

Introduction:**LEA: National University Academy Charter Schools****Contact (Name, Title, Email, Phone Number): Kimberleigh Marro, Executive Director, kkopp@nu.edu, (760) 630-4080****LCAP Year: 2015-2016**

| | 2014-15 | 2015-16 | 2016-17 |
|---------------|------------------|------------------|------------------|
| NUA: | \$188,282 | \$267,147 | \$312,246 |
| NUAA: | \$83,467 | \$0 | \$0 |
| NUAOC: | \$5,356 | \$9,633 | \$12,047 |
| NUAR: | \$0 | \$18,266 | \$27,492 |

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

| Involvement Process | Impact on LCAP |
|---|---|
| <p>NUA is a school with extremely diverse programs and students. We have approximately 1,100 students and we encompass 3 counties in Southern California.</p> <ol style="list-style-type: none"> 1. We began by establishing an LCAP leader for each part of the school. Each of these 10 leaders became part of the LCAP Steering Committee. 2. We held a forum for stakeholders of each program where we discussed how that particular program was doing in terms of each of the 8 State Priorities. Discussion | <p>Clarified leadership structure of the school and ensured that input was based upon all programs</p> <p>Enhanced communication between leadership, staff, students and parents creating paths for input to be given where these</p> |

| | |
|--|--|
| <p>points and input were translated for Spanish Speakers as necessary. Student forums were held with modified content depending upon the English proficiency of the participants. This information was summarized in a table for use by the steering committee and council.</p> <ol style="list-style-type: none"> 3. Each program leader chose student or parent representatives from their program to serve on the LCAP Council. 4. A survey was sent to all stakeholders with questions about programs and the 8 priorities as well as about Common Core Shifts. Approximately 25% of NUA stakeholders participated in the survey and the survey was analyzed by the LCAP council for trends in responses and overarching themes. 5. A series of 8 LCAP steering committee meetings(Leadership staff representing all programs) were held to discuss input, clarify goals, select metrics for each goal, and select activities to improve performance on each goal within specific programs. 6. A series of 3 LCAP council meetings(parent/student representatives and leadership staff) were held to discuss current activities related to goals in each program, gather input about priorities for each program, inform parents and students about opportunities for community involvement, and review plan once it was written. 7. Each LCAP Council member analyzed a section of the LCAP survey and summarized responses so that results could be used for the LCAP as well as being shared with key stakeholders. We plan on using this survey on an annual basis and work to improve parent/student/staff opinion of the school on key priorities. 8. The coordinator compiled input and worked with our financial consultant to write LCAP before was presented to the BOD, LCAP council, LCAP steering committee for additional revisions and input. <p>The final draft with all changes based on stakeholder input was approved along with a preliminary budget at the June meeting of the NUA BOD.</p> | <p>paths were unclear before</p> <p>Validated concerns of all stakeholders</p> <p>Ensured broad levels of input</p> <p>Organized concerns into overarching goals so that focus can be directed at areas impacting all students and areas of greatest need</p> <p>Broadened the base of input to include parents and students in examining the LCAP documents and deciding on areas of critical need</p> <p>Allowed for valuable dialog about school priorities and staff actions to reach priorities. Switched from dispersed activities to focused and targeted actions</p> <p>Confirmed that our budget would be able to support the actions we planned to take and put numbers with the actions</p> <p>Alignment of Board of Director priorities with stakeholder priorities and budget</p> |
|--|--|

| | |
|--|---|
| <p>Annual Update:</p> <ol style="list-style-type: none"> 1. All key stakeholders were invited to participate in our LCAP process at different intervals throughout the year. Many members of the prior year’s leadership are no longer employed by NUA, but with that said, NUA was establish new leadership in those positions from staff within to support LCAP initiatives and communicate those initiatives to key stakeholders as appropriate. 2. Throughout the school year, staff, students, parents and the community have been surveyed with regards to our school progress. Frequent communications were dispersed as well. 3. These surveys are the same as the tools used by the prior leadership. Results were compiled and shared via the website. 4. Changes made prior to the execution of the LCAP were predominantly in regards to staffing. 5. All stakeholders were included and given the opportunity to participate at different times through the academic school year. 6. Pupils were surveyed, though few participated by providing feedback. 7. All stakeholders were involved throughout the school year. Initiatives evolved as we gathered additional feedback from key stakeholders. A key component to this was frequent communication. | <p>Annual Update:</p> <p>The bulk of our feedback came from staff and parents and similar themes and initiatives were expressed as from the previous year even though the participants had changed.</p> <p>Communications were distributed via email, newsletters, website as well as through teachers.</p> <p>The results basically support existing initiatives with the addition of a few new initiatives.</p> <p>A critical issue was determining where the prior staff left off with regards to LCAP and what the needs were.</p> <p>A key difference this year was an attempt to capture more participation in surveys by increasing the frequency in which they were deployed and at different times during the school year.</p> <p>Student participation was minimal so efforts will be made next school year to increase student participation.</p> <p>We are still refining our communications at NUA.</p> |
|--|---|

