Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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 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.

- ELA Overall CAASPP scores decreased from 2018 to 2019, dropping by 4.0% of students who met or exceeded state standards from 70% to 66%. *preliminary scores*

- Math Overall CAASPP scores increased from 2018 to 2019, increasing by 5.0% of students who met or exceeded state standards, from 28% to 33%. *preliminary scores*

- NOVA Academy demonstrated a 90.0% satisfaction rate on the parent and student surveys regarding overall satisfaction.

- In Spring 2019, 54.5% freshman, 58.4% sophomores, 54% juniors and 62.1% seniors qualified for dual enrollment, equaling an overall percentage of 57% of entire student body.

– To report percentages of those who enrolled in college courses for Spring 2019, 43.6% freshman, 26.8% sophomores, 32.7% juniors and 34.4% seniors enrolled in one or more college course, resulting in an overall "college going" percentage of 34.3% of entire student body.

Review of Performance

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

Greatest Progress

This year, NOVA Academy has continued to increase the amount of rigor in course offerings for students. From 2016-17 to 2018-19, six additional AP courses were offered and four additional Honors courses were introduced, increasing the percent of enrollment in advanced courses from 35% in 2016-17 to 66.5% in 2017-18 and 64.3% in 2018-19. In 2017-2018 the NOVA Academy student suspension percentage was 4.8% and the categories All Students, Socioeconomically Disadvantaged and Hispanic categories were in orange while the English Learners were in red. In 2018-2019 the student suspension percentage decreased to 3.6% and all four categories moved into the green. For Summer or Fall 2019, NOVA Academy has 44.5% sophomores, 47.2% juniors, and 43.2% seniors who will be eligible to take college courses. The CAASPP 2019 preliminary math scores show a 5% increase of students who met or exceeded state standards.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

NOVA Academy has determined a continued need for improvement regarding parent involvement. Despite offering different parent outreach events, including Open House, Back to School Night, Grade Level Registration Night and Annual Counseling meetings, parent engagement continues to be an area of need. The CAASPP math scores are also high priority. The school has put much time and energy into preparing the students through math classes, LINK/Tutorial, training materials, Junior Seminar and individual tutoring. However, the students' scores are below the state average for met or exceeds standards.

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

Performance Gaps

Declining scores in ELA on the 2018 and 2019 CAASPP have prompted NOVA Academy to incorporate several new strategies. NOVA Academy has started a schoolwide vocabulary campaign, is developing a writing rubric for all disciplines, increased student talk time and held ELD reading strategies training along with Kate Kinsella strategies for staff.

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.

NA

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.

NA

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.

NA

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 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: 1,2,4,5,7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
NOVA Academy will increase CAASPP achievement levels within the Overall, SPED and EL subgroup populations increasing as shown by the 2018-2019 CAASPP scores.	*Preliminary Scores CAASPP 2019* • ELA Overall CAASPP scores decreased from 2018 to 2019 by 4.0% of students who met or exceeded state standards. (Goal not Met) • Math Overall increased from 2018 CAASPP scores to 2019 by 5.0% of students who met or exceeded state standards. (Goal Met) 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 in 2018. (2019 data not available)

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 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.	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 Professional Development was facilitated for faculty and staff, including 50-50 Talk Time and effective EL 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 and Reading Plus licenses were purchased for ELD students. Junior Seminar courses included intensive support in both math and English with teachers credentialed in these subjects. LINK placement continues to target students' areas of greatest need to provide the most effective support. AP review sessions were also added during tutorial. NOVA-sponsored PSAT was given to all students in Grades 9, 10, and 11 in October 2018. Summer InNOVAtion program for incoming 9th graders allowed for placement testing and preparation for success in high school. 60 touch screen Chromebooks were purchased for student use in the classroom and two teachers served as technology mentors for staff. A computer adaptive program was used for 9th and 11th grade math support. Get More Math was purchased. Teachers	$816,700	$962,621

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	attended various trainings. Trainings included Kate Kinsella at the OCDE, and math teachers attended a conference in Palm Springs. Science teachers worked additional hours to align curriculum to NGSS. Curriculum and supplemental curriculum were purchased. Teachers were sent to AP training and textbooks and supplementary materials were purchased.		

