

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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

The Story

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

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 400 students. Our facility is located in downtown Santa Ana 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 family's financial impact of college tuition after they graduate high school. NOVA Academy pays for students' college textbooks and tuition while they are taking college classes during their high school years. The core values of NOVA re Family, The Whole Child, Early College High School, Academic Excellence, and Compassion.

LCAP Highlights

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

- ELA Overall CAASPP scores decreased from 2017 to 2018, based on preliminary numbers, dropping by 0.6% of students who met or exceeded state standards from 73.4% to 72.8%.
- Math Overall CAASPP scores increased from 2017 to 2018, based on preliminary numbers, increasing by 8.1% of students who met or exceeded state standards, from 21.5% to 29.6%.
- NOVA Academy demonstrated an 86.7% satisfaction rate on the parent and student surveys regarding overall satisfaction and school safety.
- In Spring 2018, 38.6% Freshman, 43.8% Sophomores, 49.5% Juniors and 53.2% Seniors qualified for dual enrollment, equaling an overall percentage of 45.5% of entire student body.
 - To report percentages of those who enrolled in college courses for Spring 2018, 31.6% Freshman, 26.8% Sophomores, 26.7% Juniors and 18.2% Seniors enrolled in one or more college course, resulting in an overall "college going" percentage of 26.5% of entire student body.

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

This year, NOVA Academy has increased the amount of rigor in course offerings for students. From 16-17 to 17-18, five additional AP courses were offered and three additional Honors courses were introduced, increasing the percent of enrollment in advanced courses from 35% in 2016-17 to 66.5% in 2017-18. For students attending college in Summer and Fall 2018, NOVA Academy has 37.6% sophomores, 40.2% Juniors, and 45.5% Seniors eligible to take college courses. This is an achievement of a total 41% of all continuing students (grades 10-12) who qualified to take college courses.

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?

Greatest Needs

The suspension rate is an area for growth, as there is a disparity of suspension rate among groups of students. All students were rated Orange, with EL students rated Red.

4.5% of All Students were suspended

11.5% of English Learners were suspended

5.4% of Socioeconomically Disadvantaged were suspended

13.6% of Students with Disabilities were suspended

The LEA has determined a continued need for improvement regarding parent involvement. Despite offering different parent outreach events, including Open house, Back to School Night, and added Coffee with the Counselors and Annual Counseling meetings, parent engagement continues to be an area of need. NOVA Academy recently hired a Director of Community Involvement and Parent Outreach to further assist with these efforts.

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

The Suspension Rate for all students is in the orange range. English Learners was one performance level below the “all students” in the red range. The LEA is taking steps to reinforce positive behavior intervention system and restorative justice practices. The LEA will be taking steps to minimize suspension rates and introduce alternative behavior interventions.

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.

Increased or Improved services

The LEA improved services for low-income, English learners, and foster youth by continuing to work to increase the advanced course offerings and the number of student eligible for and enrolled in college courses. The additional AP courses offered resulted in a dramatic increase in the number of students able to take AP exams. Tutorial was improved to provide targeted support for students struggling, and Family teachers contacted parents for each student with an F at a progress reporting period. The newly implemented LOOP communication program also allowed for improved communication with parents regarding student performance. Home Teaching was utilized for students unable to attend school for medical reasons. The LEA will revamp to offer different, more targeted 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

\$3,904,979

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$571,271

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.

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 4,448,313

Annual Update

LCAP Year Reviewed: 2017-2018

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 balance 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 Priorities: 1,2,4,5,7

Local Priorities:

Annual Measureable Outcomes

Expected

NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations increasing as shown by the 2017-2018 CAASPP scores.