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of

education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education

Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

| | | | |
|--|--|--|------------------------------|
| GOAL: | Improve all NUA students' skills in the area of collaboration and communication. | Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____ | |
| Identified Need : | Students lack skills in communication and collaboration needed to succeed on CCSS tests. | | |
| Goal Applies to: | Schools: All | | |
| | Applicable Pupil Subgroups: All | | |
| LCAP Year 1: 2014-15 | | | |
| Expected Annual Measurable Outcomes: | ELA STAR or NWEA Proficiency Rate: 52.85 +1% | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Create/Refine a clear organization structure for NUA including job descriptions for all positions. Fund director of organization and communication. | LEA-wide | <u>X</u> ALL | Up to \$25,000 |
| Investigate the Consolidation of Teachers of blended programs (all high school) at fewer locations with 3/4 core subject area teachers each. Evaluate programs for best potential, communicate decisions with staff and parents. | IS High School Students | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | \$0 |
| Contract with School Reach for entire school-designated staff to coordinate collection of preferred contact information. | LEA-wide | <u>X</u> ALL | \$2,000 per year |
| Create Professional development collaboratively | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient Other Subgroups:(Specify)_____ | Up to |

| | | | |
|--|----------|---|----------------|
| so that it is relevant to staff of all programs. | | | \$15,000 |
| Create/Refine system of performance goal setting and evaluation system for all staff with aspects specific to each program. Emphasize goals related to Collaboration and Communication as well as other LCAP Goals. Fund Curriculum/ Instruction / Assessment Associate Director. Identify and distribute user friendly information to share with families about common core/ student performance data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards. | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$25,000 |
| | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Up to \$20,000 |

LCAP Year 2: 2015-16

| Expected Annual Measurable Outcomes: | ELA STAR or NWEA Proficiency Rate: 53.85 +1% | | |
|---|--|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Create/Refine a clear organization structure for NUA including job descriptions for all positions. Fund director of organization and communication. Investigate the Consolidation of Teachers of blended programs (all high school) at fewer locations with 3/4 core subject area teachers each. Evaluate programs for best potential, communicate decisions with staff and parents. | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$25,000 |
| | IS High School Students | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | \$0 |
| Contract with School Reach for entire school- | LEA-wide | <input checked="" type="checkbox"/> ALL | \$2,000 per |

| | | | |
|---|----------|---|----------------|
| designated staff to coordinate collection of preferred contact information. | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | year |
| Create Professional development collaboratively so that it is relevant to staff of all programs. | | | Up to \$15,000 |
| Create/Refine system of performance goal setting and evaluation system for all staff with aspects specific to each program. Emphasize goals related to Collaboration and Communication as well as other LCAP Goals. Fund Curriculum/ Instruction / Assessment Associate Director. | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$25,000 |
| Identify and distribute user friendly information to share with families about common core/ student performance data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards. | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | Up to \$20,000 |

