Local Control Accountability Plan and Annual Update (LCAP)

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
NOVA Academy - Coachella	Lisa Hernandez, Principal	lisa-hernandez@nova-academy.org 760-398-9806

2017-20 Plan Summary

The Story

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

Since 2010, NOVA Academy Early College High School has provided a rigorous yet nurturing learning environment that allows students the unique opportunity to earn college credits while completing high school. Founded on the belief that education opens a door to hope and the development of strong leaders, NOVA Academy offers an individualized approach to helping youth succeed. Our WASC-accredited programs feature academic and personal support designed to equip students for a seamless transition to college.

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

prepare all students for high-skill careers by engaging them in a rigorous college preparatory curriculum.

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

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

LCAP Highlights

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

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

Academic Campaigns: Our campus moved into a Writing Campaign across all subject areas to strengthen student writing and comprehension of subject matter language. Teachers were encouraged to find ways to promote their subjects' literacy skills in ways that could transfer to other areas of focus. Major growth was seen in the student efforts to produce more writing and more academic level writing in all their classes. We also worked on an Arithmetic Campaign where students were encouraged to use basic functions in daily life and across disciplines.

Teach Like a Champion Workshops: Both the Writing Campaign and the Arithmetic Campaign grew into our Test Like a Champion Workshop Series where students met on campus and at a local college campus for workshops focused on supporting students through the SBAC and CAST. Students participated in three workshops in a rotation and earned badges for completed workshops. The last series of workshops also included an Academic Olympics where students competed in a team for special badges, all the while learning and strengthening their knowledge in the general areas covered on the SBAC and the CAST.

Math Support Courses: The math support courses offered this year continues to support students with filling holes in their foundational skills so they could be more successful within their Integrated Math courses.

ELD Supports: The needs of English Language Learners was assessed and supports were increased for the ELD and Critical Reading courses. This year we specifically targeted training for the ELD and Critical Reading programs so that student support could be increased and focused on specific student needs.

Advanced Placement: Our Advanced placement offerings of AP Spanish Language, AP European History, and AP Calculus stayed the same, with AP English Language and Composition being phased out until stronger success during earlier years can be seen and supported.

Summer inNOVAtion: The Summer inNOVAtion program continued with a week-long process of getting to know the students, assessing their standings for English Language Arts, Mathematics, and Spanish Language courses.

Biliteracy Seal and Golden State Seal: Students were able to be given the Biliteracy Seal and Golden State Seal based on their performances on the AP Spanish Language tests and their grades.

New Curriculum: A new English Language Arts Curriculum was adopted. The PearsonRealize curriculum was adopted after much consideration and searching over the previous year. The English department has worked diligently to assure that the curriculum is implemented in the correct manner so that assessment of student growth can also take place.

Benchmarks: Improved benchmarks in Math have been given this year, as well as new benchmarks for the English department connected to their curriculum. All assessments in the English 12 and English 9 courses have been given through the digital platform this year to gather additional data to go with the benchmark data.

Review of Performance

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

Greatest Progress

Overall, we have made marked improvement within our SBAC performance in Mathematics. We were successful in having all of our students complete the SBAC exam. In ELA, we saw students move from standards met to standards exceeded, but we did see an overall decrease in the standards met area for the assessment.

The previous school year's AP courses saw better-than-anticipated results. AP Spanish saw a 100% pass rate, AP English Language and Composition a 30% pass rate, and AP European History a 63% pass rate. Additional courses were available to students through Concordia University in Irvine (CUI), and the University of California in Irvine (UCI). More students were also able to attend courses at the local College of the Desert (COD), with more students succeeding in these classes. We have students compiling 309 credits on target to earn for the 2018-2019 school year.

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

We find a need connected to the Graduation Rate, College and Career Indicator (A-G completion and graduation rate combined), as well as an English Language Arts performance drop from the previous testing year.

Students shared through a survey that their main concerns continue to be connected to the of "The school lunch program offered at NOVA Academy, which follows the nutritional standards, meets my satisfaction." The lunch program continues to be worked on for satisfaction with the contracted company for the lunches provided on campus and an on-campus taste test conducted, which resulted in a new vendor being chosen.

A student focus group was held to discuss the student survey and the questions about safety and school culture on campus. Additional information was also asked of the parents of students. The student focus group identified student culture, staff culture, discipline, and bullying concerns brought forward by students and parents.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Our ELD and SPED population historically perform lower than the general population of students. It is important that we continue to provide support programs to close the gap for these students. ELD level courses will continue to support these efforts. As well as continued work with our SPED teacher and assistant to provide accommodations that will support learning. It is important that we look for alternatives to suspension for our special populations who, historically, get suspended more often than majority groupings.

