Actions/Services	PLANNED Actions and services will include purchase of Integrated Math 3 curriculum; purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training	ACTUAL Math 3 curriculum was purchased. Campus continued to utilize Data Director to manage campus data. Teacher training was included within this data management program.
Expenditures	BUDGETED INCLUDED	ESTIMATED ACTUAL INCLUDED

Board Approved 6-27-2017

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.	Implementation included Freshman, Junior and Senior seminar courses for those grade level students. Professional development was provided on instructional skills and supports to improve student engagement within the classroom, as well as including classroom management and homework improvement opportunities. Individualized academic support was provided for SPED and EL populations. Capacity expansion of infrastructure and technology equipment was increased to support bandwidth and technology to the level needed to support all courses and instructional needs. Common Core aligned Integrated Math 3 curriculum were purchased along with additional supplemental information for various subjects. Teachers were sent to training throughout the year to support common core integration and support professional development.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Seminar courses integrated 21st Century and college and career readiness skills. Students were support in the shift toward Common Core testing system under CAASPP/SBAC. NO ELD specific curriculum was requested for purchase by the EL teacher. Based upon the "Self Reflection" Tool for Implementation of state Academic Standards-Priority 2", faculty felt that professional development was, on average a 2.5 (between development and initial implementation) for identifying professional learning needs of groups and individual needs of teachers as well as providing support for standards not yet mastered.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted Expenditures underestimated the Estimated Expenditures. Estimated expenditures exceeded the budgeted expenditures in order to implement planned programs for student educational growth.
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.	NOVA Academy has a small percentage of SPED and EL junior students. Because of this, data is not reported for these categories and in order to protect student privacy, an asterisk (*) was displayed instead of a number because 10 or fewer students had tested. This then lead to modify the goal for a broader range of impact with less specific success criteria for the 2017-18 school year. The goal has also been modified to reflect an increase in EL progress measured by CELDT/ELPAC. Based upon the "Self Reflection Tool for Implementation of State Academic Standards – Priority 2", Faculty reported a need to focus on continued implementation of the Next Generation Science Standards.

Board Approved 6-27-2017

Goal 2	Increase parent input and involvement of NOVA Academy families by promoting parent participation and engagement and increase parent enrichment opportunities offered at NOVA Academy including Parent University, Parent/Teacher Conference and School Site Council (SSC).

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

By Spring 2017, parent surveys will demonstrate that 50% of parents in attendance at parent events found the information and skills shared through parent meetings to be useful.	Parents overwhelming displayed that information shared with them through parent events was useful. The percentage was over 80%.

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**

Actions/Services	**PLANNED** Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	**ACTUAL** During parent and student orientation a questionnaire was handed out to all parents where they had the ability to identify the topics they wished to gain more information on through the Parent University program. This allowed us to tailor our meetings to the needs of the parents.
Expenditures	**BUDGETED** Expenditure amount of $1,500 will be made from General Fund; Object 4000-5000	**ESTIMATED ACTUAL** $1,010

Board Approved 6-27-2017

Action **2**

Actions/Services	**PLANNED** Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	**ACTUAL** Parent survey was mailed to parents who had attended a parent event or parent meeting. The survey identified meeting(s) they attended as well as rated the usefulness of those meetings. Parents were also able to identify future topics they wish to explore through the parent program.
Expenditures	**BUDGETED** INCLUDED	**ESTIMATED ACTUAL** INCLUDED

Action **3**

Actions/Services	**PLANNED** Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair; possible community resource/liaison individual.	**ACTUAL** Parents were provided with food at each Parent University meetings. Guest speakers were also brought up to target specific areas of need.
Expenditures	**BUDGETED** INCLUDED	**ESTIMATED ACTUAL** INCLUDED

Board Approved 6-27-2017

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.	Monthly "Parent University" meetings were held and included food and presentations. There was not an implementation of a college fair and there was not an identified community resource/liaison individual.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By Spring 2017, of those families that attended a parent event throughout the school year 80% reported satisfaction with the usefulness of the information provided. This is a +30% increase from what the original goal stated. Parent survey reported that 94% agree/strongly agree to the question, "The school offers me opportunities to participate in meetings and councils"
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted Expenditures exceeded the Estimated Actual Expenditures Budgeted expenditures slightly exceeded estimated actual expenditures.
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.	For the 2017-18 school year, this LCAP goal will include opportunities for parents to share their expertise via forums and fairs.

Goal 3	NOVA Academy will assess satisfaction of school climate via student and parent surveys in the categories of overall, school safety and school wide nutrition program.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL _____

Board Approved 6-27-2017

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By Spring 2017, parent and student surveys will maintain an 85% overall satisfaction rate, maintain an 84% school safety satisfaction rate.	The results of the 2017 parent survey showed a decrease in the goals for the year. 84% of parent and student surveys demonstrated an overall satisfaction rate and an 80% school safety satisfaction rate.