LCAP Year 3: 2016-17

| Expected Annual Measurable Outcomes: | ELA STAR or NWEA Proficiency Rate: 54.85 +1% | | |
|--|--|--|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Create/Refine a clear organization structure for NUA including job descriptions for all positions. Fund director of organization and communication. | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$25,000 |
| Investigate the Consolidation of Teachers of blended programs (all high school) at fewer locations with 3/4 core subject area teachers each. Evaluate programs for best potential, communicate decisions with staff and parents. | IS High School | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____ | \$0 |
| Contract with School Reach for entire school- | LEA-wide | <input checked="" type="checkbox"/> ALL | \$2,000 per |

| | | | |
|---|-----------------|--|---|
| <p>designated staff to coordinate collection of preferred contact information.</p> <p>Create Professional development collaboratively so that it is relevant to staff of all programs.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>year</p> <p>Up to \$15,000</p> |
| <p>Create/Refine system of performance goal setting and evaluation system for all staff with aspects specific to each program. Emphasize goals related to Collaboration and Communication as well as other LCAP Goals. Fund Curriculum/ Instruction / Assessment Associate Director.</p> <p>Identify and distribute user friendly information to share with families about common core/ student performance data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>Up to \$25,000</p> <p>Up to \$20,000</p> |

| | | |
|--------------|--|---|
| <p>GOAL:</p> | <p>Increase all NUA students' career and college readiness skills.</p> | <p>Related State and/or Local Priorities: 1__ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p> |
|--------------|--|---|

Identified Need : Students have limited access to internships and pre college experiences and math skills are below par.

Goal Applies to: Schools: All
Applicable Pupil Subgroups: All

LCAP Year 1: 2014-15

| | |
|---|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Math STAR or NWEA Proficiency Rate: 47.35+1%</p> <p>Participation in Career/College experience activities reported on student survey Baseline:6% Participation +4%</p> |
|---|---|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|------------------|------------------|--|-----------------------|
|------------------|------------------|--|-----------------------|

| | | | |
|--|----------|--|----------------|
| <p>Create career paths that start in primary grades and continue through High School regarding learning plans specific to each program. Try to attract students for whom the path is appealing. Clearly communicate the outcome(s) we are aiming toward in each program. (Connection to program orientation). Provide counseling including coordination of all career planning activities. Investigate Naviance program for Middle and High School.</p> <p>Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. Career related field trips</p> | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$15,000 |
| | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | Up to \$5,000 |
| <p>Select one CTE Track targeting computer technology or health sciences. Work with National University to support this track with materials and faculty. (Investment: Facility, Equipment, Materials, Staff)</p> | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$10,000 |
| | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Implement CCSS Math Curriculum with all students. Emphasize practical application of mathematics in real world settings to make math relevant to students. Update mathematics materials Professional development.</p> | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$20,000 |
| | | <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |

LCAP Year 2: 2015-16

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Math STAR or NWEA Proficiency Rate: 48.35+1%</p> |
| | <p>Participation in Career/College experience activities reported on student survey Baseline:10% Participation +4%</p> |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| <p>Create career paths that start in primary grades and continue through High School regarding learning plans specific to each program. Try to attract students for whom the path is appealing. Clearly communicate the outcome(s) we are aiming toward in each program. (Connection to program orientation). Provide counseling including coordination of all career planning activities. Investigate Naviance program for Middle and High School.</p> <p>Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. Career related field trips</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Up to \$15,000</p> <p>Up to \$5,000</p> |
| <p>Select one CTE Track targeting computer technology or health sciences. Work with National University to support this track with materials and faculty. (Investment: Facility, Equipment, Materials, Staff)</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | Up to \$10,000 |
| <p>Implement CCSS Math Curriculum with all students. Emphasize practical application of mathematics in real world settings to make math relevant to students. Update mathematics materials Professional development.</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | Up to \$20,000 |

LCAP Year 3: 2016-17

| | |
|---|--|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Math STAR or NWEA Proficiency Rate: 49.35+1%</p> <p>Participation in Career/College experience activities reported on student survey</p> |
|---|--|

COE only: 9__ 10__
 Local : Specify _____

| | | | |
|-------------------|--|-----|--|
| Identified Need : | Student attrition rates are high and this is impeding student learning and effectiveness of instruction. | | |
| Goal Applies to: | Schools: | All | |
| | Applicable Pupil Subgroups: | All | |

LCAP Year 1: 2014-15

| | |
|--------------------------------------|--|
| Expected Annual Measurable Outcomes: | Student attrition baseline: 33.9% Semester 1 2013-14 -1% |
|--------------------------------------|--|

