

§ 15497. Local Control and Accountability Plan and Annual Update

Introduction:

NUA	\$188,282	\$267,147	\$312,246
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NUAA	\$83,467	\$117,972	\$155,601
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NUAOC	\$5,356	\$9,633	\$12,047
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LEA: National University Academy Charter School

Contact : Dr. Bernard Hanlon, Executive Director, bhanlon@nu.edu, 750-630-4080

LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update

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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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.

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 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>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 paths were unclear before</p>

Involvement Process	Impact on LCAP
<p>3. Each program leader chose student or parent representatives from their program to serve on the LCAP Council.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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> <p>9. 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>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>

Section 2: Goals and Progress Indicators

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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Students lack skills in communication and collaboration needed to succeed on CCSS tests. Metric: ELA Standardized Scores, overall	Improve all NUA students' skills in the area of collaboration and communication.	All	All		ELA STAR or NWEA Proficiency Rate: 52.85 +1%	+1%	+1%	#2- Implementation of CCSS #3- Parental Involvement #4- Student Achievement #5 Student Engagement #6 School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
proficiency levels.								
Students have limited access to internships and pre college experiences and math skills are below par. Metric: Math Standardized Scores, overall proficiency levels. Rate of involvement in job experience activities.	Increase all NUA students' career and college readiness skills.	All	All		Math STAR or NWEA Proficiency Rate: 47.35+1%	+1%	+1%	#2 Implementation of CCSS #3 Parental Involvement #4- Student Achievement #5 Student Engagement #6 School Climate #8 Other Student Outcomes: Preparation for chosen career.
Student attrition rates are high and this is impeding student	Create a Safe and Healthy Environment for learning and work	All	All		Student attrition baseline: 33.9% Semester 1 2013-14	-1%	-1%	#1 Basic Services #3 Parental Involvement #5 Student Engagement #6 School

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
learning and effectiveness of instruction. Decreased student attrition in all programs.					-1%			Climate #7 Course Access #8 Other Student Outcomes

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#1. Improve all NUA students’ skills in the area of collaboration and communication.	#2- Implementation of CCSS #3- Parental Involvement #4- Student Achievement #5 Student Engagement #6 School Climate	1. Create/Refine a clear organization structure for NUA including job descriptions for all positions.	LEA-wide		Fund director of organization and communication. Up to \$25,000	Fund director of organization and communication. Up to \$25,000	Fund director of organization and communication. Up to \$25,000
		2. Investigate the Consolidation of Teachers of blended programs(all high school) at fewer locations with 3/4 core subject area teachers each	IS High School Program		Evaluate programs for best potential, communicate decisions with staff and parents	Evaluate programs for best potential, communicate decisions with staff and parents	Evaluate programs for best potential, communicate decisions with staff and parents
		3. Contract with School Reach for entire school-designated staff to coordinate collection of preferred contact information.	LEA-wide		\$2,000- all student contract	\$2,000- all student contract	\$2,000- all student contract
		4. Create Professional	LEA-wide		Up to	Up to	Up to

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>development collaboratively so that it is relevant to staff of all programs.</p> <p>5. 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.</p> <p>6. 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>LEA-wide</p>		<p>\$10/student for program specific. Up to \$5/student for general-up to \$15,000</p> <p>Fund Curriculum/ Instruction / Assessment Associate Director- up to \$25,000</p> <p>See PD Item above.</p> <p>Student Performance Data collection and management:up to \$20,000</p>	<p>\$10/student for program specific. Up to \$5/student for general-up to \$15,000</p> <p>Fund Curriculum/ Instruction / Assessment Associate Director- up to \$25,000</p> <p>See PD Item above.</p> <p>Student Performance Data collection and management:up to \$20,000</p>	<p>\$10/student for program specific. Up to \$5/student for general-up to \$15,000</p> <p>Fund Curriculum/ Instruction / Assessment Associate Director- up to \$25,000</p> <p>See PD Item above.</p> <p>Student Performance Data collection and management:up to \$20,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
#2: Increase all NUA students' career and college readiness skills.	#2 Implementation of CCSS #3 Parental Involvement #4- Student Achievement #5 Student Engagement #6 School Climate #8 Other Student Outcomes: Preparation for chosen career.	1. 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)	LEA-wide		Provide counseling including coordination of all career planning activities. Up to \$15,000	Provide counseling including coordination of all career planning activities. Up to \$15,000	Provide counseling including coordination of all career planning activities. Up to \$15,000
		2. Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically.	LEA-wide		Investigate Naviance program for Middle and High School	Investigate Naviance program for Middle and High School	Investigate Naviance program for Middle and High School
		3. Select one CTE Track targeting computer technology or health sciences. Work with National University to	LEA-wide		Career related field trips- up to \$5/student- up to \$5000	Career related field trips- up to \$5/student- up to \$5000	Career related field trips- up to \$5/student- up to \$5000
					CTE materials and staff: Up to \$10,000	CTE materials and staff: Up to \$10,000	CTE materials and staff: Up to \$10,000