Actual

- ELA Overall CAASPP scores decreased from 2017 to 2018 by 0.6% of students who met or exceeded state standards, based on preliminary numbers (Goal not Met)
- Math Overall increased from 2017 CAASPP scores to 2018 by 8.1% of students who met or exceeded state standards. Based on preliminary numbers (Goal Met)
- EL and SPED subgroups are too small for reported data on CAASPP
- Among ELs, 48.8% were redesignated as Fluent English Proficient and average growth on the CELDT among all ELs was 0.97, nearly one band per student.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLANNED</p> <p>Actions and services include freshmen, junior, and senior Seminar courses; ELD specific professional development for teaching staff; implementation of interim assessment and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.</p>	<p>ACTUAL</p> <p>Students participated in Seminar courses, in grades 9, 11, and 12, with Junior Seminar focusing on English and math skill development. ELD courses were provided to EL students and ELD specific PD was facilitated for faculty and staff, including 50-50 Talk Time and effective instructional strategies. CAASPP interim assessments were given to 11th graders and hand-scoring was done by faculty. Individualized academic support was provided for SPED and EL populations. Rosetta Stone licenses were purchased for ELD students. Seminar courses were restructured to include intensive support in both math and English with teachers credentialed in these subjects. LINK placement was changed to target students' areas of greatest need to provide the most effective support. A computer adaptive program is used for 9th and 11th grade math support.</p> <p>The PSAT was given to all students in grades 9, 10, and 11 in October 2018.</p> <p>Summer Advantage program for incoming 9th graders allowed for placement testing and preparation for success in high school.</p> <p>ESTIMATED ACTUAL</p>	<p>Expenditures amount of \$330,273 from Fund 09; Objects 1000-5000 for Goal 1; Action/Services # 1-3</p>	<p>Expenditures amount of \$449,504 from Fund 09; Objects 1000-5000 for Goal 1; Action/Services # 1-3</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Carla

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all CAASPP, online college courses, Next Generation Science, and Common Core implementation and instructional needs.

ACTUAL

Three carts of touch screen Chromebooks were purchased for student classroom use in 2016-17. Three teachers obtained licenses for Nearpod and/or Peardeck for more enhanced technology support this year. Science teachers met during PD time and will continue to meet in summer 2018 to continue to restructure courses to more closely align to NGSS. IOS and Aeries LOOP were added as well.

Included

Included

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Incorporate more rigorous courses, increasing the AP and honors course offerings.

ACTUAL

Five additional AP courses were offered. Honors courses were added for Biology, 9th grade English and 10th grade English. Teachers involved were sent to AP training during summer and textbooks and supplementary materials were purchased. Enrollment in higher level courses more

Included

Included

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

than doubled. AP Review sessions were added to the calendar.

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 all students. Junior Seminar was restructured to provide intensive support in math and English. Tutorial/LINK placement was altered to provide targeted support based on students' areas of greatest need. Professional development was provided for faculty on Fridays and ELD specific professional development trainings were included. Hand scoring training for math and English Interim Assessments occurred in house for faculty through NOVA's testing coordinator. Individualized academic support was provided for SPED and EL populations, including ELD support for all students designated as EL.

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. Individualized academic support for EL populations were effective in supporting student progress towards academic goals. Due to the Special Education teacher's extended absences, support for students with unique needs was limited and less effective in 2017-18, though stability has recently improved with SAUSD's placement of a temporary teacher as well as a credentialed substitute.

English Learners received support in ELD classes with Rosetta Stone for newer learners and targeted instruction for all. The redesignation rate for ELs in 2017-18 was 48.8%, with students, on average, improving nearly one band each (0.97 improvement).

While 2018 CAASPP scores are only preliminary at the submission of this document, the data indicate a slight decrease in performance in ELA (drop of just 0.6% meeting or exceeding standards) and 8.1% improvement in students meeting or exceeding standards in math.

Based upon the “Self Reflection Tool for Implementation of State Academic Standards – Priority 2”, Faculty rated professional development on average 3.24, above Initial Implementation in (1) implementing programs to improve delivering instruction aligned to recently adopted academic standards and/or curriculum, and (2) identifying professional learning needs of individual teachers. They rated just above Initial Implementation at 3.17 for providing professional learning for teaching to recently adopted academic standards and 3.06 for providing support for teachers on standards they have not yet mastered.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures exceeded budgeted expenditures in order to provide services for the Early College High School 88.9% unduplicated pupil population. Expenditures included Actions/Services # 1-3 listed under Goal 1.

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.

Based upon the “Self Reflection Tool for Implementation of State Academic Standards – Priority 2”, Faculty reported a need to focus on continued implementation of standards, including the Next Generation Science Standards.

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 Advisory Committee (PAC) and School Site Council (SSC).

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measureable Outcomes

Expected

By Spring 2018, 15% of all families will have attended two or more parent events.