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	ACTUAL
Actions/Services	Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.	Student and parent surveys were given during the Spring semester. Parent surveys were made available during Parent/Teacher conferences. Student surveys were given via Google forms and occurred during student's Family class. Positive school culture programs were implemented by the school counselor and included Bully Prevention, Acceptance and Self Esteem education.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Expenditure amount of $500 will be made from General Fund; Object 4000-5000	$3,762

Board Approved 6-27-2017

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 actions and services implemented included continued development and implementation of parent and student survey. Surveys were distributed to parents at parent meetings and sent home with students to be completed and returned. All student participated in completing the student survey in family class via google forms. Parent surveys were distributed at Parent/Teacher Conferences which assisted in a high level of surveys being completed and returned. Efforts for development of positive school culture included school activities, ASB events, monthly school assemblies and opportunity drawings for perfect attendance incentives. The campus began an adoption of essential practices related to Positive Discipline, as well as incorporated mentoring and restorative justice practices.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Actions and services were not as effective as desired in regard to NOVA's overall Satisfaction Rate. There was a decrease of -1% for overall satisfaction and a decrease of -5% for school safety satisfaction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted Expenditures underestimated the Estimated Actual Expenditures Expenditures included improvements to the overall nutrition program.
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.	For the 2017-18 LCAP, Goal #3 will aim to maintain an 85% overall satisfaction rate. The school satisfaction rate will continue to increase until it reaches 90%. At that time a description of "maintain" will be included in to the goal.

Goal 4	Increase percentage of NOVA Academy students who meet the NOVA Academy eligibility requirements for dual enrollment

State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

Board Approved 6-27-2017

COE	☐ 9 ☐ 10
LOCAL	_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
By Spring 2017, 45% of all NOVA Academy students will be eligible for dual enrollment for the 2017 summer and fall semesters.	By Spring 2017, 30% of NOVA Academy eligible student meet the requirements for dual enrollment.

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	ACTUAL
Actions/Services	Actions and services include providing a Summer Advantage program; college pathways courses; freshman, sophomore, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.	All planned actions occurred except that online courses were not offered and instead occurred within the classroom. Also a sophomore seminar course was unable to occur due to staffing restrictions.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Expenditure amount of $36,603 will be made from General Fund; Object 4000-6000	$43,599

Board Approved 6-27-2017

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 actions and services implemented included providing a Summer Advantage program for incoming freshman students; college pathways courses; freshman, junior and senior seminar courses; on campus college courses and providing student with textbooks, materials and transportation for college courses taken by students at the local community college.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The school's goal to increase the percentage of students who meet the NOVA eligibility requirements for dual enrollment (college courses as high school student) was not effective. For Summer and fall 2017, NOVA Academy has 30% of Juniors and Seniors who will be eligible to take college courses.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Budgeted Expenditures underestimated the Estimated Actual Expenditures Estimated Expenditures include multiple college prep opportunities available to all students such as Senior Seminar, college tuition and books, summer advantage and college tours.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The goal for 2017-2018 was originally 45%, unfortunately that goal was not accomplished in the 2016-2017 school year. The goal was decreased to 35%, which is a 5% increase from the 2016-2017 school year. Focus will be put on supported GPA progress in the lower grades to assist with eligibility by the junior and senior year.

Board Approved 6-27-2017

<u>Stakeholder Engagement</u>

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parents:
- Parent/Teacher Conferences
  - Parent Survey distribution
- LCAP Parent University:
  - Parent Presentation-LCAP Data Review
  - Feedback from parents on current goals and additional needs
  - Parent University Satisfaction Survey distributed

Students:
- Student surveys completed in Family class via google docs

Teachers & Staff:
- Staff PD
  - Self-Reflection Tool for "Implementation of State Academic Standards" (Priority 2)
- LCAP feedback form distributed to all faculty and staff via PLC
  - Needs assessment
    - Group poster activity
- LCAP PD
  - Update faculty and staff on feedback collected and initial draft of LCAP

School Site Council:
- School Site Council
  - Discussed progress of and planning for LCAP goals

Board Approved 6-27-2017

Board Members:

- LCAP initial draft and data/feedback collected emailed to executive director and board of directors for review
- Board Meeting (Coachella)
    - Update on/initial draft of LCAP & Provide Quantitative/Qualitative Data

IMPACT ON LCAP AND ANNUAL UPDATE

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

The contributions from each of the groups above assist in the development of the next year's LCAP. The feedback and information provided directs us in identifying which goals and actions should continue, which should be modified and what should be added for the upcoming year.