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. 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. Stability has recently improved the Special Education department with 1.5 teachers assigned to the school along with 2 part-time classroom aides.

*Scores for the 2019 ELPAC are not yet available

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).

The 2019 CAASPP preliminary scores indicate a slight decrease in performance in ELA (drop of just 4.0% meeting or exceeding standards) and 5.0% improvement in students meeting or exceeding standards in math.

Based upon the "Self-Reflection Tool for Implementation of State Academic Standards 2019 – Priority 2," faculty rated professional development on average 3.36, 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 3.36 for providing professional learning for teaching to recently adopted academic standards and 2.90 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 in Goal 1; Action/Services 1 exceeded budgeted expenditures. The increase of expenditures is due to several factors including but not limited to the normal differential when estimating expenses; combined actions/services of the LCAP, College Readiness, and Title programs; and additional services provided schoolwide due to the large unduplicated pupil population.

The estimated Actual Expenditures for Goal 1 equal $962,621 and are funded with General Fund; Supplemental Grant; Concentration Grant; College Readiness Grant; and Title I, II & IV monies.

Overall, the LCAP Actual Expenditures include services as defined in combined School plans, which include the LCAP, College Readiness Grant, Title I, II, IV; and local grant and donations programs. The 2018-19 Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 85.87% 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.

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

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:

Annual Measurable Outcomes

Expected	Actual
By Spring 2019, 15% of all families will have attended two or more parent events.	By Spring 2019, 113 families (out of 381 families in LEA) attended two or more parent events, which is 29.6%. This goal was exceeded by 14.6%.

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 monthly "Parent University" meetings which may include but not be limited to: translation, guest speakers, food, awards and certificates; implementation of college fair; Director of Family Engagement & Community Involvement	"Parent University" meetings were held and included food and presentations, as were PAC, AIP, Senior Parent Night, and Grade Level Registration meetings. Staff time was utilized to provide translation of documents/flyers and communication to advertise Parent University and other parent involvement events. Translation was	$75,000	$82,743

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	provided for Family teachers to contact parents of failing students. Individual counseling meetings were initiated, and for many, translation was required.		

Analysis

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

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

"Parent University" meetings were held and included food and presentations. Also held were PAC, Academic Improvement Plan (AIP), Grade Level Registration Night and Senior Parent Night. Annual individual counseling meetings were initiated this year. The Director of Family Engagement & Community Involvement participated in a number of these events.

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

By Spring 2019, 113 families (out of a total 381 families in LEA) attended two or more parent outreach events, resulting in 29.6%. This goal was exceeded by 14.6%. The parent survey reported 99.1% agree/strongly agree to the question, "The school offers me opportunities to participate in meetings and councils."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 2; Action/Services 1 exceeded budgeted expenditures. The increase of expenditures is due to several factors including but not limited to the normal differential when estimating expenses; combined actions/services of the LCAP and Title programs; and additional services provided schoolwide due to the large unduplicated pupil population.

The estimated Actual Expenditures for Goal 2 equal $82,743 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title I & IV monies.

Overall, the LCAP Actual Expenditures include services as defined in combined School plans, which include the LCAP, College Readiness Grant, Title I, II, IV; and local grant and donations programs. The 2018-19 Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 85.87% 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.

For the 2019-20 school year, Goal 2 will be set at 25%. There is an ongoing plan to vary the type of programming offered during Parent University events to increase parental involvement.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5,6,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
By Spring 2019, parent and student surveys will maintain a 90% overall satisfaction rate, maintain a 90% school safety satisfaction rate, and demonstrate a 60% satisfaction rate regarding the school wide nutrition program.	• Overall Satisfaction Rate: 90.0% (goal met) • School Safety Satisfaction Rate: 89.8% (not met by 0.2%) • School Wide Nutrition Program Satisfaction Rate among parents and students averaged at 63.7%, exceeding the goal by 3.7% Among students, the satisfaction rate was 49.5%, indicating a decrease of 1.1% from the prior year. Parents reported a 77.8% satisfaction rate with the meal program.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Actions and services will include continued development and implementation of parent and student survey, safe campus program and development of positive school culture. Actions and services include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition which is linked to student performance.	All planned actions were accomplished. Security fence and gate were added on the Ross street side of the school. Security cameras allowed the school to review areas of concern. The Safety Committee met monthly to review and update the school's emergency plans and prepare with drills. SAPD put on an active shooter training during Professional Development before the start of the school year. A second defibrillator was obtained in May 2018 at no cost to the school and was mounted on the 2nd floor during the summer. The Discipline Committee met monthly and the tardy policy was addressed and updated, as was the procedure for students assigned to serve consequences. Love and Logic training was provided for four staff members and shared with all staff in PD. Both breakfast and lunch were provided during the school day. Food service adhered to all nutritional standards and guidelines. Hot and cold breakfast options were included, and different meal options were also provided throughout the week to students. Meal calendar and options were reviewed throughout the year and feedback received from parents and students through the Wellness Committee. Feedback was regularly sought from students regarding meals offered and adjustments were made to provide more palatable options.	$182,300	$366,980