Actual

- By Spring 2018, 39 families (out of 382 families in LEA) attended two or more parent events, which is 10.5%. This goal was not met by 4.5%.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services will include “Parent University” meetings including guest speakers, food; Coffee with the Counselors, Annual Individual Counseling Meetings, AIP meetings, Senior Parent Night, Parent Advisory Council, etc. Possible community resource/liaison individual</p>	<p>“Parent University” meetings were held and included food and presentations, as were PAC, AIP, Senior Parent Night, and Coffee with the Counselors. The Director of Family Engagement & Community Involvement was hired second semester. Staff time was utilized to provide translation of documents/flyers and communication to advertise Parent University and other parent involvement events. Translation was provided for Family teachers to contact parents of students failing. Individual counseling meetings were initiated, and for many, translation was required.</p>	<p>Expenditures amount of \$14,000 from Fund 09; Objects 4000-5000 for Goal 2; Action/Services # 1</p>	<p>Expenditures amount of \$7,705 from Fund 09; Objects 4000-5000 for Goal 2; Action/Services # 1</p>

Analysis

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

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

"Parent University" meetings were held and included food and presentations. Also held were PAC, Academic Improvement Plan (AIP), Senior Parent Night, and three Coffee with the Counselor meetings. Annual individual counseling meetings were initiated this year. The Director of Community Outreach/Parent Involvement was hired second semester.

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

By Spring 2018, 40 families (out of a total 382 families in LEA) attended two or more parent outreach events, resulting in 10.5%. Despite incorporating additional different opportunities, this goal was not met by 4.5%. The parent survey reported 96% 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 estimated actual expenditures due to service expenditures were increased in other Goals 1, 3, & 4.

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 2018-19 school year, Goal 2 will be maintained at 15%. There is a plan to alter the type of programming offered during Parent University events to increase parental involvement.

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 Priorities: 3,5,7,8

Local Priorities:

Annual Measureable Outcomes

Expected

By Spring 2018, parent and student surveys will maintain a 90% overall satisfaction rate, maintain a 90% school safety satisfaction rate, and demonstrate a 60% satisfaction rate regarding the school wide nutrition program.

Actual

- Overall Satisfaction Rate: 86.7% (goal not met by 3.3%)
- School Safety Satisfaction Rate: 86.8% (not met by 3.2%)
- School Wide Nutrition Program Satisfaction Rate among parents and students averaged at 71.8%, meeting the goal by +11.8%. Among students, the satisfaction rate was 50.6%, indicating an improvement of 16.9% from the prior year. Parents reported a 93% satisfaction rate with the meal program.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PLANNED	ACTUAL All planned actions were accomplished.	Expenditures amount of \$14,000 from Fund 09;	Expenditures amount of \$182,282 from Fund 09;

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services will include continued development and implementation of parent and student survey; safe campus program and development of positive school culture.</p>	<p>Security was added second semester, starting with four hours per day and eventually for 10 hours per day. Panic buttons were added to the front desk and Counseling office. Security cameras allow the school to review areas of concern.</p>	<p>Objects 4000-5000 for Goal 3; Action/Services</p>	<p>Objects 4000-5000 for Goal 3; Action/Services # 1-3</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Actions and services included changing to a new meal provider and offering additional meal options for students in order to ensure nutrition for all students during each school day; and to improve nutrition which is linked to student performance</p>	<p>Both breakfast and lunch were provided during the school day. Food service adhered to all nutritional standards and guidelines. Hot and cold breakfast options were included, and different meal options were also provided throughout the week to students. Meal calendar and options were reviewed throughout the year and feedback received from parents and student through wellness committee and School Site Council meetings. Feedback was also regularly sought from students regarding meals offered and adjustments were made to provide more palatable options.</p>	<p>Included</p>	<p>Included</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement a School Safety Committee to review and improve disaster and emergency preparedness as well as overall school safety.</p> <p>Implement a Discipline Committee to improve student discipline, thereby improving school climate.</p>	<p>The Safety Committee met monthly to review and update the school's emergency plans and prepare with drills. An AED Defibrillator was purchased, staff was trained on its use, and it was installed in the front office. A second defibrillator was obtained in May 2018 at no cost to the school.</p> <p>The Discipline Committee met monthly and the tardy policy was addressed and updated, as was the procedure for students assigned to serve consequences.</p> <p>Security was hired second semester for four hours per day, and ultimately increased to 10 hours per day.</p>	<p>included</p>	<p>Included</p>