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|------------------|---|--|
| <p>Provide weather protected play areas and adult restrooms at appropriate locations.</p> <p>Provide Lead/Administrative presence at each location as appropriate. Stipends for site supervision.</p> <p>Conduct regular Safety Inspections and follow up at every location.</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Up to \$10,000</p> <p>Up to \$15,000</p> <p>Up to \$5,000</p> |
| <p>Provide regular opportunities for candid Staff and Parent Feedback about school climate-- Create Survey, analyze results.</p> <p>Enhance extracurricular/enrichment activities including field trips, sports, crafts, music, at all programs. Collaborate with PTO and Parent groups to support these activities.</p> <p>Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option.</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$0</p> <p>Up to \$10,000</p> <p>\$TBD</p> |

| | | | |
|---|-----------------|--|--|
| <p>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program.</p> <p>Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help</p> <p>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help</p> <p>Initiate updating staff salary schedules so salaries are competitive and equitable.</p> <p>Investigate changing Benefit Plan to be a monthly allotment and a cafeteria plan for all staff.</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | <p>Up to \$10,000</p> <p>\$0</p> <p>\$0</p> <p>Up to \$10,000</p> <p>\$TBD</p> |
|---|-----------------|--|--|

LCAP Year 2: 2015-16

| | | | |
|---|---|--|---|
| <p>Expected Annual Measurable Outcomes:</p> | <p>Student attrition baseline: 32.9% -1%</p> | | |
| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |

| | | | |
|--|----------|---|--|
| <p>Provide weather protected play areas and adult restrooms at appropriate locations.</p> <p>Provide Lead/Administrative presence at each location as appropriate. Stipends for site supervision.</p> <p>Conduct regular Safety Inspections and follow up at every location.</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Up to \$10,000</p> <p>Up to \$15,000</p> <p>Up to \$5,000</p> |
| <p>Provide regular opportunities for candid Staff and Parent Feedback about school climate-- Create Survey, analyze results.</p> <p>Enhance extracurricular/enrichment activities including field trips, sports, crafts, music, at all programs. Collaborate with PTO and Parent groups to support these activities.</p> <p>Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option.</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>\$0</p> <p>Up to \$10,000</p> <p>\$TBD</p> |
| <p>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program.</p> <p>Introduce social programs, after school programs and other positive programs that make our school</p> | LEA-wide | <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p> | <p>Up to \$10,000</p> <p>\$0</p> |

| | | |
|---|--|----------------|
| a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help | | \$0 |
| Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help | | Up to \$10,000 |
| Initiate updating staff salary schedules so salaries are competitive and equitable. | | |
| Investigate changing Benefit Plan to be a monthly allotment and a cafeteria plan for all staff. | | \$TBD |

LCAP Year 3: 2016-17

| Expected Annual Measurable Outcomes: | Student attrition baseline: 31.9% -1% | | |
|--|---|---|-----------------------|
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| Provide weather protected play areas and adult restrooms at appropriate locations. | LEA-wide | <input checked="" type="checkbox"/> ALL | Up to \$10,000 |
| Provide Lead/Administrative presence at each location as appropriate. Stipends for site supervision. | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____ | Up to \$15,000 |
| Conduct regular Safety Inspections and follow up at every location. | | | Up to \$5,000 |
| Provide regular opportunities for candid Staff and | LEA-wide | <input checked="" type="checkbox"/> ALL | \$0 |

| | | | |
|---|-----------------|--|---|
| <p>Parent Feedback about school climate-- Create Survey, analyze results.</p> <p>Enhance extracurricular/enrichment activities including field trips, sports, crafts, music, at all programs. Collaborate with PTO and Parent groups to support these activities.</p> <p>Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option.</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>Up to \$10,000</p> <p>\$TBD</p> |
| <p>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program.</p> <p>Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus. Counselor/lead Duty- research programs and implement with parent group help</p> <p>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums. Counselor/lead Duty- research programs and implement with parent group help</p> <p>Initiate updating staff salary schedules so salaries</p> | <p>LEA-wide</p> | <p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____</p> | <p>Up to \$10,000</p> <p>\$0</p> <p>\$0</p> <p>Up to \$10,000</p> |

| | | |
|---|--|-------|
| are competitive and equitable. | | |
| Investigate changing Benefit Plan to be a monthly allotment and a cafeteria plan for all staff. | | \$TBD |