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

ELD courses will continue to be offered that meet the levels of our EL students. These courses will continue to be evaluated to ensure appropriate curriculum is offered and staff training occurs. Evaluation and implementation will be completed with a closer interaction with the teachers and the counseling staff. Staff training on differentiation and understanding the EL standards will also continue to take place.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A]

Annual Update

LCAP Year Reviewed: 2018-2019

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2,

Annual Measurable Outcomes

Expected	Actual
Students will show an increase in performance on state assessments in both ELA and Math	Increases were seen in both Math and ELA. With Math increasing by 16% in the Met or Exceeded categories from 19% to 35%, and ELA increasing by 29% in the Met or Exceeded categories from 45% to 74%.
Professional Development Reflection Tool for Implementation of State Academic Standards – Priority 2 – Outcome for Question #5 – Average Score of 3 (initial implementation)	Professional development of Next Generation state standards was met with a score of 3.

Expected	Actual
Professional Development Reflection Tool for Implementation of State Academic Standards– Priority 2 – Outcome for Questions #1-3 – Average score of 2 (beginning development)	Goal of providing all staff members with professional development within their CCSA standards was maintained at a 3.0.

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
Actions and services include freshmen seminar courses: AP Class, ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic supports including SPED and EL populations	Seminar classes completed. ELD training and development completed in all subject areas. SBAC interim testing completed with staff scoring and creating input over results. ELD specific curriculum was used extensively in the ELD and Critical Reading courses, and the previous year's ELPAC results were used to inform areas of need. Students in the SPED program were involved in LINK courses, as well as the Academic Improvement Plan program to assist with IEP specific needs. Professional development this summer focused on the neurology of teenagers and how to address their Maslow needs, as well as how addressing these Maslow needs affect their Bloom's abilities and learning. Students in need of	$601,000 (included Goal 1; Actions 1-8)	$152,090

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	additional time for tutoring and remediation were given LINK time in their daily schedule. Students who were not in need of remediation were given opportunities to explore new ideas and topics through tutorials running in 6-week sessions. 3 AP courses made available to students (AP Calculus, AP European History and AP Spanish).		

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.

Master Schedule was developed to ensure that there were enough sections of freshmen seminar for all ninth graders to be enrolled. Training was held to provide teachers with supports on working with an EL population. Training was also given with the intent of understanding student's basic needs to assist us in helping them access their academic needs.

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

All parts of the action were very effective in meeting the goal of achieving improvement in SBAC performance across all subgroups of students. These actions played a role in the overall performance of the students on the SBAC, as well as their interim assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 1 equal $152,090 and are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

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 SBAC, online college courses, Next Generation Science, and Common Core implementation and instructional needs.	New and replacement Chromebooks were purchased, as well as two additional Chromebook carts were put into circulation, as well as a bandwidth extension was put into effect. All cart assignments are based on classroom need and teacher use of the devices. All ELA, Social Science, Support, Art, and Seminar courses have access to this technology. Additional work on the bandwidth was completed with no internet	Included in Goal 1; Action 1	$181,772

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	interruptions during time of high usage due to a lack of bandwidth.		

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.

Two new Chromebook carts were added to the campus, with Chromebook carts being placed in the Social Science and Art classrooms. Additional bandwidth was implemented through an extension, thereby improving the bandwidth capability and reliability on campus.

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

No interruptions were created during SBAC training, interim testing, or full testing. All online courses were able to be completed with no interruption of services. Additional courses were able to have a Chromebook cart available with advanced teacher planning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 2 equal $181,772 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills.	Two Math Support classes were provided for students in need of additional help in mathematics. ELA supports took the shape of ELD and Critical Reading courses, with Critical Reading having two levels for better focus and student achievement.	Included in Goal 1; Action 1	$48,015

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 ELD and Critical Reading courses were successfully implemented in the manner of teaching students' concepts that were lacking from other gaps in learning, as well as strengthening and reiterating concepts being taught in the core classes of Mathematics and ELA.

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

The goal was not met, although other indicators of improvement indicate that these support classes (Math support, Critical reading and ELD) do support student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 3 equal $48,015 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of	Purchase of ELA curriculum was finalized. Additional literature novels were also purchased throughout the year. Use of IO Assessment was continued to assist with data management and to provide a	Included in Goal 1; Action 1	$70,127

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
data and assessment management system; and teacher training.	system of assessment throughout the campus. AP curriculum was not required by teachers this year although supplemental aids to support success in courses were purchased, such as, writing webinars, formatting references etc.		