Analysis

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

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

The actions and services implemented included continued development and implementation of parent and student surveys. Surveys were shared with parents at parent meetings, links to complete the survey were emailed home, LOOP calls were made, and parents who stopped by the office were asked to complete surveys. Students completed the student survey in Family class via Google forms. Efforts for development of positive school culture included school activities, ASB events, school assemblies, a March Madness basketball program, and opportunity drawings for school wide Positive Behavior Intervention System as well as attendance incentives and a Student of the Week program. Our new building and location has also improved school culture and school safety. Breakfast and lunch were provided during the school day. Food service adhered to all nutritional standards and guidelines. Hot and cold breakfast options were incorporated and different meal options were provided throughout the week to students. Meal calendar and options were

reviewed throughout the year and feedback received from parents and student through wellness committee and school site council meetings. Safety and Discipline Committees were formed this year. The Safety Committee met monthly to review and update the school's emergency plans and prepare with drills. An AED Defibrillator was purchased, staff was trained on its use, and it was installed. A second defibrillator was obtained in May 2018 at no cost. The Discipline Committee met monthly and the tardy policy was addressed and updated, as was the procedure for students assigned to serve consequences. Additional security was hired to address safety concerns surrounding the campus.

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

Actions and services were effective in regards to NOVA's overall Satisfaction Rate, in which goals were nearly met, falling short only 3.3%, and the school safety satisfaction rate, which fell short by 3.4%. The goal for school wide nutrition program satisfaction rate was exceeded by 11.8% overall. Parents reported a 93% satisfaction rate. While students' satisfaction rate with the meal program increased by 16.9% from the prior year, it was at 50.6%, and will continue to be an area of focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures exceeded budgeted expenditures in order to provide services for the Early College High School 88.9% unduplicated pupil population. Expenditures included Actions/Services # 1-3 listed under Goal 3.

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 2018-19 LCAP, Goal #3 will aim to maintain a 90% overall satisfaction rate. The school satisfaction rate was to be increased by 5% to 90% satisfaction, but because this goal was already reached this year, the goal will now state to maintain a 90% satisfaction. The goal regarding school wide nutrition program satisfaction rate will be written to achieve a 55% satisfaction rate among students.

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 Priorities: 4,7,8

Local Priorities:

Annual Measureable Outcomes

Expected

By Spring 2018, 65% of all NOVA Academy students will be eligible for dual enrollment for the 2018 summer and fall semesters and improve AP and Honors enrollment from 35% to 45%.

Actual

By Spring 2018, 41% of all NOVA Academy of all continuing students (2018 10th-12th graders) were eligible for dual enrollment for the 2018 summer and fall semesters. Goal not met by -24%. AP and Honors enrollment increased from 35% to 66.5%, exceeding the goal by 21.5%.

Actions / Services

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

Action 1

Planned
Actions/Services

Actions and services include providing a Summer Advantage program; college pathways courses; freshman, 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.

Actual
Actions/Services

All planned actions were accomplished

APEX courses were utilized to allow students to earn credits for failed classes.

Budgeted
Expenditures

Expenditure amount of \$105,000 will be made from Fund 09; Object 4000-5000

Estimated Actual
Expenditures

Expenditure amount of \$115,761 will be made from Fund 09; Object 4000-5000

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; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college courses taken by students at the local community college. Students were also placed in targeted LINK tutorials for additional support as needed.

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

The LEA'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 2018, NOVA Academy has 37.6% sophomores, 40.2% Juniors, and 45.5% Seniors who will be eligible to take college courses in the Summer or Fall. This is an achievement of a total 41% of all continuing students (grades 10-12) who have qualified to take college courses. This goal was not met by -24%. Another goal was to increase enrollment in honors and AP courses from 35% to 45%. Over 2017-18, 66.5% of students remained enrolled in one or more AP or honors classes, exceeding the goal by 21.5%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures exceeded budgeted expenditures in order to provide services for the Early College High School 88.9% unduplicated pupil population. Expenditures included Actions/Services # 1 listed under Goal 4.