Board Approved 6-27-2017

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.

☐ New	☒ Modified	☐ Unchanged

Goal 1	NOVA Academy will continue to work towards an increase in CAASPP achievement levels within all student populations for Math and ELA. NOVA Academy will engage with teachers and administrators in Common Core State Standards (CCSS) professional development for full implementation. NOVA Academy will work with Science department to reach initial implementation status for Next Generation Science Standards (NGSS). NOVA Academy aims for 60% of EL students make progress as measured by the CELDT/ELPAC.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____
Identified Need	Increase baseline scores from CAASPP 2016 to increase overall, SPED and ELL on SBAC exams and close the achievement gap between all pupils and sub groups. Increase CCSS professional development and work specifically with Science department regarding implementation of NGSS. Support EL student progress towards language acquisition goals.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP overall performance of students in Math & ELA who "Meets" and "Exceeds" state standards	• 2016 Math • Exceeded – 0% • Met – 15% • Nearly Met – 38% • Not Met – 48%	• Students will show an increase in performance on state assessments in both ELA and Math	• Students will show an increase in performance on state assessments in both ELA and Math	• Students will show an increase in performance on state assessments in both ELA and Math

Board Approved 6-27-2017

	• **2016 ELA**
	  • Exceeded – 13%
	  • Met – 43%
	  • Nearly Met – 30%
	  • Not Met – 15%
	2017 SBAC data not available			

CCSS Professional Development: Self-Reflection Tool for Implementation of State Academic Standards–Priority 2	Question #5 – Average score 2.4 (beginning development/initial implementation)	Question #5 – Average score of 3 (initial implementation)	Question #5 – Average score of 4 (full implementation)	Question #5 – Average score of 5 (Full implementation and sustainability)
NGSS Implementation: Self-Reflection Tool for Implementation of State Academic Standards–Priority 2	Questions #1-3 Regarding NGSS – Average score of 1.3 (Exploration and Research)	Questions #1-3 Regarding NGSS – Average score of 2 (beginning development)	Questions #1-3 Regarding NGSS – Average score of 3 (Initial Implementation)	Questions #1-3 Regarding NGSS – Average score of 4 (Full Implementation)

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services include freshmen, sophomore and junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.	Actions and services include freshmen, sophomore and junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; evaluation of curriculum purchased; individualized academic support including SPED and EL populations.	Actions and services include freshmen, sophomore and junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; evaluation of curriculum purchased; individualized academic support including SPED and EL populations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$252,479	Amount	$427,848	Amount	$450,723

Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Board Approved 6-27-2017

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.	Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.	Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income	
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills	Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills	Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action 4

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

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ English Learners	☒ Foster Youth	☒ Low Income
Scope of Services	☐ LEA-wide	☒ Schoolwide **OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and teacher training.	Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and teacher training.	Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and teacher training.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☐ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services to include Summer School resources to support student needs for remediation of math specific courses.	Actions and services to include Summer School resources to support student needs for remediation of math specific courses.	Actions and services to include Summer School resources to support student needs for remediation of math specific courses.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000	Source	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

☐ New	☒ Modified	☐ Unchanged

# Goal 2	By Spring 2018, parent surveys will demonstrate that 80% of parents in attendance at parent events found the information and skills shared through parent meetings to be useful

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____
Identified Need	Increase parent input and involvement; promote parent participation and engagement; and increase parent enrichment opportunities offered at NOVA Academy

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Satisfaction survey based on information shared at parent events.	80% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.	80% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.	82% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.	84% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.

Board Approved 6-27-2017

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$750	Amount	$1,500	Amount	$1,600
Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Referen	Charter School General Fund

Board Approved 6-27-2017

		ce	

Action **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair; possible community resource/liaison individual.	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair; possible community resource/liaison individual.	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair; possible community resource/liaison individual.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

☐ New	☐ Modified	☐ Unchanged

Goal 3	By Spring 2018, parent and student surveys will maintain an 85% overall satisfaction rate, maintain an 84% school safety satisfaction rate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Measure parent and student school climate satisfaction through the categories of overall, school safety and school wide nutrition program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent & Student Survey – Overall Satisfaction (all questions)	Average percent of parents & students who responded "agree/strongly agree" 84% Spring 2017	Average percent of parents & students who responded "agree/strongly agree" Maintain 85% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" Maintain 86% Spring 2019	Average percent of parents & students who responded "agree/strongly agree" Maintain 87% Spring 2020
Parent & Student Survey – School Safety (last 5 questions on survey	Average percent of parents & students who responded "agree/strongly agree" 80% Spring 2017	Average percent of parents & students who responded "agree/strongly agree" Maintain 84% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" Maintain 85% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" Maintain 86% Spring 2020