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 new ELA curriculum from PearsonRealize focuses on student growth in standards knowledge. The implementation of digital assessments was also increased through the course of the year.

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

All three ELA teachers appreciated the new curriculum that was able to enhance and direct their teaching and the students' learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 4 equal $70,127 and are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title monies.

The estimated Actual Expenditures for Goal 1 equal $495,752 which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services to include Summer School resources to support student needs for remediation of core subjects.	Summer School resources take the original resources for math classes and introduces it to students in a compact and simple structure so students are able to complete their Summer School program in the allotted time. The ELA courses were still utilizing the Apex programs.	Included in Goal 1; Action 1	$14.908

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 math department communicated with the Principal to complete Summer School for mathematics through a re-teaching method using the same materials used in the previous year with the students. Students are identified based on previous semester grades and a need to remediate credits. Students are given an assessment to identify what standards they have mastered. Focus is then placed on those standards that students have yet to master for that semester. The ELA courses were still utilizing the Apex programs.

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

Students are able to remediate credits they are missing for both English and math. Thus allowing them to be on track for graduation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 5 equal $14,908 and are funded with General Fund; Supplemental Grant; and Concentration Grant; monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services to include support program for students throughout high school. These interventions programs will include, but are not limited to inNOVAtion Summer Institute, LINK, Tutorial, and Academic Intervention Plan.	The inNOVAtion Summer Institute was implemented, taking over the Summer Advantage program from previous years. The LINK and Tutorial programs were improved upon. Students were able to improve enough to be removed from the Academic Intervention Program.	Included in Goal 1; Action 1	$1,560

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 inNOVAtion Summer Institute was implemented by seasoned instructors for the original program to ensure a smooth transition. LINK and Tutorial program was improved through staff and student input. Students came out of the Academic Intervention Program.

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.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 6 equal $1,560 and are funded with General Fund; Supplemental Grant; and Concentration Grant; monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include the hiring of an Academic Intervention Specialist to assist students in ELA and Math courses.	The Academic Intervention Specialist position was hired.	Included in Goal 1; Action 1	$27,280

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 Academic Intervention Specialist identifies students who are in need of academic supports. Student agreements were developed and goals were set to move students towards passing their required courses and an improvement in their grade point averages.

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

The Academic Intervention Specialist position has shown tb effective in accomplishing our goal. Students have received direct intervention to meet the needs they have in their various classes. Students are also motivated to work harder and stay focused.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 1 (Actions 1-8). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 1; Action 7 equal $27,280 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 1 equal $495,752, which is less than originally estimated. Additional expenses were incurred in other LCAP Goals and Actions. Estimated Actual Expenditures for Goal 1 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include the hiring of an English language development teacher/specialist to provide instructional support and assessment support to English Language Learners	This position was not hired due to no available and qualified candidates for the position. Instead the need of EL supports was provided through EL specific training for the entire teaching staff through Riverside County Office of Education.	Included in Goal 1; Action 1	No identified expense

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 position of English Language Development teacher/specialist was not hired for due to a lack of qualified candidates for the position. In an effort to meet the needs of our EL population a partnership was development with the Riverside Office of Education. A representative from RCOE supported the campus in developing a training series for all teaching staff. The training was specific to EL strategies based on subject areas. Staff participated in an all staff EL training and then participated in a subject specific EL training.

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

These trainings proved to be very beneficial to all subject areas, especially Math, Science and Electives. The training provided insight to the EL standards and how those standards can be easily included in to their subject area standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No applicable expense incurred for Goal 1; Action 8.

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.

EL specific training will be continued within this goal.

Goal 2

By Spring 2019, parent surveys will demonstrate that 80% of parents in attendance at parent events found the information and skills shared through parent meetings to be useful.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 3

Annual Measurable Outcomes

Expected	Actual
80% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.	90% of parents identified that they were "satisfied" or "very satisfied" with the information shared with them at parent events.

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
Actions and services will include a questionnaire provided to parents to identify the topics they feel will be useful in supporting their students' academic, social and emotional needs.	Survey was given to parents at the first parent university to ask for topics of interest. 90% of parents showed overall satisfaction with the information provided.	$32,000 (included Goal 2; Actions 1-4)	$5,153

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.

Parents were given the opportunity to complete an online survey through Google Forms. Parents were able to use school Chromebooks at the Parent University meeting to complete the survey.

