

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
NOVA Academy, Early College High School	Renee Lancaster, CEO	Renee-lancaster@nova-academy.org (714) 569-0948 x1027

2017-20 Plan Summary

The Story

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

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

NOVA Academy serves approximately 400 students. Our facility is located in downtown Santa Ana and our student population is predominately Hispanic. The mission of NOVA Academy Early College High School is to inspire, educate and prepare all students to be successful in college, career, and in life. Our goal is to provide first generation college goers, students from low socio-economic backgrounds, and minority students access to an academically rigorous, blended high school/college curriculum. Early college high schools are small schools designed to help students earn both a high school diploma and up to two years of college credits toward a Bachelor's degree. Early college high schools have the potential to improve high school graduation rates, college retention rates and better prepare all students for high-skill careers by engaging them in a rigorous college preparatory curriculum.

Additionally, students at NOVA who attend college classes during their high school years have increased confidence in navigating the college system, feel more prepared for college, and have the potential of reducing their family's financial impact of college tuition after they graduate high school. NOVA Academy pays for students' college textbooks and tuition while they are taking college classes during their high school years. The core values of NOVA re Family, The Whole Child, Early College High School, Academic Excellence, and Compassion.

Greatest Needs

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

4.5% of All Students were suspended

11.5% of English Learners were suspended

5.4% of Socioeconomically Disadvantaged were suspended

13.6% of Students with Disabilities were suspended

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

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

Performance Gaps

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

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

Increased or Improved services

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

Budget Summary

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

DESCRIPTION**AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$3,904,979

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

\$571,271

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

DESCRIPTION**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$ 4,448,313

Annual Update

LCAP Year Reviewed: 2017-2018

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measureable Outcomes

Expected

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

Actual

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

Actions / Services

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

Action 1

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Carla

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

ACTUAL

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

Included

Included

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

ACTUAL

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

Included

Included

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

Analysis

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

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

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

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

Seminar courses integrated 21st Century and college and career readiness skills. Individualized academic support for EL populations were effective in supporting student progress towards academic goals. Due to the Special Education teacher's extended absences, support for students with unique needs was limited and less effective in 2017-18, though stability has recently improved with SAUSD's placement of a temporary teacher as well as a credentialed substitute.

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 2

Increase parent input and involvement of NOVA Academy families by promoting parent participation and engagement and increase parent enrichment opportunities offered at NOVA Academy including Parent University, Parent Advisory Committee (PAC) and School Site Council (SSC).

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measureable Outcomes

Expected

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

Actual

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

Actions / Services

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

Action 1

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

State Priorities: 4,7,8

Local Priorities:

Annual Measureable Outcomes

Expected

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

Actual

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

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Actions and services include providing a Summer Advantage program; college pathways courses; freshman, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college.

All planned actions were accomplished

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

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

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

Analysis

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

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

The actions and services implemented included providing a Summer Advantage program for incoming freshman students; college pathways courses; freshman, junior and senior seminar courses; online college courses, on campus college courses taught by university professors and providing student with textbooks, materials and transportation for college courses taken by students at the local community college. Students were also placed in targeted LINK tutorials for additional support as needed.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

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

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

Goal 1

NOVA Academy will continue to work towards an increase in CAASPP achievement levels within all student populations for Math and ELA. NOVA Academy will engage with teachers and administrators in Common Core State Standards (CCSS) professional development for full implementation. NOVA Academy will work with Science department to reach initial implementation status of Next Generation Science Standards (NGSS). As a new test is initiated to gauge student progress toward English language acquisition, NOVA Academy aims for 60% of EL students to make progress as measured by the ELPAC.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities:

Identified Need:

Increase baseline CAASPP scores from 2018 and close the achievement gap between all pupils and sub groups. Increase CCSS professional development and work specifically with Science department regarding implementation of NGSS. Support EL student progress towards language acquisition goals.

Expected Annual Measureable Outcomes

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

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

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific schools: NOVA Santa Ana

OR

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Modified

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

2017-18 Actions/Services

Actions and services include Freshmen, Sophomore, and Junior seminar courses; ELD specific professional development for teaching staff; implementation of SBAC Interim testing and scoring; purchase of ELD specific curriculum; individualized academic support including SPED and EL populations.

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

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

2018-19 Actions/Services

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

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

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

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

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Modified

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, October 2016