Analysis

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

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

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

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

Actions and services were effective in regard to NOVA's overall Satisfaction Rate which the goal was met, and the school safety satisfaction rate, which fell short by 0.2%. The goal for school wide nutrition program satisfaction rate was exceeded by 3.7%. Overall, parents reported a 96.7% satisfaction rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 3; Action/Services 1 exceeded budgeted expenditures. The increase of expenditures is due to several factors including but not limited to the normal differential when estimating expenses; combined actions/services of the LCAP and Title programs; and additional services provided schoolwide due to the large unduplicated pupil population.

The estimated Actual Expenditures for Goal 3 equal $366,980 and are funded with General Fund; Supplemental Grant; Concentration Grant; and Title IV monies.

Overall, the LCAP Actual Expenditures include services as defined in combined School plans, which include the LCAP, College Readiness Grant, Title I, II, IV; and local grant and donations programs. The 2018-19 Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 85.87% 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.

For the 2019-2020 LCAP, Goal #3 will aim to maintain a 90% overall satisfaction rate. The school satisfaction rate will remain to maintain a 90% satisfaction. The goal regarding school wide nutrition program satisfaction rate will be written to achieve a 60% satisfaction rate among students.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
By Spring 2019, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2019 Summer or Fall semesters and achieve 50% AP and Honors enrollment.	By Spring 2019, 45% of all NOVA Academy continuing students (2019 10th-12th graders) were eligible for dual enrollment for the 2019 Summer or Fall semesters. Goal not met by 5.0%. AP and Honors enrollment is at 54.2%, exceeding the goal by 4.2%.

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; summer school for credit recovery and enrichment, college pathways courses; Freshman, Junior and Senior Seminar courses; targeted tutorial support, Junior Seminar restructure to better support math and English skill acquisition, online college courses, on campus college courses taught by university professors and providing students with textbooks, materials and transportation for college.	Two sessions of Summer InNOVAtion were provided allowing incoming 9th graders to take placement tests and introduce them to NOVA culture. APEX courses were utilized to allow students to earn credits for failed classes and enrichment. Junior Seminar strategically placed students at each semester with math and English teachers. UCI and Concordia college courses were paid for and offered to students who qualified to take them. All college textbooks, materials and transportation were paid for and provided by NOVA.	$209,435	$232,692

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 InNOVAtion 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 or fall 2018, 44.5% of sophomores, 47.2% of juniors, and 43.2% of seniors will be eligible to take college courses. This is an achievement of a total 45.0 % of all continuing students (grades 10-12) who have qualified to take college courses. This goal was not met by -5.0%. Another goal was to achieve 50% enrollment in honors and AP courses. Over 2018-2019, 54.2% of students remained enrolled in one or more AP or honors classes, exceeding the goal by 4.2%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures in Goal 4; Action/Services 1 exceeded budgeted expenditures. The increase of expenditures is due to a combination of factors including but not limited to the normal differential when estimating expenses; combined actions/services of the LCAP, Title, and local grant and donations programs; and additional services provided schoolwide due to the large unduplicated pupil population

The estimated Actual Expenditures for Goal 4 equal $232,692 and are funded with General Fund; Supplemental Grant; Concentration Grant; Title IV; and local grants and donations monies.

Overall, the LCAP Actual Expenditures include services as defined in combined School plans, which include the LCAP, College Readiness Grant, Title I, II, IV; and local grant and donations programs. The 2018-19 Estimated Actual Expenditures incurred for LCAP purposes exceeded the budgeted expenditures in order to provide services for the Early College High School 85.87% 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.