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

Parent voice is important and was able to be used to expand understanding of needs and concerns regarding students. Parents respond more when they perceive that their voice is being listened to and their ideas are being utilized.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 2 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 2; Action 1 equal $5,153 and are funded with Title monies.

The estimated Actual Expenditures for Goal 2 equal $38,179, which slightly higher than the anticipated expenditures. The difference is within a normal differential range for estimated expenses. Estimated Actual Expenditures for Goal 2 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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.

Change made to the metrics/indicators for this goal to reflect the growth in parent satisfaction.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate.	Parents were given the satisfaction survey to complete at the last parent meeting.	Included in Goal 2; Action 1	No identified expense

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.

Parents attending the last parent meeting of the school year were given a satisfaction survey to complete. This was done through Google Forms.

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

Parent voice is important and was able to be used to expand understanding of needs and concerns regarding students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No applicable expense incurred for Goal 2; Action 2

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

No changes were made.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair	Parent university held each month. Special guests were brought in and food was served at each meeting. Parent Teacher conferences were offered to parents twice a year	Included in Goal 2; Action 1	$1,208

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.

Based on parents' discussion and concerns, special guest speakers were brought in. Food was also provided as an incentive, as well as to help with concerns that the meetings were being held around family dinner time.

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

Additional parents came to the meetings with food and special guests.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 2 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 2; Action 3 equal $1,208 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 2 equal $38,179, which slightly higher than the anticipated expenditures. The difference is within a normal differential range for estimated expenses. Estimated Actual Expenditures for Goal 2 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include an increase in family engagement and community involvement through the hiring of family engagement and community involvement personnel. As well as using technology to communicate with families and the community (i.e. Aeries communication tool, flyers, newsletters etc.).	Family engagement/Community involvement position opened and hired. Aeries communication tool was activated and utilized to communicate directly with families regarding meetings, student performance and other campus needs.	Included in Goal 2; Action 1	$31,818

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.

A staff member was fired to support the school's connection with families and the community. The position was hired during the Spring semester.

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

The position was successful in connecting with the community, although due to the lack of time the position was in place we do not believe the position influenced parent satisfaction. We do believe that the communication system used by the school greatly impacts the level of engagement with our families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 2 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 2; Action 4 equal $31,818 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 2 equal $38,179, which slightly higher than the anticipated expenditures. The difference is within a normal differential range for estimated expenses. Estimated Actual Expenditures for Goal 2 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Goal 3

By Spring 2019, parent and student surveys will show an increase in overall satisfaction from the year prior, as well as an increase in school safety satisfaction from the year prior.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Average percent of parents & students who responded "agree/strongly agree" Maintain 93% Spring 2018	Result of the parent and student survey satisfaction for school culture came in at 91%.
Average percent of parents & students who responded "agree/strongly agree" Maintain 93% Spring 2018	Result of the parent and student survey for school safety satisfaction came in at 90%

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
Actions and services will include a parent and student survey; safe campus program and development of positive school culture	Parent and student survey went out in March to all. Student focus group to discuss concerns and possible actions. Re-entry circles conducted to support students returning from suspension	$52,000 (included Goal 3; Actions 1-4)	$31,421

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.

Student and parent surveys were sent out in March. Students results were compiled and examined. Students were given the opportunity to attend a focus group where they could voice their perspectives and opinions regarding campus safety, discipline, and campus culture.

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

The parent and student surveys gave important feedback on areas to focus in on that were seen as needs from parent and student stakeholders. Re-entry circles also had success in assisting students to feel supported and behavior improved.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 3 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 3; Action 1 equal $31,421 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 3 equal $191,669, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 3. Estimated Actual Expenditures for Goal 2 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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.

Metrics and indicators were updated for the 2019-2020 school year based on the 2018-2019 results.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include staff training on topics such as, but not limited to, Restorative Justice, RTI, mediation, mentoring and positive discipline.	The Staff Summer PD was regarding the neurology of teenagers to understand why decisions are made in certain ways by them. This includes understanding why students may act out. Positive discipline continues along with alternatives to suspension like parent meetings, parent shadowing and SST meetings. Re-Entry circles as part of a restorative justice	Included in Goal 3; Action 1	$50,906

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	model were implemented for students returning from suspensions.		

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.

Throughout the year students and their emotional needs were considered in discussions. Student Maslow needs were weighed against their Blooms levels in the discussions. SST meetings were increased for students to discuss their needs and alternatives to traditional suspensions. Parent contact was also increased to avoid some suspensions when students were acting out.