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

| | | | | |
|---|----------|---|--|----------|
| | | | effectiveness schoolwide. | |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | |
| <p>Create Professional development collaboratively so that it is relevant to staff of all programs.</p> <p>Create/Refine system of performance goal setting and evaluation system for all staff with aspects specific to each program. Emphasize goals related to Collaboration and Communication as well as other LCAP Goals. Student performance data collection and management system</p> <p>Identify and distribute user friendly information to share with families about common core/ student performance data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards. Fund Curriculum/Instruction/Assessment Associate Director</p> | | <p>Up to \$15,000</p> <p>Up to \$20,000</p> <p>Up to \$25,000</p> | <p>Individual programs did a nice job supporting relevant efforts this school year with regards to professional development, but a greater emphasis will need to be made to support the school community as a whole.</p> <p>NUA will adopt the same performance evaluation system National University uses, through the Hallogen System. Its implementation is scheduled to start shortly. Student performance data will be organized and reviewed through professional development.</p> <p>NUA developed, in concert with Placer County Office of Education, a Parent's Guide to Common Core that was distributed to all families in the Spring. It was determined that there was no need for a Curriculum/Instruction/Assessment Associate Director.</p> | \$6,500 |
| Scope of service: | LEA-wide | | Scope of service: | LEA-wide |
| <input checked="" type="checkbox"/> ALL | | | <input checked="" type="checkbox"/> ALL | |
| OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | | | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners | |

| | |
|--|--|
| <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ | <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____ |
|--|--|

| | |
|---|--|
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>NUA successfully attained this goal and will continue to strive for increased student proficiency rates in English/Language Arts.</p> <ol style="list-style-type: none"> 1) NUA effectively re-evaluated the expenses identified by previous administration and developed alternative means to reach this goal at a lower cost. The addition of two administrative positions was not necessary. Instead, funds were allocated to support classroom instruction, which in turn, led to the increase in student proficiency. 2) NUA's initiatives supported all students, including subgroups. 3) Despite budgetary challenges, NUA has a talented and resourceful staff that were able to stay within our financial means to attain the desired results with regards to this goal and under multiple methodologies: home school, dual language, Waldorf "inspired," STEAM, independent study and adult education. 4) The data examined was primarily NWEA results as state testing is still under review. 5) NUA made a 3.65% growth towards this goal, but projected a 1% growth towards this goal. NUA will continue its efforts in this area as they have already been proven to be successful. Additionally, NUA will create an organization chart, focus on school-wide professional development initiatives, continue with program-based professional development initiatives, more clearly define the organization of the independent study program, ensure all support staff can fully utilize School Reach, and use additional mechanisms to share student performance data. 6) The differences in the budgeted expenditures and the estimated expenditures are that we spent considerably less money to achieve the desired results. The reason for the change was largely due to a philosophical difference between the former leadership team and the new leadership team. |
|---|--|

| | | |
|-------------------------------|---|---|
| Original GOAL from prior year | Increase all NUA students' career and college readiness skills. | Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5_X 6_X 7__ 8_X COE only: 9__ 10__ |
|-------------------------------|---|---|

| | | | |
|--|---|--|---|
| LCAP: | | Local : Specify _____ | |
| Goal Applies to: | | Schools: All | Applicable Pupil Subgroups: All |
| Expected Annual Measurable Outcomes: | Math STAR or NWEA Proficiency Rate: 47.35+1% Participation in Career/College experience activities reported on student survey Baseline:6% Participation +4% | Actual Annual Measurable Outcomes: | Math NWEA Proficiency Rate: 41.3% Participation in Career/College experience activities: 10% |
| LCAP Year: 2014-15 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Create career paths that start in primary grades and continue through High School regarding learning plans specific to each program. Try to attract students for whom the path is appealing. Clearly communicate the outcome(s) we are aiming toward in each program. (Connection to program orientation). Provide counseling activities. Investigate Naviance program.</p> <p>Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. Career related field trips.</p> | <p>Up to \$15,000</p> <p>Up to \$5,000</p> | <p>NUA is in the process of implementing a K-12 STEAM program that focuses on 21st Century skill building and learning through science, technology, engineering, arts and mathematics. Additionally, NUA will look into developing a CTE program in the Health Science and Medical Technology industry strand. NUA also adopted a school counselor who guided graduates through post-secondary options. The Naviance program, while thorough has costs associated with it that may be better spent elsewhere. In discussions with SDCOE, a representative shared free resources created by WorkForce Solutions, located in Houston, Texas, that support K-12 career path initiatives tied to curriculum.</p> <p>More work will be done in creating a college/career pathway targeted in each program. Entrepreneurship and career related field trips</p> | |