Board Approved 6-27-2017

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	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.	Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.	Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$300	Amount	$4000	Amount	$4,120
Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000

Board Approved 6-27-2017

Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action **2**

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

[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☒ English Learners ☒ Foster Youth ☒ Low Income
[Scope of Services](#)	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services will include staff training on topics such as, but not limited to, Restorative Justice, RTI, mediation, mentoring and positive discipline.	Actions and services will include staff training on topics such as, but not limited to, Restorative Justice, RTI, mediation, mentoring and positive discipline.	Actions and services will include staff training on topics such as, but not limited to, Restorative Justice, RTI, mediation, mentoring and positive discipline.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000	Source	Resource 0000; Objects 4000-5000
Budget	Charter School General Fund	Budget	Charter School General Fund	Budget	Charter School General Fund

Board Approved 6-27-2017

Reference		Reference		Reference	

☐ New	☒ Modified	☐ Unchanged

Goal 4	By Spring 2018, 35% of all NOVA Academy students will be eligible for dual enrollment for the 2017 summer and fall semesters.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Increase in student eligibility for dual enrollment

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of all continuing NOVA students (next year's 10th-12th graders) eligible for dual enrollment based upon NOVA specified criteria: • Grade report & semester weighted GPA of 3.0 or higher	30% of all continuing NOVA students (Fall 2017 11th-12th graders) eligible for dual enrollment for the 2017 summer and fall semesters	35% of all continuing NOVA students (Fall 2018 11th-12th graders) eligible for dual enrollment for the 2018 summer and fall semesters	37% of all continuing NOVA students (Fall 2019 11th-12th graders) eligible for dual enrollment for the 2019 summer and fall semesters	40% of all continuing NOVA students (Fall 2020 11th-12th graders) eligible for dual enrollment for the 2020 summer and fall semesters

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   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

<div align="center">OR</div>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ English Learners   ☒ Foster Youth   ☒ Low Income
Scope of Services   ☐ LEA-wide   ☒ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services include providing a Summer Advantage program; college pathways courses; freshman, sophomore, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.	Actions and services include providing a Summer Advantage program; college pathways courses; freshman, sophomore, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.	Actions and services include providing a Summer Advantage program; college pathways courses; freshman, sophomore, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Board Approved 6-27-2017

Amount	$41.600	Amount	$45,600	Amount	$46,968
Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action   **2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Summer School resources to support students need for remediation to improve their eligibility potential. This will also include online remediation courses during the school year to improve grades and grade point average.	Summer School resources to support students need for remediation to improve their eligibility potential. This will also include online remediation courses during the school year to improve grades and grade point average.	Summer School resources to support students need for remediation to improve their eligibility potential. This will also include online remediation courses during the school year to improve grades and grade point average.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000
Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Action   **3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation.	Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation.	Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	INCLUDED	Amount	INCLUDED	Amount	INCLUDED
Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000	Source	Resource 0000; Objects 1000-6000

Board Approved 6-27-2017

Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund	Budget Reference	Charter School General Fund

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $288,529   Percentage to Increase or Improve Services: 100%

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).

Nova Academy intends to expend supplemental and concentration grant funds to support the actions that will ultimately serve low income, English learner and/or foster youth pupils. With an unduplicated count exceeding 80%, services for low income, foster youth and English Learners will be improved by at least the services provided to "all pupils" pursuant to 5 CCR 15496. An example of this increased support, the expenditures that support our intervention can be found in the school's revenues, actions/services and expenditures budgeted for each year of the LCAP. Further evidence of our ability to exceed the proportionality percentage is shown through and supported by our ELD specific support, academic support and curriculum resources as well as seminar courses specific to Freshmen, Sophomore, Junior and Senior grade levels. The use of supplemental funds on a school wide manner is the most effective use of these resources as it allows us to provide flexible, yet targeted, program, resource and supplemental support when needed and where needed, to achieve organizational goals as outlined in this LCAP.

Board Approved 6-27-2017

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

Board Approved 6-27-2017

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

Board Approved 6-27-2017

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

> **New/Modified/Unchanged:**
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
> - Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
>   - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

> **Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:
- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
    - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    - b. Mathematics – CCSS for Mathematics
    - c. English Language Development (ELD)
    - d. Career Technical Education
    - e. Health Education Content Standards
    - f. History-Social Science
    - g. Model School Library Standards
    - h. Physical Education Model Content Standards
    - i. Next Generation Science Standards
    - j. Visual and Performing Arts
    - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Board Approved 6-27-2017

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

Board Approved 6-27-2017

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016