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

Students who had been suspended were coordinated into re-entry circles to show support from the school community. The majority of students who participated in re-entry circles did not break additional rules after their return to the school population. Positive discipline practices created a decrease in suspensions due to defiance of students towards teachers and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 3 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 3; Action 2 equal $50,906 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 3 equal $191,669, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 3. Estimated Actual Expenditures for Goal 3 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include upgrading of the campuses security gate and security monitoring system	Gate was upgraded with a timer so it can easily be closed and secured as needed. Security cameras installed throughout campus that allow for monitoring of students throughout the day and ensure no access to the campus from strangers. Security guard hired.	Included in Goal 3; Action 1	$39,172

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.

An outside agency was contracted to provide needed upgrades to the campuses gate system. Contract was begun with a new monitoring system to install a camera system throughout all of campus.

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

These additions have added to the security of campus, as well as to the overall feeling of safety throughout campus. Staff, parents and students have expressed satisfaction that cameras were installed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 3 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 3; Action 3 equal $39,172 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 3 equal $191,669, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 3. Estimated Actual Expenditures for Goal 3 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include providing Family classes 5 days a week	Family is currently scheduled 5 days a week. A week schedule was developed for each day of the week for staff to follow.	Included in Goal 3; Action 1	$70,170

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.

Time was built in to the daily schedule to allow for a 30 min Family block for all students. Currently this exists the beginning and end of lunch for different grade levels.

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

Family is a highly effective program and likely one of the most successful components of our entire academic/social program. Students and staff report high satisfaction with a full week schedule of Family.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 3 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 3; Action 4 equal $70,170 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 3 equal $191,669, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 3. Estimated Actual Expenditures for Goal 3 are funded with General Fund; Supplemental Grant; Concentration Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Goal 4

By Spring 2019, 35% of all NOVA Academy students eligible to participate in college courses will meet the requirements for dual enrollment in the 2018-2019 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities: 1, 2, 3, 6

Annual Measurable Outcomes

Expected	Actual
35% of all continuing NOVA students (Fall 2018 11th-12th graders) eligible for dual enrollment for the 2018-2019 school year.	43.5% of students were eligible for dual enrollment during the 2018-2019 school year.

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
Actions and services include providing a Summer inNOVAtion program; college pathways course; freshman and senior seminar courses; online college courses, on campus college courses and providing student with textbooks, materials and transportation for college. As well as purchasing AP and PSAT exams for students that are eligible for these exams and any supplemental items needed to be prepared.	Summer inNOVAtion was completed. All students were able to participate (per eligibility requirements) to participate in college pathways courses, online college courses, on campus courses at COD, as well as courses taught on campus by university approved teachers. Freshmen and Senior seminar classes were continued as in previous years. Students were provided with the appropriate materials and textbooks for courses taken through all avenues of learning. PSAT was provided for 10th grade students. AP exams were purchased for students.	$65,275 (included Goal 3; Actions 1-4)	$68,808

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.

Summer Advantage was completed. All students were able to participate (per eligibility requirements) to participate in college pathways courses, online college courses, on campus courses at COD, as well as courses taught on campus by university approved teachers. Freshmen and Senior seminar classes were continued as in previous years. Students were provided with the appropriate materials and textbooks for courses taken through all avenues of learning. AP exams were paid for students eligible for Free and/or Reduced Lunch.

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

Additional AP tests were paid for by the school to allow students to take multiple tests rather than having to prioritize which test to take and which ones to sacrifice due to finances.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 4 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 4; Action 1 equal $68,808 and are funded with General Fund; Supplemental Grant; Concentration Grant; and College Readiness Grant monies.

The estimated Actual Expenditures for Goal 4 equal $250,458, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 4, and an increase in services provided. Estimated Actual Expenditures for Goal 4 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Summer School resources to support students need for remediation to improve their eligibility potential. This will also include online remediation courses during	Online remediation for ELA during summer school and all other subjects during the school year is provided through Apex learning. Math resources were	Included in Goal 4; Action 1	$41,309

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
the school year to improve grades and grade point average.	compiled so that remediation would continue through the summer with a live course.		

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.

Students were assigned to an after school meeting time to complete their Apex courses during the school year. Students were also given Apex for their ELA remediation during Summer School.

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

Many students were able to make up courses and access additional help from both the Apex teacher and subject are specialists.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 4 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 4; Action 2 equal $41,309 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title monies.

The estimated Actual Expenditures for Goal 4 equal $250,458, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 4, and an increase in services provided. Estimated Actual Expenditures for Goal 4 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation. This will be done through programs such as Academic Improvement Plan, Summer School and APEX credit recovery program.	AIP program, LINK, and student peer tutoring. Students were also placed in LINK to get more focused attention during the school day. Additional academic mentoring took place via the Academic Intervention Specialist.	Included in Goal 4; Action 1	$140,341

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.