The dual enrollment qualification goal for 2018-2019 Summer or Fall was 50%; however, since this goal was not met, there is a need to review reasons why. With the recent last two years of adding high rigor classes, such as AP and additional honors courses, students enrolled in a more challenging curriculum. In many cases, students were not accustomed to the expectations of these courses and had lower grades at progress report times. The goal for Summer 2020 will remain at 50% and staff and stakeholders will continue to review ways to increase eligibility.

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	• March 14th – LCAP Parent University: 　○ Parent Presentation: *Where We've Been & Where We're Going* 　○ Feedback from parents on 4 goals 　○ Surveys handed out and collected at the meeting • March 19 – LCAP Surveys 　○ Surveys handed out in Family to be taken home and completed by parents. Surveys brought back to Family teacher and collected by admin
Students	• March 19 and 21 – Student surveys completed in Family class via Google docs
Teachers	• March 27th – Priority 2: State Academic Standards Reflection Tool 　○ LCAP feedback form distributed to all faculty • April 26th – LCAP PD 　○ Update faculty and staff on feedback collected and initial draft of LCAP
Other School Staff	• March 14th – Priority 2: State Academic Standards Reflection Tool 　○ LCAP feedback form distributed to all faculty and staff • April 26th – LCAP PD 　○ Update faculty and staff on feedback collected and initial draft of LCAP

	School Site Council	• April 16th – School Site Council
		    o Discussed progress of and planning for LCAP goals collected feedback from members
		    o SSC members complete LCAP goal review and feedback form	

	Board Members	• April 25th – Board Meeting (Santa Ana) o Update on/initial draft of LCAP & Provide Quantitative/Qualitative Data • 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?

- 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 – 236 surveys were collected via student Gmail accounts 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 – 160 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)

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 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 Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

CAASPP overall performance of students in math & ELA	- <u>2017 Math</u>:
	  - Exceeded: 5.06%
	  - Met: 16.04%
	  - Nearly Met: 35.44%
	  - Not Met:43.04%
	- <u>2017 ELA</u>:
	  - Exceeded – 31.65%
	  - Met – 41.77%
	  - Nearly Met: 18.99%
	  - Not Met – 7.59%
		- <u>2018 Math</u>:
		  - Exceeded: 8%
		  - Met: 20%
		  - Nearly Met: 33%
		  - Not Met: 39%
		- <u>2018 ELA</u>:
		  - Exceeded – 29%
		  - Met – 41%
		  - Nearly Met: 23%
		  - Not Met – 7%
			- <u>2019 Math</u>:
			  - Exceeded: 4%
			  - Met: 29%
			  - Nearly Met: 29%
			  - Not Met: 38%
			- <u>2019 ELA</u>:
			  - Exceeded – 35%
			  - Met – 31%
			  - Nearly Met: 23%
			  - Not Met – 11%
			2019 preliminary numbers
				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 3.14 (full implementation) (Goal of 4 not met)	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 3.20 (full implementation) (Goal of 4 not met)	Questions #1-3 Regarding NGSS – Average score of 5 (Full implementation and sustainability)

EL student progress measured by CELDT/ELPAC Assessments	No baseline data	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	***Data not available yet for 2018-2019** 65% of EL students make progress as measured by the ELPAC	70% of EL students make progress as measured by the ELPAC

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	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
Modified	Modified	Modified

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 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	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 Freshmen and Junior Seminar courses; continued focus for Junior Seminar on math and English skill acquisition; PSAT testing for all students, Grades 9-11; continued CAASPP Interim testing and scoring; individualized academic support including but not limited to SPED and EL populations; Advanced Placement classes; implementation of Next Generation Science Standards and identify and address Common Core instructional needs. The Academic Support Committee will make recommendations to further support student learning. An Academic Improvement Plan (AIP) will be devised for each at-risk student. The testing committee will meet to schedule and discuss upcoming tests and Testing Coordinator will attend conferences and update the staff with CAASPP changes. There will be Increase in expenses due to