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>support this track with materials and faculty. (Investment: Facility, Equipment, Materials, Staff)</p> <p>4. Implement CCSS Math Curriculum with all students. Emphasize practical application of mathematics in real world settings to make math relevant to students.</p>	LEA-wide		Update mathematics materials Professional development. Up to \$20,000	Update mathematics materials Professional development. Up to \$20,000	Update mathematics materials Professional development. Up to \$20,000
#3: Create a Safe and Healthy Environment for learning and work	#1 Basic Services #3 Parental Involvement #5 Student Engagement #6 School Climate #7 Course Access #8 Other Student Outcomes	1. Provide weather protected play areas and adult restrooms at appropriate locations.	LEA-wide		Up to \$10,000	Up to \$10,000	Up to \$10,000
		2. Provide Lead/Administrative presence at each location as appropriate.	LEA-wide		Stipends for site supervision. Up to \$15,000	Stipends for site supervision. Up to \$15,000	Stipends for site supervision. Up to \$15,000
		3. Conduct regular Safety Inspections and follow up at every location	LEA-wide		Up to \$5,000	Up to \$5,000	Up to \$5,000

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>4. Provide regular opportunities for candid Staff and Parent Feedback about school climate</p> <p>5. 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>6. Investigate nutrition opportunities at appropriate locations- lunch program or vending machine option.</p> <p>7. Provide organized orientation programs for new students in each program so that families know the expectations of</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>Create Survey, analyze results</p> <p>\$10/student-use of budget determined by program staff. Up to \$10,000</p> <p>Contact lunch programs, vending machine providers</p> <p>Create materials, food, staffing: Up to \$2/new</p>	<p>Create Survey, analyze results</p> <p>\$10/student-use of budget determined by program staff. Up to \$10,000</p> <p>Contact lunch programs, vending machine providers</p> <p>Create materials, food, staffing: Up to \$2/new</p>	<p>Create Survey, analyze results</p> <p>\$10/student-use of budget determined by program staff. Up to \$10,000</p> <p>Contact lunch programs, vending machine providers</p> <p>Create materials, food, staffing: Up to \$2/new</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		<p>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>8. Introduce social programs, after school programs and other positive programs that make our school a positive place to learn, health focus</p> <p>9. Provide guidance to students about scheduling a balanced life, stress reduction, test anxiety, healthy lifestyles through classes or forums.</p> <p>10. Initiate updating staff salary schedules so salaries are competitive and</p>	<p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p> <p>LEA-wide</p>		<p>student- Up to \$1000</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Begin adjustment Up to \$10,000</p>	<p>student- Up to \$1000</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Begin adjustment Up to \$10,000</p>	<p>student- Up to \$1000</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Counselor/lead Duty- research programs and implement with parent group help.</p> <p>Begin adjustment Up to \$10,000</p>

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		equitable. 11. Investigate changing Benefit Plan to be a monthly allotment and a cafeteria plan for all staff			Investigation	Investigation	Investigation

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Goals 1,2, and 3	Priorities 1-8	For low income pupils:	LEA-wide		1. Identify and distribute user friendly information		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>to share with families about common core/ student performance data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards.(Additional resources targeted at this population but no additional cost)</p> <p>2. Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. (Additional resources targeted at this population but no additional cost)</p> <p>3.Provide organized orientation programs for new students in each program so that families know the expectations of their program when they</p>		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					enroll- provide support for new and struggling students in the form of mentor students and families who have been successful with the program. (Additional resources targeted at this population but no additional cost)		
Goals 1,2, and 3	Priorities 1-8	For English learners:	LEA-wide		1. 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.(Additional resources targeted at this population but no additional cost) 2. Include a career planning aspect in each		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>program and each year of instruction. Include entrepreneurship in the program periodically. (Additional resources targeted at this population but no additional cost)</p> <p>3. 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. (Additional resources targeted at this population but no additional cost)</p> <p>3. Identify and distribute user friendly information to share with families about common core/ student performance</p>		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					data/positive parenting/Career readiness/ parent info to support their students/webinar/message boards. Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically.		
Goals 1,2, and 3	Priorities 1-8	For foster youth:	LEA-wide		1. 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. (Additional resources targeted at this population but no additional cost)		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					<p>2. Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. (Additional resources targeted at this population but no additional cost)</p> <p>3. 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. (Additional resources targeted at this population but no additional cost)</p>		
Goals 1,2,	Priorities 1-8	For redesignated	LEA-wide		1. Identify and distribute		

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					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
and 3		fluent English proficient pupils:			<p>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.(Additional resources targeted at this population but no additional cost)</p> <p>2. Include a career planning aspect in each program and each year of instruction. Include entrepreneurship in the program periodically. (Additional resources targeted at this population but no additional cost)</p> <p>3.Provide organized orientation programs for new students in each program so that families know the expectations of</p>		

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
					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. (Additional resources targeted at this population but no additional cost)		

C. Describe the LEA’s increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

This information will be provided by Ed Soriano. I gave him the information from Erin to calculate.

- D. 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). 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). 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.

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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