| | | | |
|--|---|--|--|
| | | <p>were addressed through various activities including Junior Achievement BizTown, distribution of work permits, and student participation in local CTE/ROP programs.</p> | |
| <p>Scope of service: LEA-wide</p> | | <p>Scope of service: LEA-wide</p> | |
| <p>X ALL</p> | | <p>X ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p> | |
| <p>Select one CTE Track targeting computer technology or health sciences. Work with National University to support this track with materials and faculty. (Investment: Facility, Equipment, Materials, Staff). CTE materials.</p> <p>Implement CCSS Math Curriculum with all students. Emphasize practical application of mathematics in real world settings to make math relevant to students. Update mathematics materials and professional development.</p> | <p>Up to \$10,000</p> <p>Up to \$20,000</p> | <p>Due to staffing changes, little was done to work with National University on developing the Information Technology or Health Science and Medical Technology industry sectors under CTE. NUA has health sciences integrated curriculum that will be used alongside standards-based core curriculum in an effort to prepare students for the Health Science and Medical Technology industry strand.</p> <p>NUA implemented CCSS math curriculum in 80% of its programs, but more work will be done in this area to bring that number to 100%. NUA will also hire credentialed mathematics instructors to support math instruction and will also bring in math coaches to support extra-curricular math-themed activities.</p> | |
| <p>Scope of service: LEA-wide</p> | | <p>Scope of service: LEA-wide</p> | |
| <p>X ALL</p> | | <p>X ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> | |

__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____

__ Foster Youth __ Redesignated fluent English proficient
__ Other Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

NUA did not successfully attain this goal in its entirety. The number of students that tested proficient on the math assessment decreased by 6.05%, instead of increasing by 1%. However, NUA students did achieve the targeted increase in participation in career related activities.

- 1) NUA did a good job of implementing the actions and services discussed, but more work needs to be done in order for this goal to be fully realized and across all programs.
- 2) All NUA students were targeted with regards to this goal, including all subgroups.
- 3) Even though most of the NUA programs have career readiness opportunities and math curriculum, NUA would benefit from hiring additional mathematics instructors (as positions become available), trained to better support these initiatives.
- 4) The data examined were NWEA testing results in mathematics and student participation in career readiness activities.
- 5) Progress was not attained in increased proficiency in mathematics, but was attained in participation in career-readiness programs. NUA will fully implement a CTE program next school year, share career resources among all programs, work with National University programs to help support those initiatives as well as explore hiring mathematics teachers to help better support mathematics instruction.
- 6) The actual budgetary expenditures were far less than projected.

In addition, NUA will provide an optimum learning and working environment by employing highly qualified certificated and classified employees; providing an instructional program to support 21st Century Learning Skills. This will be accomplished with a comprehensive induction program for all first and second year teachers. Need: all students need to be provided with a rigorous high-quality core curriculum. Goal 1: Increase teacher effectiveness. Goal 2: Increase the number of highly qualified, skilled professionals who apply and accept employment at NUA. Actions/Services: NUA will ensure that systems, including induction programs are in place to support and foster continuous development of teachers and management in years 2-3. NUA will cover the costs of coaches and participation in the accredited induction consortium.

Original

Create a Safe and Healthy Environment for learning and work

Related State and/or Local Priorities:

| | | |
|----------------------------|--|--|
| GOAL from prior year LCAP: | | 1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____ |
|----------------------------|--|--|

| | |
|------------------|---|
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All |
|------------------|---|

| | | | |
|--------------------------------------|---|------------------------------------|-----------------------|
| Expected Annual Measurable Outcomes: | Student attrition baseline: 33.9% Semester 1 2013-14 -1% | Actual Annual Measurable Outcomes: | Student attrition 22% |
|--------------------------------------|---|------------------------------------|-----------------------|