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
implementation of data and assessment management system; and teacher training.	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.	expansion of inventoried equipment and infrastructure to support expansion of equipment and software implementation; purchase of core subject and other supplemental curriculum; continued implementation of data and assessment management system; purchase of ELD specific curriculum; purchase of Advanced Placement textbooks and supplementary materials; cost for Advanced Placement testing review sessions and cost to pay for test as needed for students unable to pay for exams. Actions and services will include teacher training for curriculum implementation; teacher training for Advanced Placement courses; ELD specific professional development for teaching staff. Actions and services will include release days for staff to plan curriculum and to implement requirement for teachers to prepare and submit scope and sequence documents for each course being taught to ensure alignment to standards including CAA. Actions and services will include Summer InNOVAton for incoming 9th grade students in order for students to acclimate to the campus and participate in placement test.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$330,273	$816,700	$962,621
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000

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

Modified Goal

Goal 2

By spring 2020, 15% of all families will participate in two or more parent outreach events, including Open House, Back to School Night, parent committees, or information meetings

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent participation in any offered parent outreach event throughout the school year will be tracked for each family	11.5% of NOVA Families attended 70% of all parent meetings offered throughout the year	10.5% of NOVA Families attended one or more parent events offered throughout the year	29.6% of all families participated in two or more parent outreach events	By Spring 2020, 25% of all families will participate in two or more parent outreach events

Planned Actions / Services

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

Action   1

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	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)
All	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
Modified	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: translation, guest speakers, food, awards and certificates; implementation of college fair; community resource/liaison individual	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: translation, guest speakers, food, awards and certificates; implementation of college fair; Director of Family Engagement & Community Involvement	Actions and services will include monthly "Parent University" meetings which may include but not be limited to: translation services, guest speakers, food, awards and certificates; implementation of college fair; continued position of Director of Family Engagement & Community Involvement for community and parent outreach. Meetings of the Parent Advisory Council (PAC) will be held before each Parent University Meeting. FAFSA Night and Senior Info Night will be held for parents of students in Grade 12. A mandatory Grade Level Registration Night will be held.

The Loop Message System will be utilized to send messages via text, email and voicemail in languages spoken by NOVA parents. All communications to parents from school will be translated in Spanish and translation services for all faculty and staff when communicating with Non-English speaking parents and guardians will be provided. Parent phone calls and staff follow up with parents and guardians regarding student attendance issues will take place. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,000	$75,000	$82,743
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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6, 8

Local Priorities:

Identified Need:

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

Expected Annual 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" 91.5% Spring 2017	Average percent of parents & students who responded "agree/strongly agree" 86.7% Spring 2018	Average percent of parents & students who responded "agree/strongly agree" 90.0% Spring 2019	Average percent of parents & students who responded "agree/strongly agree" Maintain 90% Spring 2020
Parent & Student Survey – School Safety (last 5	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree" Maintain 90% Spring 2020

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
questions on survey)	91.8% Spring 2017	86.8% Spring 2018	89.8% Spring 2019	
Parent & Student Survey – School Wide Nutrition	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree"	Average percent of parents & students who responded "agree/strongly agree"
Program (question regarding program)	• 55.6% Spring 2017 33.7% Student satisfaction	• 71.8% Spring 2018 50.6% Student satisfaction	• 63.7% Spring 2019 49.5% Student satisfaction	• 70% Spring 2020 58% Student Satisfaction

Planned Actions / Services

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

Action   1

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

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

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

All	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)

All	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
Modified	Unchanged	Modified

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 include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition, which is linked to student performance.	Actions and services will include continued development and implementation of parent and student survey, safe campus program and development of positive school culture. Actions and services include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; and to improve nutrition, which is linked to student performance.	Actions and services will include continued development and implementation of parent and student survey; continuation of safe campus program including but not limited to electronic security systems and security personnel; collaboration with local law enforcement and probation agencies to discuss campus concerns in order to identify students of concern and strategize ways to increase student safety; and continued development of positive school culture. Actions and services will include providing additional food service opportunities for students in order to ensure nutrition for all students during each school day; improving nutrition, which is linked to student performance; and consultation service for nutritional law and special programming for breakfast and dinner options. The leadership team will collaborate on the effectiveness of the previous year's survey and identify if there are adjustments needed to ensure accuracy and validity, School Site Council will meet monthly and in order to identify and discuss safety, culture and climate of the school. The Safety committee will meet regularly to discuss safety issues and to schedule emergency evacuation drills. The School Safety Plan and the emergency evacuation plan are continually monitored and updated as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$22,000	$182,300	$366,980
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

Goal 4.