An Academic Improvement Plan was completed with participation from the principal and the counselor. LINK tutoring with teachers in a specific subject area as well as students tutoring was completed afterschool.

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

Students were able to get academic help in a variety of ways, as well as increase their awareness of their own grades and the actions they could take to improve them.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The 2018-19 Budgeted Expenditures include expenditures for all actions within Goal 4 (Actions 1-4). The 2018-19 Actual Expenditures are broken down by each Action. Estimated Actual Expenditures for Goal 4; Action 3 equal $140,341 and are funded with General Fund; Supplemental Grant; and Concentration Grant monies.

The estimated Actual Expenditures for Goal 4 equal $250,458, which is higher than the original Budgeted Expenditures. The increase in estimated expenses is due to staffing costs originally estimated in Goal 1 but ultimately designated to Goal 4, and an increase in services provided. Estimated Actual Expenditures for Goal 4 are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title funds.

Overall, the 2018-19 total Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 93.36% unduplicated pupil population.

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

No changes were made.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

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

Parents:

- **March 7th**: *Parent* Satisfaction Survey
    - Distributed via Google Forms at Parent/Teacher Conferences
- **April 11th:** LCAP *Parent* Presentation
    - Parent University Satisfaction Survey
    - 2018-2019 progress
        - Review of LCAP at a Glance
        - Review Actions and services
        - 2019-2020 goal setting

Students:

- **March 4th-8th**: *Student* Satisfaction Survey
    - Distributed via Google Forms and completed during Family
- **April 17th**: *Student* Focus Groups
    - Discussion of Student Satisfaction Survey
    - Discussion of 2018-2019 LCAP progress and 2019-2020 goals

Teachers & Staff:

- **April 12th**: *Staff* Professional Development
  - Self-Reflection Tool for "Implementation of State Academic Standards" (Priority 2). Distributed to staff via Google Forms
  - 2018-2019 progress
    - Review of LCAP at a Glance
    - Review Actions and services

Other School Staff:

- **April 12th**: *Staff* Professional Development
  - Self-Reflection Tool for "Implementation of State Academic Standards" (Priority 2). Distributed to staff via Google Forms
  - 2018-2019 progress
    - Review of LCAP at a Glance
    - Review Actions and services

School Site Council:

- **April 11th**: LCAP *School Site Council* Presentation
  - 2018-2019 progress
    - Review of LCAP at a Glance
    - Review Actions and services
    - 2019-2020 goal planning

Board Members:

- **April 25th**: LCAP *Board* Presentation
  - 2018-2019 progress
    - Review of LCAP at a Glance
    - Review Actions and services
  - 2019-2020 goal setting
- **June 20th:** *Board* Meeting (Santa Ana) to approve LCAP

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 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 the Science department to continue implementation growth for Next Generation Science Standards (NGSS). NOVA Academy aims for an increase in progress made by EL students as measured by the ELPAC.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: 1, 2

Identified Need:

Increase baseline scores from CAASPP 2016 to increase overall, SPED and ELL on SBAC exams and close the achievement gap between all pupils and sub groups. Increase CCSS professional development and work specifically with Science department regarding implementation of NGSS. Support EL student progress towards language acquisition goals.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP overall performance of students in Math & ELA who "Meets" and "Exceeds" state standard	2016 Math * Exceeded – 0% * Met – 15% * Nearly Met – 38% * Not Met – 48% * Students will show an increase in performance on state assessments in both ELA and Math * Students will show an increase in performance on state assessments in both ELA and Math * Students will show an increase in performance on state assessments in both ELA and Math * 2016 ELA * Exceeded – 13% * Met – 43% * Nearly Met – 30% * Not Met – 15% *2017 SBAC data not available	Students will show an increase in performance on state assessments in both ELA and Math	Students will show an increase in performance on state assessments in both ELA and Math	Students will show an increase in performance on state assessments in both ELA and Math
CCSS Professional Development: Self- Reflection Tool for Implementation of State Academic	Question #5 – Average score 2.4 (beginning development/initial implementation)	Question #5 – Average score of 4 (initial implementation)	Question #5 – Average score of 5 (full implementation)	Question #5 – Average score of 5 (Full implementation and sustainability)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards– Priority				
NGSS Implementation: Self- Reflection Tool for Implementation of State Academic Standards– Priority 2	Questions #1-3 Regarding NGSS – Average score of 1.3 (Exploration and Research)	Questions #1-3 Regarding NGSS – Average score of 3 (beginning development)	Questions #1-3 Regarding NGSS – Average score of 4 (Full Implementation)	Questions #1-3 Regarding NGSS – Average score of 4 (Full Implementation)

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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 freshmen seminar courses; AP Classes, ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.	Actions and services include freshmen seminar courses; AP Classes, 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.