LCAP Year: 2014-15

| Planned Actions/Services | | Actual Actions/Services | |
|--|-----------------------|---|--------------------------------------|
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Provide weather protected play areas and adult restrooms at appropriate locations. | Up to \$10,000 | Adult restrooms in the Vista location will be completed by the end of April. Covers for play areas have been purchased. | |
| Provide Lead/Administrative presence at each location as appropriate. | Up to \$15,000 | Program leads have been provided for most programs, though unfortunately some were split between duties due to budgetary restraints. More effort will be made in this area next school year. | \$30,000 for restrooms |
| Conduct regular Safety Inspections and follow up at every location | Up to \$5,000 | | \$130 for covered areas |
| Provide regular opportunities for candid Staff and Parent Feedback about school climate | | Safety is a significant concern at all sites. Every classroom has an emergency evacuation plan and every classroom in need was provided a new emergency backpack full of items needed to support classes in a variety of emergency situations. Ceiling tiles are being added in Hemet's location as well. | \$5,000 for safety backpacks |
| Enhance extracurricular/enrichment activities including field trips, sports, crafts, music, at all programs. Collaborate with PTO and Parent groups to support these activities. | Up to \$10,000 | Parents have been surveyed twice this school | |

| | | | |
|---|----------------------|--|-----------------|
| <p>Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option.</p> | | <p>year—once in the Fall and once in the Spring with regards to NUA.</p> <p>Our parents are amazing and supportive. Many support classroom teachers, participate in PTO/NEST activities and really do all they can to enhance the student experience at our learning centers.</p> <p>More work needs to be done with regards to providing nutrition opportunities at appropriate locations. Right now, various learning centers have snacks for students. The addition of vending machines is a possibility, though may not be our healthiest option. NUA will be applying for a grant to fund a school breakfast program.</p> | |
| <p>Scope of service:</p> | <p>LEA-wide</p> | <p>Scope of service:</p> | <p>LEA-wide</p> |
| <p>X ALL</p> | | <p>X ALL</p> | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | |
| <p>Provide organized orientation programs for new students in each program so that families know the expectations of their program when they enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program.</p> <p>Introduce social programs, after school programs</p> | <p>Up to \$1,000</p> | <p>NUA programs already provide orientations to families and students. More work is being done on a Student/Parent Handbook as well as a Staff Handbook so all school policies and procedures are clear.</p> <p>NUA has a number of social programs, before and after school care—most of which are supported by our parent organizations.</p> | |

| | | | | |
|--|--|---|-----------------|--|
| <p>and other positive programs that make our school a positive place to learn, health focus</p> <p>Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums.</p> <p>Initiate updating staff salary schedules so salaries are competitive and equitable.</p> <p>Investigate changing Benefit Plan to be a monthly allotment and a cafeteria plan for all staff</p> | <p>Up to \$10,000</p> | <p>More work needs to be done schoolwide to provide students with guidance about living a balanced life.</p> <p>Staff salaries were addressed at the beginning of the school year and were Board approved, effective July 1, 2014.</p> <p>Investigations were completed regarding a change in benefit program. Suggested programs were not compliant with minimal requirements as identified by the Federal Healthcare Act.</p> | | |
| <p>Scope of service:</p> | <p>LEA-wide</p> | <p>Scope of service:</p> | <p>LEA-wide</p> | |
| <p>X ALL</p> | | <p>X ALL</p> | | |
| <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p> | | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>NUA's programs are stable and student attrition rate is shrinking.</p> <ol style="list-style-type: none"> 1) Overall the actions we took this year supported the health and safety needs of our students, though more work needs to be done. 2) All NUA students were targeted with regards to this goal, including students identified in all subgroups. 3) The actions directly impacted the school sites and successfully so. 4) Data reviewed included student withdrawals and drop-outs. 5) NUA's targeted goal was to decrease the attrition rate by 1%. Instead, NUA decreased its attrition rate by 11.9%.NUA will continue to strive to provide each program leadership support, students nutritional offerings, and student counseling on living a balanced life. 6) The budget expenditures were considerably less in some cases and more in others. | | | |

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

| | |
|--|--|
| Total amount of Supplemental and Concentration grant funds calculated: | |
| NUA Lakeside \$373,401 | |
| NUA Orange Center \$12,423 | |
| NUA Robla \$18,266 | |

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| | % |
|--------------------|--------|
| NUA Lakeside: | 7.10% |
| NUA Orange Center: | 16.18% |
| NUA Robla: | 11.08% |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]