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 dual enrollment qualification goal for 2017-18 school year was 65%; however, since this goal was not met, there is a need to review reasons why. With the introduction of additional high rigor classes, such as AP and additional honors courses, students enrolled in a more challenging curriculum this year. In many cases, students were not accustomed to the expectations of these courses and had lower grades at progress report times. Given the rigor in the course offerings on campus, a team met to review qualification requirements for dual enrollment and determined that students may qualify for college if they are able to bring up a failing grade from the progress report by the final semester grade. With this greater rigor, a goal will be set for 50% of students to be eligible for dual enrollment by Summer 2019.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

Stakeholders	Date & Action of Involvement
Parents	<ul style="list-style-type: none"> • March 15nd – LCAP Parent University: <ul style="list-style-type: none"> ○ Parent Presentation: <i>Where We've Been & Where We're Going</i> ○ Feedback from parents on 8 priorities via table discussions ○ Administer on-line parent surveys
Students	<ul style="list-style-type: none"> • March 27 and 29th – Student surveys completed in Family class via google docs
Teachers	<ul style="list-style-type: none"> • April 13th – Priority 2: State Academic Standards Reflection Tool <ul style="list-style-type: none"> ○ LCAP feedback form distributed to all faculty ○ Returned by April 13th • April 27th – LCAP PD <ul style="list-style-type: none"> ○ Update faculty and staff on feedback collected and initial draft of LCAP
Other School Staff	<ul style="list-style-type: none"> • April 13th – Priority 2: State Academic Standards Reflection Tool <ul style="list-style-type: none"> ○ LCAP feedback form distributed to all faculty and staff ○ To be returned April 13th • April 27th – LCAP PD <ul style="list-style-type: none"> ○ Update faculty and staff on feedback collected and initial draft of LCAP
School Site Council	<ul style="list-style-type: none"> • March 27th – School Site Council <ul style="list-style-type: none"> ○ Discussed progress of and planning for LCAP goals • May 8th – School Site Council

		<ul style="list-style-type: none"> ○ SSC members complete LCAP goal review and feedback form 	
	Board Members	<ul style="list-style-type: none"> ● May 4th – LCAP initial draft and data/feedback collected emailed to executive director and board of directors for review ● May 9th – Board Meeting (Santa Ana) <ul style="list-style-type: none"> ○ Update on/initial draft of LCAP & Provide Quantitative/Qualitative Data ● June 21th – Board Meeting (Santa Ana) to approve LCAP 	

Impact on LCAP and Annual Update

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

- Parent Meeting/Parent University – Table discussion responses provided specific input from parents regarding college courses, parent involvement, school nutrition program, teacher, courses, and curriculum at NOVA Academy.
- School Site Council – Feedback was obtained from SSC members. Input received impacted goals regarding parent involvement and encouraged additional parent involvement opportunities. SSC also encouraged additional information to parents regarding topics of parent involvement events, informing students about the presence of the defibrillators, and reminding students they can pay for college costs, which are minimal, if they do not qualify for NOVA sponsorship.
- Self-Reflection Tool for Implementation of State Academic Standards – Priority 2 – All faculty members returned the Self-Reflection tool. Data was collected and synthesized in the creation of the 2018-2019 LCAP goals, specifically LCAP Goal #1 regarding state academic standards. Staff also provided input on the drafted goals and offered suggestions to more effectively attain goals.
- Student Survey – 272 surveys were collected via student Gmail account and Google Forms. The surveys were completed in Family class under the instruction of their Family advisor. There were 38 survey questions in total and all questions were mandatory. School Safety Satisfaction rate will be calculated out of questions #30-35. Satisfaction regarding school wide nutrition program goal was measured from survey question #30.
- Parent Survey – 83 parent surveys were returned. This survey was the same as the student surveys but written for parents and guardians of students. Surveys were given in person at Parent University, sent home with students, and distributed through email. Multiple LOOP calls were made requesting parents complete the survey. This survey also provided data from a parent/guardian perspective of overall school satisfaction, school safety, and the school wide nutrition program.
- Board Meeting – Board asked questions regarding data provided and requested additional information. Board discussed how data collected would form LCAP goals.
- Review of Drafted Goals – Staff members provided feedback about drafted goals and provided suggestions for attaining goals.
- Board Meeting – Nova Academy board votes on presented LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

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 of Next Generation Science Standards (NGSS). As a new test is initiated to gauge student progress toward English language acquisition, NOVA Academy aims for 60% of EL students to make progress as measured by the ELPAC.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities:

Identified Need:

Increase baseline CAASPP scores from 2018 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP overall performance of students in Math & ELA	<ul style="list-style-type: none"> <u>2017 Math:</u> <ul style="list-style-type: none"> Exceeded: 5.06% Met: 16.04% Nearly Met: 35.44% Not Met: 43.04% <u>2017 ELA:</u> <ul style="list-style-type: none"> Exceeded – 31.65% Met – 41.77% Nearly Met: 18.99% Not Met – 7.59% 	<ul style="list-style-type: none"> <u>2018 Math:</u> <ul style="list-style-type: none"> Exceeded: 8.5% Met: 21.1% Nearly Met: 32.7% Not Met: 37.9% <u>2018 ELA:</u> <ul style="list-style-type: none"> Exceeded – 28.5% Met – 44.3% Nearly Met: 21% Not Met – 6.4% <p><i>*2018 preliminary numbers expected to increase, as not all data was included at first reporting</i></p>	<ul style="list-style-type: none"> Students will show an increase in performance on state assessments 	<ul style="list-style-type: none"> Students will show an increase in performance on state assessments
CCSS Professional Development: Self-Reflection Tool for Implementation of State Academic Standards–Priority 2	Question #5 – Average score 2.7 (beginning development/initial implementation)	Question #5 – Average score of 3.08 (initial implementation) (Goal of 3.0, goal met)	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 2.0 (#1: 1.8, #2: 1.5, #3: 2.8)	Questions #1-3 Regarding NGSS – Average score of 3.22 (initial implementation) (Goal of 3.0, goal met)	Questions #1-3 Regarding NGSS – Average score of 4 (full implementation)	Questions #1-3 Regarding NGSS – Average score of 5 (Full implementation and sustainability)

<p>EL student progress measured by CELDT/ELPAC Assessments</p>	<p>No baseline data</p>	<p>Average growth on CELDT was 0.97 levels, and 48.8% of ELs were redesignated in 2017-18, up from 27.1% in 2016-17. Goal: 60% of EL students make progress Goal met: 100% of students made progress on CELDT by increasing one level or improving within the same band.</p>	<p>65% of EL students make progress as measured by the ELPAC</p>	<p>70% of EL students make progress as measured by the ELPAC</p>
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific schools: NOVA Santa Ana

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

2017-18 Actions/Services

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 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 Standards, and Common Core implementation and instructional needs.

Actions and services will include purchase of Level III math curriculum, purchase of other core subject curriculum; purchase and implementation of data and assessment management system; and teacher training.

2018-19 Actions/Services

Actions and services include Freshmen and Junior seminar courses; Changing the focus of Junior Seminar to math and English skill acquisition, PSAT testing for all 9th, 10th, and 11th grade students, ELD and ELPAC specific professional development for teaching staff; implementation of CAASPP Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations, AP classes.

Actions and services include capacity expansion of infrastructure and technology equipment to increase bandwidth and technology to the level needed to support all CAASPP, online college courses, Next Generation Science Standards, and Common Core implementation and instructional needs. Increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation.

Actions and services will include purchase of core subject curriculum and other supplemental curriculum; purchase and implementation of data and assessment management system; and teacher training.

Actions and services include teacher training for AP, purchase of textbooks and supplementary materials, cost of review sessions and tests for those unable to pay for exams.

2019-20 Actions/Services

Same as preceding year with a slight anticipated increase based on COLA due to increases in staffing costs.

Same as preceding year with increase in expenses due to expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation.

Actions and services will include purchase of core subject curriculum and other supplemental curriculum; purchase and

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$330,273	\$816,700	\$938,804
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Modified

Goal 2

By Spring 2019, 15% of all families will participate in two or more parent outreach events, including open house, back to school night, parent committees, or information meetings.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

Increase parent input and involvement; promote parent participation and engagement; and increase parent enrichment opportunities offered at NOVA Academy

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in any offered parent outreach event throughout the school year will be tracked for each family	11.5% of NOVA Families attended 70% of all parent meetings offered throughout the year	10.5% of NOVA Families attended one or more parent events offered throughout the year	By Spring 2019, 15% of all families will participate in two or more parent outreach events	By Spring 2020, 20% of all families will participate in two or more parent outreach events

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific schools: NOVA Santa Ana