Budgeted Expenditures

Year	2017-18	2018-2019	2019-20
Amount	$252,479	$601,000	$152,090

Year	2017-18	2018-2019	2019-20
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resources 0000, 3010, 4127; Objects 1000-3000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-19	2018-19	2019-20
Amount	Included	Included	$181,772
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All Schools

OR

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills.	Actions and services will include providing remedial level support courses in math and ELA that provide students exposure to concepts on a daily basis to support mastery of skills.	Actions and services will include providing remedial level support courses in math (i.e. math support) and ELA (i.e. critical reading) that provide students exposure to concepts on a daily basis to support mastery of skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$48,015

Year	2017-18	2018-19	2019-20
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-3000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action   4

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-2019	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and professional development for teachers.	Actions and services will include purchase of core subject curriculum, as well as advanced placement curriculum and staff training; purchase and implementation of data and assessment management system; and teacher training.	Actions and services will include purchasing of needed curriculum to support access to Common Core State Standards and NGSS Standards, as well as additions to advanced placement curriculum and staff training; Freshmen Seminar curriculum (Get Focused, Stay Focused); continuation of data and assessment management system; and teacher training. Curriculum maps will be reviewed regularly to ensure CCSA & NGSS compliance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$70.127
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000, 3010. 4127; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action   5

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services to include Summer School resources to support student needs for remediation of math specific courses.	Actions and services to include Summer School resources to support student needs for remediation of core subjects.	Actions and services to include Summer School resources to support student needs for remediation of core subjects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$14,908
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action6

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No Action 6 in 2017-18	Actions and services to include support programs for students throughout high school. These intervention programs will include, but are not limited to inNOVAtion Summer Institute, LINK, Tutorial and Academic Intervention Plan	Actions and services to include support programs for students throughout high school. These intervention programs will include, but are not limited to inNOVAtion Summer Institute, LINK, Tutorial, Seminar courses, SBAC workshops (i.e. Test Like a Champion workshop series) and Academic Intervention Plan

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included	$1,560
Source	N/A	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	N/A	Charter School General Fund	Charter School General Fund

Action7

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No Action 7 in 2017-18.	Actions and services will be hiring an Academic Intervention Specialist to assist students in ELA and Math courses.	Actions and services will be maintaining an Academic Intervention Specialist to assist students in ELA and Math courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included	$27,280
Source	N/A	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-3000
Budget Reference	N/A	Charter School General Fund	Charter School General Fund

Action8

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No Action 8 in 2017-18	Actions and services will include the hiring of an English Language development teacher/specialist to provide instructional support and assessment support to English Language Learners.	Actions and services will include providing continual training to staff on EL standards, as well as integration of the standards through instructional practices in all subject areas. Emphasis will be placed on supporting the advanced writing requirements set forth by the SBAC.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included	$22,000
Source	N/A	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	N/A	Charter School General Fund	Charter School General Fund

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

Modified Goal

Goal 2

By Spring 2020, parent surveys will demonstrate that parents in attendance at parent events found the information and skills shared through parent meetings to be useful and beneficial to the success of their student.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: 3

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Students	Scope	Location
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$750	$35,000	$5,153
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000	Resource 0000, 3010, 4127 ; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action   2

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

Students to be Served:

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

All Students

Location(s):

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate	Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate	Actions and services will include providing parents with a satisfaction survey at the last parent meeting of the year to determine their satisfaction rate

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$1,000
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action   3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair; possible community resource/liaison individual.	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards and certificates; implementation of college fair.	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: guest speakers, food, awards, student incentives and certificates; outreach to parents and community; increase communication with parents and community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$1,208
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action 4

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

Students to be Served:

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

Location(s):

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

All Students	All Schools

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
No Action 4 in 2017-18	Actions and services will include an increase in family engagement and community involvement through the hiring of family engagement and community involvement personnel. As well as using technology to community with families and the community (I.e. Aeries Communication tool, flyers, newsletters etc.).	Actions and services will include an increase in family engagement and community involvement through the use of technology and marketing (I.e. Aeries Communication tool, flyers, social media, website, radio advertisement etc.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	Included	$31,818
Source	N/A	Resource 0000; Objects 4000-5000	Resource 0000; Objects 1000-5000
Budget Reference	N/A	Charter School General Fund	Charter School General Fund