By Spring 2020, 50% of all NOVA Academy students will be eligible for dual enrollment for the 2020 Summer and Fall semesters and maintain enrollment in Honors and AP courses at 50%.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,7,8

Local Priorities:

Identified Need:

Increase percentage of NOVA Academy students who meet the NOVA Academy eligibility requirements for dual enrollment. State and/or Local Priorities addressed by this goal Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage 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 • No "F" grades on grade reports & end of semester report card • **No "N" or "U" marks for citizenship and work habits on grade reports and end of semester report cards**	62.8% of all continuing NOVA students (Fall 2017 10th-12th graders) eligible for dual enrollment for the 2017 Summer and Fall semesters	41.5% of all continuing NOVA students (Fall 2018 10th-12th graders) are eligible for dual enrollment for the 2018 Summer and Fall semesters	50% of all continuing NOVA students (Fall 2019 10th-12th graders) eligible for dual enrollment for the 2019 Summer and Fall semesters	55% of all continuing NOVA students (Fall 2020 10th-12th graders) eligible for dual enrollment for the 2020 Summer and Fall semesters
Percentage of students enrolled in Honors & AP courses	35% as of Spring 2017	Goal: 45% by Spring 2018. Enrollment was 66.5%, exceeding the goal by 21.5%.	Goal: 50% by Spring 2019. Enrollment was 64.3% exceeding goal by 14.3%	55% by 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)

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

All	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
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Actions and services include providing a Summer Advantage program; college pathways courses; Freshman, Sophomore, Junior and Senior Seminar courses; online college courses, on campus college courses taught by university professors and providing students with textbooks, materials and transportation for college	Actions and services include providing a Summer InNOVAtion program; Summer School for credit recovery and enrichment, college pathways courses; Freshman, Junior and Senior Seminar courses; targeted tutorial support, Junior Seminar restructure to better support math and English skill acquisition, online college courses, on campus college courses taught by university professors and providing students with textbooks, materials and transportation for college	Actions and services will include the Summer InNOVAtion program; Summer School for credit recovery and enrichment, college pathways courses; Freshman, Junior and Senior Seminar courses with Junior Seminar restructured to better support math and English skill acquisition; targeted tutorial support; online college courses; on campus and off campus college courses taught by university professors and costs for college textbooks, materials and transportation. Family class time will be utilized for Family/Academic Advisory teacher to conduct student grade checks in order to address missing assignments, late work, re-takes, and study practices. Family/Academic Advisory teacher will make parent phone calls to discuss grades as needed. Students meeting eligibility requirements will be provided specific counseling including assistance with college registration for college courses; identification of appropriate courses and completion of all necessary paperwork and assistance with obtaining college Dean signatures. Continuation of the LINK/Tutorial program with a staff member assigned to lead and coordinate the program. At-risk students in danger of failing will be assigned to LINK in order to provide additional instruction and tutoring in the area(s) of greatest need, aid in passing A-G required courses, and raise grades to meet dual enrollment eligibility.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$105,500	$209,435	$232,692
Source	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000	Resource 0000; Objects 1000-5000
Budget Reference	Charter School General Fund	Charter School General Fund	Charter School General Fund

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 1,286,751	Expenditures will continue at 100% of Supplemental and Concentration Grant funding in order to provide actions/services described in the LCAP

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

All services are provided on a schoolwide basis due to the 85.87% 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

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

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.

- **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.
- **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.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 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;

C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);

D. The English learner reclassification rate;

E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

        (A) enrolled less than 31 days

        (B) enrolled at least 31 days but did not attend at least one day

        (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

            (i) are enrolled in a Non-Public School

            (ii) receive instruction through a home or hospital instructional setting

            (iii) are attending a community college full-time.

    (2) The number of students who meet the enrollment requirements.

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

(b) "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).

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

    (1) For a 4-Year Cohort Graduation Rate:

        (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

        (B) The total number of students in the cohort.

        (C) Divide (1) by (2).

    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

        (A) The number of students who either graduated as grade 11 students or who earned any of the following:

            (i) a regular high school diploma

            (ii) a High School Equivalency Certificate

            (iii) an adult education diploma

            (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

        (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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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