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

2017-18 Actions/Services

Actions and services will include monthly “Parent University” meetings which may include but not be limited to: translation, guest speakers, food, awards and certificates; implementation of college fair; community resource/liason individual

2018-19 Actions/Services

Actions and services will include monthly “Parent University” meetings which may include but not be limited to: translation, guest speakers, food, awards and certificates; implementation of college fair; Director of Family Engagement & Community Involvement

2019-20 Actions/Services

Same as preceding year with a slight anticipated increase in costs of materials and professional services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,000	\$75,000	\$82,750
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Goal 3

NOVA Academy will attain a 90% overall satisfaction rate, 90% school safety satisfaction rate, and 60% satisfaction rate regarding the school wide nutrition program.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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” <ul style="list-style-type: none"> 91.5% Spring 2017 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> 86.7% Spring 2018 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> Maintain 90% Spring 2019 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> Maintain 90% Spring 2020
Parent & Student Survey – School Safety (last 5 questions on survey)	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> 91.8% Spring 2017 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> 86.8% Spring 2018 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> Maintain 90% Spring 2019 	Average percent of parents & students who responded “agree/strongly agree” <ul style="list-style-type: none"> Maintain 90% Spring 2020
Parent & Student Survey – School Wide Nutrition	Average percent of parents & students who responded “agree/strongly agree”	Average percent of parents & students who responded “agree/strongly agree”	Average percent of parents & students who responded “agree/strongly agree”	Average percent of parents & students who responded “agree/strongly agree”

Program (question regarding program)

- 55.6% Spring 2017
- 33.7% Student satisfaction

- 71.8% Spring 2018
- 50.6% Student satisfaction

- 65% Spring 2019
- 55% Student satisfaction

- 70% Spring 2020
- 58% Student Satisfaction

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific schools: NOVA Santa Ana

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

NOVA Academy, Santa Ana Campus

Actions/Services

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

Modified

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

Unchanged

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

2017-18 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.

Actions and services include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition which is linked to student performance.

2018-19 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.

Actions and services include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition which is linked to student performance.

2019-20 Actions/Services

Same as preceding year with a slight anticipated increase in costs of materials and professional services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$22,000	\$182,300	\$191,415
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Identified Need:

By Spring 2019, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2018 Summer and Fall semesters and maintain enrollment in Honors and AP courses at 50%.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>% of all continuing NOVA students (next year's 10th-12th graders) eligible for dual enrollment based upon NOVA specified criteria:</p> <ul style="list-style-type: none">• Grade report & semester weighted GPA of 3.0 or higher• No "F" grades on grade reports & end of semester report card• No "N" or "U" marks for citizenship and work habits on grade reports and end of semester report cards	<p>62.8% of all continuing NOVA students (Fall 2017 10th-12th graders) eligible for dual enrollment for the 2017 summer and fall semesters</p>	<p>41.5% of all continuing NOVA students (Fall 2018 10th-12th graders) are eligible for dual enrollment for the 2018 Summer and Fall semesters</p>	<p>50% of all continuing NOVA students (Fall 2019 10th-12th graders) eligible for dual enrollment for the 2019 summer and fall semesters</p>	<p>55% of all continuing NOVA students (Fall 2020 10th-12th graders) eligible for dual enrollment for the 2020 summer and fall semesters</p>

% of students enrolled in Honors & AP courses	35% as of Spring 2017	Goal: 45% by Spring 2018 Enrollment was 66.5%, exceeding the goal by 21.5%.	50% by Spring 2019	55% by Spring 2020
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific schools: NOVA Santa Ana

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

NOVA Academy, Santa Ana Campus

Actions/Services

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

Modified

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

Modified

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

2017-18 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.

2018-19 Actions/Services

Actions and services include providing a Summer InNOVAtion program; summer school for credit recovery and enrichment, college pathways courses; freshman, junior and senior seminar courses; targeted tutorial support, Junior Seminar restructure to better support math and English skill acquisition, online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.

2019-20 Actions/Services

Same as preceding year with a slight anticipated increase in costs of materials and professional services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,000	\$209,435	\$219,907
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,283,435

Percentage to Increase or Improve Services

Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP

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).

All services are provided on a schoolwide basis due to the 88.9% unduplicated pupil population.

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.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fq/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.)
- **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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “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 entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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 enter “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 entering “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:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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.

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.

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