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

Unchanged Goal

Goal 3

By Spring 2020, parent and student surveys will show an increase in overall satisfaction from the year prior, as well as an increase in school safety satisfaction from the year prior.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities: 3, 6

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent & Student Survey – Overall Satisfaction (all questions)	Average percent of parents & students who responded "agree/strongly agree" 84% Spring 2017	Average percent of parents & students who responded "agree/strongly agree" Maintain 83% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" Maintain 93% Spring 2019	Average percent of parents & students who responded "agree/strongly agree" Maintain 91% Spring 2020
Parent & Student Survey – School Safety (last 5 questions on survey	Average percent of parents & students who responded "agree/strongly agree" 80% Spring 2017	Average percent of parents & students who responded "agree/strongly agree" Maintain 81% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" Maintain 93% Spring 2019	Average percent of parents & students who responded "agree/strongly agree" Maintain 90% Spring 2020

Planned Actions / Services

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

Action   1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 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 will include a parent and student survey; safe campus program and development of positive school culture.	Actions and services will include a parent and student survey; safe campus program and development of positive school culture.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300	$52,000	$31,421
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 1000-5000	Resource 0000, 3010, 4127; Objects 1000-5000

Year	2017-18	2018-19	2019-20
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$50,906
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

Action3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All Students	All Schools

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No Action 3 in 2017-2018	Actions and services will include upgrading of the campuses security gate and security monitoring system.	Actions and services will include maintaining an appropriate gate and security monitoring system on campus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$39,172
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 4000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action4

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

Students to be Served:

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

All Students	All Schools

Location(s):

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

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

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served	Scope of Services	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
None	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
No Action 4 in 2017-18	Actions and services will include providing Family classes five (5) days a week.	Actions and services will include providing Family classes five (5) days a week and teachers providing advisor support to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$70,170
Source	Resource 0000; Objects 4000-5000	Resource 0000; Objects 4000-5000	Resource 0000; Objects 1000-3000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

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

Modified Goal

Goal 4

By Spring 2020, 45% of all NOVA Academy students eligible to participate in college courses will meet the requirements for dual enrollment in the 2019-2020 school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7, 8

Local Priorities:

Identified Need:

Increase in student eligibility for dual enrollment

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of all continuing NOVA students (next year's 10th-12th graders) eligible for dual enrollment based upon NOVA specified criteria: *** Grade report & semester weighted GPA of 3.0 or higher**	30% of all continuing NOVA students (Fall 2017 11th-12th graders) eligible for dual enrollment for the 2017 summer and fall semesters	34% of all continuing NOVA students (Fall 2018 11th-12th graders) eligible for dual enrollment for the 2018 summer and fall semesters	35% of all continuing NOVA students (Fall 2019 11th-12th graders) eligible for dual enrollment for the 2018-2019 school year	45% of all continuing NOVA students eligible for dual enrollment for the 2019-2020 school year

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All Students	All Schools

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-2018 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services include providing a Summer Advantage program; college pathways course, 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 to college.	Actions and services include providing a Summer inNOVAtion program; college pathways course; freshmen and senior seminar courses; online college courses, on campus college courses and providing students with textbooks, materials and transportation to and from college. As well as purchasing AP and PSAT exams for students that are eligible for these exams, and any supplemental items needed to be prepared	Actions and services include providing a Summer inNOVAtion program; college pathways course; freshmen and senior seminar courses; online college courses, on campus college courses and providing students with textbooks, materials and transportation to and from college. As well as purchasing AP and PSAT exams for students that are eligible for these exams, and any supplemental items needed to be prepared

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$41,600	$65,275	$68,808
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action   2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All students

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

All Schools

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$41,309
Source	Resource 0000; Objects 1000-6000	Resource 0000; Objects 1000-5000	Resource 0000, 3010, 4127; Objects 1000-3000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Action 3

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

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

All Schools

OR

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)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation.	Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation. This will be done through programs such as	Actions and services include providing academic mentoring to students struggling with academic performance and at risk of remediation. This will be done through programs such as

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Academic Improvement Plan, Summer School, and APEX credit recovery program.	Academic Improvement Plan, Summer School, and APEX credit recovery program. Academic mentoring will also be provided to high performing students needing assistance with concurrent enrollment requirements and registration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Included	Included	$140,341
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-3000
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: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$726,316	Expenditures will continue to exceed 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 93.36% 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/fg/ac/sa/). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

- **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.

  o 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?

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